

2020-21 ACADEMIC CATALOG

# Azusa Pacific University



*GOD FIRST SINCE 1899*



# Table of Contents

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|  |     |
|--|-----|
| Azusa Pacific University .....   | 18  |
| Welcome .....  | 19  |
| About the Catalog .....  | 20  |
| Academic Calendar .....  | 25  |
| Archived Catalogs .....  | 26  |
| Catalog and Student Handbooks .....  | 27  |
| General University Information .....   | 28  |
| Administration .....   | 29  |
| Faculty Emeriti .....  | 31  |
| Regional Locations .....   | 34  |
| University Structure .....   | 36  |
| Academics .....  | 46  |
| College of Liberal Arts and Sciences .....   | 47  |
| American Language and Culture Institute (ALCI) .....                                     | 49  |
| Center for Research in Science (CRIS) .....  | 54  |
| Department of Biology and Chemistry .....  | 55  |
| B.A. in Allied Health .....  | 69  |
| B.A. in Allied Health with Business Emphasis .....                                       | 71  |
| B.A. in Chemistry .....  | 73  |
| B.S. in Allied Health .....  | 75  |
| B.S. in Allied Health with Integrated Single Subject (Science) Teaching Credential ..... | 77  |
| B.S. in Biochemistry .....   | 80  |
| B.S. in Biology .....  | 83  |
| B.S. in Chemistry .....  | 88  |
| M.S. in Biotechnology .....  | 90  |
| Minor in Biology .....   | 91  |
| Minor in Chemistry .....   | 92  |
| Department of Engineering and Computer Science .....                                     | 93  |
| B.S. in Computer Information Systems .....   | 101 |
| B.S. in Computer Science .....   | 103 |
| B.S. in Engineering .....  | 106 |
| Minor in Computer Information Systems .....  | 108 |
| Minor in Computer Science .....  | 109 |
| Department of English and Modern Languages .....   | 110 |
| B.A. in English .....  | 123 |
| B.A. in Spanish .....  | 126 |
| M.A. in English .....  | 128 |
| Minor in Creative Writing .....  | 130 |
| Minor in English .....   | 131 |

|   |     |
|---|-----|
| Minor in Spanish .....  | 133 |
| Department of Global Studies, Sociology, and TESOL .....                            | 134 |
| B.A. in Sociology .....   | 148 |
| Certificate in TEFL .....   | 150 |
| Certificate in TESOL (Field-Based) .....  | 151 |
| Certificate in TESOL (On Campus and Online) .....                                   | 152 |
| M.A. in Teaching English to Speakers of Other Languages (TESOL) (Field-Based) ..... | 153 |
| M.A. in Teaching English to Speakers of Other Languages (TESOL) (On Campus) .....   | 155 |
| M.A. in Teaching English to Speakers of Other Languages (TESOL) (Online) .....      | 157 |
| M.A. in TESOL Program (Christ's College Cooperative) .....                          | 159 |
| Minor in Environmental Studies .....  | 160 |
| Minor in Sociology .....  | 161 |
| Minor in TESOL .....  | 163 |
| Department of History and Political Science .....                                   | 164 |
| B.A. in History .....   | 177 |
| B.A. in International Relations .....   | 179 |
| B.A. in Political Science .....   | 181 |
| B.A. in Social Science .....  | 183 |
| Master of Public Administration .....   | 185 |
| Minor in Classics .....   | 187 |
| Minor in History .....  | 189 |
| Minor in International Relations .....  | 191 |
| Minor in Political Science .....  | 192 |
| Minor in Prelaw .....   | 193 |
| Minor in Public Administration .....  | 194 |
| Department of Mathematics, Physics, and Statistics .....                            | 195 |
| B.A. in Mathematics .....   | 207 |
| B.A. in Mathematics with Integrated Single Subject (Math) Teaching Credential ..... | 209 |
| B.S. in Applied Mathematics .....   | 212 |
| B.S. in Mathematics .....   | 215 |
| B.S. in Physics .....   | 217 |
| M.S. in Applied Statistics and Analytics .....                                      | 219 |
| Minor in Mathematics .....  | 221 |
| Minor in Physics .....  | 222 |
| Minor in Statistics .....   | 223 |
| Minor in Ethnic Studies .....   | 224 |
| Minor in Humanities .....   | 226 |
| Minor in Vocational Development .....   | 228 |
| Preprofessional Programs .....  | 229 |
| College of the Arts .....   | 231 |
| Department of Communication Studies .....   | 232 |
| B.A. in Communication Management .....  | 244 |

|  |     |
|--|-----|
| B.A. in Digital Media and Communication .....                    | 246 |
| B.A. in Journalism .....   | 247 |
| B.A. in Public Relations .....                                   | 250 |
| M.A. in Strategic Communication .....                            | 252 |
| Minor in Communication Studies .....                             | 253 |
| Minor in Journalism .....  | 254 |
| Minor in Public Relations .....                                  | 255 |
| School of Music .....  | 256 |
| Department of Commercial Music .....                             | 289 |
| B.M. in Commercial Music .....                                   | 315 |
| M.A. in Music Entrepreneurial Studies .....                      | 323 |
| Department of Music Performance .....                            | 324 |
| B.A. in Music: Performance .....                                 | 355 |
| B.M. in Music Performance .....                                  | 358 |
| M.M. in Conducting .....   | 365 |
| M.M. in Performance .....  | 367 |
| Department of Music Studies .....                                | 370 |
| B.A. in Music: Music Theory .....                                | 401 |
| B.M. in Composition .....  | 404 |
| B.M. in Music and Worship .....                                  | 408 |
| B.M. in Music Education (Pre-Teacher Certification) .....        | 414 |
| M.M. in Composition .....  | 419 |
| Master of Music Education .....                                  | 420 |
| Minor in Music .....   | 421 |
| Minor in Worship Leadership .....                                | 422 |
| Artist Certificate .....   | 423 |
| School of Visual and Performing Arts .....                       | 424 |
| Department of Art .....  | 425 |
| B.A. in Art .....  | 436 |
| BFA in Art .....   | 439 |
| M.A. in Art Education .....                                      | 442 |
| M.A. in Modern Art History, Theory, and Criticism (Online) ..... | 443 |
| MFA in Visual Art .....  | 445 |
| Minor in Art .....   | 447 |
| Minor in Art History .....                                       | 448 |
| Department of Cinematic Arts .....                               | 449 |
| B.A. in Animation and Visual Effects .....                       | 462 |
| B.A. in Cinematic Arts .....                                     | 466 |
| B.A. in Games and Interactive Media .....                        | 469 |
| B.A. in Screenwriting .....                                      | 470 |
| BFA in Cinematic Arts Production .....                           | 471 |
| M.A. in Screenwriting .....                                      | 473 |

|  |     |
|--|-----|
| Minor in Games and Interactive Media .....   | 475 |
| Minor in Screen Studies .....  | 476 |
| Minor in Screenwriting .....   | 477 |
| Department of Design .....   | 478 |
| B.A. in Design Studies .....   | 484 |
| M.A. in User Experience Design .....   | 487 |
| Minor in Design Studies .....  | 488 |
| Department of Theater Arts .....   | 489 |
| B.A. in Theater Arts .....   | 495 |
| BFA in Acting for the Stage and Screen .....   | 497 |
| Minor in Theater Arts .....  | 499 |
| Honors College .....   | 500 |
| B.A. in Honors Humanities .....  | 505 |
| Minor in Honors Humanities .....   | 507 |
| School of Behavioral and Applied Sciences .....  | 508 |
| Department of Clinical Psychology .....  | 509 |
| Psy.D. in Clinical Psychology .....  | 518 |
| Department of Criminal Justice .....   | 529 |
| B.A. in Criminal Justice .....   | 536 |
| B.A. in Criminal Justice (Bachelor's Completion Program) .....                             | 538 |
| Minor in Criminal Justice (Professional) .....   | 540 |
| Department of Higher Education .....   | 541 |
| Doctoral Programs in Higher Education .....  | 548 |
| Doctoral-Level Certificate in Strengths-Oriented Higher Education .....                    | 550 |
| Ed.D. in Higher Education Leadership .....   | 551 |
| M.S. in College Counseling and Student Development .....                                   | 553 |
| Ph.D. in Higher Education .....  | 556 |
| Department of Kinesiology .....  | 559 |
| Adapted Physical Education Added Authorization .....                                       | 574 |
| B.S. in Kinesiology .....  | 575 |
| M.A. in Physical Education and Single Subject Teaching Credential .....                    | 579 |
| M.A. in Physical Education with an Added Authorization in Adapted Physical Education ..... | 581 |
| M.S. in Athletic Training .....  | 583 |
| M.S. in Athletic Training (Summer 2020 Cohort) .....                                       | 587 |
| M.S. in Physical Education .....   | 591 |
| Minor in Adapted Physical Activity .....   | 593 |
| Department of Leadership and Organizational Psychology .....                               | 594 |
| M.A. in Leadership .....   | 601 |
| M.S. in Organizational Psychology .....  | 602 |
| Minor in Leadership .....  | 603 |
| Department of Marriage and Family Therapy .....  | 604 |
| Certificate in Substance Use Disorders .....   | 610 |

|   |     |
|---|-----|
| M.A. in Clinical Psychology: Marriage and Family Therapy (MFT) .....                                      | 611 |
| Department of Physical Therapy .....  | 615 |
| Doctor of Physical Therapy .....  | 623 |
| Ph.D. in Rehabilitation and Movement Science .....  | 627 |
| Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance .....                   | 629 |
| Department of Psychology .....  | 631 |
| B.A. in Psychology .....  | 649 |
| B.A. in Psychology (Bachelor's Completion Program) .....  | 652 |
| B.S. in Psychology .....  | 655 |
| M.S. in Child Life .....  | 658 |
| M.S. in Child Life (Advanced Standing) .....  | 660 |
| M.S. in Counseling Psychology with Specialization in Children and Adolescents .....                       | 661 |
| M.S. in Research Psychology and Data Analysis .....   | 662 |
| Minor in Alcohol and Drug Counseling .....  | 665 |
| Minor in Alcohol and Drug Counseling (Professional) .....   | 666 |
| Minor in Psychology .....   | 667 |
| Minor in Psychology (Professional) .....  | 668 |
| Department of Social Work .....   | 670 |
| Bachelor of Social Work .....   | 681 |
| Certificate of Distinction in Undergraduate Social Work Research .....                                    | 690 |
| Master of Social Work .....   | 691 |
| Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services ..... | 709 |
| Support Services .....  | 712 |
| School of Business and Management .....   | 713 |
| B.A. in Business Management .....   | 736 |
| B.A. in Economics .....   | 738 |
| B.S. in Accounting .....  | 740 |
| B.S. in Business: Economics .....   | 742 |
| B.S. in Entrepreneurship .....  | 744 |
| B.S. in Finance .....   | 746 |
| B.S. in International Business .....  | 748 |
| B.S. in Marketing .....   | 750 |
| Bachelor of Business Administration (BBA) .....   | 752 |
| LP and Timothy Leung School of Accounting .....   | 754 |
| Master of Professional Accountancy (MAcc) .....   | 755 |
| Master of Business Administration (MBA) .....   | 757 |
| Master of Business Management (MBM) .....   | 761 |
| Minor in Accounting .....   | 764 |
| Minor in Business Administration (Professional) .....   | 765 |
| Minor in Business Management .....  | 766 |
| Minor in Economics .....  | 767 |
| Minor in Entrepreneurship .....   | 768 |

|   |     |
|---|-----|
| Minor in Finance .....  | 769 |
| Minor in Marketing .....  | 770 |
| School of Education .....   | 771 |
| Accreditation .....   | 774 |
| Academic Policies .....   | 775 |
| Program Expectations .....  | 776 |
| Department of Educational Leadership .....  | 777 |
| Ed.D. in Educational Leadership .....   | 781 |
| Department of School Counseling and School Psychology .....   | 785 |
| M.A. in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling .....   | 792 |
| M.A. in Education: Educational and Clinical Counseling with an Embedded Pupil Personnel Services Credential in School Counseling .....  | 794 |
| Pupil Personnel Services: School Counseling Credential .....  | 797 |
| Educational Specialist (Ed.S.) in School Psychology with Embedded M.A. in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology .....  | 798 |
| Educational Specialist (Ed.S.) in School Psychology: Applied Behavior Analysis with Embedded M.A. in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology .....                                   | 802 |
| Educational Specialist (Ed.S.) in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded M.A. in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology ..... | 806 |
| Pupil Personnel Services: School Psychology Credential .....  | 810 |
| Applied Behavioral Analysis Specialization .....  | 811 |
| Clinical Counseling Certificate .....   | 813 |
| Division of Teacher Education .....   | 814 |
| Department of Advanced Studies .....  | 827 |
| M.A. in Educational Technology .....  | 831 |
| Department of Elementary and Secondary Education .....  | 833 |
| B.A. in Liberal Studies/Undergraduate Education K-8 Program .....   | 839 |
| Minor in Liberal Studies .....  | 846 |
| M.A. in Education: Learning and Technology and Multiple Subject Teaching Credential .....   | 847 |
| M.A. in Education: Learning and Technology and Single Subject Teaching Credential .....   | 849 |
| M.A. in Education: Teaching and Multiple Subject Teaching Credential .....  | 851 |
| M.A. in Education: Teaching and Single Subject Teaching Credential .....  | 853 |
| Multiple Subject Teaching Credential .....  | 855 |
| Single Subject Teaching Credential .....  | 857 |
| Department of Special Education .....   | 859 |
| M.A. in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential .....   | 863 |
| M.A. in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential .....   | 865 |
| M.A. in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential .....   | 867 |
| M.A. in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential .....   | 869 |
| Mild/Moderate Disabilities Education Specialist Credential .....  | 871 |
| Moderate/Severe Disabilities Education Specialist Credential .....  | 873 |
| Integrated Bachelor's/Credential Program .....  | 875 |
| B.A. in Liberal Studies with Integrated Credential .....  | 878 |

|   |      |
|---|------|
| Steps to a Credential .....   | 885  |
| Step 1: Admission .....   | 886  |
| Step 2: Clinical Practice Clearance .....   | 888  |
| Step 3: Credential Application .....  | 889  |
| School of Nursing .....   | 890  |
| Baccalaureate Nursing Programs .....  | 924  |
| Department of RN to BSN .....   | 926  |
| RN to BSN Degree Completion Program .....   | 928  |
| Department of Upper-Division BSN Transfer .....   | 929  |
| Bachelor of Science in Nursing (BSN) Upper-Division Transfer and LVN Options .....                            | 938  |
| Department of (Traditional) Undergraduate Baccalaureate Program .....   | 941  |
| B.S. in Nursing (Traditional) Program .....   | 942  |
| Minor in International Health Nursing (Traditional BSN) .....   | 948  |
| Minor in Nutrition (Traditional BSN) .....  | 949  |
| Department of Entry-Level Master of Science in Nursing .....  | 950  |
| Entry-Level Master of Science in Nursing (ELM) .....  | 967  |
| ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) .....                                 | 969  |
| ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) .....                                     | 971  |
| ELM-MSN: Family Nurse Practitioner (FNP) .....  | 972  |
| ELM-MSN: Healthcare Administration and Leadership .....   | 973  |
| ELM-MSN: Nursing Education .....  | 974  |
| ELM-MSN: Pediatric Nurse Practitioner–Primary Care (PNP-PC) .....   | 975  |
| ELM-MSN: Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialty .....                                 | 976  |
| ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) .....                    | 977  |
| ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner–Primary Care (PNP-PC) ..... | 979  |
| Department of Master of Science in Nursing Advanced Practice .....  | 981  |
| Master of Science in Nursing (MSN) with Credentials .....   | 999  |
| MSN and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC) .....                     | 1000 |
| MSN and Pediatric Nurse Practitioner–Primary Care (PNP-PC) and School Nurse Services Credential (SNSC) .....  | 1002 |
| MSN with School Nurse Services Credential (SNSC) .....  | 1004 |
| Master of Science in Nursing with Single Specialties .....  | 1005 |
| Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) .....  | 1006 |
| Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) .....  | 1008 |
| Family Nurse Practitioner (FNP) .....   | 1009 |
| Pediatric Nurse Practitioner–Primary Care (PNP-PC) .....  | 1010 |
| Psychiatric Mental Health Nurse Practitioner (PMHNP) .....  | 1011 |
| Post-Bachelor’s Credentials .....   | 1012 |
| School Nurse Services Credential (SNSC) .....   | 1013 |
| Post-Master’s Certificate Programs .....  | 1014 |
| Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate .....   | 1015 |
| Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate .....                                  | 1016 |
| Family Nurse Practitioner (FNP) Certificate .....   | 1018 |



|  |      |
|--|------|
| Healthcare Administration and Leadership .....                         | 1020 |
| Nursing Education .....  | 1021 |
| Oncology Nurse Practitioner Post-Master's Certificate .....            | 1022 |
| Pediatric Clinical Nurse Specialist (CNS) Certificate .....            | 1023 |
| Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate .....   | 1024 |
| Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate ..... | 1025 |
| Department of Healthcare Administration and Leadership .....           | 1026 |
| MSN in Healthcare Administration and Leadership .....                  | 1027 |
| Department of Nursing Education .....                                  | 1028 |
| MSN in Nursing Education .....   | 1029 |
| Department of Public Health .....                                      | 1030 |
| Master of Public Health (MPH) .....                                    | 1035 |
| Department of Doctoral Studies .....                                   | 1037 |
| Doctor of Nursing Practice (DNP) .....                                 | 1054 |
| Ph.D. in Nursing .....   | 1057 |
| School of Theology .....   | 1061 |
| Azusa Pacific Seminary .....   | 1062 |
| Doctor of Ministry (D.Min.) .....                                      | 1076 |
| M.A. (Theological Studies) .....                                       | 1079 |
| M.A. in Pastoral Studies (MAPS) .....                                  | 1081 |
| Master of Divinity (M.Div.) .....                                      | 1085 |
| Master of Divinity (M.Div.): Biblical Studies .....                    | 1087 |
| Division of Religion and Philosophy .....                              | 1089 |
| Department of Biblical and Religious Studies .....                     | 1091 |
| B.A. in Biblical Studies .....   | 1097 |
| Certificate of Distinction in Biblical Studies .....                   | 1100 |
| Minor in Ancient Languages .....                                       | 1101 |
| Minor in Biblical Studies .....  | 1102 |
| Minor in Religious Studies .....                                       | 1103 |
| Department of Philosophy .....   | 1104 |
| B.A. in Philosophy .....   | 1110 |
| Certificate of Distinction in Philosophy .....                         | 1112 |
| Minor in Philosophical Apologetics .....                               | 1113 |
| Minor in Philosophy .....  | 1114 |
| Minor in Practical and Professional Ethics .....                       | 1115 |
| Department of Practical Theology .....                                 | 1116 |
| B.A. in Christian Ministries .....                                     | 1122 |
| B.A. in Interdisciplinary Studies .....                                | 1125 |
| B.A. in Youth and Family Ministries .....                              | 1126 |
| Minor in Christian Ministries .....                                    | 1129 |
| Minor in Cultural Engagement .....                                     | 1130 |
| Minor in Youth and Family Ministries .....                             | 1131 |

|   |      |
|---|------|
| Department of Theology .....  | 1132 |
| B.A. in Theology .....  | 1136 |
| Certificate of Distinction in Theology .....  | 1139 |
| Minor in Theology .....   | 1140 |
| University Libraries .....  | 1141 |
| M.A. in School Librarianship with an Embedded Teacher Librarian Services Credential .....                 | 1143 |
| Teacher Librarian Services Credential .....   | 1145 |
| General Education Program .....   | 1147 |
| General Education Information for Transfer Students .....   | 1152 |
| General Education Requirements for Professional Undergraduate Students (Regional Campus and Online) ..... | 1155 |
| General Education Requirements for Traditional Undergraduate Students .....                               | 1159 |
| Honors Course Equivalency .....   | 1171 |
| Faculty Development .....   | 1172 |
| Sunsetted Programs .....  | 1173 |
| Time to Completion .....  | 1175 |
| Admissions .....  | 1178 |
| Undergraduate (Azusa) Admissions .....  | 1179 |
| Admission Deadlines .....   | 1180 |
| Admission Status .....  | 1181 |
| Admission to Particular Majors .....  | 1182 |
| Admission to the University .....   | 1183 |
| APU Associate Degree for Transfer (ADT) .....   | 1184 |
| Campus Housing .....  | 1185 |
| Confirmation of Admission .....   | 1186 |
| Credit by Examination .....   | 1187 |
| Credit for Advanced Placement (AP) Exams .....  | 1188 |
| Credit for International Baccalaureate (IB) Program .....   | 1191 |
| College Level Examination Program (CLEP) .....  | 1194 |
| False Information .....   | 1197 |
| Freshman Applicants .....   | 1198 |
| High School Nongraduates .....  | 1199 |
| Homeschooled Students .....   | 1200 |
| International Students .....  | 1201 |
| International Students and Scholars (ISS) .....   | 1202 |
| International Undergraduate Admission .....   | 1203 |
| Notification of Admission .....   | 1205 |
| Part-time Applicants .....  | 1206 |
| Proficiency Exams and Placement Assessments .....   | 1207 |
| Readmission and Reenrollment .....  | 1208 |
| Transfer Applicants .....   | 1209 |
| Veterans' Education Benefits .....  | 1210 |
| Professional Undergraduate Admissions .....   | 1211 |

|  |      |
|--|------|
| Administrative Withdrawal .....                                | 1212 |
| Admission to the University .....                              | 1213 |
| Application and Fee .....                                      | 1214 |
| APU Associate Degree for Transfer (ADT) .....                  | 1215 |
| Change of Program .....  | 1216 |
| Conditional Admission Based on English Level .....             | 1217 |
| Conditional-Incomplete Admission (CIA) .....                   | 1218 |
| Credit by Examination .....                                    | 1219 |
| English Proficiency Requirements .....                         | 1220 |
| False Information .....  | 1222 |
| International Admissions .....                                 | 1223 |
| Reservation of Rights .....                                    | 1224 |
| Transcripts .....  | 1225 |
| Veterans' Education Benefits .....                             | 1226 |
| Graduate Admissions .....                                      | 1227 |
| Administrative Withdrawal .....                                | 1228 |
| Admission to the University .....                              | 1229 |
| Application and Fee .....                                      | 1230 |
| Change of Program .....  | 1231 |
| Conditional Admission Based on English Level .....             | 1232 |
| Conditional-Incomplete Admission (CIA) .....                   | 1233 |
| English Proficiency Requirements .....                         | 1234 |
| False Information .....  | 1235 |
| International Admissions .....                                 | 1236 |
| Program Application Requirements .....                         | 1237 |
| Reservation of Rights .....                                    | 1238 |
| Transcripts .....  | 1239 |
| Veterans' Education Benefits .....                             | 1240 |
| Financial Information .....                                    | 1241 |
| Financial Information for Undergraduate Students (Azusa) ..... | 1242 |
| Financial Agreement .....                                      | 1243 |
| Financial Aid .....  | 1244 |
| Apply for Financial Aid .....                                  | 1245 |
| Financial Aid Policies .....                                   | 1246 |
| Types of Financial Aid .....                                   | 1252 |
| Federal Aid .....  | 1253 |
| Institutional Aid .....  | 1256 |
| Academic Scholarships .....                                    | 1258 |
| Need-Based Awards .....  | 1260 |
| APU Grant .....  | 1261 |
| Bishop Dixon Scholarship .....                                 | 1262 |
| Participatory/Other Awards .....                               | 1263 |

|  |      |
|--|------|
| Athletic Scholarships .....  | 1264 |
| Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship ..... | 1265 |
| Forensics Scholarships .....                                       | 1266 |
| Math and Physics Fellowship .....                                  | 1267 |
| Multi-Ethnic Leadership Scholarship .....                          | 1268 |
| Music Scholarships .....   | 1269 |
| Post-9/11 APU Yellow Ribbon Award .....                            | 1270 |
| Stauffer Fellowships .....   | 1271 |
| Theater Scholarships .....   | 1272 |
| Outside Aid and Alternative Loans .....                            | 1273 |
| Air Force ROTC (Reserve Officer Training Corps) Scholarship .....  | 1274 |
| Army ROTC (Reserve Officer Training Corps) Scholarship .....       | 1275 |
| TELACU Scholarship .....   | 1276 |
| State Aid .....  | 1277 |
| Payment Plan .....   | 1281 |
| Refund Policy and Withdrawal Information .....                     | 1282 |
| Student Employment .....   | 1284 |
| Tuition and Fees .....   | 1285 |
| Undergraduate Student Financial Services .....                     | 1286 |
| Financial Information for Professional Students .....              | 1287 |
| Contact Information .....  | 1288 |
| Financial Agreement .....  | 1289 |
| Financial Aid Application .....                                    | 1290 |
| Financial Aid Policies .....                                       | 1291 |
| Payment Terms and Conditions .....                                 | 1293 |
| Refund Policy .....  | 1294 |
| Tuition and Fees .....   | 1295 |
| Types of Financial Aid .....                                       | 1296 |
| Financial Information for Graduate Students .....                  | 1301 |
| Contact Information .....  | 1302 |
| Financial Agreement .....  | 1303 |
| Financial Aid Application .....                                    | 1304 |
| Financial Aid Policies .....                                       | 1305 |
| Payment Terms and Conditions .....                                 | 1307 |
| Refund Policy .....  | 1308 |
| Tuition and Fees .....   | 1309 |
| Types of Financial Aid .....                                       | 1310 |
| Policies and Procedures .....                                      | 1315 |
| Policy Search .....  | 1316 |
| Undergraduate Academic Policies and Procedures .....               | 1320 |
| Academic Grievance Policy for Undergraduate Students .....         | 1321 |
| Academic Policy Exceptions .....                                   | 1323 |

|  |      |
|--|------|
| Academic Probation and Dismissal .....                                 | 1325 |
| Reapplication After Academic Dismissal .....                           | 1326 |
| Attendance Regulation .....  | 1327 |
| Certificates of Distinction .....                                      | 1329 |
| Classification of Students .....                                       | 1330 |
| Concurrent Enrollment Policy .....                                     | 1331 |
| Correspondence Course Credit .....                                     | 1332 |
| Course Policies .....  | 1333 |
| Deans' List .....  | 1334 |
| Final Examinations and Waiver Examinations .....                       | 1335 |
| Good Academic Standing .....   | 1336 |
| Grade Appeal Policy .....  | 1337 |
| Grading .....  | 1338 |
| Graduate Courses Taken by Undergraduate Students .....                 | 1339 |
| Professional Courses Taken by Traditional Undergraduate Students ..... | 1340 |
| Graduation Requirements and Commencement .....                         | 1341 |
| Incomplete Grades .....  | 1344 |
| Major and Minor Policies .....   | 1345 |
| Progress Toward Degree .....   | 1347 |
| Registering for Classes .....  | 1348 |
| Add and Drop Periods .....   | 1349 |
| Instructor Drop Policy .....   | 1350 |
| Late Registration .....  | 1351 |
| Repeated Courses .....   | 1352 |
| Study Load .....   | 1353 |
| Transfer Work .....  | 1354 |
| Waivers .....  | 1355 |
| Withdrawal from Courses .....  | 1356 |
| Withdrawal from the University .....                                   | 1357 |
| Professional Undergraduate Academic Policies and Procedures .....      | 1358 |
| Academic Integrity .....   | 1360 |
| Academic Probation and Dismissal .....                                 | 1361 |
| Change of Program .....  | 1362 |
| Classification of Professional Students .....                          | 1363 |
| Credit by Examination .....  | 1219 |
| Declaring or Changing a Minor .....                                    | 1365 |
| English Proficiency in the Classroom .....                             | 1366 |
| Enrollment .....   | 1367 |
| Adding and Dropping Classes .....                                      | 1368 |
| Administrative Withdrawal .....  | 1212 |
| Auditing .....   | 1370 |
| Course Modalities and Instructional Activities .....                   | 1371 |

|   |      |
|---|------|
| Course Tutorial .....   | 1372 |
| Graduate Courses Taken by Undergraduate Students .....          | 1373 |
| Independent Study .....   | 1374 |
| Late Enrollment .....   | 1375 |
| Repeated Courses .....  | 1376 |
| State Authorization .....                                       | 1377 |
| General Enrollment Information .....                            | 1378 |
| Attendance Regulation .....                                     | 1379 |
| Deferment Information .....                                     | 1380 |
| Final Examinations .....  | 1381 |
| Study Load .....  | 1382 |
| Good Academic Standing .....                                    | 1383 |
| Grade Change Process .....                                      | 1384 |
| Grading .....   | 1385 |
| Graduation Requirements and Commencement .....                  | 1387 |
| Additional Degree or Concurrent Program Requirements .....      | 1388 |
| Additional Degree Requirements .....                            | 1389 |
| Application for Graduation .....                                | 1390 |
| Commencement .....  | 1391 |
| Course Replacement and Substitution .....                       | 1392 |
| Degree Posting .....  | 1393 |
| Determining Degree Requirements .....                           | 1394 |
| Grade-Point Average Requirement .....                           | 1395 |
| Honors at Commencement .....                                    | 1396 |
| Minimum Unit Requirement .....                                  | 1397 |
| Normal Progress Toward a Degree and Time Limit for Degree ..... | 1398 |
| Residence Requirement .....                                     | 1399 |
| Grievance and Appeal Procedures .....                           | 1400 |
| Petition Process .....  | 1403 |
| Security Interests in Student Records .....                     | 1404 |
| Standards of Conduct .....                                      | 1405 |
| Transfer Credit .....   | 1412 |
| Concurrent Enrollment Policy .....                              | 1413 |
| Correspondence Course Credit .....                              | 1414 |
| Military Credit Policy .....                                    | 1415 |
| Waivers .....   | 1416 |
| Withdrawal .....  | 1417 |
| Leaves of Absence .....   | 1418 |
| Withdrawal from Courses .....                                   | 1419 |
| Withdrawal from the University .....                            | 1420 |
| Graduate Academic Policies and Procedures .....                 | 1421 |
| Academic Integrity .....  | 1422 |

|   |      |
|---|------|
| Academic Probation and Dismissal .....                              | 1423 |
| Change of Program .....   | 1424 |
| English Proficiency in the Classroom .....                          | 1425 |
| Enrollment .....  | 1426 |
| Adding and Dropping Classes .....                                   | 1427 |
| Administrative Withdrawal .....                                     | 1228 |
| Auditing .....  | 1429 |
| Course Modalities and Instructional Activities .....                | 1430 |
| Course Tutorial .....   | 1431 |
| Graduate Courses Taken by Undergraduate Students .....              | 1432 |
| Independent Study .....   | 1433 |
| Late Enrollment .....   | 1434 |
| Repeated Courses .....  | 1435 |
| State Authorization .....   | 1436 |
| General Enrollment Information .....                                | 1437 |
| Attendance Regulation .....   | 1438 |
| Deferment Information .....   | 1439 |
| Final Examinations .....  | 1440 |
| Study Load .....  | 1441 |
| Good Academic Standing .....  | 1444 |
| Grade Change Process .....  | 1445 |
| Grading .....   | 1446 |
| Graduation Requirements and Commencement .....                      | 1448 |
| Additional Degree Requirements .....                                | 1449 |
| Additional Master's Degree or Concurrent Program Requirements ..... | 1450 |
| Application for Graduation .....                                    | 1451 |
| Commencement .....  | 1452 |
| Course Replacement and Substitution .....                           | 1453 |
| Degree Posting .....  | 1454 |
| Determining Degree Requirements .....                               | 1455 |
| Grade-Point Average Requirement .....                               | 1456 |
| Normal Progress Toward a Degree and Time Limit for Degree .....     | 1457 |
| Thesis .....  | 1458 |
| Grievance and Appeal Procedures .....                               | 1459 |
| Petition Process .....  | 1462 |
| Security Interest in Student Records .....                          | 1463 |
| Standards of Conduct .....  | 1464 |
| Transfer Credit .....   | 1471 |
| Waivers .....   | 1472 |
| Withdrawal .....  | 1473 |
| Leaves of Absence .....   | 1474 |
| Withdrawal from Courses .....                                       | 1475 |

|   |      |
|---|------|
| Withdrawal from the University .....                      | 1476 |
| University-Wide Policies .....                            | 1477 |
| Antidiscrimination Policy .....                           | 1478 |
| Credit Hour Policy .....                                  | 1479 |
| Disability Grievance Policy for Students .....            | 1480 |
| Internet Acceptable Use Policy .....                      | 1483 |
| Notification of Rights Under FERPA .....                  | 1484 |
| Student Legal Rights .....                                | 1485 |
| Student Records Policy .....                              | 1486 |
| Directory Information .....                               | 1487 |
| Disclosure of Student Records .....                       | 1488 |
| Release of Transcripts .....                              | 1489 |
| Right of Access .....                                     | 1490 |
| Student Success Resources .....                           | 1491 |
| Graduate and Professional Student Success Resources ..... | 1492 |
| Academic Resources .....                                  | 1493 |
| Academic Success Center .....                             | 1494 |
| Accessibility and Disability Resources .....              | 1495 |
| Service Animals .....                                     | 1497 |
| Testing and Proctoring Services .....                     | 1499 |
| Math Placement Assessment .....                           | 1500 |
| Tutoring Services .....                                   | 1501 |
| Writing Center .....                                      | 1502 |
| Honor Societies .....                                     | 1503 |
| Office of Research and Grants .....                       | 1504 |
| Graduate and Professional Center .....                    | 1505 |
| Student Affairs .....                                     | 1506 |
| Accessibility and Disability Resources .....              | 1495 |
| Service Animals .....                                     | 1497 |
| Campus Life .....   | 1511 |
| Campus Ministry .....                                     | 1512 |
| Commuter Life .....                                       | 1513 |
| Disability Grievance Policy for Students .....            | 1480 |
| Graduate and Professional Student Engagement .....        | 1517 |
| Graduate and Professional Spiritual Life .....            | 1518 |
| Health Insurance .....                                    | 1519 |
| International Center .....                                | 1520 |
| Traditional Undergraduate Student Success Resources ..... | 1522 |
| Academic Resources .....                                  | 1523 |
| Academic Success Center .....                             | 1524 |
| Academic Advising .....                                   | 1525 |
| Academic Success Launch Program .....                     | 1526 |



|   |      |
|---|------|
| Exploring Program .....   | 1527 |
| First-Year Seminar .....  | 1528 |
| GEN1 Scholars Program .....   | 1529 |
| Living-Learning Communities (LLC) and Learning Communities (LC) ..... | 1530 |
| Testing and Proctoring Services .....                                 | 1531 |
| Placement Assessment .....  | 1532 |
| Foreign Language Placement and Proficiency Assessments .....          | 1533 |
| International Student Placement Assessment .....                      | 1534 |
| Math Placement Assessment .....                                       | 1535 |
| Miller Analogies Test (MAT) .....                                     | 1536 |
| Writing Placement Assessment .....                                    | 1537 |
| Proctoring Services .....   | 1538 |
| Testing Services .....  | 1539 |
| DANTES Subject Standardized Tests (DSST) .....                        | 1540 |
| Foreign Language Achievement Testing Service (FLATS) .....            | 1542 |
| TRIO Student Support Services and Upward Bound .....                  | 1543 |
| Tutoring Services and Supplemental Instruction (SI) .....             | 1544 |
| Writing Center .....  | 1545 |
| Air Force Reserve Officer Training Corps (AFROTC) .....               | 1546 |
| Army Reserve Officer Training Corps (ROTC) .....                      | 1547 |
| Honor Societies .....   | 1550 |
| Math and Physics Center .....   | 1550 |
| Office of Research and Grants .....                                   | 1551 |
| Writing Program .....   | 1552 |
| Student Affairs .....   | 1554 |
| Accessibility and Disability Resources .....                          | 1495 |
| Service Animals .....   | 1497 |
| Campus Life .....   | 1559 |
| Campus Ministry .....   | 1560 |
| Center for Student Action .....                                       | 1561 |
| Mexico Outreach .....   | 1562 |
| Commuter Life .....   | 1563 |
| Corporate Worship .....   | 1564 |
| Disability Grievance Policy for Students .....                        | 1480 |
| Health Services .....   | 1568 |
| International Center .....  | 1569 |
| International Students and Scholars .....                             | 1570 |
| Undergraduate and International Admissions .....                      | 1571 |
| Residence Life .....  | 1572 |
| Student Government Association .....                                  | 1573 |
| Undergraduate Community Expectations .....                            | 1574 |
| University-Wide Student Success Resources .....                       | 1575 |

|  |      |
|--|------|
| Accessibility and Disability Resources .....                 | 1495 |
| Service Animals .....  | 1497 |
| Center for Academic Service-Learning .....                   | 1580 |
| Center for Global Learning and Engagement .....              | 1581 |
| APU Study Away Programs .....                                | 1583 |
| Other Global Learning Opportunities .....                    | 1586 |
| Diversity .....  | 1587 |
| Center for Diversity, Equity, and Inclusive Excellence ..... | 1588 |
| Student Center for Reconciliation and Diversity .....        | 1589 |
| Intercollegiate Athletics .....                              | 1590 |
| Military Resources .....                                     | 1591 |
| Office of Innovative Teaching and Technology .....           | 1592 |
| Office of Women's Development .....                          | 1593 |
| The Career Center .....                                      | 1594 |
| University Counseling Center .....                           | 1595 |
| University Libraries .....                                   | 1596 |
| Index .....  | 1597 |

# Azusa Pacific University

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Though some debate the value of higher education, research continues to demonstrate the long-term economic value of postsecondary education. According to the Economic Policy Institute in Washington, DC, the pay disparity between college graduates and those who did not attend college reached an all-time high in 2013. Although it is important to consider the long-term economic value associated with pursuing higher education, it is even more important to consider the *purpose* of higher education.

At APU, this purpose is associated with cultivating difference makers. To make a difference in an increasingly global society, students need to understand the world around them. Whether students are completing their first year as an undergraduate or their final year of doctoral coursework, I am confident they have achieved much more than mastery of core competencies in their subject of study.

In his book *How Christian Faith Can Sustain the Life of the Mind* (William B. Eerdmans Publishing, 2001), Richard Hughes made a compelling statement about the call to search for truth:

We have no choice but to search for truth. After all, when we view ourselves in relation to God, we understand how abysmally ignorant we really are. And if the Bible points beyond itself to an infinite God, we have no choice but to engage in serious conversation with a variety of conversation partners, for we know that all perspectives may well shed light on God's eternal truth. And if the Bible points beyond itself to an infinite God, we have no choice but to engage in critical thinking, for we must now discriminate between competing worldviews and perspectives as we seek to understand more fully the nature and the glory and the will of our Creator.

As you prepare to become difference makers, this academic catalog covering undergraduate, graduate, and professional programs serves as the guiding document for your education journey at Azusa Pacific. We also invite you to learn more about who we are as a mission-driven institution and what it means to be part of our faith and learning community (<http://www.apu.edu/about/faithandlearning/>). If you have any questions about the programs listed within, please contact the appropriate department.

Rukshan Fernando, Ph.D. (<http://www.apu.edu/provost/>)  
Interim Provost

# Welcome

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This catalog is produced for the university by the Office of the Provost (<https://www.apu.edu/provost/>). It compiles general academic and administrative policies and other information and specific descriptions of the courses of study offered. Publication and effective dates are August 1 through July 31 of the respective academic year represented in this catalog. The current and previous years' catalogs are available on the APU website. (<https://www.apu.edu/provost/catalog/>)

Because this publication is prepared in advance of the year it covers, changes in some programs inevitably occur.

Azusa Pacific University reserves the right to amend this catalog and change any of its policies without prior notice, including but not limited to tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and program requirements, and admission standards and policies. In addition, all university student policies for academic year 2020-2021 in this catalog and elsewhere are subject to ongoing review and change in light of the coronavirus pandemic; any changes will be communicated to students as expediently and as clearly as possible. Anything in this catalog that is not consistent with specific university directives, policies and communications related to coronavirus are superseded by those directives, policies, and communications until further notice.

Though the semester/term schedule of courses is the final authority in regard to courses offered, updated information may also be found on the Azusa Pacific University website (<http://www.apu.edu/>).

A schedule of courses is available prior to registration each semester/term. All courses are offered subject to instructor availability and sufficient enrollment.

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. There are, however, exceptions in certain cases regarding course requirements. See the appropriate Graduation Requirements and Commencement section of this catalog (graduate (p. 1448), professional (p. 1387), or undergraduate (p. 1341)).

This catalog and each subsequent catalog is supplemented by the rules and regulations stated in department publications, the Student Handbook, the website and appropriately posted materials. Conflicts between any of these sources are unintentional and the policy of wider applicability will control (e.g. university wide policies control school or department policies).

Students who wish to obtain specific information about the university not contained in the catalog are advised to consult the university's website (<https://www.apu.edu/>).

# About the Catalog

## A Guide to Using the 2020-21 APU Catalog

The university's Catalog is a comprehensive source of information to help students throughout their college experience. This guide helps students navigate the catalog by offering a glossary defining, in common language, the various academic terms and acronyms used throughout the catalog.

### University Structure

Classroom faculty at APU hold positions in academic departments, which are organized within either a college, a school, or both. View the University Structure (p. 36) list to see each academic department, college, and school to learn about the programs of study offered in each.

### Degrees

A degree is an academic rank that the university confers on a student who satisfactorily completes a designated program of study. APU grants the following undergraduate (also called baccalaureate degrees), master's and doctoral degrees:

- Bachelor of Arts (B.A.)
- Bachelor of Business Administration (BBA)
- Bachelor of Fine Arts (BFA)
- Bachelor of Music (B.M.)
- Bachelor of Science (B.S.)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Social Work (BSW)
- Master of Arts (M.A.)
- Master of Business Administration (MBA)
- Master of Business Management (MBM)
- Master of Divinity (M.Div.)
- Master of Fine Arts (MFA)
- Master of Music (M.M.)
- Master of Public Administration (MPA)
- Master of Public Health (MPH)
- Master of Science (M.S.)
- Master of Science in Nursing (MSN)
- Master of Social Work (MSW)
- Doctor of Divinity (D.Min.)
- Doctor of Education (Ed.D.)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy (Ph.D.)
- Doctor of Physical Therapy (DPT)
- Doctor of Psychology (PsyD.)

### Major

A major (<http://catalog.apu.edu/policies-procedures/undergraduate/declaration-change-majors-minors/>) is an undergraduate program of study that provides students with the knowledge, skills, and experience necessary to pursue a specific career or advanced study and leads to an undergraduate degree in that subject. Each major is offered in an academic department or program. Undergraduate applicants to APU can select a major at the time they apply for admission.

For more information and advice regarding academic programs, see the Academic Success Center (p. 1524) catalog entry.

### Minor

A minor (<http://catalog.apu.edu/policies-procedures/undergraduate/declaration-change-majors-minors/>) is a supplemental undergraduate program of study, in a field different from a student's major, that provides educational breadth.

### Concentrations, Emphases, and Tracks

These are groups of courses within a degree program designed to provide specialized knowledge.

## Courses

Course descriptions explain the content and scope of each course. The course prefix (an abbreviation that represents the subject or offering department), course number, prerequisites, unit value, and other pertinent information can be accessed by clicking on the hyperlinked course number (e.g., MATH 110) which produces a popup window with the full description. Alternatively, view a full list of course options under the school, college, or department level by selecting the “Courses” tab.

## Electives

These are courses that students can choose from within the parameters set by their departments.

## The General Education (GE) Program

The GE program (p. 1159) comprises a common set of requirements and provides a common foundation of knowledge for all undergraduate programs. The specific requirements for a particular major degree program are listed under the academic department or program that offers the major.

## Prerequisites

Prerequisites are one or more courses that *must* be completed—or other knowledge, skills, or standards that *must* be demonstrated—*before* a student is permitted to take certain courses. Prerequisites (if any) for a course are listed in the course’s description in the catalog.

Some prerequisites have their own prerequisites, forming a string of courses that must be taken in sequence. The catalog course description shows only the last course in the prerequisite string of courses. For example, MATH 460 Topology has a prerequisite of MATH 450 Real Analysis. MATH 450 requires MATH 280 Discrete Mathematics and Proof, which requires MATH 165 Calculus I, which requires MATH 150 Precalculus *or* an appropriate score on the APU math placement assessment *or* MATH 149 Fundamentals of Precalculus (which may be taken concurrently; see next paragraph). It is important that students are aware of these prerequisite strings to ensure timely completion of all requirements.

Statements in the catalog course descriptions may also contain the word “concurrently,” which means that two or more courses may be taken in the same term, or “corequisite,” which means that the course or courses *must* be taken in the same term (or some prior term) as that of the course being described.

If a student does not meet a prerequisite as outlined in a course’s description, but through alternative means can demonstrate to the department offering the course that he or she possesses the necessary knowledge or skills, the department may grant the student permission to enroll in the course with consent of the department chair.

## Cross-Listed Courses

These are courses that are shared by two or more academic departments and have identical titles, descriptions, units, and modes of instruction. They are interchangeable for degree requirements. They cannot be repeated for degree credit under separate prefixes.

## Topic Courses

Topic courses are shown in the catalog with generic titles and are repeatable with different topics. Specific topic titles appear in the Schedule of Classes and on students’ transcripts. Example: HIST 368 A Year in Time is repeatable with different topics; in this case, the topic varies each term with a focus on different years (e.g., 1492, 1776, 1865, 1968).

## Credit Hour

A credit hour—the amount of work established by stated student learning outcomes and achievement—is approximately one hour (or 50-55 minutes) of classroom or direct faculty instruction, plus a minimum of two hours (for undergraduate) or three hours (for graduate) of out-of-class work, each week for a 16-week term (or the equivalent amount of work for a term of a different length). Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practica, studio work, online work, research, guided study, study away, and other academic work to achieve the identified student learning outcomes. In addition, student workload may vary based upon program expectations established by national or regional accrediting bodies.

## Semesters and Semester Units

Azusa Pacific is on the semester (term) system, offering three semesters (terms) per calendar year:

- Fall: September through December
- Spring: January through May
- Summer: May through August

Many graduate and undergraduate programs also employ 2, eight-week sessions in each of these terms.

For undergraduates, 24 units per year is considered full time, though a student must average 15 units per semester (30 per year) to complete the 120 total units required for graduation in a traditional four-year period.

For full-time graduate status please refer to the Study Load (p. 1441) page in this catalog.

Many institutions are organized in quarters with quarter units. To convert APU semester units to quarter units, multiply by 1.5. For example, 6 APU semester units x 1.5 = 9 quarter units.

To convert quarter units to APU semester units, multiply by .667. For example, 9 quarter units x .667 = 6 semester units.

View the most current Academic Calendar (<http://www.apu.edu/calendar/academic/>) for more information. For answers to questions not answered here, contact the Academic Success Center (p. 1524).

## Course Numbering and Subject Codes

### Course Numbering System

Courses are generally numbered according to the following structure:

- 010-099: Nondegree credit or precollege courses
- 100-299: Courses primarily for freshman and sophomore students
- 300-399: Courses primarily for advanced undergraduate students, usually with prerequisite coursework
- 400-499: Courses for advanced undergraduates.
- 500-599: Master's and credential-level courses
- 600-699: Master's and doctoral-level courses
- 700-799: Doctoral-level courses

### Course Subject Code System

Courses are identified by a subject abbreviation followed by a course number.

|      |  |
|------|--|
| ABA  | Applied Behavioral Analysis                |
| ACCT | Accounting                                 |
| AES  | Applied Exercise Science                   |
| ALCI | American Language and Culture Institute    |
| ALNG | Ancient Languages                          |
| ANIM | Animation                                  |
| ART  | Art  |
| ASL  | American Sign Language                     |
| AT   | Athletic Training                          |
| ATHL | Athletics                                  |
| BIOC | Biochemistry                               |
| BIOL | Biology                                    |
| BIOT | Biotechnology                              |
| BUSI | Business Administration                    |
| CCSD | College Counseling and Student Development |
| CHEM | Chemistry                                  |
| CHIN | Chinese                                    |
| CINE | Cinematic Arts                             |
| CJ   | Criminal Justice                           |
| CMUS | Commercial Music                           |
| COMM | Communication Studies                      |
| CS   | Computer Science                           |
| DSGN | Design                                     |
| ECON | Economics                                  |
| EDCO | Educational Counseling                     |
| EDL  | Educational Leadership                     |
| EDLS | Education – Liberal Studies                |
| EDPY | Educational Psychology                     |
| EDTC | Educational Technology                     |
| EDUC | Education                                  |

|      |   |
|------|---|
| ENGL | English                                       |
| ENGR | Engineering                                   |
| ENTR | Entrepreneurship                              |
| ETHN | Ethnic Studies                                |
| FFL  | Fitness for Life                              |
| FIN  | Finance                                       |
| FREN | French  |
| GAME | Gaming  |
| GBBL | Biblical Studies: Graduate                    |
| GDMN | Doctoral Ministry                             |
| GE   | General Education                             |
| GERM | German  |
| GINS | Graduate Integrative Studies                  |
| GLBL | Global Studies                                |
| GLDR | Graduate Leadership                           |
| GMIN | Graduate Ministry                             |
| GMUS | Graduate Music                                |
| GNRS | Graduate Nursing                              |
| GRAD | Faculty Development                           |
| GRKB | Greek (Biblical)                              |
| GRKC | Greek (Classical)                             |
| GSPH | Public Health                                 |
| GTHE | Graduate Theology                             |
| GURS | Urban and Multicultural Programs              |
| HEBB | Hebrew (Biblical)                             |
| HED  | Higher Education                              |
| HEDL | Higher Education Leadership                   |
| HIST | History                                       |
| HON  | Honors  |
| HROD | Human Resource and Organizational Development |
| HUM  | Humanities                                    |
| IBUS | International Business                        |
| JAPA | Japanese                                      |
| JOUR | Journalism                                    |
| KIN  | Kinesiology                                   |
| LDRS | Leadership Studies                            |
| LIB  | Library                                       |
| LTN  | Latin   |
| MATH | Mathematics                                   |
| MGMT | Management                                    |
| MIN  | Ministry                                      |
| MINC | Christian Ministries                          |
| MINY | Youth Ministry                                |
| MKTG | Marketing                                     |
| MNCE | Ministry: Cultural Engagement                 |
| MODL | Modern Languages                              |
| MUS  | Music   |
| OPSY | Organizational Psychology                     |
| PADM | Public Administration                         |
| PCLS | Psychology: Child Life Specialist             |
| PE   | Physical Education                            |
| PHIL | Philosophy                                    |



|      |   |
|------|---|
| PHYC | Physics   |
| POLI | Political Science                               |
| PPSY | Clinical Psychology                             |
| PRAR | Art: Professional                               |
| PRBA | Business: Professional                          |
| PRBI | Biology: Professional                           |
| PRBL | Biblical Studies: Professional                  |
| PRCH | Chemistry: Professional                         |
| PRCJ | Criminal Justice: Professional                  |
| PRCO | Communication Studies: Professional             |
| PREN | English: Professional                           |
| PRGL | Global Studies: Professional                    |
| PRHI | History: Professional                           |
| PRLD | Leadership: Professional                        |
| PRMA | Math: Professional                              |
| PRMI | Ministry: Professional                          |
| PRMU | Music: Professional                             |
| PRPH | Philosophy: Professional                        |
| PRPO | Political Science: Professional                 |
| PRPS | Psychology: Professional                        |
| PRPY | Physics: Professional                           |
| PRRS | Religious Studies: Professional                 |
| PRSO | Sociology: Professional                         |
| PRSW | Social Work: Professional                       |
| PRTH | Theology: Professional                          |
| PRWR | Writing: Professional                           |
| PSYC | Psychology                                      |
| PT   | Physical Therapy                                |
| PUBR | Public Relations                                |
| RELG | Religion  |
| RMS  | Rehabilitation and Movement Science             |
| RNRS | Nursing: Professional                           |
| SCW  | Screenwriting                                   |
| SOC  | Sociology                                       |
| SOCW | Social Work                                     |
| SPAN | Spanish   |
| SPED | Special Education                               |
| STAT | Statistics                                      |
| TEP  | Teacher Education Program                       |
| TESL | Teaching English to Speakers of Other Languages |
| TESP | Teacher Education: Special Education            |
| THEO | Theology: Undergraduate                         |
| THTR | Theater Arts                                    |
| TUL  | Transformational Urban Leadership               |
| UBBL | Undergraduate Biblical Studies                  |
| UNRS | Undergraduate Nursing                           |
| VOC  | Vocation  |
| WEB  | Website and Information Technology              |
| WRIT | Writing   |

# Academic Calendar

Visit the Azusa Pacific website (<http://www.apu.edu/calendar/academic/>) to view the current Undergraduate, Graduate, and Professional Academic Calendars.

# Archived Catalogs

View a full list of APU's archived catalogs on the Office of the Provost website (<http://www.apu.edu/provost/catalog/>).

# Catalog and Student Handbooks

The Catalog is the official guide to programs at Azusa Pacific University and includes information about university-wide policies and procedures, as well as general descriptions of academic programs and degree requirements. In addition, program- and department-specific student handbooks contain policies, procedures, and expectations with more-detailed information about academic clearance. It is the student's responsibility to understand the university's and the program's requirements.

# General University Information

## About APU

- University History (<http://www.apu.edu/about/history/>)
- What We Believe (<http://www.apu.edu/about/believe/>)
- A Faith and Learning Community (<http://www.apu.edu/about/faithandlearning/>)
- Statement of Faith (<http://www.apu.edu/about/faith/>)
- Mission Statement (<http://www.apu.edu/about/mission/>)
- Essence Statement (<http://www.apu.edu/about/essence/>)
- The Four Cornerstones (<http://www.apu.edu/about/cornerstones/>)
- Our Motto (<http://www.apu.edu/about/motto/>)
- Diversity Statement (<http://www.apu.edu/about/diversity/>)
- Accreditation (<http://www.apu.edu/provost/accreditation/>)
- Statement of Academic Freedom (<http://www.apu.edu/about/academic-freedom/>)
- University Student Learning Outcomes (<http://www.apu.edu/provost/>)
- Antidiscrimination Policy (p. 1478)

## Locations

- Main Campus (<http://www.apu.edu/azusa/>)
- Regional Locations (p. 34)
- State Authorizations (<https://www.apu.edu/provost/accreditation/state-authorizations/>)

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# Regional Locations

In addition to main campus in Azusa, APU has seven regional locations throughout Southern California. Additional instructional sites may be available in some academic areas. The Office of the Regional Campuses, which coordinates and streamlines their operations, is located at:

568 E. Foothill Blvd., Azusa, CA 91702  
(626) 815-4616  
Fax: (626) 815-4619

***Mailing Address:***

Office of the Regional Campuses  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

Check with locations for specific programs offered. (<https://www.apu.edu/locations/>)

## Regional Campuses

### High Desert Regional Campus

15283 Pahute Ave.  
Victorville, CA 92395  
(760) 952-1765  
Fax: (760) 952-1734  
highdesert@apu.edu  
apu.edu/highdesert (<http://www.apu.edu/highdesert/>)

### Inland Empire Regional Campus

375 W. Hospitality Lane  
San Bernardino, CA 92408  
(909) 888-9977  
Fax: (909) 888-8739  
inlandempire@apu.edu  
apu.edu/inland (<http://www.apu.edu/inland/>)

### Murrieta Regional Campus

40508 Murrieta Hot Springs Rd.  
Murrieta, CA 92563-6403  
(951) 304-3400  
Fax: (951) 304-3388  
murrieta@apu.edu  
apu.edu/murrieta (<http://www.apu.edu/murrieta/>)

### Orange County Regional Campus

1915 Orangewood Ave., Suite 100  
Orange, CA 92868-2046  
(714) 935-0260  
Fax: (714) 935-0356  
orangecounty@apu.edu  
apu.edu/orange (<http://www.apu.edu/orange/>)

### San Diego Regional Campus

5353 Mission Center Rd., Suite 300  
San Diego, CA 92108-1306  
(619) 718-9655  
Fax: (619) 718-9659  
sandiego@apu.edu  
apu.edu/sandiego (<http://www.apu.edu/sandiego/>)

## **Regional Sites**

### **Los Angeles Regional Site**

3580 Wilshire Blvd., Suite 200  
Los Angeles, CA 90010-2501  
(626) 857-2200  
Fax: (213) 385-5891  
losangeles@apu.edu  
apu.edu/losangeles (<http://www.apu.edu/losangeles/>)

### **Monrovia Regional Site**

660 E. Huntington Dr.  
Monrovia, CA 91016  
(626) 815-6302  
sonmonrovia@apu.edu  
apu.edu/monrovia (<http://www.apu.edu/monrovia/>)

## **Instructional Location**

### **Redlands Community Hospital**

350 Terracina Blvd.  
Redlands, CA 92373

# University Structure

To view a list of all degree programs, certificates, and credentials offered at Azusa Pacific University that are relevant to you, select the appropriate tab above.

## Graduate Programs

### College of Liberal Arts and Sciences (p. 47)

#### Master's Degrees

- Master of Arts in English (p. 128)
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Field-Based) (p. 153)
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (On Campus) (p. 155)
  - Christ's College Cooperative M.A. in TESOL Program (p. 159)
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Online) (p. 157)
- Master of Public Administration (p. 185)
- Master of Science in Applied Statistics and Analytics (p. 219)
- Master of Science in Biotechnology (p. 90)

#### Certificates

- Certificate in Teaching English as a Foreign Language (TEFL) (On Campus, Online, and Field-Based) (p. 150)
- Certificate in Teaching English to Speakers of Other Languages (TESOL) (Field-Based) (p. 151)
- Certificate in Teaching English to Speakers of Other Languages (TESOL) (On Campus and Online) (p. 152)

### College of the Arts (p. 231)

#### School of Music (p. 256)

#### Master's Degrees

- Master of Arts in Music Entrepreneurial Studies (p. 323)
- Master of Music Education (p. 420)
- Master of Music in Composition (p. 419)
- Master of Music in Conducting (p. 365)
- Master of Music in Performance (p. 367)
  - Instrumental
  - Keyboard Collaborative Arts
  - Piano and Organ
  - Vocal

#### Other

- Artist Certificate Program (p. 423)

### School of Visual and Performing Arts (p. 424)

#### Master's Degrees

- Master of Arts in Art Education (p. 442)
- Master of Arts in Modern Art History, Theory, and Criticism (Online) (p. 443)
- Master of Arts in Screenwriting (p. 473)
- Master of Arts in User Experience Design (p. 487)
- Master of Fine Arts in Visual Art (MFA) (p. 445)

### School of Behavioral and Applied Sciences (p. 508)

#### Doctoral Degrees

- Doctor of Education (Ed.D.) in Higher Education Leadership (p. 551)
- Doctor of Philosophy (Ph.D.) in Higher Education (p. 556)

- Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science (p. 627)
- Doctor of Physical Therapy (DPT) (p. 623)
- Doctor of Psychology (Psy.D.) in Clinical Psychology (p. 518)

## Master's Degrees

- Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) (p. 611)
  - Substance Use Disorders Concentration
- Master of Arts in Leadership (p. 601)
- Master of Arts in Physical Education and Single Subject Teaching Credential (p. 579)
- Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 581)
- Master of Science in Athletic Training (p. 583)
- Master of Science in Child Life (p. 658)
  - Advanced Standing Master of Science in Child Life (p. 660)
- Master of Science in College Counseling and Student Development (p. 553)
- Master of Science in Counseling Psychology with Specialization in Children and Adolescents (p. 661)
- Master of Science in Organizational Psychology (p. 602)
- Master of Science in Physical Education (p. 591)
- Master of Science in Research Psychology and Data Analysis (p. 662)
- Master of Social Work (MSW) (p. 691)

## Postprofessional Fellowship

- Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance (p. 629)

## Certificates

- Certificate in Substance Use Disorders (p. 610)
- Doctoral-Level Certificate in Strengths-Oriented Higher Education (p. 550)

## Credential

- Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services (p. 709)

## Authorization

- Adapted Physical Education Added Authorization (p. 574)

## School of Business and Management (p. 713)

### Master's Degrees

- Master of Business Administration (MBA) (p. 757)
- Master of Business Management (MBM) (p. 761)
- Master of Professional Accountancy (MAcc) (p. 755)

## School of Education (p. 771)

### Doctoral Degree

- Doctor of Education (Ed.D.) in Educational Leadership (p. 781)

### Master's Degree

- Master of Arts in Educational Technology (p. 831)

## Combined Master's Degree and Credential Programs

### School Counseling and School Psychology

- Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 794)
- Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 792)
- Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 798)

- Educational Specialist in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 802)
- Educational Specialist in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 794)

## Teacher Education

- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 847)
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 849)
- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 851)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 853)
- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential (p. 867)
- Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential (p. 869)
- Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential (p. 863)
- Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential (p. 865)

## Credentials

- Mild/Moderate Disabilities Education Specialist Credential (p. 871)
- Moderate/Severe Disabilities Education Specialist Credential (p. 873)
- Multiple Subject Teaching Credential (p. 855)
- Single Subject Teaching Credential (p. 857)
- PPS: School Counseling Credential (p. 797)
- PPS: School Psychology Credential (p. 810)

## Certificates

- Applied Behavioral Analysis Specialization (p. 811)
- Clinical Counseling Certificate (p. 813)

## School of Nursing (p. 890)

### Doctoral Degrees

- Doctor of Philosophy (PhD) in Nursing (p. 1057)
- Doctor of Nursing Practice (DNP) (p. 1054)

### Master's Degrees

- Entry-Level Master of Science in Nursing (ELM) (p. 967)
- Master of Public Health (MPH) (p. 1035)
- Master of Science in Nursing (MSN) in Nursing Education (p. 1029)
- Master of Science in Nursing (MSN) in Healthcare Administration and Leadership (p. 1027)
- Master of Science in Nursing with Single Specialties in:
  - Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 1006)
  - Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) (p. 1008)
  - Family Nurse Practitioner (FNP) (p. 1009)
  - Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 1010)
  - Psychiatric Mental Health Nurse Practitioner (PMHNP) (p. 1011)

### Combined Programs

- ELM-MSN with:
  - Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 969)
  - Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) (p. 971)
  - Family Nurse Practitioner (FNP) (p. 972)
  - Healthcare Administration and Leadership (p. 973)
  - Nursing Education (p. 974)
  - Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 975)
  - Psychiatric Mental Health Nurse Practitioner (PMHNP) (p. 976)

- School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) (p. 977)
- School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 979)
- Master of Science in Nursing (MSN) and School Nurse Services Credential (SNSC) (p. 1004)
- Master of Science in Nursing (MSN) and School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 1002)
- Master of Science in Nursing (MSN) and School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) (p. 1000)

## Credential

- School Nurse Services Credential (SNSC) (a nondegree post-bachelor's program) (p. 1013)

## Certificates

- Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate (p. 1015)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate (p. 1016)
- Family Nurse Practitioner (FNP) Certificate (p. 1018)
- Oncology Nurse Practitioner Certificate (p. 1022)
- Pediatric Clinical Nurse Specialist (CNS) Certificate (p. 1023)
- Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate (p. 1024)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate (p. 1025)
- Post-Master's Certificate in Healthcare Administration and Leadership (p. 1020)
- Post-Master's Nursing Education Certificate (p. 1021)

## School of Theology: Azusa Pacific Seminary (p. 1061)

### Doctoral Degree

- Doctor of Ministry (D.Min.) (p. 1076)

### Master's Degrees

- Master of Divinity (M.Div.) (p. 1085)
  - Biblical Studies (p. 1087)
- Master of Arts in Pastoral Studies (MAPS) (p. 1081)
  - Church Leadership and Development
  - Urban Studies
  - Youth Ministry
  - General Electives
- Master of Arts (Theological Studies) (p. 1079)
  - Biblical Studies
  - Theology and Ethics

## University Libraries (p. 1141)

### Master's Degree

- Master of Arts in School Librarianship with an Embedded Teacher Librarian Services Credential (Online) (p. 1143)

### Credential

- Teacher Librarian Services Credential (Online) (p. 1145)

## Undergraduate (Traditional) Programs

Undergraduate colleges and schools are listed alphabetically, as are the departments within them.

## College of Liberal Arts and Sciences (p. 47)

### CLAS Programs

- American Language and Culture Institute (p. 49)
- Minor in Ethnic Studies (p. 224)
- Minor in Humanities (p. 226)



- Minor in Vocational Development (<http://catalog.apu.edu/academics/college-liberal-arts-sciences/interdisciplinary-studies-program/vocational-development-minor/>)

## Department of Biology and Chemistry (p. 55)

- Major in Allied Health (B.A.) (p. 69)
- Major in Allied Health (B.A.): Business Emphasis (p. 71)
- Major in Allied Health (B.S.) (p. 75)
- Major in Allied Health (B.S.) with Integrated Credential (p. 77)
- Major in Biochemistry (p. 80)
- Major in Biology (p. 83) with emphases in:
  - Ecological Biology
  - Microbiology
  - Molecular Biology
  - Neurobiology
  - Organismal Biology
- Major in Chemistry (B.S.) (p. 88)
- Major in Chemistry (B.A.) (p. 73)
- Minor in Biology (p. 91)
- Minor in Chemistry (p. 92)

## Department of Engineering and Computer Science (p. 93)

- Major in Computer Information Systems (p. 101)
- Major in Computer Science (p. 103)
- Major in Engineering (p. 106)
- Minor in Computer Information Systems (p. 108)
- Minor in Computer Science (p. 109)

## Department of English and Modern Languages (p. 110)

- Major in English (p. 123)
  - Traditional or English Education concentration
- Major in Spanish (p. 126)
- Minor in Creative Writing (p. 130)
- Minor in English (p. 131)
- Minor in Spanish (p. 133)

## Department of Global Studies, Sociology and TESOL (p. 134)

- Major in Sociology (p. 148)
- Minor in Sociology (p. 161)
- Minor in TESOL (p. 163)

## Department of History and Political Science (p. 164)

- Major in History (p. 177)
- Major in International Relations (p. 179)
- Major in Political Science (p. 181)
- Major in Social Science (p. 183)
- Minor in Classics (p. 187)
- Minor in History (p. 189)
- Minor in International Relations (p. 191)
- Minor in Political Science (p. 192)
- Minor in Prelaw (p. 193)

## Department of Mathematics, Physics, and Statistics (p. 195)

- Major in Applied Mathematics (p. 212)
- Major in Mathematics (B.A.) (p. 207)
- Major in Mathematics (B.A.) with Integrated Credential (p. 209)
- Major in Mathematics (B.S.) (p. 215)
- Major in Physics (p. 217)
- Minor in Mathematics (p. 221)
- Minor in Physics (p. 222)
- Minor in Statistics (p. 223)

## College of the Arts (p. 231)

### School of Music (p. 256)

#### Department of Commercial Music (p. 289)

- Major in Music in Commercial Music (B.M.) (p. 315) with emphases in:
  - Audio Recording
  - Composition and Arranging
  - Instrumental Performance
  - Music Business
  - Vocal Performance

#### Department of Music Performance (p. 324)

- Major in Music: Performance (B.A.) (p. 355)
- Major in Music in Performance (B.M.) (p. 358) with emphases in:
  - Brass, Wind, or Percussion
  - Guitar
  - Harp
  - Organ
  - Piano
  - Strings (Violin, Viola, Cello, Bass)
  - Vocal

#### Department of Music Studies (p. 370)

- Major in Music in Composition (B.M.) (p. 404)
- Major in Music Education (Pre-Teacher Certification) (B.M.) (p. 414)
- Major in Music: Music Theory (B.A.) (p. 401)
- Major in Music in Music and Worship (B.M.) (p. 408) with emphases in:
  - Biblical Studies
  - Christian Ministries
  - Composing/Songwriting
  - Global Worship and Culture
  - Music Production
  - Performance
  - Visual Art and Graphic Design
  - Youth Ministries
- Minor in Music (p. 421)
- Minor in Worship Leadership (p. 422)

## School of Visual and Performing Arts (p. 424)

### Department of Art (p. 425)

- Major in Art (B.A.) (p. 436)
- Major in Art (BFA) (p. 439)

- Minor in Art (p. 447)
- Minor in Art History (p. 448)

### **Department of Cinematic Arts (p. 449)**

- Major in Animation and Visual Effects (B.A.) (p. 462)
- Major in Cinematic Arts (B.A.) (p. 466) with emphases in:
  - Entertainment Executive
  - Production and Post
  - Screen Studies
- Major in Cinematic Arts Production (BFA) (p. 471)
- Major in Games and Interactive Media (B.A.) (p. 469)
- Major in Screenwriting (B.A.) (p. 470)
- Minor in Games and Interactive Media (p. 475)
- Minor in Screen Studies (p. 476)
- Minor in Screenwriting (p. 477)

### **Department of Design (p. 478)**

- Major in Design Studies (B.A.) (p. 484)
- Minor in Design Studies (p. 488)

### **Department of Theater Arts (p. 489)**

- Major in Acting for the Stage and Screen (BFA) (p. 497)
- Major in Theater Arts (B.A.) (p. 495)
- Minor in Theater Arts (p. 499)

### **Department of Communication Studies (p. 232)**

- Major in Communication Management (B.A.) (p. 244)
- Major in Journalism (B.A.) (p. 247)
  - Media Studies
  - News and Storytelling
  - Sports Journalism
- Major in Public Relations (B.A.) (p. 250)
- Minor in Communication Studies (p. 253)
- Minor in Journalism (p. 254)
- Minor in Public Relations (p. 255)

### **Honors College (p. 500)**

- Major in Honors Humanities (p. 505)
- Minor in Honors Humanities (p. 507)

### **School of Behavioral and Applied Sciences (p. 508)**

#### **Department of Criminal Justice (p. 529)**

- Major in Criminal Justice (p. 536)

#### **Department of Kinesiology (p. 559)**

- Major in Kinesiology (p. 575) with emphases in:
  - Applied Exercise Science
  - Health Professions
- Minor in Adapted Physical Activity (p. 593)

#### **Department of Leadership and Organizational Psychology (p. 594)**

- Minor in Leadership (p. 603)

## Department of Psychology (p. 631)

- Major in Psychology (B.A.) (p. 649)
- Major in Psychology (B.S.) (p. 655)
- Minor in Alcohol and Drug Counseling (p. 665)
- Minor in Psychology (p. 667)

## Department of Social Work (p. 670)

- Major in Social Work (BSW) (p. 681)
- Certificate of Distinction in Undergraduate Social Work Research (p. 690)

## School of Business and Management (p. 713)

- Major in Business: Accounting (B.S.) (p. 740)
- Major in Business: Economics (B.S.) (p. 742)
- Major in Business: Entrepreneurship (B.S.) (p. 744)
- Major in Business: Finance (B.S.) (p. 746)
- Major in Business: International Business (B.S.) (p. 748)
- Major in Business: Marketing (B.S.) (p. 750)
- Major in Business Management (B.A.) (p. 736)
- Major in Economics (B.A.) (p. 738)
- Minor in Accounting (p. 764)
- Minor in Business Management (p. 766)
- Minor in Economics (p. 767)
- Minor in Entrepreneurship (p. 768)
- Minor in Finance (p. 769)
- Minor in Marketing (p. 770)

## School of Education (p. 771)

- Integrated Bachelor's/Credential Program (p. 875)
- Liberal Studies/Undergraduate Education K-8 Program (p. 839)
  - Concentrations in:
    - Art
    - English
    - Math
    - Music
    - Physical Education (2 Options)
    - Psychology
    - Science (2 Options)
    - Social Science
    - Spanish
    - Human Development (Special Education)
- Minor in Liberal Studies (p. 846)

## School of Nursing (p. 890)

- Major in Nursing (BSN) (p. 942)
- Minor in International Health Nursing for the Traditional Program (p. 948)
- Minor in Nutrition for the Traditional Program (p. 949)

## School of Theology (p. 1061)

### Division of Religion and Philosophy (p. 1089)

#### Department of Biblical and Religious Studies (p. 1091)

- Major in Biblical Studies (p. 1097)
  - Biblical Archaeology
  - Biblical Hermeneutics
- Minor in Ancient Languages (p. 1101)
- Minor in Biblical Studies (p. 1102)
- Minor in Religious Studies (p. 1103)
- Certificate of Distinction in Biblical Studies (p. 1100)

#### Department of Philosophy (p. 1104)

- Major in Philosophy (p. 1110)
- Minor in Philosophy (p. 1114)
- Minor in Philosophical Apologetics (p. 1113)
- Minor in Practical and Professional Ethics (p. 1115)
- Certificate of Distinction in Philosophy (p. 1112)

#### Department of Practical Theology (p. 1116)

- Major in Christian Ministries (p. 1122) (p. 1122)with concentrations in:
  - Church and Pastoral Ministries Practices
  - Intercultural Christian Ministries
  - Ministry in Urban and Social Service Contexts
- Major in Youth and Family Ministries (p. 1126)with concentrations in:
  - Church and Pastoral Ministries Practices
  - Intercultural Christian Ministries
  - Ministry in Urban and Social Services Contexts
- Minor in Christian Ministries (p. 1129)
- Minor in Cultural Engagement (p. 1130)
- Minor in Youth and Family Ministries (p. 1131)

#### Department of Theology (p. 1132)

- Major in Theology (p. 1136) with concentrations in:
  - Church History
  - Systematic Theology
- Minor in Theology (p. 1140)
- Certificate of Distinction in Theology (p. 1139)

## Undergraduate (Professional) Programs

### School of Behavioral and Applied Sciences (p. 508)

#### Bachelor's Degrees

- Bachelor of Arts in Criminal Justice (p. 538)
- Bachelor of Arts in Psychology (p. 652)

#### Minors

- Alcohol and Drug Counseling (p. 666)
- Criminal Justice (p. 540)
- Psychology (p. 668)

## School of Business and Management (p. 713)

### **Bachelor's Degree**

- Bachelor of Business Administration (p. 752)

### **Minors**

- Business Administration Minor (p. 765)

## School of Nursing (p. 890)

### **Bachelor's Degrees**

- Bachelor of Science in Nursing (BSN) Upper-Division BSN Transfer Program (p. 938)
- Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Degree Completion Program (p. 928)

# Academics

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## APU Institutional Learning Outcomes

University Student Learning Outcomes (<https://sites.google.com/a/apu.edu/provost/home/the4csapucompetencies/>)

## Schools & Colleges

College of Liberal Arts and Sciences (p. 47)

College of the Arts (p. 231)

Honors College (p. 500)

School of Behavioral and Applied Sciences (p. 508)

School of Business and Management (p. 713)

School of Education (p. 771)

School of Nursing (p. 890)

School of Theology (p. 1061)

University Libraries (p. 1141)

## Other Programs

General Education (p. 1147)

Sunsetted Programs (p. 1173)

Faculty Development (p. 1172)

## Average Time to Completion by Degree

Time to Completion (p. 1175)

# College of Liberal Arts and Sciences

The College of Liberal Arts and Sciences (<http://www.apu.edu/clas/>) (CLAS) advances the mission of the university by cultivating academic programs of excellence in the humanities, social sciences, and STEM (science, technology, engineering, and math) disciplines; fostering a culture of scholarship among faculty and students; and preparing students for advanced study, civic engagement, vocational success, and a well-lived life.

The college includes six academic departments; several institutes, centers, and special programs; and nearly 100 full-time faculty. CLAS offers a wide range of major and minor undergraduate degree programs, as well as many of the courses in the university's General Education (p. 1147) program and numerous discipline-specific student honor societies. CLAS also houses graduate programs in applied statistics and analytics, biotechnology, public administration, English, and teaching English to speakers of other languages (TESOL).

## The Center for Public Affairs (Sacramento)

Azusa Pacific University's Center for Public Affairs in Sacramento offers a meeting place for students and leaders who seek to influence public affairs from a values-based perspective, as well as a venue for thoughtful civic discourse. The center is the first of its kind in the Council for Christian Colleges & Universities (CCCU) (<https://www.cccu.org/>), and offers unique programs integrating excellent training in the theory and practice of public service stemming from a robust cross-disciplinary research agenda, while remaining grounded in the Christian tradition.

The Center for Public Affairs offers two distinct applied academic programs: an online Master of Public Administration degree and a semester-long study-away experience for APU undergraduate students.

## The Center for Research in Science

The Center for Research in Science (CRIS) (p. 54) serves internal and external communities by promoting research that encompasses and extends the scope of scientific studies to address the inseparable relationship between science and culture, its role in a classical liberal arts education, and the dialogue between faith and reason.

## The Math and Physics Center

The Math and Physics Center (<https://www.apu.edu/clas/resources/academic/#mathandphysicscenter>) provides additional opportunities for APU students who benefit from assistance at all levels of mathematics and physics. Student tutors (primarily APU mathematics majors) are on-site for free walk-in tutoring from 2-7 p.m., Monday-Thursday, throughout each semester. The Math and Physics Center provides an excellent environment for math and physics learners to develop and practice their skills.

## American Language and Culture Institute (ALCI)

The American Language and Culture Institute (p. 49) team administers and teaches extensive English language and cultural programs, including tutoring and mentoring, to all international students for whom English is a second language. International students are able to acquire all the necessary skills to function and compete within the American university environment. ALCI also offers opportunities for American and international students to develop leadership and cross-cultural skills (for more information, see the Admissions (p. 1178) section of this catalog).

## Ethnic Studies Minor

The Ethnic Studies minor (p. 224) enhances students' understanding of the experiences of U.S. immigrant populations and communities of color, along with a sensitivity to issues of race, ethnicity, and social class. The program also enables students to analyze contemporary social problems that affect these populations and to evaluate public policy related to immigration, education, criminal justice, health care, and economic development.

## Humanities Minor

The Humanities minor (p. 226) is supported by five interdisciplinary seminars in the subject areas of aesthetics, great ideas, great works, literary masterpieces, and Christian classics. These seminars are housed in CLAS and supported by faculty within the Department of History and Political Science and the Department of English and Modern Languages, with participation by faculty in the College of the Arts and the School of Theology.

## Environmental Studies Minor

The Environmental Studies minor (p. 160) program offers a learning environment that equips a rising generation with the intellectual tools and learning experiences needed to understand and address the causes and consequences of the unprecedented environmental challenges facing them. The program summons students to a profound interior conversion—an "ecological conversion," whereby the effects of their encounter with Jesus Christ become evident in their relationship with the world around them" (Pope Francis, *Laudato si'*). This includes a systematic examination of how human beings affect the environment and how the environment affects human institutions and relationships. This minor program supports the emerging need to equip students in the area of sustainability, and also supports the United Nations Sustainable Development Goals related to environmental sciences.



## **Faculty**

### **Interim Dean**

Denise Edwards-Neff (<http://www.apu.edu/faculty/dedwardsneff/>), Ph.D., APR

### **Interim Associate Dean**

Mary Shepard Wong (<http://www.apu.edu/faculty/mwong/>), Ph.D.

### **Assistant Dean**

Louise Huang (<http://www.apu.edu/faculty/lhuang/>), Ph.D.

# American Language and Culture Institute (ALCI)

The American Language and Culture Institute (<http://www.apu.edu/international/alci/>) (ALCI) offers intensive English as a Second Language (ESL) courses and intercultural programs to non-native-English-speaking students, scholars, and professionals, enabling them to acquire the necessary language, academic, and culture skills to meet the rigors of university life at Azusa Pacific. Students who have not met the English proficiency requirement for university admission may complete ALCI's program to enter their undergraduate or graduate program at APU. To serve the whole person, APU also offers peer mentoring and leadership development through the American International Mentoring (AIM) program (<http://www.apu.edu/international/scholars/programs/aim/>).

To enter ALCI, students must meet one of the following testing requirements: Level 3 on the ALCI placement exam; iBT score of 46; or IELTS score of 5.0. Please note that once a student is accepted to ALCI, that student's placement is determined by the ALCI placement exam.

ALCI has intermediate and advanced levels of study, taught in two 15-week semesters and a 10-week summer semester. Students applying to graduate or professional programs must successfully complete **Level 5**, and students applying to undergraduate programs must successfully complete **Level 4** (a higher requirement may apply to some undergraduate, graduate, or professional programs; check with your admissions counselor). At ALCI, students focus on the development and demonstration of competencies in academic research and writing, oral presentation, and auditory and pronunciation skills. ALCI is an approved member of the American Association of Intensive English Programs (<https://www.englishusa.org/default.aspx>) (also known as EnglishUSA).

ALCI is a three-semester academic program. It is expected that ALCI students study every semester continuously until successful completion of the program.

## ALCI Application and Placement Testing

Students may contact ALCI to schedule an ALCI placement test, and should submit an application to ALCI, along with the \$45 nonrefundable processing fee, a certified diploma, official high school or college transcripts, and an official iBT or IELTS score. Please note that ALCI requires a 2.75 minimum GPA for admission.

Prior to (or upon) arrival at ALCI, English testing will determine the level of English placement at ALCI. Students who meet the English proficiency requirement for their intended program through ALCI testing can proceed directly into the university at the next available starting date without studying at ALCI (provided they have already been accepted to their intended program at the university). Students taking a leave of absence after placement in ALCI must retest if absent more than six months.

## Requirements

ALCI's certificate program contains three levels of study taught in two 15-week semesters and one 10-week summer semester, with approximately 18 hours of class time weekly per level as listed below. Students who have been conditionally admitted to the undergraduate program must complete Level 4 to meet the English proficiency requirement, whereas students conditionally admitted to a graduate program must complete Level 5 to meet the English proficiency requirement. To complete Levels 3-4, students must pass all courses with an 80 percent (*B*-) or higher. To complete Level 5, students must pass all courses with an 85 percent (*B*) or higher.

## American Language and Culture Institute Courses

| Code                             | Title   | Units |
|----------------------------------|---|-------|
| <b>Level 3 Intermediate High</b> |   |       |
| ALCI 31                          | Academic Composition and Reading Skills 3                 | 8     |
| ALCI 32                          | Academic Skills for Intermediate Learners                 | 1     |
| ALCI 35                          | Intermediate Oral Communication                           | 4     |
| ALCI 37                          | Introduction to Christian Culture & Values - Intermediate | 2     |
| <b>Level 4 Advanced Mid</b>      |   |       |
| ALCI 41                          | Academic Composition and Reading Skills 4                 | 4     |
| ALCI 43                          | Intermediate Pronunciation                                | 4     |
| ALCI 44                          | Intercultural Communication                               | 2     |
| ALCI 45                          | Grammar/Seminar Speaking 4                                | 4     |
| ALCI 46                          | Presentation Skills                                       | 3     |
| ALCI 47                          | Biblical Foundations for ESL Learners                     | 2     |
| ALCI 48                          | Capstone Project  | 4     |
| <b>Level 5 Advanced High</b>     |   |       |

|         |  |     |
|---------|--|-----|
| ALCI 52 | Observation Report                                     | 3   |
| ALCI 53 | Advanced Pronunciation                                 | 2   |
| ALCI 55 | Grammar/Seminar Speaking 5                             | 4   |
| ALCI 56 | Advanced Presentation and Seminar Skills               | 3   |
| ALCI 58 | Research Project                                       | 5   |
| ALCI 61 | Advanced Reading and Vocabulary Acquisition Strategies | 3   |
| ALCI 64 | Personal Leadership Development                        | 2   |
| ALCI 65 | Christianity and Contemporary Worldviews               | 3   |
| ALCI 67 | Critical Thinking and Analysis                         | 3   |
| ALCI 68 | Advanced Research Project                              | 1-3 |

In addition to the courses required for each level, ALCI students are required to participate in the AIM program (<http://www.apu.edu/international/scholars/programs/aim/>) during the first semester of their studies. Also, chapel attendance is mandatory for all ALCI and undergraduate students on APU's campus. Finally, students will meet with an academic advisor to discuss their study plans at APU.

## Program Learning Outcomes

### Program Learning Outcomes (PLOs)

#### ALCI Level 4

Students who successfully complete the requirements of Level 4 of the American Language and Culture Institute shall be able to:

PLO 1: Write undergraduate-level critiques and research papers on topics related to their majors. (Note: PLOs 1-5 shall be accomplished at Language Proficiency Level Advanced Mid as outlined by the American Council on the Teaching of Foreign Languages (<https://www.actfl.org/>), which approximates B2 in the Common European Framework (<https://www.coe.int/en/web/common-european-framework-reference-languages/>)).

PLO 2: Orally present/defend capstone theses and facilitate/participate in undergraduate--level, seminar-style discussions and debates on topics related to their majors.

PLO 3: Offer immediate oral and written responses to undergraduate--level lectures, discussions, in-class readings, and audiovisual media presentations.

PLO 4: Apply intercultural communication skills and strategies to acclimate to American culture and interact with Azusa's diverse community.

PLO 5: Articulate thoughtful responses to foundational biblical and apologetic content.

#### ALCI Level 5

Students who successfully complete the requirements of Level 5 of the American Language and Culture Institute shall be able to:

PLO 1: Write graduate-level critiques and research papers on topics related to their majors. (Note: PLOs 1-6 shall be accomplished at Language Proficiency Level Advanced High as outlined by the American Council on the Teaching of Foreign Languages (<https://www.actfl.org/>), which approximates C1 in the Common European Framework (<https://www.coe.int/en/web/common-european-framework-reference-languages/>)).

PLO 2: Orally present/defend capstone theses and facilitate/participate in graduate--level, seminar--style discussions and debates on topics related to their programs of study.

PLO 3: Offer immediate oral and written responses to graduate-level lectures, discussions, in--class readings, and audiovisual media presentations.

PLO 4: Apply intercultural communication skills and strategies to acclimate to American culture and interact with Azusa's diverse community.

PLO 5: Explain verbally and in writing their current philosophy of leadership and its application to their own personal and professional leadership development.

PLO 6: Articulate their worldview with those from other belief systems in a culturally appropriate manner in a university context.

## Courses

### ALCI 31, Academic Composition and Reading Skills 3, 8 Units

This integrated skills class prepares intermediate ESL students to read and write more effectively at the university level in America. Students read articles and books to enhance their comprehension and vocabulary. Writing and grammar lessons focus on paragraph, essay, summary, and response writing to build their proficiency.

**Prerequisite:** Must be a student in the ALCI Program.

## **ALCI 32, Academic Skills for Intermediate Learners, 1 Unit**

This course equips intermediate ESL students with the academic skills and strategies necessary to succeed in a university setting. Students practice American classroom protocol, identify their personal learning styles, learn effective study techniques, and navigate on-campus resources to successfully accomplish their academic goals.

**Prerequisite:** Must be a student in the ALCI Program.

## **ALCI 35, Intermediate Oral Communication, 4 Units**

This interactive course equips intermediate ESL students with the listening and speaking skills necessary to function successfully at the undergraduate level. Students focus on strategies in listening comprehension, group seminar participation, and academic presentations.

**Prerequisite:** Must be a student in the ALCI Program.

## **ALCI 37, Introduction to Christian Culture & Values - Intermediate, 2 Units**

For international students who have no background in Christianity, this course provides a fundamental knowledge base in a context appropriate for intermediate-level English language learners. For international students with a Christian background, this course creates dialogue on their theology, fosters reflection on how to apply a Biblically founded worldview in their lives, and encourages their ability to dialogue with those of other beliefs.

## **ALCI 41, Academic Composition and Reading Skills 4, 4 Units**

This integrated ESL reading and writing course prepares international students for coursework at the undergraduate level. Students read, summarize, and evaluate academic articles in their field to enhance their reading comprehension, academic vocabulary, and critical thinking, while developing skills in essay writing, including narrative, problem-solution, compare-contrast, and cause-effect essays.

**Prerequisite:** Must be a student in the ALCI Program.

## **ALCI 43, Intermediate Pronunciation, 4 Units**

This intermediate ESL course prepares students to speak accurately when producing the language, focusing on intonation, sounds, and rhythm of American English. Students listen and practice formation of correct vowel and consonant sounds, and fluency, including stress, sentence intonation, focus words, and linking skills.

**Prerequisite:** Must be a student in the ALCI Program.

## **ALCI 44, Intercultural Communication, 2 Units**

This course equips ESL students with the knowledge, skills, and attitudes to communicate across lines of human difference and to understand the role of culture in communication. Students identify obstacles to effective communication and develop strategies to intercultural competence. One semester required at level 4, 5, or 6.

**Prerequisite:** Prerequisite: One semester required of Level 4, 5, or 6. Must be a student in the ALCI Program.

## **ALCI 45, Grammar/Seminar Speaking 4, 4 Units**

This advanced ESL class trains students to apply advanced grammar structures in undergraduate writing/speaking. In addition to writing undergraduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style university courses.

**Prerequisite:** Must be a student in the ALCI Program.

## **ALCI 46, Presentation Skills, 3 Units**

This course equips ESL students with the public speaking skills, knowledge, and confidence necessary to function in the university classroom. Using various techniques and visual aids from the latest technology, students present a research topic from a concurrent course.

**Prerequisite:** Must be a student in the ALCI Program.

## **ALCI 47, Biblical Foundations for ESL Learners, 2 Units**

This course teaches biblical terms and concepts at a High Intermediate ESL level, requiring students to: 1) read an entire book of the Bible; 2) to participate in seminar discussions; and 3) write weekly summary/response papers at an undergraduate writing level. For students with no background in Christianity, this course provides prerequisite theological vocabulary and concepts necessary to succeed in required undergraduate theology courses at APU. For students with a background in Christianity, this course promotes theological dialogue with those of other beliefs.

**Prerequisite:** Must be a student in the ALCI Program.

## **ALCI 48, Capstone Project, 4 Units**

In order to complete the requirements of ALCI Level 4, students must demonstrate the ability to excel in American universities through strong academic research, writing, and critical thinking as assessed in the final Capstone Project. This course includes an argumentative paper, a presentation, and an oral defense before a committee.

**Prerequisite:** Must be a student in the ALCI Program.

## **ALCI 52, Observation Report, 3 Units**

Using an experiential learning approach, this course requires ESL students to observe a university class within their field of study on a weekly basis to develop knowledge, skills and awareness of American university classroom dynamics. Students then corporately debrief the experience at ALCI to gain strategies for future classroom success.

**Prerequisite:** Must be a student in the ALCI Program.

### **ALCI 53, Advanced Pronunciation, 2 Units**

This advanced course focuses on accurate production of intonation, sounds, and rhythm of American English at the graduate level. Course content addresses individual pronunciation errors that hinder comprehensibility. This course is taken in Level 5 or as required by the director of ALCI.

**Prerequisite:** Prerequisite: ALCI 43. Must be a student in the ALCI Program.

### **ALCI 55, Grammar/Seminar Speaking 5, 4 Units**

This advanced ESL class trains students to apply advanced grammar structures in graduate writing/speaking. In addition to writing graduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style graduate courses.

**Prerequisite:** Prerequisite: ALCI 45 Grammar/Seminar Speaking - Level 4. Must be a student in the ALCI Program.

### **ALCI 56, Advanced Presentation and Seminar Skills, 3 Units**

This course equips international ESL students with advanced presentation skills needed to succeed in the university. Critical thinking, organization, and rhetorical cues are addressed.

**Prerequisite:** Prerequisites: This course is offered to Level S-6 students. As such, students must successfully meet Level 4 exit criteria prior to the course. Must be a student in the ALCI Program.

### **ALCI 58, Research Project, 5 Units**

This course trains advanced ESL students to conduct graduate-level research in American libraries and online databases, administer interviews and surveys with native English speakers, and produce various forms of academic writing, including paraphrasing, summarizing, evaluating, and APA-style research papers.

**Prerequisite:** Must be a student in the ALCI Program.

### **ALCI 61, Advanced Reading and Vocabulary Acquisition Strategies, 3 Units**

This course equips advanced ESL students with the requisite reading and vocabulary acquisition strategies, techniques, and practices necessary to comprehend graduate-level texts while concurrently developing a foundational, field-based lexicon.

**Prerequisite:** Prerequisites: This course is offered to Advanced level students. As such, students must successfully meet Level 4 exit criteria prior to the course. Must be a student in the ALCI Program.

### **ALCI 64, Personal Leadership Development, 2 Units**

This course equips advanced ESL learners with personal leadership skills and habits necessary for a successful transition into American graduate school life. Each student evaluates his/her physical, intellectual, emotional, vocational, and spiritual development in personal leadership. This course is taken in Level 5 or 6.

**Prerequisite:** Must be a student in the ALCI Program.

### **ALCI 65, Christianity and Contemporary Worldviews, 3 Units**

This course explores the Christian worldview alongside the most influential worldviews of Western culture, namely naturalism and post-modernism. Students discover how art, politics, and education flow from one's worldview. This course hones skills in critical thinking, persuasive rhetoric, and introspective reflection, culminating with the articulation/justification of the student's own worldview.

**Prerequisite:** Must be a student in the ALCI Program.

### **ALCI 67, Critical Thinking and Analysis, 3 Units**

This course equips advanced ESL students with the requisite strategies, techniques and practices to develop critical and analytical skills necessary to rigorously engage ideas and arguments in spoken and written forms at the graduate level.

**Prerequisite:** Prerequisites: This course is offered to Level 5-6 students. As such, students must successfully meet Level 4 exit criteria prior to the course. Must be a student in the ALCI Program.

### **ALCI 68, Advanced Research Project, 1-3 Units**

This course equips Level 6 students in advanced skills of research, writing, and presentation in the field of their master's program, and serves as a supplementary course for those who need additional ALCI units. This optional independent tutorial course replaces certain waived Level 6 courses as approved by ALCI administration.

**Prerequisite:** Prerequisite: ALCI 58. Must be a student in the ALCI program.

### **ALCI 99, ESL Tutorial: Communication Skills, 1-4 Units**

This course offers supplemental learning to international students enrolled in ALCI, undergraduate or graduate courses, who have been required to receive remedial academic support in ESL. Course content will be tailored to meet the specific needs of the student(s), according to the skills required by the referring instructor or program. The ALCI director, APU instructors or program directors may refer students to take this tutorial. This course may be repeated as required by the recommending department.

## **Faculty**

### **Program Director and Associate Professor**

Michael Chamberlain (<http://www.apu.edu/faculty/mchamberlain/>), Ph.D.

## **Senior Adjunct Faculty**

Denzil Barnett (<http://www.apu.edu/faculty/dbarnett/>), Ph.D. (Cand.)

## **Adjunct Faculty**

Jennifer Cachiaras (<http://www.apu.edu/faculty/jcachiaras/>), M.S.

Kevin Chan (<http://www.apu.edu/faculty/kevinchan/>), M.A.

Lisa Lee (<http://www.apu.edu/faculty/llee/>), M.A., M.Div.

# Center for Research in Science (CRIS)

The Center for Research in Science (CRIS) (<https://www.apu.edu/research-science/>) envisions impacting society by equipping students for scientific endeavors, advancing science in the community, and engaging scholars to explore the interface between science and other academic disciplines.

CRIS is committed to scientific excellence and a Christian perspective of truth and life. By fostering scientific collaborations, connections, and creativity, CRIS seeks to advance STEM presence at Azusa Pacific University and in the surrounding community.

One of the center's hallmark activities (open to the community at large) is hosting the popular CRIS Science & Faith events, in which experts from various disciplines present thought-provoking perspectives on important issues of the day. A variety of topics ranging from bioethics and artificial intelligence to environmental stewardship and human flourishing are discussed.

# Department of Biology and Chemistry

The Department of Biology and Chemistry (<http://www.apu.edu/clas/biochem/>) serves God through the integration of a Christian perspective into the disciplines of biology and chemistry, providing an environment in which students can develop a Christian worldview and learn to integrate their faith into their lives as scientists, and prepare for success in further studies and/or their chosen careers.

The department offers science courses that are consistent with the majors offered, that meet the goals of the General Education program (p. 1147), and that serve as support courses for students in other majors. Programs offered include Bachelor of Arts degrees in Allied Health (p. 69), Allied Health with a Business Emphasis (p. 71), and Chemistry (p. 73), and Bachelor of Science degrees in Allied Health (p. 75), Allied Health with Integrated Single Subject (Science) Teaching Credential (p. 77), Biology (p. 83), Chemistry (p. 88), and Biochemistry (p. 80).

## Requirements for Allied Health, Biochemistry, Biology, and Chemistry Majors

While the Department of Biology and Chemistry does not cap enrollment in these majors, students are expected to demonstrate certain levels of achievement (detailed below) to enter and remain in these majors.

### Entrance Requirements

#### Freshmen and Transfer Applicants

To qualify for a major in allied health, biology, biochemistry, or chemistry, freshman and transfer applicants must submit documentation of the following (or their equivalents) and indicate their choice for one of those majors to the Office of Undergraduate and International Admissions (<https://www.apu.edu/undergraduate-admissions/>) before the start of classes. After that date, the requirements in the Matriculated APU Students section (below) must be met.

- Math: Minimum 530 math SAT, 21 math ACT, 30 ALEKS, completion of MATH 95 (<http://catalog.apu.edu/search/?P=MATH%2095>) or satisfaction of GE Quantitative Literacy criteria 1-8 (excluding AP Statistics)

Transfer applicants must complete MATH 110 (<http://catalog.apu.edu/search/?P=MATH%20110>) (*B-* or higher) or equivalent (such as a 65 ALEKS) prior to entrance in order to meet the prerequisites for CHEM 151 (<http://catalog.apu.edu/search/?P=CHEM%20151>). Otherwise, completion of major requirements may take longer than the desired number of semesters.

#### Matriculated APU Students

To qualify for a major in allied health, biology, biochemistry, or chemistry, matriculated APU students must submit evidence of all of the following:

- Math: Minimum 530 math SAT, 21 math ACT, 30 ALEKS, completion of MATH 95 (<http://catalog.apu.edu/search/?P=MATH%2095>), or satisfaction of GE Quantitative Literacy criteria 1-8 (excluding AP Statistics)
- Completed prospective major advising in the Department of Biology and Chemistry

### Milestone Completion

In order to progress through the allied health, biology, biochemistry, or chemistry major, two milestones need to be completed. Completion of Milestone 1 allows the student to become a candidate for lower-division courses, and completion of Milestone 2 enables the student to become a candidate for upper-division courses. These milestones are as follows:

#### Milestone 1

Allied Health/Biology: *C-* or higher in BIOL 151 (<http://catalog.apu.edu/search/?P=BIOL%20151>) (prerequisite: completion or waiver of MATH 95 (<http://catalog.apu.edu/search/?P=MATH%2095>) or equivalent [for example, by a 45 ALEKS])

Biochemistry/Chemistry: *C-* or higher in CHEM 151 (<http://catalog.apu.edu/search/?P=CHEM%20151>) (prerequisite: *B-* or higher in MATH 110 (<http://catalog.apu.edu/search/?P=MATH%20110>) or equivalent [for example, by a 65 ALEKS])

All students who have not satisfied prerequisites to begin Milestone 1 courses should instead take the appropriate prerequisite courses. In some cases, such students may require more than eight semesters to complete the requirements for the major.

#### Milestone 2

Allied Health (B.S., B.A. with Business emphasis)/Biology: *C-* or higher in BIOL 280 (<http://catalog.apu.edu/search/?P=BIOL%20280>) (prerequisites: *C-* in BIOL 240 (<http://catalog.apu.edu/search/?P=BIOL%20240>) and CHEM 151 (<http://catalog.apu.edu/search/?P=CHEM%20151>))

Allied Health (B.A.): *C-* or higher in BIOL 251 (<http://catalog.apu.edu/search/?P=BIOL%20251>) (prerequisites: *C-* in BIOL 250 (<http://catalog.apu.edu/search/?P=BIOL%20250>) and *C-* in CHEM 151 (<http://catalog.apu.edu/search/?P=CHEM%20151>) or *B* in one year of high school chemistry)

Biochemistry: *C-* or higher in BIOL 280 (<http://catalog.apu.edu/search/?P=BIOL%20280>) (prerequisites: *C-* in BIOC 270 (<http://catalog.apu.edu/search/?P=BIOC%20270>) and CHEM 151 (<http://catalog.apu.edu/search/?P=CHEM%20151>)) **and** CHEM 252 (<http://catalog.apu.edu/search/?P=CHEM>)



%20252) (prerequisite: C- in CHEM 251 (<http://catalog.apu.edu/search/?P=CHEM%20251>); corequisite: CHEM 262 (<http://catalog.apu.edu/search/?P=CHEM%20262>))

Chemistry: C- or higher in CHEM 300 (<http://catalog.apu.edu/search/?P=CHEM%20300>) (prerequisite: C- in CHEM 152 (<http://catalog.apu.edu/search/?P=CHEM%20152>))

## Department Policies

The following are policies that apply to all students in courses offered by the department:

- A student must complete all prerequisites for a BIOC, BIOL, or CHEM course with a C- or better before taking the course (except as noted in the course description).
- Students with a total of three unsuccessful attempts (below C-) in any combination of BIOC, BIOL, and CHEM courses will be automatically dropped from subsequent enrollment in department courses.
- Any single BIOC, BIOL, or CHEM course may be taken only two times at APU.
- Students may not earn a chemistry minor if they are majoring in biochemistry, nor may they earn a biology minor if they are majoring in allied health or biochemistry.
- Students missing more than three labs in a course receive an automatic *F* in the course.
- Courses with labs in an online or correspondence format are not allowed to transfer as BIOC, BIOL, or CHEM courses.

## Additional Requirements for Allied Health, Biology, Biochemistry, and Chemistry Majors

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. Failure to maintain these requirements will result in a student being dropped from the major. Reentry to the major is by petition only.

- A minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major must be maintained.
- A student must complete each course required for the major with a C- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single class within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.
- All majors are required to take BIOL 496 to meet their General Education Senior Seminar or Writing 3 requirement.
- While courses required of the major may be taken at other accredited institutions, subject to approval via a transfer inquiry form, lecture and laboratory components must be taken at the same institution in the same semester.
- It is strongly recommended that freshmen in all biology majors (including biochemistry) take General Chemistry I (CHEM 151) and General Biology I (BIOL 151) the first year, and that chemistry majors start with General Chemistry I (CHEM 151) and Calculus I (MATH 165) the first year. Should math placement assessment require algebra of the student, then that course should be taken the first year and a five-year program may be indicated.
- BIOL 151 should be taken by allied health, biochemistry, and biology majors who receive AP biology credit, as many medical schools and graduate programs will not accept AP biology to meet requirements for admission.
- Students may take a maximum of 3 units total from the following courses for elective credit toward the B.S. in Allied Health or the B.S. in Biology:

| Code     | Title                        | Units |
|----------|------------------------------|-------|
| BIOL 390 | Pre-health Seminar           | 1     |
| BIOL 391 | Medical Missions Practicum   | 1     |
| BIOL 394 | Directed Research Internship | 1-3   |
| BIOL 490 | Biology Seminar              | 1     |
| BIOL 497 | Readings                     | 1-3   |

- The following courses may **not** be taken to meet upper-division elective requirements in any major in the department: BIOL 325, BIOL 330, BIOL 400, and BIOL 470.

## Dismissal Policy

The department will audit student compliance with these policies each semester. Failure to maintain these requirements will result in the student being dropped from the major. Reentry to the major is by petition only.

## Science at the Secondary Level

Students planning a career in teaching science at the secondary level should prepare for the CSET examination. Students should major in biology, chemistry, or physics to obtain subject-matter proficiency in one of these areas for the specialization test. In addition, to prepare for the breadth part of the test, students should take:

| Code                         | Title   | Units |
|------------------------------|---|-------|
| BIOL 151                     | General Biology I   | 4     |
| BIOL 152                     | General Biology II  | 4     |
| CHEM 151                     | General Chemistry I   | 4     |
| CHEM 152                     | General Chemistry II  | 4     |
| PHYC 130                     | Earth Science   | 4     |
| PHYC 140                     | Introduction to Astronomy   | 4     |
| Select one of the following: |   | 8-10  |
| PHYC 151<br>& PHYC 152       | Physics for Life Sciences I<br>and Physics for Life Sciences II                     |       |
| PHYC 161<br>& PHYC 162       | Physics for Science and Engineering I<br>and Physics for Science and Engineering II |       |

## Biology and Chemistry Fellowships

Each year, the Department of Biology and Chemistry offers a limited number of fellowships to selected undergraduates to participate in the Student-to-Scholar (S2S) Program (<http://www.apu.edu/clas/biochem/fellowships/>) involving laboratory research with a faculty-mentor.

## Programs

### Majors

- Allied Health
  - Allied Health (B.A.) (p. 69)
  - Allied Health (B.A.): Business Emphasis (p. 71)
  - Allied Health (B.S.) (p. 75)
  - Allied Health (B.S.) with Integrated Credential (p. 77)
- Biochemistry (p. 80)
- Biology (p. 83)
- Chemistry (B.S.) (p. 88)
- Chemistry (B.A.) (p. 73)

### Minors

- Biology (p. 91)
- Chemistry (p. 92)

### Master's

- Master of Science in Biotechnology (p. 90)

## Courses

### BIOC 270, Biomolecular Chemistry, 4 Units

Students in this course undertake a systematic and theoretical study of the biochemical activities of living cells as they are introduced to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Emphasis is on the practical application of biochemical techniques in academic, government, and industrial laboratories today. Lecture, 3 hours; lab, 4 hours.

**Prerequisite:** C- or better in BIOL 151 and CHEM 152; C- or better in CHEM 251 (may be taken concurrently)

### BIOC 360, Principles of Biochemistry, 4 Units

Students in this course gain a systematic and theoretical understanding of the biochemical activities of living cells, including an introduction to the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. This course does not meet the requirements of the biochemistry major. Credit will not be given for both BIOC 270 and BIOC 360, nor for both BIOC 360 and BIOC 370. Lecture, 3 hours; lab, 4 hours.

**Prerequisite:** CHEM 252 (C- or higher)

### **BIOC 370, Biomolecular Metabolism, 4 Units**

Students in this course gain an in-depth understanding of biomolecule metabolism, with emphasis on the mechanisms of energy transfer and chemical communication in living systems. Laboratory recitations foster the practical application of biochemical techniques and thorough understanding of current literature in the field. Lecture, 3 hours; lab, 4 hours.

**Prerequisite:** C- or better in BIOC 270 and CHEM 252.

### **BIOC 390, Physical Biochemistry, 3 Units**

Physical biochemistry is the study of the physical properties that govern how proteins, DNA, RNA, and other biological polymers assemble into life.

These physical properties provide a description of their interactions, from the atomic level to large macromolecular assemblies. Methods for measuring interactions between biomolecules involving nuclear, electric, magnetic, and centrifugal fields illustrate the interrelatedness of physics and chemistry in our understanding of conventional biology.

**Prerequisite:** C- or better in BIOC 270 and CHEM 252.

### **BIOL 90, Laboratory Safety, 0 Units**

This course provides an introduction to federal, state, and local regulations, material safety data suggestions, chemical hygiene plan, labels, equipment, spill response, and proper handling and disposal of chemicals as related to an academic laboratory.

### **BIOL 101, Biology and Society, 4 Units**

This elementary course covers principles of cell structure and function, genetics, development, reproduction, and animal systems biology. Lecture, 3 hours; lab, 3 hours. Not intended for health or natural sciences majors. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

### **BIOL 109, Introduction to Biological Sciences, 3 Units**

Designed for high school students participating in the APU/Azusa USD Summer GATE Program, this course provides an introduction and overview of biology concentrating on cell biology, genetics, kingdoms, and ecology. The emphasis is on basic science principles, their application to real-world situations, and developing the basic skills needed in college.

**Prerequisite:** High School biology course

### **BIOL 115, Anatomy and Physiology, 4 Units**

Lecture, 3 hours; Lab, 3 hours: This is an introductory course in the principles of anatomy and physiology as they relate to the structure and function of the living human body. It is designed for physical education majors. Does not count toward biology major credit.

Special Fee Applies

**Prerequisite:** BIOL 101 or BIOL 151. (Nursing Majors: High School Biology and minimum SAT/ACT scores)

### **BIOL 151, General Biology I, 4 Units**

This foundational course for science majors is the first in a two-semester sequence covering principles of cell structure and function, genetics, development, reproduction, and animal systems biology. Lab emphasis is on the investigative approach and experimental techniques of biology.

Lecture, 3 hours; lab, 4 hours. *Meets the General Education Requirement: Natural Science.*

**Prerequisite:** Completion or waiver of MATH 95 (for example, by a 45 ALEKS score).

### **BIOL 152, General Biology II, 4 Units**

Lecture, 3 hours; Lab, 4 hours: This second-semester course deals with behavior, evolution, plant and animal diversity of life, plant biology, and introduction to ecology. There is a laboratory emphasis on plant and animal biology.

Special Fee Applies

**Prerequisite:** C- in BIOL 151

### **BIOL 200, Human Anatomy for Nursing, 4 Units**

Students in this intensive course study human anatomy using the systemic approach, with lab exercises utilizing human cadaver prosections. Lecture, 3 hours; discussion, 1 hour; lab, 4 hours.

**Prerequisite:** Preadmitted nursing major status and a B in one year of high school biology or C- in BIOL 151.

### **BIOL 210, Human Physiology for Nursing, 4 Units**

Students in this course study how human organ systems function and maintain homeostasis. Laboratory exercises include biomedical instrumentation. Lecture, 3 hours; lab, 4 hours.

Special Fee Applies

**Prerequisite:** C- in BIOL 200 and C- in CHEM 123 (may be taken concurrently) or a B in one year of high school chemistry; for nursing majors only - all other majors by department consent.

## BIOL 220, General Microbiology, 4 Units

This course is for students majoring (or planning to major) in nursing or allied health (B.A.). The focus is on fundamental microbiological principles and laboratory techniques, with an emphasis on disease-causing microorganisms, new and old methods of disease treatment and prevention, and host immune responses. Lecture, 3 hours; lab, 4 hours.

Special Fee Applies

**Prerequisite:** Allied health (B.A.) majors: C- in BIOL 151 and C- in CHEM 151 (may be taken concurrently) ; nursing majors: C- in CHEM 123. Department consent required.

## BIOL 226, Intro to Neurobiology, 4 Units

Students in this course explore how scientists study the biological basis of human behavior, focusing on the specific aspects of neuroscience that are directly related to various behavioral and cognitive functions. This course takes a case-study and research-based approach, relying on textbook but also group discussion of current behavioral neuroscience research and techniques. Students develop the skills to interpret, critically analyze, and apply relevant research and theories in the field of behavioral neuroscience and its biological basis in psychopharmacology. Lecture, 3 hours; lab, 4 hours.

Special Fee Applies

**Prerequisite:** C- in BIOL 151

## BIOL 230, Human Anatomy and Physiology I, 4 Units

This is the first semester of a two-semester course that examines the anatomy and physiology of the human body from an integrated perspective. Topics include basic biological and chemical concepts, tissue types, integumentary, musculoskeletal and nervous systems, and special senses. The laboratory component includes model-based anatomical studies and the examination of physiological processes via the scientific method.

Special Fee Applies

**Prerequisite:** Kinesiology students only

## BIOL 231, Human Anatomy and Physiology II, 4 Units

This is a continuation of the Human Anatomy and Physiology I course. Topics include metabolism and the autonomic nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary and reproductive systems. The laboratory component includes model-based anatomical studies and the examination of physiological processes via the scientific method. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

**Prerequisite:** C- or higher in BIOL 230. Kinesiology students only.

## BIOL 240, Biology of Microorganisms, 4 Units

This course covers the fundamental principles and techniques of microbiology, with emphasis on the role of microorganisms in disease, immunity, and food production. Lecture, 3 hours; Lab, 4 hours.

Special Fee Applies

**Prerequisite:** C- in BIOL 151 and BIOL 152 or BIOL 250, as well as CHEM 151 (May be taken concurrently). Department consent required for all majors outside of the Department of Biology and Chemistry.

## BIOL 250, Human Anatomy, 4 Units

This intensive course in human anatomy uses the systemic approach, with lab exercises utilizing human cadaver prosections. Lecture, 3 hours; discussion, 1 hour; lab, 4 hours.

Special Fee Applies

**Prerequisite:** C- in BIOL 151; for allied health and kinesiology (health professions concentration) majors only-all other majors by department consent.

## BIOL 251, Human Physiology, 4 Units

Students in this course study how human organ systems function and maintain homeostasis. Laboratory exercises include biomedical instrumentation. Lecture, 3 hours; lab, 4 hours.

Special Fee Applies

**Prerequisite:** C- in BIOL 250 and C- in CHEM 151 or a B in one year of high school chemistry; for allied health and kinesiology (health professions concentration) majors only-all other majors by department consent.

## BIOL 280, Cell Biology, 4 Units

This course covers a theoretical approach to cellular and molecular biology, including ultrastructure, cytology, metabolism, and molecular genetics. Laboratory emphasis is given to electron microscopy, centrifugation, and DNA and protein electrophoresis. Lecture, 3 hours; lab, 4 hours; discussion/quiz, 1 hour.

Special Fee Applies

**Prerequisite:** Allied health and biology majors: C- in BIOL 240 and C- in CHEM 151; biochemistry majors: C- in BIOC 270.

## BIOL 300, Genetics, 4 Units

This course covers the principles of heredity, including Mendelism, cytogenetics, population theory, human medical genetics and gene regulation, classical laboratory experimentation, and modern molecular biology techniques. Lecture, 3 hours; Lab, 4 hours. *Meets the General Education Requirement: Integrative and Applied Learning.*

Special Fee Applies

**Prerequisite:** C- in BIOL 280

## **BIOL 320, Ecology, 4 Units**

This course provides an understanding of the relationship of plants and animals to their environment, with particular consideration given to distribution, communities, and population analysis. Lecture, 3 hours; Lab, 4 hours. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Special Fee Applies

**Prerequisite:** C- in BIOL 152 and BIOL 280; Upper-division status.

## **BIOL 325, Humans and the Environment, 4 Units**

Through lecture and lab experience students study the historical, biblical, and scientific aspects of the environment with particular emphasis on the impact of humans on God's world. Students explore a variety of environmental aspects related to economics, global studies, and missiology in individual studies/papers. Does not count toward biology major credit. *Meets the General Education Requirement: Natural Science.*

## **BIOL 325H, Humans and the Environment - Honors, 4 Units**

Through lecture and lab experience students study the historical, biblical, and scientific aspects of the environment with particular emphasis on the impact of humans on God's world. Students explore a variety of environmental aspects related to economics, global studies, and missiology in individual studies/papers. Does not apply for biology major credit. *Meets the General Education Requirement: Natural Science.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

## **BIOL 326, Neurobiology, 4 Units**

Students in this course undertake a detailed study of the structure and function of animal nervous systems. Special emphasis is given to the anatomy and neurophysiology of reflexes, motor pathways, senses, and neurological diagnosis. This course is designed for students oriented toward the health sciences. Lecture, 3 hours; lab, 4 hours. *Meets the General Education Requirement: Integrative and Applied Learning.*

Special Fee Applies

**Prerequisite:** C- or better in BIOL 280

## **BIOL 330, Gender Differences, 3 Units**

Lecture/Discussion, 3 hours: This course examines in detail differences in gender. Realizing gender differences are related to one's chronological age, these differences are studied from the biological, psychological, sociological, and theological perspectives and understood that each perspective influences the others. Does not count toward biology major credit.

## **BIOL 336, Vertebrate Biology, 4 Units**

Lecture, 3 hours; Lab, 4 hours: This course provides a comprehensive survey of the natural history, anatomy, and systematics of vertebrate animals - fish, amphibians, reptiles, birds, and mammals. Laboratory will include training in dissection skills and experience with a human cadaver.

Special Fee Applies

**Prerequisite:** C- in BIOL 152

## **BIOL 340, Invertebrate Biology, 4 Units**

Lecture, 3 hours; Lab, 4 hours: The classification, natural history, and functional morphology of invertebrate phyla are studied.

**Prerequisite:** C- in BIOL 152

## **BIOL 342, Medical Microbiology, 3 Units**

This lecture course emphasizes the importance of microbiology to medicine and applied areas of science. The spectrum of infectious agents, host response, current diagnostic methodologies, and recent advances/problems in diagnosis and treatment are covered.

**Prerequisite:** C- in BIOL 240 and BIOL 280

## **BIOL 346, Regional Human Anatomy, 4 Units**

This is a dissection-based course in human anatomy, utilizing cadavers and a regional approach to studying the human body. Upon completion, students are able to identify major skeletal, muscular, nervous, and vascular structures; organs; and the relationships of these structures to each other in each body area. Students also learn about the flow of blood from the heart through vascular structures to organs and limbs, as well as the structure and significance of the cervical, brachial, and lumbosacral plexuses, and are able to explain the actions of muscles based on origin and insertions. Students gain skills in dissection, collaborating with colleagues to perform dissections and present findings to the class. Finally, students gain an appreciation of the intricacy and detail of the human body, the importance of precision and accuracy in experimental work, and the value of collaborative learning.

Lecture, 3 hours; discussion, 1 hour; lab, 4 hours.

Special Fee Applies

**Prerequisite:** C- in BIOL 151 and BIOL 280; allied health (B.A.) majors: C- in BIOL 151 and BIOL 251.

## **BIOL 350, Mammalian Physiology, 4 Units**

Lecture, 3 hours; Discussion, 1 hour; Lab, 3 hours: This course offers an analysis of physiological mechanisms in animals with emphasis on the function at the organ systems level. This course is appropriate for those preparing for medical school and related graduate study. Introductory experiences applying physiological principles to clinical medicine are covered.

Special Fee Applies

**Prerequisite:** C- in BIOL 280

## **BIOL 365, Plant Biology, 4 Units**

Lecture, 3 hours; Lab, 4 hours: This course introduces botanical research topics, including plant classification, genetics, structure and function, growth and development, and evolution and ecology. It integrates themes and processes of the California State Science framework.

**Prerequisite:** C- in BIOL 280

## **BIOL 370, Prosection, 1 Unit**

Students are introduced to the human body through gross dissection and demonstration of selected portions of a human cadaver. This course requires 30 hours of laboratory.

## **BIOL 390, Pre-health Seminar, 1 Unit**

This course provides a background to the Biblical, historical and philosophical aspects of healthcare as well as an understanding of the reasons to pursue a career in the field. The course also covers the key principles required for success in applying for and matriculation into graduate programs in healthcare fields such as writing effective personal statements and interviewing well.

**Prerequisite:** Junior standing

## **BIOL 391, Medical Missions Practicum, 1 Unit**

Lecture/Discussion, 1 hour: This course offers a practicum experience for students preparing for a career in the medical/health-related sciences. Didactic medical-clinical instruction in first aid, assessment, and medical history is emphasized. Students gain practical field experience as Team Luke members with Mexico Outreach.

**Prerequisite:** BIOL 101, BIOL 151, or BIOL 250

## **BIOL 394, Directed Research Internship, 1-3 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. May be repeated, subject to department policies.

**Prerequisite:** Department permission

## **BIOL 395, Biological Science Internship, 1-3 Units**

This course gives students an opportunity to apply classroom knowledge in real-world settings through paid or volunteer science-related internships with local businesses or organizations. Students gain a realistic view of their career goals, explore possible career choices, and gain valuable experience under the guidance of their job supervisor and academic supervisor. Internship committee approval is required for this course. Internship site requirements may vary; email [biologyandchemistry@apu.edu](mailto:biologyandchemistry@apu.edu) for details.

**Prerequisite:** 3.0 GPA, department consent, and a C- or higher in the following: allied health B.A.: BIOL 251; allied health B.A. business emphasis, allied health B.S., and biology majors: BIOL 280; biochemistry majors: BIOC 270 and CHEM 252; chemistry majors: CHEM 300

## **BIOL 396, Topics in Biology and Christian Thought, 1 Unit**

This course covers the basic ideas behind the Creation/evolution and Creation care discussions. Students are exposed to, and are asked to critically evaluate the scientific, philosophical, and theological foundations of these two debates.

**Prerequisite:** BIOL 151, CHEM 152, UBBL 100 or UBBL 230, Junior Level Standing

## **BIOL 400, Science and Children, 4 Units**

Lecture, 3 hours; Lab, 3 hours: This course is designed for liberal studies majors interested in obtaining a Multiple-Subject Teaching Credential. It assists the student in developing knowledge and skills in science content for teaching science concepts and processes emphasized in the California State Science Framework, K-6. Does not count toward biology major credit.

Special Fee Applies

## **BIOL 410, Molecular Biology, 4 Units**

Lecture, 3 hours; Lab, 4 hours: This course covers the traditional molecular biology curriculum which includes transcription, translation, and gene expression in both prokaryotes and eukaryotes. Lecture includes theory on key molecular techniques. Laboratory exercises emphasize current techniques in molecular biology such as molecular cloning, blotting, PCR, and assays of gene expression.

**Prerequisite:** C- in BIOL 280

## **BIOL 435, Stewardship Ecology, 3 Units**

The history of humankind's view of nature and the resulting treatment of nature that arise from such views are examined. The biblical approach known as stewardship ecology is developed and supported as a foundation for the student's approach to this field.

**Prerequisite:** C- in BIOL 320

## **BIOL 440, Developmental Biology, 3 Units**

Lecture/Lab/Discussion, 3 hours: This is a study of the origin, morphology, and chemical control of developing germ layers, tissues, and systems of the body.

**Prerequisite:** BIOL 280 (C- or higher)

## **BIOL 450, Histology, 4 Units**

Lecture, 3 hours; Lab, 4 hours: This course teaches the structure and function of animal tissues. Emphasis is on preparation and recognition techniques of cell and tissue structure.

**Prerequisite:** C- in BIOL 280

## **BIOL 454, Electron Microscopy for Biological Sciences, 2 Units**

This lecture course deals with theory and principles of various microscopy methods, with emphasis given to electron optics, specimen preparation, and operation of transmission and scanning electron microscopes and ultrastructure analysis.

**Prerequisite:** PHYC 151, PHYC 152 or instructor consent

## **BIOL 455, Laboratory in Electron Microscopy, 2 Units**

This companion course to BIOL 454 covers biological and medical specimen preparation techniques and basic photographic protocol. Current laboratory instrumentation, dealing with both scanning and transmission electron microscopy, is emphasized.

**Prerequisite:** BIOL 280 or BIOL 454 (may be taken concurrently)

## **BIOL 465, Practicum and Topics in Allied Health, 4 Units**

This course deals with diagnosis strategies, prevention, and rehabilitation programs integral to the field of allied health. An emphasis on research literature facilitates students' development of knowledge, aptitudes, and skills within the allied health field. The clinical laboratory component emphasizes current instrumentation and practice. Lecture/discussion, 3 hours; lab, 4 hours. *Meets the General Education Requirement: Integrative and Applied Learning.*

Special Fee Applies

**Prerequisite:** C- or higher in the following: BIOL 280 or KIN 490; BIOL 250 or BIOL 336 or BIOL 230; BIOL 251 or BIOL 350 or BIOL 231 (may be taken concurrently). For allied health (B.A.) majors, the only prerequisite is a C- or higher in BIOL 251.

## **BIOL 470, Science for the MCAT, 1 Unit**

This course builds on lower-division courses in general and organic chemistry, biology, and physics to prepare students for the basic science content contained in the Medical College Admission Test (MCAT). Additional topics in genetics, biochemistry, physiology, and physics are presented and integrated with practical mathematical skills in an interactive problem-solving setting. The course is intended for students with upper-division standing and acceptance to a premedical program. This course may be repeated for 2 units of credit.

## **BIOL 490, Biology Seminar, 1 Unit**

This course consists of review and discussion of current periodical literature. Written and verbal presentations are required.

**Prerequisite:** Junior or Senior Standing

## **BIOL 494, Advanced Topics in Biology, 4 Units**

This course presents advanced coverage of topics in physiology or other biological sciences. The course may be repeated for credit when different topics are offered. Lecture plus laboratory.

**Prerequisite:** C- or higher in BIOL 280; Jr or Sr Standing

## **BIOL 495, Advanced Topics in Biology, 3 Units**

This course presents advanced coverage of topics in physiology or other biological sciences. The course may be repeated for credit when different topics are offered. Lecture only.

**Prerequisite:** C- or higher in BIOL 280; Jr or Sr Standing

## **BIOL 496, Writing 3: Ethics and the Sciences, 3 Units**

This course covers the basics of worldviews, science, and ethics while delving deeper into the details of various ethical perspectives and their implications for science. Specific areas of science are explored from a Christian ethics viewpoint through lectures, writing instruction, a thesis, and oral presentations. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2 and a C- or higher in one of the following: BIOL 280, CHEM 252, CHEM 240, or BIOL 465 (Allied Health B.A. only). Department consent required.

## **BIOL 497, Readings, 1-3 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by, a university student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. May be repeated subject to department policies.

## **BIOL 498, Directed Research, 1-3 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. May be repeated subject to department policies.

**Prerequisite:** Junior or senior standing and department permission.

## **BIOT 500, Biotechnology Internship, 3 Units**

The biotechnology internship is a mandatory component of the Masters of Science in Biotechnology program, and is reserved for students enrolled in that program. The internship requirement is 320 hours, and generally takes 10-12 weeks to complete. Internships may be paid or unpaid, and are carried out at the business sites of biomedical product companies. Internship projects are presented at a biotechnology internship symposium in the fall semester after completion of the internship.

**Prerequisite:** BIOT 511, BIOT 512, and BIOT 515.

## **BIOT 510, Commercialization of Technology, 3 Units**

This course serves as an introduction to issues related to new product development, formulating strategies, acquiring resources, setting up and managing operations, and creating technology-focused businesses with an emphasis on ethics in the high-tech workforce environment. Assignments and project focus on learning how to manage and commercialize technology.

**Prerequisite:** Must be admitted into the M.S. in Biotechnology program.

**Corequisites:** BIOT 513 and BIOT 514

## **BIOT 511, Molecular Biology, Pharmacology, and Toxicology of Biopharmaceuticals, 3 Units**

This course is an overview of molecular biology, pharmacology, and toxicology concepts as applied to the development of biopharmaceutical products and biomedical devices. Students work collaboratively toward a final project to propose a new pharmaceutical product and/or biomedical device.

**Prerequisite:** BIOT 510, BIOT 513, and BIOT 514.

**Corequisites:** BIOT 512 and BIOT 515

## **BIOT 512, Bioinformatics, 3 Units**

This course is an introduction to the strategies, approaches, and computer applications used in drug discovery, database design, and data mining. Case studies illustrate specific applications of the methods for measuring, visualizing, representing, inferring, clustering, classifying, and modeling biotechnological data. Class format involves didactic instruction and hands-on experience with various bioinformatics tools and databases.

**Prerequisite:** BIOT 510, BIOT 513, and BIOT 514.

**Corequisites:** BIOT 511 and BIOT 515

## **BIOT 513, Regulatory Affairs for the Biotechnology Industry, 3 Units**

This course is a detailed examination of the terminology, timelines, and practices followed by regulatory affairs professionals employed in the biotechnology industry. Case studies from the industry are examined to supplement certain topics and to illustrate interpretation of regulations.

**Prerequisite:** Must be admitted into the M.S. in Biotechnology program.

**Corequisites:** BIOT 510 and BIOT 514

## **BIOT 514, Probability and Statistics for the Biotechnology Industry, 3 Units**

This course is an examination of the statistical methods and computer applications used in drug manufacturing processes. Topics covered include data presentation, probability, hypothesis testing, univariate and multivariate analysis, linear regression, and confidence interval estimation.

**Prerequisite:** Must be admitted into the M.S. in Biotechnology program.

**Corequisites:** BIOT 510 and BIOT 513

## **BIOT 515, Project Management for the Biotechnology Industry, 3 Units**

This course is designed to prepare students in business, engineering, and technology for the task of managing projects, such as information technology projects, business process improvement projects, and product development projects.

**Prerequisite:** BIOT 510, BIOT 513, and BIOT 514.

**Corequisites:** BIOT 511 and BIOT 512

## **BIOT 516, Ethics for Biomedical Products Industries, 3 Units**

Biotechnology exists at a critical intersection of science and ethics, and the power and potential of biotechnology demands caution to ensure ethical progress. This course examines the ethical roles and responsibilities of key participants in the biomedical development process, including industry, government, and healthcare authorities. Students examine ethical issues related to biomedical product advancement and use, and specific areas of science are also explored from a Christian ethics viewpoint through lectures, student oral presentations, team debate, and final written projects.

**Prerequisite:** BIOT 511, BIOT 512, and BIOT 515.

**Corequisites:** BIOT 500 and BIOT 600A

## **BIOT 517, Clinical Trials, 3 Units**

This course examines governmental laws, practices, and regulations associated with human clinical trials, and includes development and evaluation of a series of in-class assignments with class discussion and a capstone project for small student groups culminating with in-class presentations.

**Prerequisite:** BIOT 500, BIOT 516, and BIOT 600A.

**Corequisite:** BIOT 600B



## BIOT 600A, Master's Degree Project I, 3 Units

This 3-unit course comprises the first part of the capstone master's degree project (MDP) for the M.S. in Biotechnology program, and is to be taken in the fall semester of students' second year. In this course, students identify and begin work on the MDP, for which they must complete a minimum of 480 hours of in-person work at a project site approved by the program director-120 hours in BIOT 600A, and the balance of the hours in the 9-unit BIOT 600B in the spring semester of students' second year.

**Prerequisite:** BIOT 511, BIOT 512, and BIOT 515, and good second-year standing in the M.S. in Biotechnology program.

**Corequisites:** BIOT 500 and BIOT 516

## BIOT 600B, Master's Degree Project II, 9 Units

This 9-unit course comprises the second part of the capstone master's degree project (MDP) for the M.S. in Biotechnology program, and is to be taken in the spring semester of students' second year. In this course, students must complete the remaining 360 hours of in-person work at a project site approved by the program director, and must also give an oral presentation (defense) and a written report of the project to fulfill the degree requirement.

**Prerequisite:** BIOT 500, BIOT 516, and BIOT 600A, and good standing in the M.S. in Biotechnology program.

**Corequisite:** BIOT 517

## CHEM 90, Laboratory Safety, 0 Units

Students are introduced to federal, state, and local regulations, material safety data suggestions, chemical hygiene plans, labels, equipment, spill response, proper handling, and disposal of chemicals as related to an academic laboratory.

## CHEM 101, Chemistry and Society, 4 Units

This elementary course surveys contemporary and relevant topics in our society, and explores the basic laws and concepts of modern chemistry behind these topics. Lecture, 3 hours; Lab, 3 hours. *Meets the General Education Requirement: Natural Science. Not intended for health or natural science majors.*

Special Fee Applies

## CHEM 105, Citizen Chemistry, 4 Units

Lecture, 3 hours; Lab, 3 hours: This course is designed for nonscience majors and presents chemistry in its broad cultural, social, and economic context. The lectures and laboratories cover experiences that are of concern to students' everyday lives.

## CHEM 123, General, Organic, and Biological Chemistry for the Health Sciences, 4 Units

This course comprises an overview of general, organic, and biological chemistry topics, with an emphasis on health science applications. Topics include radioactivity, intermolecular forces, solution behavior, acids and bases, nomenclature, physical characteristics of organic compounds, and selected reactions, with focus on the simple organic functional groups and carbonyl chemistry. Biochemistry topics cover chemical reactions and physiological significance of cellular macromolecules including proteins, enzymes, and nucleic acids, as well as metabolism. Lecture, 3 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*

**Prerequisite:** C- in CHEM 101 or a B in one year of high school chemistry, and preadmitted nursing status or department consent.

## CHEM 151, General Chemistry I, 4 Units

This is a foundational course for science majors and the first in a two-semester sequence covering the basic laws and concepts of modern chemistry. Topics include atomic structure, chemical bonding, thermochemistry, stoichiometry, chemical reactions, solution chemistry, nuclear chemistry, and the behavior of gases. Lecture, 3 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

**Prerequisite:** B- or higher in MATH 110 or equivalent (for example, by an ALEKS score of 65).

## CHEM 152, General Chemistry II, 4 Units

This is a foundational course for science majors and the second part of a two-semester sequence covering the basic laws and concepts of modern chemistry. Topics covered include solution chemistry, chemical kinetics, equilibrium, acid-base theory, thermodynamics, and electrochemistry. Lecture, 3 hours; lab, 4 hours.

Special Fee Applies

**Prerequisite:** C- in CHEM 151

## CHEM 240, Introduction to Organic and Biochemistry, 4 Units

Lecture, 3 hours; Lab, 3 hours: Students are introduced to the names, properties, and reactions of organic functional groups with applications to biochemical monomers and macromolecules.

Special Fee Applies

**Prerequisite:** C- in CHEM 152

## CHEM 251, Organic Chemistry: Theory I, 3 Units

This general course covers bonding theory, structure analysis, isomers, nomenclature, physical properties, functional groups, fundamental reaction mechanisms, stereochemistry, spectroscopy, and synthesis of hydrocarbons.

**Prerequisite:** C or better in CHEM 152;

**Corequisite:** CHEM 261

## **CHEM 252, Organic Chemistry: Theory II, 3 Units**

This general course covers spectroscopy, physical properties, reaction mechanisms, thermodynamics, kinetics, aromaticity, and fundamental reaction mechanisms of hydrocarbons, carbonyl compounds, and biological macromolecules.

**Prerequisite:** C- in CHEM 251;

**Corequisite:** CHEM 262

## **CHEM 261, Organic Chemistry - Lab, 1 Unit**

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study. Must be taken concurrently with CHEM 251.

Special Fee Applies

**Corequisite:** CHEM 251

## **CHEM 262, Organic Chemistry - Lab, 1 Unit**

Techniques of determining chemical and physical properties and synthesis of organic compounds are the focus of laboratory study.

Special Fee Applies

**Corequisite:** CHEM252

## **CHEM 300, Quantitative Chemical Analysis - Theory, 2 Units**

The theoretical basis of gravimetric and volumetric analyses are covered in this course. Topics include multiequilibria, acid-base equilibria, and redox reactions as applied to quantitative analysis.

**Prerequisite:** C- in CHEM 152

## **CHEM 310, Quantitative Chemical Analysis - Laboratory, 2 Units**

This is a laboratory course in the analysis of materials by the methods studied in CHEM 300.

**Corequisite:** CHEM 300

## **CHEM 320, Instrumental Analysis: Theory, 3 Units**

This course covers the theory and operation of modern analytical equipment, including electrochemical methods; UV-visible, infrared, and flame emission spectrophotometry; chromatographic methods; and others. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** C- or better in CHEM 300, C- or better in CHEM 310

## **CHEM 330, Instrumental Analysis - Lab, 1 Unit**

In this laboratory course, students analyze materials by the methods studied in CHEM 320.

**Prerequisite:** CHEM 320

## **CHEM 394, Directed Research Internship, 1-3 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. May be repeated, subject to department policies.

**Prerequisite:** Department permission

## **CHEM 395, Chemical Science Internship, 1-3 Units**

This course gives students an opportunity to apply classroom knowledge in real-world settings through paid or volunteer science-related internships with local businesses or organizations. Under the joint direction of the instructor and an on-site supervisor, students gain hands-on experience as well as realistic views of potential career fields in the chemical sciences. Internship site requirements may vary; email [biologyandchemistry@apu.edu](mailto:biologyandchemistry@apu.edu) for details.

**Prerequisite:** 3.0 GPA, department consent, and a C- or higher in the following: allied health (B.A.) majors: BIOL 251; allied health (B.A. business emphasis and B.S.) and biology majors: BIOL 280; biochemistry majors: BIOC 270 and CHEM 252; chemistry majors: CHEM 300.

## **CHEM 401, Physical Chemistry I, 3 Units**

This is an advanced course covering the theoretical basis of thermodynamics, including the laws of thermodynamics and their applications. Topics include energy, enthalpy, entropy, gas laws, kinetic model of gases, phases, chemical potential, and the kinetics of chemical reactions.

**Prerequisite:** C in CHEM 152 and C- in MATH 165

## **CHEM 402, Physical Chemistry II, 3 Units**

This is an advanced course covering the Schrodinger equation and its applications to the particle in a box, the rigid rotor, and the harmonic oscillator. Once a firm foundation has been established in the underlying theories of quantum mechanics, they are applied to atomic and molecular structure, vibrational and electronic spectroscopy, and computational chemistry.

**Prerequisite:** C- or higher in CHEM 401 and C- or higher in MATH 268; recommended: PHYC 152 or PHYC 162.

**CHEM 411, Physical Chemistry I Lab, 1 Unit**

This is an upper-level laboratory over one semester on thermodynamics and kinetics and their applications. Laboratories include experiments, theoretical calculations, and mathematical methods recitations on the topics of partial molar volume, calorimetry, phase diagrams, electrochemistry, kinetics, colligative properties, molecular dynamics, and partial derivatives.

Special Fee Applies

**Corequisite:** CHEM 401

**CHEM 412, Physical Chemistry II Lab, 1 Unit**

This is an upper-level laboratory over one semester on quantum mechanics and its applications. Laboratories include experiments, theoretical calculations, and mathematical methods recitations on the topics of linear algebra, multivariable calculus, symmetry, probability, Planck temperature distribution, photoelectric effect, quantum dots, spectroscopy, particle in a box, and molecular orbitals.

Special Fee Applies

**Corequisite:** CHEM 402

**CHEM 451, Advanced Organic Chemistry, 4 Units**

This course covers advanced physical organic chemistry, modern organic synthesis strategies, reaction mechanisms, and bonding theories.

**Prerequisite:** CHEM 252

**CHEM 461, Inorganic Chemistry, 3 Units**

This course lays a foundation in the subjects of atomic structure, bonding theory, symmetry theory, and acid-base chemistry, which is then used to explore advanced topics involving crystalline compounds, coordination compounds, and organometallic compounds. Topics include bonding, spectroscopy, and kinetics.

**Prerequisite:** C- in CHEM 252

**CHEM 490, Chemistry Seminar, 1 Unit**

The seminar consists of reviews, reports, and discussions on current scientific literature.

**Prerequisite:** Senior Standing

**CHEM 495, Advanced Topics in Chemistry, 3-4 Units**

This course presents advance coverage of topics in chemistry. Course credit is 4 units when a laboratory component is included. The course may be repeated for credit when different topics are offered.

**Prerequisite:** Junior Standing

**CHEM 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a university student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. May be repeated subject to department policies.

**CHEM 498, Directed Research, 1-3 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. May be repeated subject to department policies.

**Prerequisite:** Junior or senior standing and department permission.

**PRBI 101, Fundamentals of Biology, 4 Units**

Lecture, 3 hours; Lab, 3 hours: This basic course covers the themes of cell biology, genetics, ecology, evolution, and human biology. It promotes an appreciation for the unification and interdependence of all life. Does not count toward biology major credit. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

**PRCH 101, Introduction to Chemistry, 4 Units**

Lecture, 3 hours; Lab, 3 hours: This elementary course is designed for the student with no previous high school or college chemistry. Prepares the student for PRCH 123 or PRCH 151. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

**PRCH 123, General, Organic, and Biological Chemistry for the Health Sciences, 4 Units**

This course covers an overview of general, organic, and biological chemistry topics with a particular emphasis on health science applications. Topics include radioactivity, intermolecular forces, solution behavior, acids and bases, nomenclature, physical characteristics of organic compounds, and selected reactions with focus on the simple organic functional groups and carbonyl chemistry. The biochemistry topics cover chemical reactions and physiological significance of cellular macromolecules including proteins, enzymes, nucleic acids, and metabolism. *Meets the General Education Requirement: Natural Science.*

**Prerequisite:** C- in PRCH 101 or Pre-admitted Nursing status and B in one year of high school chemistry

## Faculty

### Chair

Jennifer Young (<http://www.apu.edu/faculty/jlyoung/>), Ph.D., Chemistry

### Director, M.S. in Biotechnology Program

David Dyer (<http://www.apu.edu/faculty/ddyer/>), Ph.D.

### Professors

Matthew Berezuk (<http://www.apu.edu/faculty/mberezuk/>), Ph.D., Chemistry

Scott Kinnes (<http://www.apu.edu/faculty/skinnes/>), Ph.D., Biology

Jon Milhon (<http://www.apu.edu/faculty/jonmilhon/>), Ph.D., Biology

Joshua Morris (<http://www.apu.edu/faculty/jmorris/>), Ph.D., Biology

Sarah Richart (<http://www.apu.edu/faculty/srichart/>), Ph.D., Biology

Cahleen Shrier (<http://www.apu.edu/faculty/cshrier/>), Ph.D., Biology

### Associate Professors

Charles Chen (<http://www.apu.edu/faculty/cpchen/>), Ph.D., Biology

Kevin Sheng-Lin Huang (<http://www.apu.edu/faculty/shuang/>), Ph.D., Chemistry

Megan Prosser (<http://www.apu.edu/faculty/mprosser/>), Ph.D., Biology

Willetta Toole-Simms (<http://www.apu.edu/faculty/wsimms/>), Ph.D., Biology

Jennifer Young (<http://www.apu.edu/faculty/jlyoung/>), Ph.D., Chemistry

### Assistant Professors

Cristian Aguilar (<http://www.apu.edu/faculty/caguilar/>), Ph.D., Biology

Philip Cox (<http://www.apu.edu/faculty/pcox/>), Ph.D., Chemistry

Michael Drummond, Ph.D.

Dustin Van Hofwegen (<http://www.apu.edu/faculty/dvanhofwegen/>), Ph.D., Biology

Elijah Roth (<http://www.apu.edu/clas/faculty/eroth/>), Ph.D.

Marian Saleh (<http://www.apu.edu/faculty/msaleh/>), M.A., M.S., Biology

Ryan Somers (<http://www.apu.edu/faculty/rmsomers/>), PT, DPT, Biology

### Adjunct Faculty

Kenneth Cairns, Biology

John Dobrenen (<http://www.apu.edu/faculty/jdobrenen/>), M.A., Biology

Brian Enzenauer, B.S., Chemistry

Louise Huang (<http://www.apu.edu/faculty/lhuang/>), Ph.D., Chemistry

James Ivey, M.D., Biology

Ashley Olsen, D.P.T., Biology

Zizette Saleh, M.D., Biology

Kathy Shyers (<http://www.apu.edu/faculty/kshyers/>), M.S., Biology

Tammy Milhon, B.S., Biology

Matt Sanders (<http://www.apu.edu/faculty/msanders/>), M.S., Biology

Jennifer Somers, B.S., Biology

### **Professors Emeriti**

Bruce Spalding (<http://www.apu.edu/faculty/bspalding/>), Ph.D., Biology

James White (<http://www.apu.edu/faculty/jwhite/>), Ph.D., Chemistry

### **Laboratory Manager**

Nicole Mulcahy-Flores, M.A.

### **Laboratory Technicians**

Mary DerMovsesian, M.A.

Nicole Kemenesi, B.S.

Victoria Sanchez, B.S., Research Assistant

Paul Spielman, B.S.

Yun-Lan Wong, M.S., Research Assistant

# B.A. in Allied Health

66-68 units

Allied health encompasses professions that provide technical, therapeutic, and support services within the healthcare field. The Bachelor of Arts in Allied Health program (<https://www.apu.edu/clas/programs/allied-health-major/>) comprises a rigorous curriculum that combines foundational biological, chemical, and physical knowledge with a variety of applied topics including psychology, statistics, and electives tailored to the student's career goals. This program also provides an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their future careers as allied health professionals.

The B.A. in Allied Health program is excellent preparation for a variety of allied health professions and meets most of the prerequisites for careers or graduate work in cytotechnology, entry-level master's in nursing, nutrition and dietetics, occupational therapy, orthotics and prosthetics, physical therapy, physical therapy assistance, and radiation technology. Students interested in these careers may consider APU's Pre-Physical Therapy/Occupational Therapy Track (p. 229).

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.*

## Requirements

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each BIOC, BIOL, or CHEM course with a C- or higher in order for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.

| Code                           | Title  | Units |
|--------------------------------|--|-------|
| <b>Biology</b>                 |  |       |
| BIOL 151                       | General Biology I <sup>1</sup>                             | 4     |
| BIOL 220<br>or BIOL 226        | General Microbiology <sup>2</sup><br>Intro to Neurobiology | 4     |
| BIOL 250                       | Human Anatomy  | 4     |
| BIOL 251                       | Human Physiology   | 4     |
| BIOL 396                       | Topics in Biology and Christian Thought <sup>3</sup>       | 1     |
| BIOL 465                       | Practicum and Topics in Allied Health <sup>4</sup>         | 4     |
| BIOL 496                       | Writing 3: Ethics and the Sciences <sup>5</sup>            | 3     |
| <b>Chemistry</b>               |  |       |
| CHEM 151                       | General Chemistry I <sup>1, 6</sup>                        | 4     |
| CHEM 152                       | General Chemistry II <sup>6</sup>                          | 4     |
| <b>Math</b>                    |  |       |
| MATH 130                       | Introduction to Statistics <sup>7, 8</sup>                 | 3     |
| <b>Physics</b>                 |  |       |
| PHYC 151                       | Physics for Life Sciences I <sup>1, 6</sup>                | 4     |
| PHYC 152                       | Physics for Life Sciences II <sup>6</sup>                  | 4     |
| <b>Psychology</b>              |  |       |
| PSYC 110                       | General Psychology <sup>9</sup>                            | 3     |
| PSYC 290                       | Human Growth and Development <sup>9</sup>                  | 3     |
| <b>B.A. Electives, Group 1</b> |  |       |
| Select two of the following: 8 |  |       |
| BIOL 346                       | Regional Human Anatomy                                     |       |
| CHEM 240                       | Introduction to Organic and Biochemistry <sup>10, 11</sup> |       |
| KIN 363                        | Physiology of Exercise <sup>12</sup>                       |       |

KIN 364 Kinesiology <sup>12</sup>**B.A. Electives, Group 2**

Select three of the following (at least one must be in PSYC):

9-11

|          |   |
|----------|---|
| BIOL 394 | Directed Research Internship                                |
| BIOL 395 | Biological Science Internship                               |
| PSYC 345 | Psychology of Child and Adolescent Development <sup>9</sup> |
| PSYC 355 | Psychology of Adult Development                             |
| PSYC 360 | Abnormal Psychology   |
| PSYC 362 | Research Methods in Psychology                              |
| PSYC 380 | Psychology of Personality                                   |
| PSYC 385 | Health Psychology   |
| PSYC 400 | Multicultural Psychology <sup>13</sup>                      |
| PSYC 410 | Psychology of Exceptional Children                          |
| PSYC 432 | Psychosocial Interventions in Pediatric Health Care         |
| PSYC 485 | Stress and Coping   |

Total Units

66-68

- 1 Meets the General Education Natural Sciences requirement.
- 2 BIOL 220 is recommended for students interested in nursing careers. BIOL 226 is recommended for students interested in physical therapy careers.
- 3 BIOL 152 meets this requirement if taken at APU.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Meets the General Education Writing 3 requirement.
- 6 This course may be waived with an appropriate Advanced Placement test score.
- 7 Meets the General Education Quantitative Literacy requirement.
- 8 MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, an ALEKS score of 45, or equivalent is the math prerequisite for BIOL 151; MATH 110 (with a B-), an ALEKS score of 65, or equivalent is the math prerequisite for CHEM 151.
- 9 Meets the General Education Social Sciences requirement.
- 10 Recommended for students interested in nursing careers.
- 11 CHEM 251, CHEM 261, CHEM 252, CHEM 262, and BIOC 360 taken together meet the requirements of B.A. elective CHEM 240 and an additional B.A. elective from either elective group.
- 12 Recommended for students interested in physical therapy careers.
- 13 Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Express a Christian worldview that integrates faith with their vocation.

# B.A. in Allied Health with Business Emphasis

67 units

Allied health encompasses professions that provide technical, therapeutic, and support services within the healthcare field. The Bachelor of Arts in Allied Health with Business Emphasis program (<https://www.apu.edu/clas/programs/allied-health-major/emphasis/>) comprises a rigorous curriculum that combines foundational biological, chemical, and physical knowledge with core business courses including accounting, marketing, and microeconomics. This program also provides an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their future careers as allied health business professionals.

The B.A. in Allied Health with Business Emphasis program is excellent preparation for a variety of careers in industry, government, and health care that require a background in science and business, including but not limited to such fields as healthcare administration, pharmaceutical and biotechnology sales and service, and public health. Students in this major are required to collaborate with science and/or business faculty in a research project, or participate in an off-campus internship in a business setting.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.*

## Requirements

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each BIOC, BIOL, or CHEM course with a C- or higher in order for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Required Core Courses</b> |   |       |
| <b>Biology</b>               |   |       |
| BIOL 151                     | General Biology I <sup>1</sup>                  | 4     |
| BIOL 152                     | General Biology II                              | 4     |
| BIOL 240                     | Biology of Microorganisms                       | 4     |
| BIOL 280                     | Cell Biology                                    | 4     |
| BIOL 496                     | Writing 3: Ethics and the Sciences <sup>2</sup> | 3     |
| <b>Chemistry</b>             |   |       |
| CHEM 151                     | General Chemistry I <sup>1, 3</sup>             | 4     |
| CHEM 152                     | General Chemistry II <sup>3</sup>               | 4     |
| CHEM 240                     | Introduction to Organic and Biochemistry        | 4     |
| <b>Math</b>                  |   |       |
| MATH 130                     | Introduction to Statistics <sup>4</sup>         | 3     |
| <b>Physics</b>               |   |       |
| PHYC 151                     | Physics for Life Sciences I <sup>1, 3</sup>     | 4     |
| PHYC 152                     | Physics for Life Sciences II <sup>3</sup>       | 4     |
| <b>Business</b>              |   |       |
| ACCT 120                     | Principles of Accounting I                      | 4     |
| MGMT 210                     | Principles of Management                        | 3     |
| MKTG 260                     | Principles of Marketing                         | 3     |
| FIN 300                      | Business Finance for Managers                   | 3     |
| or FIN 320                   | Principles of Corporate Finance                 |       |
| ECON 251                     | Principles of Microeconomics                    | 3     |



|                                   |  |          |
|-----------------------------------|--|----------|
| <b>Required Internship Course</b> |  | <b>3</b> |
| BUSI 350<br>or BIOL 395           | Business Internship<br>Biological Science Internship |          |
| <b>Upper-Division Electives</b>   |  | <b>6</b> |
| BIOC 360                          | Principles of Biochemistry <sup>5</sup>              |          |
| BIOC 270                          | Biomolecular Chemistry <sup>5</sup>                  |          |
| BIOC 370                          | Biomolecular Metabolism <sup>5</sup>                 |          |
| BIOL 300                          | Genetics <sup>6</sup>                                |          |
| BIOL 320                          | Ecology <sup>7</sup>                                 |          |
| BIOL 326                          | Neurobiology <sup>6</sup>                            |          |
| BIOL 336                          | Vertebrate Biology                                   |          |
| BIOL 342                          | Medical Microbiology                                 |          |
| BIOL 346                          | Regional Human Anatomy                               |          |
| BIOL 350                          | Mammalian Physiology                                 |          |
| BIOL 365                          | Plant Biology  |          |
| BIOL 410                          | Molecular Biology                                    |          |
| BIOL 435                          | Stewardship Ecology                                  |          |
| BIOL 440                          | Developmental Biology                                |          |
| BIOL 465                          | Practicum and Topics in Allied Health <sup>6</sup>   |          |
| BIOL 495                          | Advanced Topics in Biology                           |          |

Total Units

67

- 1 Meets the General Education Natural Sciences requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 This course may be waived with an appropriate Advanced Placement test score.
- 4 Meets the General Education Quantitative Literacy requirement.
- 5 Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.
- 6 Meets the General Education Integrative and Applied Learning requirement.
- 7 Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Express a Christian worldview that integrates faith with their vocation.

# B.A. in Chemistry

52-54 units

Chemistry is the study of the properties and reactivity of all matter. An understanding of chemistry is fundamental to a variety of fields including but not limited to biology, astronomy, earth science, physics, environmental science, medicine, and pharmacology.

The Bachelor of Arts in Chemistry program (<https://www.apu.edu/clas/programs/chemistry-major/>) provides a strong foundation in general chemistry, organic chemistry, analytical chemistry, and physical chemistry. Additional course requirements provide a foundation in related fields (biology, physics, and mathematics) and opportunity to study other areas within chemistry in greater depth. This major is intended to be paired with a minor such as business management, computer information systems, computer science, mathematics, physics, or political science.

The B.A. in Chemistry program provides excellent preparation for entry-level positions as a researcher or laboratory technician, in governmental or industrial technical support, in management, or in teaching at the secondary level. Students in this major are strongly encouraged to collaborate with science faculty in a research project or participate in an off-campus internship in industry.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.*

## Requirements

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. Failure to maintain these requirements will result in a student being dropped from the major. Reentry to the major is by petition only.

- Maintain a minimum cumulative GPA of 2.0 in all biochemistry, biology, chemistry, math, and physics courses required for the major.
- Complete each BIOC, BIOL, or CHEM course with a C- or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.

| Code  | Title  | Units |
|---|--|-------|
| <b>Biology</b>                              |  |       |
| BIOL 151                                    | General Biology I <sup>1</sup>   | 4     |
| BIOL 496                                    | Writing 3: Ethics and the Sciences <sup>2</sup>  | 3     |
| <b>Chemistry</b>                            |  |       |
| CHEM 151                                    | General Chemistry I <sup>1, 3</sup>  | 4     |
| CHEM 152                                    | General Chemistry II <sup>3</sup>  | 4     |
| CHEM 251<br>& CHEM 261                      | Organic Chemistry: Theory I<br>and Organic Chemistry - Lab                                       | 4     |
| CHEM 252<br>& CHEM 262                      | Organic Chemistry: Theory II<br>and Organic Chemistry - Lab                                      | 4     |
| CHEM 300<br>& CHEM 310                      | Quantitative Chemical Analysis - Theory<br>and Quantitative Chemical Analysis - Laboratory       | 4     |
| CHEM 401                                    | Physical Chemistry I   | 3     |
| <b>Mathematics</b>                          |  |       |
| MATH 165                                    | Calculus I <sup>3</sup>  | 3     |
| MATH 166                                    | Calculus II <sup>3</sup>   | 3     |
| <b>Physics</b>                              |  |       |
| Select one of the following:                |  | 8-10  |
| PHYC 151<br>& PHYC 152                      | Physics for Life Sciences I<br>and Physics for Life Sciences II <sup>4</sup>                     |       |
| PHYC 161<br>& PHYC 162                      | Physics for Science and Engineering I<br>and Physics for Science and Engineering II <sup>5</sup> |       |
| <b>Electives</b>                            |  |       |
| Select at least 8 units from the following: |  | 8     |
| BIOL 152                                    | General Biology II   |       |

|                        |   |
|------------------------|---|
| or BIOC 270            | Biomolecular Chemistry  |
| CHEM 320<br>& CHEM 330 | Instrumental Analysis: Theory<br>and Instrumental Analysis - Lab <sup>6</sup> |
| CHEM 394               | Directed Research Internship <sup>7</sup>                                     |
| CHEM 395               | Chemical Science Internship <sup>7</sup>                                      |
| CHEM 411               | Physical Chemistry I Lab  |
| CHEM 402               | Physical Chemistry II   |
| CHEM 412               | Physical Chemistry II Lab   |
| CHEM 461               | Inorganic Chemistry   |
| CHEM 495               | Advanced Topics in Chemistry  |
| MATH 167               | Sequences and Series  |

Total Units

52-54

- 1 Meets the General Education Natural Sciences requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 This course may be waived with an appropriate Advanced Placement test score.
- 4 PHYC 151 meets the General Education Natural Sciences requirement and may be waived with an appropriate Advanced Placement test score.
- 5 PHYC 161 meets the General Education Natural Sciences requirement and may be waived with an appropriate Advanced Placement test score.
- 6 CHEM 320 meets the General Education Integrative and Applied Learning requirement.
- 7 Up to 3 units of CHEM 394 and/or CHEM 395 can be counted toward graduation.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in the field of chemistry.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their chemistry vocation.

# B.S. in Allied Health

64 units

Allied health encompasses professions that provide technical, therapeutic, and support services within the healthcare field. The Bachelor of Science in Allied Health program (<https://www.apu.edu/clas/programs/allied-health-major/>) comprises a rigorous curriculum that combines foundational biological, chemical, and physical knowledge with a variety of applied topics including psychology, statistics, and electives tailored to the student's postgraduate goals. This program also provides an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their future careers as allied health professionals.

The B.S. in Allied Health program is excellent preparation for a variety of allied health professions and meets most of the prerequisites for careers or graduate work in chiropractic care, clinical laboratory science, and physician assistance.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.*

## Requirements

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each BIOC, BIOL, or CHEM course with a C- or higher in order for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.

| Code  | Title   | Units |
|---|---|-------|
| <b>Biology</b>  |   |       |
| BIOL 151  | General Biology I <sup>1</sup>                        | 4     |
| BIOL 240  | Biology of Microorganisms                             | 4     |
| BIOL 250  | Human Anatomy   | 4     |
| BIOL 251  | Human Physiology                                      | 4     |
| BIOL 280  | Cell Biology  | 4     |
| BIOL 300  | Genetics <sup>2</sup>                                 | 4     |
| BIOL 396  | Topics in Biology and Christian Thought <sup>3</sup>  | 1     |
| BIOL 496  | Writing 3: Ethics and the Sciences <sup>4</sup>       | 3     |
| <b>Chemistry</b>  |   |       |
| CHEM 151  | General Chemistry I <sup>1, 5</sup>                   | 4     |
| CHEM 152  | General Chemistry II <sup>5</sup>                     | 4     |
| CHEM 240  | Introduction to Organic and Biochemistry <sup>6</sup> | 4     |
| <b>Mathematics</b>  |   |       |
| MATH 130  | Introduction to Statistics <sup>7</sup>               | 3     |
| Note: MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, ALEKS 45 or equivalent is the math prerequisite for BIOL151. MATH 110 (B-), ALEKS 65 or equivalent is the math prerequisite for CHEM 151. |   |       |
| <b>Physics</b>  |   |       |
| PHYC 151  | Physics for Life Sciences I <sup>1, 5</sup>           | 4     |
| PHYC 152  | Physics for Life Sciences II <sup>5</sup>             | 4     |
| <b>Psychology</b>   |   |       |
| PSYC 110  | General Psychology <sup>8</sup>                       | 3     |
| OR  |   |       |
| PSYC 290  | Human Growth and Development <sup>8</sup>             |       |
| <b>Sociology</b>  |   |       |
| SOC 120   | Introduction to Sociology <sup>8</sup>                | 3     |
| <b>Electives</b>  |   |       |

Select one of the following:

4

|          |  |
|----------|--|
| BIOC 360 | Principles of Biochemistry <sup>9</sup>            |
| BIOC 270 | Biomolecular Chemistry <sup>9</sup>                |
| BIOC 370 | Biomolecular Metabolism <sup>9</sup>               |
| BIOL 320 | Ecology <sup>10</sup>                              |
| BIOL 326 | Neurobiology <sup>2</sup>                          |
| BIOL 336 | Vertebrate Biology                                 |
| BIOL 350 | Mammalian Physiology                               |
| BIOL 365 | Plant Biology                                      |
| BIOL 410 | Molecular Biology                                  |
| BIOL 465 | Practicum and Topics in Allied Health <sup>2</sup> |

Select at least 3 units from the following:<sup>3</sup>

3

|          |  |
|----------|--|
| BIOL 342 | Medical Microbiology                       |
| BIOL 390 | Pre-health Seminar <sup>11</sup>           |
| BIOL 391 | Medical Missions Practicum <sup>11</sup>   |
| BIOL 394 | Directed Research Internship <sup>11</sup> |
| BIOL 395 | Biological Science Internship              |
| BIOL 435 | Stewardship Ecology                        |
| BIOL 440 | Developmental Biology                      |
| BIOL 490 | Biology Seminar <sup>11</sup>              |
| BIOL 495 | Advanced Topics in Biology                 |
| BIOL 497 | Readings <sup>11</sup>                     |

or an additional 4-unit course from the previous electives list above

Total Units

64

- <sup>1</sup> Meets the General Education Natural Sciences requirement.
- <sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>3</sup> BIOL 152 meets this requirement if taken at APU.
- <sup>4</sup> Meets the General Education Writing 3 requirement.
- <sup>5</sup> This course may be waived with an appropriate Advanced Placement test score.
- <sup>6</sup> CHEM 251, CHEM 261, CHEM 252, CHEM 262, and BIOC 360 taken together meet the requirements for CHEM 240 and a 4-unit BIOL upper-division lab course.
- <sup>7</sup> Meets the General Education Quantitative Literacy requirement.
- <sup>8</sup> Meets the General Education Social Sciences requirement.
- <sup>9</sup> Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370. BIOC 360 is an elective option only for students who have completed CHEM 252 and CHEM 262.
- <sup>10</sup> Meets the General Education Civic Knowledge and Engagement requirement.
- <sup>11</sup> Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 394, BIOL 490, or BIOL 497 for elective credit.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. PLO #1 Demonstrate a broad knowledge base in their chosen field.
2. PLO #2 Effectively communicate scientific ideas and research orally.
3. PLO #3 Effectively communicate scientific ideas and research in writing.
4. PLO #4 Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. PLO #5 Demonstrate laboratory skills and techniques.
6. PLO #6 Express a Christian worldview that integrates faith with their vocation.

# B.S. in Allied Health with Integrated Single Subject (Science) Teaching Credential

96 units

This program is offered collaboratively by the Department of Biology and Chemistry in the College of Liberal Arts and Sciences and the Division of Teacher Education (p. 814) in the School of Education. Students earn a bachelor of science degree in allied health and a teaching credential in a total of four years. Full program details and requirements are available on the Integrated Bachelor's/Credential Program (p. 875) page of this catalog.

## Bachelor's Requirements

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each BIOC, BIOL, or CHEM course with a C- or higher in order for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.

| Code  | Title   | Units |
|---|---|-------|
| <b>Biology</b>  |   |       |
| BIOL 151  | General Biology I <sup>1</sup>                        | 4     |
| BIOL 240  | Biology of Microorganisms                             | 4     |
| BIOL 250  | Human Anatomy   | 4     |
| BIOL 251  | Human Physiology                                      | 4     |
| BIOL 280  | Cell Biology  | 4     |
| BIOL 300  | Genetics <sup>2</sup>                                 | 4     |
| BIOL 396  | Topics in Biology and Christian Thought <sup>3</sup>  | 1     |
| BIOL 496  | Writing 3: Ethics and the Sciences <sup>4</sup>       | 3     |
| <b>Chemistry</b>  |   |       |
| CHEM 151  | General Chemistry I <sup>1, 5</sup>                   | 4     |
| CHEM 152  | General Chemistry II <sup>5</sup>                     | 4     |
| CHEM 240  | Introduction to Organic and Biochemistry <sup>6</sup> | 4     |
| <b>Mathematics</b>  |   |       |
| MATH 130  | Introduction to Statistics <sup>7</sup>               | 3     |
| Note: MATH 130 does not meet the math prerequisite for BIOL 151 or CHEM 151. MATH 95, ALEKS 45 or equivalent is the math prerequisite for BIOL151. MATH 110 (B-), ALEKS 65 or equivalent is the math prerequisite for CHEM 151. |   |       |
| <b>Physics</b>  |   |       |
| PHYC 151  | Physics for Life Sciences I <sup>1, 5</sup>           | 4     |
| PHYC 152  | Physics for Life Sciences II <sup>5</sup>             | 4     |
| <b>Psychology</b>   |   |       |
| PSYC 110  | General Psychology <sup>8</sup>                       | 3     |
| OR  |   |       |
| PSYC 290  | Human Growth and Development <sup>8</sup>             |       |
| <b>Sociology</b>  |   |       |
| SOC 120   | Introduction to Sociology <sup>8</sup>                | 3     |
| <b>Electives</b>  |   |       |
| Select one of the following:  |   | 4     |
| BIOC 360  | Principles of Biochemistry <sup>9</sup>               |       |
| BIOC 270  | Biomolecular Chemistry <sup>9</sup>                   |       |
| BIOC 370  | Biomolecular Metabolism <sup>9</sup>                  |       |

|  |  |   |
|--|--|---|
| BIOL 320   | Ecology <sup>10</sup>                              |   |
| BIOL 326   | Neurobiology <sup>2</sup>                          |   |
| BIOL 336   | Vertebrate Biology                                 |   |
| BIOL 350   | Mammalian Physiology                               |   |
| BIOL 365   | Plant Biology                                      |   |
| BIOL 410   | Molecular Biology                                  |   |
| BIOL 465   | Practicum and Topics in Allied Health <sup>2</sup> |   |
| Select at least 3 units from the following: <sup>3</sup> |  | 3 |
| BIOL 342   | Medical Microbiology                               |   |
| BIOL 390   | Pre-health Seminar <sup>11</sup>                   |   |
| BIOL 391   | Medical Missions Practicum <sup>11</sup>           |   |
| BIOL 394   | Directed Research Internship <sup>11</sup>         |   |
| BIOL 395   | Biological Science Internship                      |   |
| BIOL 435   | Stewardship Ecology                                |   |
| BIOL 440   | Developmental Biology                              |   |
| BIOL 490   | Biology Seminar <sup>11</sup>                      |   |
| BIOL 495   | Advanced Topics in Biology                         |   |
| BIOL 497   | Readings <sup>11</sup>                             |   |

or an additional 4-unit course from the previous electives list above

Total Units 64

- <sup>1</sup> Meets the General Education Natural Sciences requirement.
- <sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>3</sup> BIOL 152 meets this requirement if taken at APU.
- <sup>4</sup> Meets the General Education Writing 3 requirement.
- <sup>5</sup> This course may be waived with an appropriate Advanced Placement test score.
- <sup>6</sup> CHEM 251, CHEM 261, CHEM 252, CHEM 262, and BIOC 360 taken together meet the requirements for CHEM 240 and a 4-unit BIOL upper-division lab course.
- <sup>7</sup> Meets the General Education Quantitative Literacy requirement.
- <sup>8</sup> Meets the General Education Social Sciences requirement.
- <sup>9</sup> Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370. BIOC 360 is an elective option only for students who have completed CHEM 252 and CHEM 262.
- <sup>10</sup> Meets the General Education Civic Knowledge and Engagement requirement.
- <sup>11</sup> Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 394, BIOL 490, or BIOL 497 for elective credit.

## Credential Requirements

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| <b>Foundation Courses</b>     |   |       |
| TESP 501                      | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3     |
| TESP 511                      | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3     |
| TESP 502                      | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3     |
| TESP 512                      | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3     |
| TESP 503                      | The Soul of Teaching: Tapestry of American Education                                  | 3     |
| TESP 504                      | Schools and Educational Systems   | 3     |
| <b>Specialization Courses</b> |   |       |
| TEP 531                       | Methods of Teaching Reading and Writing (7-12)  | 3     |
| TEP 532                       | Secondary Pedagogy I: Teaching in Secondary Schools (7-12)                            | 2     |
| TEP 533                       | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)              | 3     |
| TEP 534                       | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)   | 2     |
| TEP 561                       | Clinical Practice I: Single Subject Credential  | 2     |

|             |   |    |
|-------------|---|----|
| TEP 562     | Clinical Practice II: Single Subject Credential | 2  |
| Total Units |   | 32 |

<sup>1</sup> Must be completed prior to beginning clinical practice.

The following courses meet the undergraduate General Education requirements within the Integrated Bachelor's/Credential Program:

- TESP 502 meets the General Education Social Sciences requirement.
- TESP 503 meets the General Education Intercultural Competence requirement.
- TESP 504 meets the General Education Civic Knowledge and Engagement requirement.
- TEP 551 and TEP 552 combined, and TEP 561 and TEP 562 combined, meet the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### B.S. in Allied Health

#### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Express a Christian worldview that integrates faith with their vocation.

## Teaching Credential

#### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.



# B.S. in Biochemistry

70-74 units

Biochemistry is an interdisciplinary field of study that includes topics within chemistry and biology, with a focus on understanding chemical processes in living systems.

The Bachelor of Science in Biochemistry provides a rigorous curriculum and strong foundation in core chemistry and biology courses, with the option of the Pre-Health Professions Emphasis or the Research Emphasis. Additional course requirements provide a foundation in related fields (physics and mathematics), as well as breadth to the study of biochemistry.

The Pre-Health Professions Emphasis involves additional focus on genetics and physiology, with options to study anatomy, neurobiology, and advanced chemistry topics. This emphasis provides excellent preparation for graduate and professional studies in a variety of health fields, including but not limited to medicine, dentistry, optometry, chiropractic medicine, veterinary science, and pharmacy.

The Research Emphasis involves additional focus on physical chemistry and molecular biology, with options to study other advanced chemistry and biology topics. This emphasis provides excellent preparation for entry-level positions as a researcher or laboratory technician, and for graduate studies in fields such as, but not limited to, biochemistry, molecular biology, pharmacology, biotechnology, food science, forensic science, and environmental science. Students who attend graduate school and obtain a master's or doctoral degree may find employment at a university or in the private or government sectors.

Students in the B.S. in Biochemistry major are strongly encouraged to collaborate with science faculty in a research project or participate in an off-campus internship.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.*

## Requirements

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each BIOC, BIOL, or CHEM course with a C- or higher in order for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.

| Code                | Title   | Units |
|---------------------|---|-------|
| <b>Biochemistry</b> |   |       |
| BIOC 270            | Biomolecular Chemistry                          | 4     |
| BIOC 370            | Biomolecular Metabolism                         | 4     |
| <b>Biology</b>      |   |       |
| BIOL 151            | General Biology I <sup>1</sup>                  | 4     |
| BIOL 280            | Cell Biology                                    | 4     |
| BIOL 496            | Writing 3: Ethics and the Sciences <sup>2</sup> | 3     |
| <b>Chemistry</b>    |   |       |
| CHEM 151            | General Chemistry I <sup>1, 3</sup>             | 4     |
| CHEM 152            | General Chemistry II <sup>3</sup>               | 4     |
| CHEM 251            | Organic Chemistry: Theory I                     | 3     |
| CHEM 261            | Organic Chemistry - Lab                         | 1     |
| CHEM 252            | Organic Chemistry: Theory II                    | 3     |
| CHEM 262            | Organic Chemistry - Lab                         | 1     |
| CHEM 300            | Quantitative Chemical Analysis - Theory         | 2     |
| CHEM 310            | Quantitative Chemical Analysis - Laboratory     | 2     |
| <b>Math</b>         |   |       |
| MATH 165            | Calculus I                                      | 3     |

|          |             |   |
|----------|-------------|---|
| MATH 166 | Calculus II | 3 |
|----------|-------------|---|

**Physics**

|                              |  |      |
|------------------------------|--|------|
| Select one of the following: |  | 8-10 |
|------------------------------|--|------|

|                        |   |  |
|------------------------|---|--|
| PHYC 151<br>& PHYC 152 | Physics for Life Sciences I<br>and Physics for Life Sciences II <sup>1, 3</sup>                     |  |
| PHYC 161<br>& PHYC 162 | Physics for Science and Engineering I<br>and Physics for Science and Engineering II <sup>1, 3</sup> |  |

**Research Emphasis: Additional Required Courses**

|                         |   |   |
|-------------------------|---|---|
| BIOC 390<br>or CHEM 401 | Physical Biochemistry<br>Physical Chemistry I | 3 |
| BIOL 410                | Molecular Biology                             | 4 |

**Pre-Health Professions Emphasis: Additional Required Courses**

|          |                       |   |
|----------|-----------------------|---|
| BIOL 152 | General Biology II    | 4 |
| BIOL 300 | Genetics <sup>4</sup> | 4 |
| BIOL 350 | Mammalian Physiology  | 4 |

|  |  |             |
|--|--|-------------|
| <b>Required Elective Courses (see lists below)</b> |  | <b>7-10</b> |
|--|--|-------------|

|                    |  |              |
|--------------------|--|--------------|
| <b>Total Units</b> |  | <b>70-74</b> |
|--------------------|--|--------------|

|             |              |              |
|-------------|--------------|--------------|
| <b>Code</b> | <b>Title</b> | <b>Units</b> |
|-------------|--------------|--------------|

**Upper-Division Electives for the Biochemistry Major**

Research Emphasis: Select 10+ elective units from below (must include at least one 4-unit course and at least one CHEM course):

|                        |  |  |
|------------------------|--|--|
| BIOL 300               | Genetics <sup>4</sup>  |  |
| CHEM 320<br>& CHEM 330 | Instrumental Analysis: Theory<br>and Instrumental Analysis - Lab (Theory/Lab) <sup>5</sup> |  |
| CHEM 402<br>& CHEM 412 | Physical Chemistry II<br>and Physical Chemistry II Lab                                     |  |
| CHEM 411               | Physical Chemistry I Lab   |  |
| CHEM 451               | Advanced Organic Chemistry   |  |
| CHEM 461               | Inorganic Chemistry  |  |
| CHEM 495               | Advanced Topics in Chemistry   |  |

Select no more than one of the following:

|          |                           |  |
|----------|---------------------------|--|
| BIOL 326 | Neurobiology <sup>4</sup> |  |
| BIOL 346 | Regional Human Anatomy    |  |
| BIOL 350 | Mammalian Physiology      |  |

Up to 3 units combined of either 394 or 395 may count toward major elective units:

|          |                               |  |
|----------|-------------------------------|--|
| BIOL 394 | Directed Research Internship  |  |
| BIOL 395 | Biological Science Internship |  |
| CHEM 394 | Directed Research Internship  |  |
| CHEM 395 | Chemical Science Internship   |  |

Pre-Health Professions Emphasis: Select 7+ elective units from below (must include at least one 4-unit course):

|                         |   |  |
|-------------------------|---|--|
| BIOC 390<br>or CHEM 401 | Physical Biochemistry<br>Physical Chemistry I                                 |  |
| CHEM 320<br>& CHEM 330  | Instrumental Analysis: Theory<br>and Instrumental Analysis - Lab <sup>5</sup> |  |
| CHEM 402                | Physical Chemistry II   |  |
| CHEM 411                | Physical Chemistry I Lab  |  |
| CHEM 451                | Advanced Organic Chemistry  |  |
| CHEM 461                | Inorganic Chemistry   |  |
| CHEM 495                | Advanced Topics in Chemistry  |  |

Only one of the following courses may count toward major elective units:

|          |                           |  |
|----------|---------------------------|--|
| BIOL 326 | Neurobiology <sup>4</sup> |  |
| BIOL 336 | Vertebrate Biology        |  |
| BIOL 346 | Regional Human Anatomy    |  |

BIOL 410 Molecular Biology

Up to 3 units combined of either 394 or 395 may count toward major elective units:

BIOL 394 Directed Research Internship

BIOL 395 Biological Science Internship

CHEM 394 Directed Research Internship

CHEM 395 Chemical Science Internship

- 1 Meets the General Education Natural Sciences requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 This course may be waived with an appropriate Advanced Placement test score.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 CHEM 320 meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in their chosen field.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their vocation.

# B.S. in Biology

71-74 units

Biology is the study of life and living organisms, and is important to a variety of disciplines including medicine, pharmacology, ecology, botany, cytology, immunology, biochemistry, and biotechnology.

The Bachelor of Science in Biology focuses on utilizing scientific knowledge to better understand living organisms and the wonders of God's world, providing a rigorous curriculum and strong foundation in core biology courses such as general biology, microbiology, and cell biology. Additional course requirements provide a foundation in related fields (chemistry, physics, and mathematics), and provide breadth to the study of biology. Biology students then use upper-division courses to specialize in ecological, microbiological, molecular, neurobiological, or organismal emphases.

The B.S. in Biology degree provides excellent preparation for careers such as biomedical/pharmaceutical sales; elementary or secondary science teachers; technicians in conservation, agriculture, or food or health sciences; and university or hospital research. The program is also excellent preparation for graduate and professional degrees in medicine, dentistry, optometry, veterinary science, pharmacology, biotechnology, biomedical research, or university teaching positions. Students interested in a professional medical career may also consider APU's premedical/pre dental track (p. 229), and students desiring to matriculate into a physical therapy or physician assistant program should explore the B.S. in Allied Health (p. 75).

Students in the B.S. in Biology program are strongly encouraged to collaborate with science faculty in a research project or participate in an off-campus internship.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.*

## Au Sable Institute of Environmental Studies

The Au Sable Institute (<http://ausable.org/>) serves evangelical Christian colleges by offering environmental studies in a natural environment at multiple sites in the United States and other countries. Azusa Pacific University students may attend the institute as part of APU's involvement with the Council for Christian Colleges & Universities and receive credit for courses taken there with prior approval. Contact the Department of Biology and Chemistry for more information.

## Requirements

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each BIOC, BIOL, or CHEM course with a C- or higher in order for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.

| Code                   | Title   | Units |
|------------------------|---|-------|
| <b>Biology</b>         |   |       |
| BIOL 151               | General Biology I <sup>1</sup>                              | 4     |
| BIOL 152               | General Biology II  | 4     |
| BIOL 240               | Biology of Microorganisms                                   | 4     |
| BIOL 280               | Cell Biology  | 4     |
| BIOL 300               | Genetics <sup>2</sup>                                       | 4     |
| BIOL 496               | Writing 3: Ethics and the Sciences <sup>3</sup>             | 3     |
| <b>Chemistry</b>       |   |       |
| CHEM 151               | General Chemistry I <sup>1,4</sup>                          | 4     |
| CHEM 152               | General Chemistry II  | 4     |
| CHEM 251<br>& CHEM 261 | Organic Chemistry: Theory I<br>and Organic Chemistry - Lab  | 4     |
| CHEM 252<br>& CHEM 262 | Organic Chemistry: Theory II<br>and Organic Chemistry - Lab | 4     |
| <b>Mathematics</b>     |   |       |

|  |   |              |
|--|---|--------------|
| MATH 165   | Calculus I <sup>4</sup>   | 3            |
| MATH 166   | Calculus II <sup>4</sup>  | 3            |
| <b>Physics</b>                                       |   |              |
| Select one of the following:                         |   | 8-10         |
| PHYC 151<br>& PHYC 152                               | Physics for Life Sciences I<br>and Physics for Life Sciences II <sup>1, 4</sup>                     |              |
| PHYC 161<br>& PHYC 162                               | Physics for Science and Engineering I<br>and Physics for Science and Engineering II <sup>1, 4</sup> |              |
| <b>Additional Upper-Division Courses (See Below)</b> |   | <b>18-19</b> |
| Total Units  |   | 71-74        |

<sup>1</sup> Meets the General Education Natural Sciences requirement (BIOL 151, CHEM 151, PHYC 151, and PHYC 161).

<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>3</sup> Meets the General Education Writing 3 requirement.

<sup>4</sup> This course may be waived with an appropriate Advanced Placement test score.

## Ecological Emphasis (Additional Upper-Division Courses)

Select 18-19 additional units of 300- or 400-level BIOL courses, as follows:

| Code   | Title                                     | Units |
|--|---|-------|
| BIOL 320   | Ecology <sup>1</sup>                      | 4     |
| BIOL 435   | Stewardship Ecology                       | 3     |
| Units from field-study program <sup>2</sup>                |   | 4     |
| Additional units from field-study program or: <sup>3</sup> |   | 4     |
| BIOL 336   | Vertebrate Biology                        |       |
| BIOL 340   | Invertebrate Biology                      |       |
| BIOL 350   | Mammalian Physiology                      |       |
| BIOL 365   | Plant Biology                             |       |
| Select at least 3 additional units from the following:     |   | 3-4   |
| BIOL 336   | Vertebrate Biology                        |       |
| BIOL 340   | Invertebrate Biology                      |       |
| BIOL 346   | Regional Human Anatomy                    |       |
| BIOL 350   | Mammalian Physiology                      |       |
| BIOL 365   | Plant Biology                             |       |
| Or approved (by department chair) topics in:               |   |       |
| BIOL 394   | Directed Research Internship <sup>4</sup> |       |
| BIOL 495   | Advanced Topics in Biology                |       |
| Total Units  |   | 18-19 |

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> Four units from an approved, off-campus field-study program such as the Au Sable Institute described above.

<sup>3</sup> Up to 4 additional units from an approved, off-campus field-study program.

<sup>4</sup> Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 394, BIOL 490, and BIOL 497 for elective credit.

## Microbiological Emphasis (Additional Upper-Division Courses)

Select 18 additional units of 300- or 400-level BIOC and BIOL courses, as follows:

| Code   | Title                                   | Units |
|--|---|-------|
| BIOL 494   | Advanced Topics in Biology (Immunology) | 4     |
| Select one of the following:   |   | 4     |
| BIOC 360   | Principles of Biochemistry <sup>1</sup> |       |
| BIOC 270   | Biomolecular Chemistry <sup>1</sup>     |       |
| Select 10 additional units from the following (must include at least one 4-unit course): |   | 10    |
| BIOC 370   | Biomolecular Metabolism <sup>1</sup>    |       |

|          |   |
|----------|---|
| BIOL 342 | Medical Microbiology <sup>2</sup>                                       |
| BIOL 395 | Biological Science Internship <sup>3</sup>                              |
| BIOL 410 | Molecular Biology   |
| BIOL 495 | Advanced Topics in Biology (Molecular and Biochemical Basis of Disease) |
| BIOL 394 | Directed Research Internship <sup>4</sup>                               |
| BIOL 495 | Advanced Topics in Biology (Parasitology and/or Virology)               |

Total Units 18

<sup>1</sup> Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.

<sup>2</sup> Can be applied toward Clinical Microbiology Scientist license.

<sup>3</sup> Approved internship in the microbiology area.

<sup>4</sup> Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 394, BIOL 490, and BIOL 497 for elective credit.

## Molecular Emphasis (Additional Upper-Division Courses)

Select 18 additional units of 300- or 400-level BIOC and BIOL courses, as follows:

| Code  | Title  | Units |
|---|--|-------|
| BIOL 410  | Molecular Biology                                  | 4     |
| Select one of the following:  |  | 4     |
| BIOC 360  | Principles of Biochemistry <sup>1</sup>            |       |
| BIOC 270  | Biomolecular Chemistry <sup>1</sup>                |       |
| Select 10 additional units from the following (must include at least one additional 4-unit course): |  | 10    |
| BIOC 370  | Biomolecular Metabolism <sup>1</sup>               |       |
| BIOL 320  | Ecology <sup>2</sup>                               |       |
| BIOL 326  | Neurobiology <sup>3</sup>                          |       |
| BIOL 336  | Vertebrate Biology                                 |       |
| BIOL 340  | Invertebrate Biology                               |       |
| BIOL 342  | Medical Microbiology                               |       |
| BIOL 346  | Regional Human Anatomy                             |       |
| BIOL 350  | Mammalian Physiology                               |       |
| BIOL 365  | Plant Biology                                      |       |
| BIOL 390  | Pre-health Seminar <sup>4</sup>                    |       |
| BIOL 391  | Medical Missions Practicum <sup>4</sup>            |       |
| BIOL 394  | Directed Research Internship <sup>4</sup>          |       |
| BIOL 395  | Biological Science Internship                      |       |
| BIOL 435  | Stewardship Ecology                                |       |
| BIOL 440  | Developmental Biology                              |       |
| BIOL 465  | Practicum and Topics in Allied Health <sup>3</sup> |       |
| BIOL 490  | Biology Seminar <sup>4</sup>                       |       |
| BIOL 495  | Advanced Topics in Biology                         |       |
| BIOL 497  | Readings <sup>4</sup>                              |       |

Total Units 18

<sup>1</sup> Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>3</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>4</sup> Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 394, BIOL 490, and BIOL 497 for elective credit.

## Neurobiological Emphasis (Additional Upper-Division Courses)

Select 18 additional units of 300- or 400-level BIOC or BIOL courses, as follows:

| Code   | Title  | Units |
|--|--|-------|
| BIOL 326   | Neurobiology <sup>1</sup>                          | 4     |
| Select one of the following:   |  | 4     |
| BIOC 360   | Principles of Biochemistry <sup>2</sup>            |       |
| BIOL 350   | Mammalian Physiology                               |       |
| Select 10 additional units from the following (must include at least one additional 4-unit course): <sup>3</sup> |  | 10    |
| BIOC 360   | Principles of Biochemistry <sup>2</sup>            |       |
| BIOC 270   | Biomolecular Chemistry <sup>2</sup>                |       |
| BIOC 370   | Biomolecular Metabolism <sup>2</sup>               |       |
| BIOL 336   | Vertebrate Biology                                 |       |
| BIOL 340   | Invertebrate Biology                               |       |
| BIOL 342   | Medical Microbiology                               |       |
| BIOL 346   | Regional Human Anatomy                             |       |
| BIOL 350   | Mammalian Physiology                               |       |
| BIOL 390   | Pre-health Seminar <sup>3</sup>                    |       |
| BIOL 391   | Medical Missions Practicum <sup>3</sup>            |       |
| BIOL 394   | Directed Research Internship <sup>3</sup>          |       |
| BIOL 395   | Biological Science Internship                      |       |
| BIOL 410   | Molecular Biology                                  |       |
| BIOL 440   | Developmental Biology                              |       |
| BIOL 465   | Practicum and Topics in Allied Health <sup>1</sup> |       |
| BIOL 490   | Biology Seminar <sup>3</sup>                       |       |
| BIOL 495   | Advanced Topics in Biology                         |       |
| BIOL 497   | Readings <sup>3</sup>                              |       |

Total Units 18

<sup>1</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>2</sup> Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.

<sup>3</sup> Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 394, BIOL 490, and BIOL 497 for elective credit.

## Organismal Emphasis (Additional Upper-Division Courses)

Select 18 additional units of 300- or 400-level BIOC or BIOL courses, as follows:

| Code   | Title                                   | Units |
|--|---|-------|
| Select two of the following (only one of BIOL 336 and BIOL 346 may count toward this requirement):               |   | 8     |
| BIOL 320   | Ecology <sup>1</sup>                    |       |
| BIOL 326   | Neurobiology <sup>2</sup>               |       |
| BIOL 336   | Vertebrate Biology                      |       |
| BIOL 346   | Regional Human Anatomy                  |       |
| BIOL 350   | Mammalian Physiology                    |       |
| BIOL 365   | Plant Biology                           |       |
| Select 10 additional units from the following (must include at least one additional 4-unit course): <sup>3</sup> |   | 10    |
| BIOC 360   | Principles of Biochemistry <sup>4</sup> |       |
| BIOC 270   | Biomolecular Chemistry <sup>4</sup>     |       |
| BIOC 370   | Biomolecular Metabolism <sup>4</sup>    |       |
| BIOL 320   | Ecology <sup>1</sup>                    |       |
| BIOL 326   | Neurobiology <sup>2</sup>               |       |
| BIOL 336   | Vertebrate Biology                      |       |
| BIOL 340   | Invertebrate Biology                    |       |
| BIOL 342   | Medical Microbiology                    |       |
| BIOL 346   | Regional Human Anatomy                  |       |
| BIOL 350   | Mammalian Physiology                    |       |

|          |  |
|----------|--|
| BIOL 365 | Plant Biology                                      |
| BIOL 390 | Pre-health Seminar <sup>3</sup>                    |
| BIOL 391 | Medical Missions Practicum <sup>3</sup>            |
| BIOL 394 | Directed Research Internship <sup>3</sup>          |
| BIOL 395 | Biological Science Internship                      |
| BIOL 410 | Molecular Biology                                  |
| BIOL 435 | Stewardship Ecology                                |
| BIOL 440 | Developmental Biology                              |
| BIOL 465 | Practicum and Topics in Allied Health <sup>2</sup> |
| BIOL 490 | Biology Seminar <sup>3</sup>                       |
| BIOL 495 | Advanced Topics in Biology                         |
| BIOL 497 | Readings <sup>3</sup>                              |

Total Units

18

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>3</sup> Students may take a maximum of 3 units total from BIOL 390, BIOL 391, BIOL 394, BIOL 490, and BIOL 497 for elective credit.

<sup>4</sup> Students should take BIOC 360 if taking only one semester of biochemistry. For a two-semester sequence, BIOC 270 and BIOC 370 should be taken. Credit will not be given for both BIOC 360 and BIOC 270, nor for both BIOC 360 and BIOC 370.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in the field of biology.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their biology vocation.



# B.S. in Chemistry

69-71 units

Chemistry is the study of the properties and reactivity of all matter. An understanding of chemistry is fundamental to a variety of fields including but not limited to biology, astronomy, earth science, physics, environmental science, medicine, and pharmacology.

The Bachelor of Science in Chemistry program (<https://www.apu.edu/clas/programs/chemistry-major/>) provides a rigorous curriculum and strong foundation in the five major subfields of chemistry—analytical, organic, inorganic, physical, and biochemistry—as well as in related fields such as biology, physics, and mathematics, providing breadth to their study of chemistry.

This program provides excellent preparation for entry-level positions as a researcher or laboratory technician, in governmental or industrial technical support, in management, or in teaching at the secondary level. It is also excellent preparation for graduate studies in fields such as but not limited to chemistry, biochemistry, environmental studies, forensic science, pharmacology, and biotechnology. Students who attend graduate school and obtain a master's or doctoral degree may find employment at a university or in the private or government sectors.

B.S. in Chemistry students are strongly encouraged to collaborate with science faculty in a research project or participate in an off-campus internship in industry.

*Note: Entry requirements differ among graduate schools and jobs. Students are responsible to research the requirements of graduate programs and professions in which they are interested.*

## Requirements

All of the following requirements must be met to continue as an allied health, biology, biochemistry, or chemistry major. A student's failure to maintain these requirements will result in him or her being dropped from the major. Reentry to the major is by petition only.

- Must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the major.
- Must complete each BIOC, BIOL, or CHEM course with a C- or higher in order for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the major can be taken only two times at APU; students must change to a major outside the department after two unsuccessful (below C-) attempts in a single required course.
- Only two courses total within the major can be repeated; students must change to a major outside the department after unsuccessful (below C-) attempts in any three required courses.

| Code  | Title  | Units |
|---|--|-------|
| <b>Chemistry</b>                            |  |       |
| BIOC 270                                    | Biomolecular Chemistry   | 4     |
| BIOL 151                                    | General Biology I  | 4     |
| BIOL 496                                    | Writing 3: Ethics and the Sciences <sup>1</sup>  | 3     |
| CHEM 151                                    | General Chemistry I <sup>2, 3</sup>  | 4     |
| CHEM 152                                    | General Chemistry II <sup>3</sup>  | 4     |
| CHEM 251<br>& CHEM 261                      | Organic Chemistry: Theory I<br>and Organic Chemistry - Lab                                 | 4     |
| CHEM 252<br>& CHEM 262                      | Organic Chemistry: Theory II<br>and Organic Chemistry - Lab                                | 4     |
| CHEM 300<br>& CHEM 310                      | Quantitative Chemical Analysis - Theory<br>and Quantitative Chemical Analysis - Laboratory | 4     |
| CHEM 320<br>& CHEM 330                      | Instrumental Analysis: Theory<br>and Instrumental Analysis - Lab <sup>4</sup>              | 4     |
| CHEM 401<br>& CHEM 411                      | Physical Chemistry I<br>and Physical Chemistry I Lab                                       | 4     |
| CHEM 402<br>& CHEM 412                      | Physical Chemistry II<br>and Physical Chemistry II Lab                                     | 4     |
| CHEM 461                                    | Inorganic Chemistry  | 3     |
| Select at least 6 units from the following: |  | 6     |
| BIOC 370                                    | Biomolecular Metabolism  |       |
| BIOC 390                                    | Physical Biochemistry  |       |
| CHEM 394                                    | Directed Research Internship <sup>5</sup>  |       |

|                              |   |      |
|------------------------------|---|------|
| CHEM 395                     | Chemical Science Internship <sup>5</sup>  |      |
| CHEM 451                     | Advanced Organic Chemistry  |      |
| CHEM 495                     | Advanced Topics in Chemistry  |      |
| MATH 270                     | Ordinary Differential Equations   |      |
| <b>Mathematics</b>           |   |      |
| MATH 165                     | Calculus I <sup>3</sup>   | 3    |
| MATH 166                     | Calculus II <sup>3</sup>  | 3    |
| MATH 268                     | Multivariable Calculus  | 3    |
| <b>Physics</b>               |   |      |
| Select one of the following: |   | 8-10 |
| PHYC 151<br>& PHYC 152       | Physics for Life Sciences I<br>and Physics for Life Sciences II <sup>2, 3</sup>                     |      |
| PHYC 161<br>& PHYC 162       | Physics for Science and Engineering I<br>and Physics for Science and Engineering II <sup>2, 3</sup> |      |

Total Units 69-71

- <sup>1</sup> Meets the General Education Writing 3 requirement.
- <sup>2</sup> Meets the General Education Natural Sciences requirement.
- <sup>3</sup> This course may be waived with an appropriate Advanced Placement test score.
- <sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>5</sup> Up to 3 units of CHEM 394 and/or CHEM 395 can be counted toward graduation.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge base in the field of chemistry.
2. Effectively communicate scientific ideas and research orally.
3. Effectively communicate scientific ideas and research in writing.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Demonstrate laboratory skills and techniques.
6. Demonstrate knowledge of relevant laboratory instrumentation.
7. Express a Christian worldview that integrates faith with their chemistry vocation.

# M.S. in Biotechnology

Learn more about the Master of Science in Biotechnology program. (<https://www.apu.edu/clas/programs/masters-in-biotechnology/>)

## Requirements

| Code                       | Title   | Units |
|----------------------------|---|-------|
| <b>Course Requirements</b> |   |       |
| BIOT 500                   | Biotechnology Internship  | 3     |
| BIOT 510                   | Commercialization of Technology                                     | 3     |
| BIOT 511                   | Molecular Biology, Pharmacology, and Toxicology of Biopharmaceutics | 3     |
| BIOT 512                   | Bioinformatics  | 3     |
| BIOT 513                   | Regulatory Affairs for the Biotechnology Industry                   | 3     |
| BIOT 514                   | Probability and Statistics for the Biotechnology Industry           | 3     |
| BIOT 515                   | Project Management for the Biotechnology Industry                   | 3     |
| BIOT 516                   | Ethics for Biomedical Products Industries                           | 3     |
| BIOT 517                   | Clinical Trials   | 3     |
| <b>Project</b>             |   |       |
| BIOT 600A                  | Master's Degree Project I <sup>1</sup>                              | 3     |
| BIOT 600B                  | Master's Degree Project II  | 9     |
| Total Units                |   | 39    |

<sup>1</sup> BIOT 600A is taken for 3 units in the fall semester of the student's second year, and BIOT 600B for 9 units in the spring semester of the second year.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a broad knowledge in the field of biopharmaceutics product development.
2. Appropriately discriminate and implement technical knowledge in professional settings.
3. Demonstrate the ability to coordinate and collaborate with multidisciplinary team professionals.
4. Effectively communicate key concepts in pharmaceuticals development orally.
5. Effectively communicate key concepts in pharmaceuticals development in writing.
6. Implement specialized skills in field based practice.
7. Evaluate normative biopharmaceutics business ethical challenges through a Christian worldview.

# Minor in Biology

26 units

## Requirements

- The minimum prerequisites for the biology minor are a *C-* in BIOL 151 and a *B-* in MATH 110 or equivalent (for example, an ALEKS score of 65). Students may not earn a biology minor if they are majoring in allied health or biochemistry.
- Students must complete all prerequisites for a BIOC, BIOL, or CHEM course with a *C-* or better before taking the course (except as noted in the course description).
- Students must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the minor.
- Students must complete each BIOC, BIOL, or CHEM course with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the minor can be taken only two times at APU; students will be dismissed from the minor after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the minor can be repeated; students will be dismissed from the minor after unsuccessful (below *C-*) attempts in any three required courses.

| Code   | Title                              | Units     |
|--|------------------------------------|-----------|
| <b>Lower-Division Requirements</b>   |                                    | <b>20</b> |
| BIOL 151   | General Biology I <sup>1</sup>     |           |
| BIOL 152   | General Biology II                 |           |
| CHEM 151   | General Chemistry I <sup>1,2</sup> |           |
| BIOL 240   | Biology of Microorganisms          |           |
| BIOL 280   | Cell Biology                       |           |
| <b>Upper-Division Electives</b>  |                                    | <b>6</b>  |
| Choose 6 units of electives from the following; these may not include units used to fulfill requirements of the student's major. |                                    |           |
| BIOL 300   | Genetics <sup>3</sup>              |           |
| BIOL 320   | Ecology <sup>4</sup>               |           |
| BIOL 326   | Neurobiology <sup>3</sup>          |           |
| BIOL 336   | Vertebrate Biology                 |           |
| BIOL 342   | Medical Microbiology               |           |
| BIOL 350   | Mammalian Physiology               |           |
| BIOL 365   | Plant Biology                      |           |
| BIOL 394   | Directed Research Internship       |           |
| BIOL 395   | Biological Science Internship      |           |
| BIOL 410   | Molecular Biology                  |           |
| BIOL 435   | Stewardship Ecology                |           |
| BIOL 440   | Developmental Biology              |           |
| BIOL 495   | Advanced Topics in Biology         |           |
| BIOL 497   | Readings                           |           |
| <b>Total Units</b>   |                                    | <b>26</b> |

- <sup>1</sup> Meets the General Education Natural Sciences requirement.
- <sup>2</sup> This course may be waived with an appropriate Advanced Placement test score.
- <sup>3</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>4</sup> Meets the General Education Civic Knowledge and Engagement requirement.

# Minor in Chemistry

23 units

## Requirements

- The minimum prerequisites for the chemistry minor are a *C-* in CHEM 151 and a *B-* in MATH 110 or equivalent (e.g., a score of 65 on ALEKS).
- Students must complete all prerequisites for a BIOC, BIOL, or CHEM course with a *C-* or better before taking the course (except as noted in the course description).
- Students must maintain a minimum cumulative GPA of 2.0 in all biology, chemistry, biochemistry, math, and physics courses required for the minor.
- Students must complete each BIOC, BIOL, or CHEM course with a *C-* or higher for the course to meet a degree requirement in the Department of Biology and Chemistry.
- Any single course within the minor can be taken only two times at APU; students will be dismissed from the minor after two unsuccessful (below *C-*) attempts in a single required course.
- Only two courses total within the minor can be repeated; students will be dismissed from the minor after unsuccessful (below *C-*) attempts in any three required courses.

| Code   | Title  | Units    |
|--|--|----------|
| <b>Lower-Division Chemistry Requirements</b>   |  |          |
| CHEM 151<br>& CHEM 152   | General Chemistry I<br>and General Chemistry II <sup>1, 2</sup>                            | 8        |
| CHEM 251<br>& CHEM 252   | Organic Chemistry: Theory I<br>and Organic Chemistry: Theory II                            | 6        |
| CHEM 261<br>& CHEM 262   | Organic Chemistry - Lab<br>and Organic Chemistry - Lab                                     | 2        |
| <b>Upper-Division Chemistry Electives</b>  |  | <b>7</b> |
| Choose 7 elective units from the following; these may not include units used to fulfill requirements of the student's major. |  |          |
| BIOC 360<br>or BIOC 270<br>or BIOC 370   | Principles of Biochemistry<br>Biomolecular Chemistry<br>Biomolecular Metabolism            |          |
| CHEM 300<br>& CHEM 310   | Quantitative Chemical Analysis - Theory<br>and Quantitative Chemical Analysis - Laboratory |          |
| CHEM 320<br>& CHEM 330   | Instrumental Analysis: Theory<br>and Instrumental Analysis - Lab <sup>3</sup>              |          |
| BIOC 390   | Physical Biochemistry  |          |
| CHEM 401   | Physical Chemistry I   |          |
| CHEM 402   | Physical Chemistry II  |          |
| CHEM 411   | Physical Chemistry I Lab   |          |
| CHEM 412   | Physical Chemistry II Lab  |          |
| CHEM 451   | Advanced Organic Chemistry   |          |
| CHEM 461   | Inorganic Chemistry  |          |
| CHEM 495   | Advanced Topics in Chemistry   |          |
| Total Units  |  | 23       |

- <sup>1</sup> Meets the General Education Natural Sciences requirement.
- <sup>2</sup> This course may be waived with an appropriate Advanced Placement test score.
- <sup>3</sup> Meets the General Education Integrative and Applied Learning requirement.

# Department of Engineering and Computer Science

The Department of Engineering and Computer Science (<https://www.apu.edu/clas/computerscience/>) offers majors in engineering (p. 106), computer science (p. 103), and computer information systems (p. 101), and minors in computer science (p. 109) and computer information systems (p. 108).

## Mission

The primary missions of the Department of Engineering and Computer Science at Azusa Pacific University are:

1. To offer exemplary undergraduate degree programs in engineering, computer science, and computer information systems;
2. To provide computer programming and technology courses for non-majors;
3. To prepare students for graduate study and success in their chosen careers; and
4. To assist students in applying their knowledge and skills in service to society based on an understanding of Christian truth and values.

## Department Resources

The department operates two computer science laboratories on the Azusa campus: the advanced technologies/multimedia laboratory and the computer science main laboratory. Lab technicians are available during lab hours for tutoring, free of charge to all students enrolled in computer science courses. A new engineering lab has been added.

Although the university provides extensive computer lab facilities for student use, each student is required to purchase a personal computer, as students with their own computers have a definite advantage in using and applying engineering and computer science instruction.

## Programs

### Majors

- Computer Information Systems (p. 101)
- Computer Science (p. 103)
- Engineering (p. 106)

### Minors

- Computer Information Systems (p. 108)
- Computer Science (p. 109)

## Courses

### CS 100, Introduction to Programming, 3 Units

Students in this course are introduced to basic programming concepts using a suitable and modern programming language, with a strong emphasis on problem solving through programming fundamentals such as variables, expressions, data types, branching, loops, functions, lists, dictionaries, and file input/output. Although the course may use an object-oriented language, object-oriented principles are not covered, as the course is intended to provide non-computer-science majors the tools needed to be successful in carrying out common programming tasks in their fields, such as basic scripting, data analysis, and automation. In-class exercises and several programming projects are included.

**Corequisite:** MATH 110

### CS 120, Introduction to Computer Science I, 4 Units

This course introduces students to object-oriented programming, with an emphasis on problem solving, design and analysis of algorithms, and programming principles. Course material also covers principles of object-oriented and structured programming, problem analysis, and documentation. Attendance at a weekly computer lab is required. Students complete a number of programming projects, and learn how to effectively communicate technical matters orally. *Meets the General Education Requirement: GE:Oral Communication (ENGR 120+ENGR 240+ENGR 480), Oral Communication (CS 120+CS 290+CS 480).*

**Prerequisite:** MATH 110 (may be taken concurrently) or proven competence in college algebra.

### CS 125, Introduction to Computer Science II, 4 Units

This course is a continuation of object-oriented programming and other topics from ENGR 120/CS 120, and provides an introduction to arrays, inheritance, file I/O, and GUIs. Problem analysis, program design, development and implementation, and related topics are covered. Lab is required. Students complete a number of programming projects. Lecture, 3 hours; lab, 3 hours.

**Prerequisite:** CS 120/ENGR 120

## CS 150, Operating Systems, 3 Units

This course provides an introduction to the basic functions of modern operating systems, including multitasking, process synchronization, deadlocks, memory management, virtual memory, file systems, protection, and security. The course also includes a comparative analysis of several popular operating systems.

**Prerequisite:** CS 120/ENGR 120

## CS 160, Discrete Structures, 3 Units

Students in this course explore the mathematical elements of computer science, including propositional logic, predicate logic, sets, functions and relations, combinatorics, mathematical induction, recursion, algorithms, matrices, graphs, trees, and Boolean logic. Attention is given to the direct applications to computer science.

**Prerequisite:** MATH 150

## CS 205, Microcomputer Software Tools, 3 Units

This PC-based course covers the basics of MS Windows and the use of applications software as problem-solving tools. In-depth coverage of popular word processing, database, and spreadsheet packages is included.

## CS 230, Systems Programming and Operating Systems, 3 Units

This course provides an in-depth study of systems programming using the C language and Linux operating system. Applications include programming projects in threads, signals, memory, and critical sections. It also provides an introduction to the basic functions of modern operating systems. These include multitasking, process synchronization, deadlocks, memory management, virtual memory, file systems, protection, and security.

**Prerequisite:** CS 125/ENGR 125

## CS 240, Assembly Language Programming, 3 Units

This programming class includes the architecture and organization of microcomputer systems, fundamentals of assemblers, assembly language programming, and advanced topics on the Intel 80X86 family of microprocessors. Students write several programs which are assembled and run on Intel 80X86-based microcomputers. Students become proficient at keyboard, screen, and disk I/O as well as character manipulation and screen graphics.

**Prerequisite:** CS 125/ENGR 125

## CS 260, Algorithms and Data Structures, 3 Units

This course provides a study of algorithms and their related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation. Applications are implemented using an appropriate computer language.

**Prerequisite:** CS 125/ENGR 125

## CS 290, Database Management Systems, 3 Units

This course covers database concepts; relational and nonrelational database systems; database environment, theory, and applications; and design, development, and implementation of database systems. Students develop a practical database project utilizing a popular database development system, and generate user interfaces and reports. Students also learn how to make persuasive technical arguments concerning common database tradeoffs that must be considered when choosing a database in a real-world project, and are instructed on how to effectively communicate technical matters orally.

*Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480).*

**Prerequisite:** CS 125/ENGR 125

## CS 315, Fundamentals of Network Administration, 3 Units

This course provides an introduction to the three key network management issues: cost analysis, security, and administration. Case studies and laboratory exercises supplement the lecture material.

**Prerequisite:** CS 125/ENGR 125

## CS 325, Telecommunications and Interfacing, 3 Units

The principles, protocols, methods, and standards of telecommunications, voice and data communication concepts, networking fundamentals, system configuration, and state-of-the-art practical technology are covered in this course, which includes some hands-on training.

**Prerequisite:** CS 125/ENGR 125

## CS 360, Computer Architecture and Organization, 3 Units

This course covers the architecture and organization of computer systems, including hardware/software design considerations, implementation, interrelationships, and performance. Fundamentals of assemblers and assembly language programming using the MIPS instruction set are included, as is the use of combinational and sequential logic in the components of CPUs, buses, and interfaces. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include CISC and RISC, as well as multiprocessor systems. Students also take part in several programming and modeling projects that model key computer architecture components.

**Prerequisite:** CS 260/ENGR 260 or ENGR 240

## CS 363, Web Programming, 3 Units

This course is a study of website development, emphasizing web-based programming using open-source software including Apache Server, PHP, Linux, XHTML, CSS, JavaScript and DHTML, MySQL, and others. The concepts, principles, procedures, methods, tools, and techniques used in the development and management of internet websites are covered, including the design, construction, implementation, testing, and maintenance of complex websites using cutting-edge tools. Sites are developed on the Linux platform. Each student makes assigned presentations, develops small internet projects, serves on a development team, and implements part of one major term project.

**Prerequisite:** CS 125/ENGR 125

## CS 370, Compiler Construction, 3 Units

This course covers some fundamental knowledge of languages and automata as well as algorithms and implementation of compiler construction. Regular languages, context-free languages, and context-sensitive languages are covered. Finite-state automata, push-down automata, and multistack push-down automata are covered. Lexical analyzer and parser techniques are covered in depth, as well as symbol table generation and optimization.

**Prerequisite:** CS 260/ENGR 260

## CS 430, Artificial Intelligence, 3 Units

Principles of artificial intelligence, study, design, and application of computer systems that model human intelligence are the focus of this course. Some of the specific topics included in this course are search (informed, uninformed, adversarial, etc.), constraint satisfaction problems (CSPs), knowledge representation, probabilistic modeling and machine learning. Significant programming projects are assigned to enforce student's abilities to apply course algorithms and knowledge.

**Prerequisite:** CS 260/ENGR 260

## CS 435, Advanced Database Application Programming, 3 Units

PL/SQL, Oracle's programming language for stored procedures, delivers a world of possibilities for your database programs. PL/SQL supplements the standard relational database language, SQL, with a wide range of procedural features, including loops, IF-THEN statements, procedures, functions, packages, and database triggers—all closely integrated with the Oracle database server. The Oracle PL/SQL language is a flexible procedural extension to SQL and increases productivity, performance, scalability, portability, and security. In this course, students gain the practical knowledge to write PL/SQL programs, and learn to build stored procedures, design and execute modular applications, and increase the efficiency of data movement.

**Prerequisite:** CS 290

## CS 440, Mobile App Development, 3 Units

This course provides an introduction to mobile app development, with students building several cross-platform apps using cutting-edge technologies that target the Android and iOS operating systems. Topics include authentication, component creation and layout, state management, HTTP/API requests, push notifications, navigation, datastore (or database) connection, and server-side programming using cloud-based server/serverless infrastructure.

**Prerequisite:** CS 260/ENGR 260

## CS 452, Internet of Things, 3 Units

This course covers the fundamental aspects of the Internet of Things (IoT), including devices, protocols, security, and product development. Through hands-on labs and projects, students develop the ability to build IoT devices and systems, and a final project showcases their ability to plan, design, and execute their own IoT devices and systems. Students become proficient in embedded programming, cross-compilation, web servers and clients, basic digital electronics, communications protocols, and special programming techniques.

**Prerequisite:** ENGR 125/CS 125, and CS 230 or ENGR 240.

## CS 455, Numerical Analysis, 3 Units

Numerical and approximation methods are covered, including solutions of functions in single and multi-variables, interpolation, numerical differentiation and integration, and numerical methods for differential equations. Applications are programmed using an appropriate language.

**Prerequisite:** MATH 167, MATH 295, and CS 120/ENGR 120

## CS 460, Software Project, 3 Units

Each student in this course completes an independent project in the development of a nontrivial software system for an application of the student's choice.

**Prerequisite:** CS 260/ENGR 260 and CS 290; or instructor permission

## CS 465, Team Software Project, 1-3 Units

The team of students in this course completes the development of a nontrivial software system for an application of their choosing.

**Prerequisite:** CS 125/ENGR 125 or instructor consent.

## CS 470, Software Engineering, 3 Units

This course includes a study of the concepts, principles, techniques, methods, procedures, and documents of software engineering. Emphasis is on systematic approaches to software engineering and the software life cycle. Each student participates in a major team project. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** CS 260/ENGR 260, CS 290, and at least 32 computer science units.



## CS 480, Senior Capstone Project, 3 Units

The primary goal for students in this course is to implement a major team-based software product based on their own software documentation and planning from the previous semester. As a secondary goal, students study and practice software engineering concepts, principles, and methodologies relevant to the implementation phase of software engineering. Students also learn how to prepare and present a technical demo aimed at 'selling' their product. *Meets the General Education Requirement: Oral Communication (CS 120+CS 290+CS 480).*

**Prerequisite:** CS 470; and CS 363 or CS 440

## CS 484, Cyber Security, 3 Units

In this course, students systematically study the fundamental principles of computer system security, including authentication, access control, capability, security policies, sandbox, software vulnerabilities, and web security, with most of these principles studied within the scope of concrete systems such as Linux and Windows. The course emphasizes 'learning by doing,' requiring students to conduct a series of lab exercises through which students enhance their understanding of the principles and learn to apply them to solve real-world problems.

**Prerequisite:** CS 230, CS 260/ENGR 260

## CS 491, Computer Science Internship, 1-3 Units

This course gives students practical experience in computer science and computer information systems as they complete a computer science internship in a nonacademic facility, preferably off campus but under the joint supervision of a computer science faculty member and an outside mentor. A total of 3 units is required to satisfy the General Education Integrative and Applied Learning requirement. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Sophomore standing in computer science major and department approval.

## CS 495, Topics in Computer Science, 3 Units

This course presents timely and new topics in computer science, with different material covered each time the course is offered. Most topics require prerequisites, which vary according to the topic. The course may be repeated for credit.

**Prerequisite:** Department consent (note course description).

## CS 496, Writing 3: Ethics in Computer Science, 3 Units

This is a writing course that will provide you with the skills to write in several genres that are relevant to computer science such as resumes, cover letters, professional memos, research proposals. Since reading is a good way to learn to write, reading assignments are given on the topics of writing and ethics which are both applied to computer science. Weekly writing assignments based upon the reading are also required. The course culminates in a portfolio of the writing the students have accomplished through the semester. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Senior Standing and 30 credits in ECS, and Writing 2 (or equivalent)

## CS 497, Readings, 1-4 Units

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## CS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## CS 499, Thesis/Project, 1-4 Units

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## ENGR 101, Introduction to Engineering, 3 Units

Students in this course gain an overview of engineering as a creative and responsive profession, and learn about the qualifications of an engineer and the ways in which engineers study, think, work, create, design, and communicate. This course also covers the impact of engineering solutions in global, economic, and societal contexts; case studies of effective civic, governmental, and social engagement by engineers; and engineering ethics.

## **ENGR 110, STEM as Vocation, 3 Units**

This course explores two topics. The first topic is methods to apply STEM skills to solve real world challenges that have positive social impact. During your college education you will learn technical skills that can be applied for positive impact on the lives of those around you (near and globally) and to further God's Kingdom here on Earth. The second topic in this course is the exploration of intercultural skills. This is important since you will be required to work with individuals of diverse ethnic backgrounds and you may have to work across cultures. In addition, we live in a multi-ethnic society so developing these types of capabilities is a valuable life skill. *Meets the General Education Requirement: Intercultural Competence.*

## **ENGR 120, Introduction to Computer Science I, 4 Units**

This course introduces students to object-oriented programming, with an emphasis on problem solving, design and analysis of algorithms, and programming principles. Course material also covers principles of object-oriented and structured programming, problem analysis, and documentation. Attendance at a weekly computer lab is required. Students complete a number of programming projects, and learn how to effectively communicate technical matters orally. *Meets the General Education Requirement: GE:Oral Communication (ENGR 120+ENGR 240+ENGR 480), Oral Communication (CS 120+CS 290+CS 480).*

**Prerequisite:** MATH 110 (may be taken concurrently) or proven competence in college algebra.

## **ENGR 125, Introduction to Computer Science II, 4 Units**

This course is a continuation of object-oriented programming and other topics from ENGR 120/CS 120, and provides an introduction to arrays, inheritance, file I/O, and GUIs. Problem analysis, program design, development and implementation, and related topics are covered. Lab is required. Students complete a number of programming projects. Lecture, 3 hours; lab, 3 hours.

**Prerequisite:** ENGR 120/CS 120

## **ENGR 150, Introduction to Mechanics, 3 Units**

This course develops in science and engineering students an understanding of forces, moments, and the states and conditions of equilibrium of rigid bodies. It also provides useful and practical insights into internal forces and friction. Further, this course deals with the motion of bodies under the action of forces with two parts: 1) kinematics, the study of motion without reference to the forces that cause motion; and 2) kinetics, which relates the action of forces on bodies to their resulting motions.

**Prerequisite:** MATH 165, PHYC 161

## **ENGR 160, Discrete Structures, 3 Units**

Students in this course explore the mathematical elements of computer science, including propositional logic, predicate logic, sets, functions and relations, combinatorics, mathematical induction, recursion, algorithms, matrices, graphs, trees, and Boolean logic. Attention is given to the direct applications to computer science.

**Prerequisite:** MATH 150

## **ENGR 210, Engineering Thermodynamics, 3 Units**

In this course students will learn classical thermodynamics and its engineering applications. Topics include energy and its transfer, properties of pure substances, 1st and 2nd laws of thermodynamics, control volume, irreversibility and availability, gas power cycles, vapor and combined power cycles, and refrigeration.

**Prerequisite:** PHYC 162, MATH 166

## **ENGR 215, Electrical Circuits and Systems, 4 Units**

This course covers resistive circuits with dependent and independent sources, node and loop analyses, reactive elements and circuits, steady state solution for RLC circuits with sinusoidal inputs, resistive and reactive power, three-phase systems, motors and generators, time domain analysis of circuits, transient responses, Laplace transforms, and Fourier series. Laboratory exercises include steady state and transient circuits design and measurements.

**Prerequisite:** MATH 166

## **ENGR 240, Digital Logic Systems, 4 Units**

This course covers Boolean algebra, Karnaugh maps, logic gates, combinational circuit design, sequential circuits analysis and design, Register, and counter and memory system analysis and design, as well as laboratory experiments with TTL logic gates, flip-flops, and counters. Students are also instructed on how to effectively communicate technical matters orally. *Meets the General Education Requirement: GE:Oral Communication (ENGR 120+ENGR 240+ENGR 480).*

**Prerequisite:** CS 120/ENGR 120

## **ENGR 245, Electronics, 4 Units**

This course covers amplifier basics; multistage, feedback, and operational amplifiers; wave-shaping and waveform generation; digital electronics; bipolar and CMOS logic; and switching circuits. Laboratory exercises include significant design experience.

**Prerequisite:** ENGR 215

## **ENGR 260, Algorithms and Data Structures, 3 Units**

This course provides a study of algorithms and their related data structures, including linear lists, linked lists, trees, graphs, sorting techniques, and dynamic storage allocation. Applications are implemented using an appropriate computer language.

**Prerequisite:** ENGR 125/CS 125

## ENGR 271, Advanced Math for Engineers, 4 Units

This course is an introduction to topics in advanced mathematics necessary in most engineering fields. Beginning with key concepts in vector calculus and matrix algebra, the course also covers orthogonal functions, Fourier series, boundary-value problems in several coordinate systems, and the integral transform method. Additional topics may include partial differential equations and complex analysis.

**Prerequisite:** MATH 270

## ENGR 281, Statics, 3 Units

Statics is the branch of physical science that deals with the rest state of bodies under the action of forces. It also includes resultants of force systems and equilibrium on rigid bodies using vector algebra, friction, centroids and centers of gravity, and moments of inertia of areas and masses.

**Prerequisite:** PHYC 161

## ENGR 282, Dynamics, 3 Units

Dynamics is the branch of mechanics that deals with the motion of bodies under the action of forces. Dynamics has two distinct parts: kinematics, the study of motion without reference to the forces that cause motion, and kinetics, which relates the action of forces on bodies to their resulting motions.

**Prerequisite:** PHYC 162, ENGR 281 or instructor consent

## ENGR 284, Materials, 3 Units

This course includes a survey of engineering materials with emphasis on mechanical and physical properties and design considerations, ferrous and nonferrous metals, alloys, plastics, elastomers, cermets, ceramics, and adhesives. The methods of manufacturing are covered with special consideration given to design factors, productability, and economics relative to machining, forming, casting, working, welding, and powder metallurgy.

**Prerequisite:** PHYC 162

## ENGR 310, Discrete Systems Modeling and Simulation, 3 Units

Discrete systems consist of processes in which discrete events occur at asynchronous times. In discrete systems, events in any component of the system may affect future events in other system components. Models of discrete systems account for the occurrences of events and the conditions necessary for events to occur. This course deals with construction of models for discrete systems, theory for the behavior of the discrete system and its components, and use of simulation software to examine the behavior of discrete systems. Topics will include modeling techniques, introduction to queueing theory, random number generation, discrete event simulation, Monte Carlo simulation, simulated data analysis, and simulation variance reduction techniques.

**Prerequisite:** MATH 361; CS 120/ENGR 120

## ENGR 325, Control Systems, 3 Units

This course introduces systems and their modeling and control, exploring open- and closed-loop control, feedback, transfer functions, signal flow graphs, stability, and root locus methods. Frequency response methods and Nyquist and Bode diagrams are used for system representation. PID compensators, state-space representation, and digital implementation of control systems are also studied.

**Prerequisite:** ENGR 215 and MATH 270.

## ENGR 335, Embedded Systems, 4 Units

Embedded systems are found in most computing systems outside of traditional desktop/laptop/server computers, such as in cars, household appliances, handheld electronics, video game consoles, and wearable technologies. This course provides an introduction to programming embedded systems, covering fundamental topics such as timing diagrams, basic coding operations and datatypes (e.g., binary, hexadecimal, bitwise/shift operators, etc.), state machines (synchronous and concurrent), I/O, and peripheral connections. Laboratory experience includes microprocessor-based design projects with real hardware and electronic components.

**Prerequisite:** ENGR 240 and CS 125/ENGR 125

## ENGR 340, Digital Signal Processing, 3 Units

Students in this course learn about discrete-time and sampled-data signals and systems, and their representations using z-transforms, as well as digital filters, FIR and IIR filters, stability, and round-off errors. They design different types of digital filters such as Butterworth, Chebyshev, and others. The basics of discrete Fourier transforms and the fast Fourier transform (FFT) algorithm are introduced.

**Prerequisite:** ENGR 215

## ENGR 345, Systems Engineering Principles, 3 Units

This course explores the foundations of systems engineering processes and practices, including basic systems engineering processes and the roles of systems engineering professionals in a global business environment, as well as a discussion of current systems issues. It also covers the principles of mechanical drawing and computer-aided design (CAD) for systems engineering applications.

**Prerequisite:** ENGR 325

## ENGR 350, Computer Networks, 3 Units

This course introduces the basics of computer networks, including the seven-layer ISO model for networks, with layers 2, 3, and 4 studied in detail. Medium access control protocols and TCP/IP are presented, as well as wireless LAN standards. An introduction to emerging wireless networks is also included.

**Prerequisite:** ENGR 215, MATH 361

## ENGR 360, Computer Architecture and Organization, 3 Units

This course covers the architecture and organization of computer systems, including hardware/software design considerations, implementation, interrelationships, and performance. Fundamentals of assemblers and assembly language programming using the MIPS instruction set are included, as is the use of combinational and sequential logic in the components of CPUs, buses, and interfaces. Details include input/output, memory hierarchies, pipelining, ALU operations, and CPU control. Processors include CISC and RISC, as well as multiprocessor systems. Students also take part in several programming and modeling projects that model key computer architecture components.

**Prerequisite:** CS 260/ENGR 260 or ENGR 240

## ENGR 370, Cyber Physical Systems Security [Proposed], 3 Units

In this course, students systematically study the fundamental principles of computer system security, including authentication, access control, capability, security policies, sandbox, software vulnerabilities, and web security, with most of these principles studied within the scope of concrete systems such as Linux and Windows. The course emphasizes 'learning by doing,' requiring students to conduct a series of lab exercises through which students enhance their understanding of the principles and learn to apply them to solve real-world problems.

**Prerequisite:** CS 260/ENGR 260

## ENGR 380, Systems Design, 3 Units

Students in this course examine the techniques for developing, analyzing, and portraying design and life cycle systems requirements. They also apply the principles of system design to real-world systems, and learn the use of tools and techniques including quality function deployment and enhanced block flow diagrams.

**Prerequisite:** ENGR 345

## ENGR 390, Green Power Systems, 3 Units

It is being widely widely recognized that the generation of electric power must be performed in a way that is ecologically responsible. This course provides students with the knowledge to design electric power systems that use energy from natural sources such as sunlight, wind, rain, tides, plants, algae, and geothermal heat. The design approach is from the system level down to the components.

**Prerequisite:** ENGR 345

## ENGR 410, Engineering Management and Economics, 3 Units

This course examines strategies for management during all phases during the lifecycle of an engineering project, including initial planning, implementation, assessment, and termination. Management strategies include resource allocation, budgeting, performance monitoring, and optimizing cost and time. Economic principles including time value of money and cash flows will be applied to management topics. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** ENGR 380

## ENGR 420, Decision and Risk Analysis, 3 Units

This course addresses the various types of real-life assessment that must be conducted in order for a large-scale engineering project to be successful, including reliability, probability of risk, decision analysis, and cost-benefit analysis. The decision-making process that accompanies these assessments must be conducted in the presence of significant uncertainty, so course material reviews basic principles of probability theory and statistics. Finally, because large-scale engineering projects involve significant budgets, engineers must be conversant in the language of money, public policy, and economics, so the course concludes with a vital section on cost-benefit analysis.

**Prerequisite:** ENGR 345

## ENGR 452, Internet of Things, 3 Units

This course covers the fundamental aspects of the Internet of Things (IoT), including devices, protocols, security, and product development. Through hands-on labs and projects, students develop the ability to build IoT devices and systems, and a final project showcases their ability to plan, design, and execute their own IoT devices and systems. Students become proficient in embedded programming, cross-compilation, web servers and clients, basic digital electronics, communications protocols, and special programming techniques.

**Prerequisite:** ENGR 125/CS 125, and CS 230 or ENGR 240.

## ENGR 470, Senior Design Project I, 2 Units

In this first part of a two-semester engineering design project experience, students are encouraged to engage in group-based projects and industrial sponsorship, and a complete and fully documented design solution is expected at the end of the course. Use of oral and written professional communication skills is emphasized.

**Prerequisite:** PHYC 162, CS 125/ENGR 125, ENGR 150, ENGR 240, and ENGR 245.

## ENGR 480, Senior Design Project II, 2 Units

This course involves the implementation of the design developed in ENGR 470, including prototyping and testing. Students are also instructed on how to prepare and present a technical demo aimed at 'selling' their product. *Meets the General Education Requirement: GE:Oral Communication (ENGR 120+ENGR 240+ENGR 480).*

**Prerequisite:** ENGR 470

## **ENGR 491, Engineering Internship, 1-3 Units**

This course provides practical experience in engineering, with students completing a semester-long engineering project under the joint supervision of an engineering faculty member and an outside mentor. A total of 3 units are required to satisfy the General Education Integrative & Applied Learning requirement. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Sophomore standing in the Engineering program, and department consent

## **ENGR 495, Topics in Engineering, 1-3 Units**

This course presents timely and new topics in engineering. Different material is covered each time the course is offered. The course may be repeated for credit. Most topics require prerequisites, which vary according to the topic.

**Prerequisite:** Department Consent

## **ENGR 496, Writing 3: Engineering Management, Economics, and Ethics, 3 Units**

This course teaches engineering program management, economics, and ethics fundamentals such as program planning, control strategies, risk assessment, work breakdown structures, and costing options, including their economic and ethical implications. The assignments for this class also teach professional writing in the field of engineering. This is accomplished using reading about technical writing, multiple writing exercises on the topic of engineering management, economics, and ethics. Interaction with other students in the process of writing, revising, editing, and proofreading is an integral part of the course. Each student will accumulate a portfolio through the semester from the various engineering management, economics, and ethics writing assignments. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Senior standing in ENGR program and C- or better in Writing 2.

## **Faculty**

### **Department Chair**

George Thomas (<http://www.apu.edu/faculty/gthomas/>), Ph.D., Engineering

### **Professor**

George Thomas (<http://www.apu.edu/faculty/gthomas/>), Ph.D., Engineering

### **Associate Professors**

Daniel Grissom (<http://www.apu.edu/faculty/dgrissom/>), Ph.D., Computer Science

Lu Ruan, Ph.D., Computer Science

James Yeh (<http://www.apu.edu/faculty/hyeh/>), Ph.D., Computer Science

### **Assistant Professor**

Aisha Chen, Ph.D., Engineering

### **Instructor**

Rod Ulrich (<http://www.apu.edu/faculty/rulrich/>), M.S., Lab Manager

### **Affiliated Faculty**

Eson Chang (<http://www.apu.edu/faculty/echang/>), Ph.D., Associate Professor of Physics

Edwin Ding (<http://www.apu.edu/faculty/eding/>), Ph.D., Associate Professor of Mathematics

Theodore Szeto (<http://www.apu.edu/faculty/tszeto/>), Ph.D., Associate Professor of Mathematics

### **Adjunct Faculty**

James Johansen, Ph.D., Computer Science

Heather Wong, Engineering

### **Faculty Emeriti**

Samuel Sambasivam (<http://www.apu.edu/faculty/ssambasivam/>), Ph.D., Computer Science

# B.S. in Computer Information Systems

63 units

The computer information systems (CIS) major (<https://www.apu.edu/clas/programs/computer-information-systems-major/>) provides an educational foundation for students planning a career in the analysis, design, and implementation of information systems. Students are prepared for careers as systems analysts, application software developers, and information technology specialists. Students who have a strong interest in technology and its application, but are not primarily interested in the scientific and mathematical aspects of computer science, should find this program a good fit.

Information systems (IS) is the study of the application of computer technology in organizations. It is founded on two major reference disciplines: computer science and management. Unlike computer science students, IS undergraduates must complete some accounting and finance coursework. IS involves no coursework in engineering or scientific computing, and the mathematics courses are practical and applied. Traditionally, IS undergraduate curriculum focuses on managing information systems (the business side of IS); APU's CIS program emphasizes the application of computer technology to information systems.

Knowledge of operating systems, computer networks, and database applications is emphasized in this major.

## Career Opportunities

The Bachelor of Science in Computer Information Systems prepares students for advanced studies in fields as computer information systems, computer engineering, computer security, and telecommunications.

The CIS program offers internship opportunities to prepare students for careers following graduation. Students gain hands-on experience at several local and national businesses and organizations, and these organizations regularly request APU students for internships and employment. Employment opportunities in the areas of system networking, database management, telecommunication, and web programming are in abundance.

## Requirements

Computer information systems students are required to have a laptop for classroom work. In addition to the General Education requirements, a minimum of 47 computer information systems units, 6 mathematics units, and 10 business units (for a total of 63 units) are required for the Bachelor of Science in Computer Information Systems.

| Code   | Title  | Units |
|--|--|-------|
| <b>CIS Core Courses <sup>1</sup></b>   |  |       |
| CS/ENGR 120  | Introduction to Computer Science I <sup>F/S, 2</sup>       | 4     |
| CS/ENGR 125  | Introduction to Computer Science II <sup>F/S</sup>         | 4     |
| CS/ENGR 160  | Discrete Structures <sup>F/S</sup>                         | 3     |
| CS 230   | Systems Programming and Operating Systems <sup>F</sup>     | 3     |
| CS/ENGR 260  | Algorithms and Data Structures <sup>F/S</sup>              | 3     |
| CS 290   | Database Management Systems <sup>F/S, 2</sup>              | 3     |
| CS 325   | Telecommunications and Interfacing <sup>S</sup>            | 3     |
| CS 470   | Software Engineering <sup>F, 3</sup>                       | 3     |
| CS 480   | Senior Capstone Project <sup>S, 2</sup>                    | 3     |
| CS 491   | Computer Science Internship <sup>F/S, 3</sup>              | 3     |
| Select at least one of the following (if both are selected, one will count as an elective) |  | 3     |
| CS 363   | Web Programming <sup>S</sup>                               |       |
| CS 440   | Mobile App Development <sup>F</sup>                        |       |
| <b>Upper-division CIS Elective Courses <sup>4</sup></b>                                    |  |       |
| Select four of the following:  |  | 12    |
| BUSI 311   | Quantitative Analysis for Management                       |       |
| CS 240   | Assembly Language Programming <sup>S</sup>                 |       |
| CS 315   | Fundamentals of Network Administration <sup>F</sup>        |       |
| CS 360   | Computer Architecture and Organization <sup>F</sup>        |       |
| CS 363   | Web Programming (If not taken as core)                     |       |
| CS 370   | Compiler Construction                                      |       |
| CS 430   | Artificial Intelligence <sup>F</sup>                       |       |
| CS 435   | Advanced Database Application Programming                  |       |
| CS 440   | Mobile App Development (If not taken as core) <sup>F</sup> |       |

|                         |  |    |
|-------------------------|--|----|
| CS/ENGR 452             | Internet of Things <sup>S</sup>              |    |
| CS 455                  | Numerical Analysis <sup>S</sup>              |    |
| CS 495                  | Topics in Computer Science                   |    |
| ENGR 240                | Digital Logic Systems <sup>F, 2</sup>        |    |
| ENGR 335                | Embedded Systems                             |    |
| ENGR 350                | Computer Networks                            |    |
| <b>Math Courses</b>     |  |    |
| MATH 130                | Introduction to Statistics <sup>F/S, 5</sup> | 3  |
| MATH 151                | Applied Calculus I <sup>F/S</sup>            | 3  |
| <b>Business Courses</b> |  |    |
| ACCT 120                | Principles of Accounting I                   | 4  |
| BUSI 240                | Introduction to Information Systems          | 3  |
| MGMT 210                | Principles of Management                     | 3  |
| Total Units             |  | 63 |

- <sup>1</sup> The Writing 2 course provided, but not required, by the Department of Engineering and Computer Science is WRIT 242.
- <sup>2</sup> Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480 or CS 120, ENGR 240, and ENGR 480 satisfies the General Education Oral Communication requirement).
- <sup>3</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>4</sup> The department recommends these computer information systems electives, but students may take any upper-division CS course (numbered 300 or above) to fulfill the requirement.
- <sup>5</sup> Meets the General Education Quantitative Literacy requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

Students should enroll in CS 120 in their first semester of attendance in the department. It is also imperative that students determine which math course they qualify for and enroll in that course during their first semester, continuing with all math courses until they have completed math requirements for the CIS program. If students do not know which math course they qualify for, they should contact the Academic Success Center (<https://www.apu.edu/academic-success/services/testing/math/>) at (626) 815-3849 to make an appointment for placement testing.

**Contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) and/or the Academic Success Center (<http://www.apu.edu/advising/>) for all General Education advising.**

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.
7. Demonstrate scientific knowledge of computation comprising computer architecture, algorithm analysis, programming principles, and software design.

# B.S. in Computer Science

68-69 units

Computer science, like engineering disciplines, is an “applied science” that deals with how things ought to be. This is different from mathematics and other natural sciences that are concerned with how things are. Computer science is concerned with design and synthesis more than analysis and deduction (as with physics, chemistry, mathematics, and biology).

The B.S. in Computer Science (<https://www.apu.edu/clas/programs/computer-science-major/>) equips students to:

- Understand the computational process and the design of software systems.
- Analyze and design data structures and algorithms.
- Understand programming concepts in order to acquire computer language proficiency independently.
- Program computers with knowledge of at least two programming languages.
- Understand and apply software development principles.

With dedicated faculty, small classes, excellent computer labs, and up-to-date software, computer science at Azusa Pacific University is challenging, professional, intellectually stimulating, and directly applicable to current problems in society and industry.

The computer science major covers the following topics:

1. All functional levels of computing, from applications to microcode
2. Programming theory and practice (in multiple languages)
3. Software engineering: principles, procedures, techniques, and applications
4. Databases
5. Operating systems
6. Computer architecture

Upper-level electives are available in advanced topics such as artificial intelligence and machine learning, software engineering, Internet of Things (IoT), and computer security. Students who plan to pursue an advanced degree in computer science should review their program of studies with their advisor as early as possible.

## Career Opportunities

The B.S. in Computer Science prepares graduates for advanced studies and careers in fields such as computer science, computer engineering, software engineering, telecommunications, and systems analysis.

The computer science program requires an internship. Students gain hands-on experience at several local and national businesses and organizations that continue to turn to APU to seek our students for internships and employment. Employment opportunities include careers as systems programmers, software engineers, scientific programmers, high school computer science and mathematics teachers, and other computing fields. Missionary and other Christian organizations need computer science graduates for their increasingly complex applications, such as Bible translation work, as well as administrative, financial, fundraising, and technical support activities. Job opportunities are available globally.

## Requirements

B.S. in Computer Science students are required to have a laptop for classroom work. In addition to General Education requirements, a minimum of 47 units in computer science, 12 units in mathematics, and 9-10 units in natural sciences (for a total of 68-69 units) are required for this degree.

| Code   | Title  | Units |
|--|--|-------|
| <b>Computer Science Courses <sup>1</sup></b> |  |       |
| CS/ENGR 120                                  | Introduction to Computer Science I <sup>F/S, 2</sup>   | 4     |
| CS/ENGR 125                                  | Introduction to Computer Science II <sup>F/S</sup>     | 4     |
| CS/ENGR 160                                  | Discrete Structures <sup>F/S</sup>                     | 3     |
| CS 230                                       | Systems Programming and Operating Systems <sup>F</sup> | 3     |
| CS/ENGR 260                                  | Algorithms and Data Structures <sup>F/S</sup>          | 3     |
| CS 290                                       | Database Management Systems <sup>F/S, 2</sup>          | 3     |
| CS 360                                       | Computer Architecture and Organization <sup>F</sup>    | 3     |
| CS 470                                       | Software Engineering <sup>F, 3</sup>                   | 3     |
| CS 480                                       | Senior Capstone Project <sup>S, 2</sup>                | 3     |
| CS 491                                       | Computer Science Internship <sup>F/S, 3</sup>          | 3     |



Select at least one of the following (if both are selected, one will count as an elective) 3

CS 363 Web Programming<sup>S</sup>

CS 440 Mobile App Development<sup>F</sup>

#### Upper-division Computer Science Electives<sup>4</sup>

Choose four of the following: 12

CS 315 Fundamentals of Network Administration<sup>F</sup>

CS 325 Telecommunications and Interfacing<sup>S</sup>

CS 363 Web Programming (If not taken as core)<sup>S</sup>

CS 370 Compiler Construction

CS 430 Artificial Intelligence<sup>F</sup>

CS 440 Mobile App Development (If not taken as core)<sup>F</sup>

CS 435 Advanced Database Application Programming

CS/ENGR 452 Internet of Things<sup>S</sup>

CS 495 Topics in Computer Science

CS 497 Readings<sup>F/S</sup>

CS 498 Directed Research<sup>F/S</sup>

CS 499 Thesis/Project<sup>F/S</sup>

ENGR 240 Digital Logic Systems<sup>2</sup>

ENGR 335 Embedded Systems

ENGR 350 Computer Networks

#### Math Requirements 12

MATH 165 Calculus I<sup>F,S</sup>

MATH 166 Calculus II<sup>F/S</sup>

Choose two of the following:

MATH 295 Applied Linear Algebra<sup>F</sup>

MATH 361 Probability and Statistics I<sup>F/S</sup>

MATH 455 Numerical Analysis<sup>ES</sup>

#### Natural Sciences Requirement 9-10

PHYC 161 Physics for Science and Engineering I<sup>F, 5</sup>

Choose one of the following:

PHYC 162 Physics for Science and Engineering II<sup>S</sup>

CHEM 151 General Chemistry I<sup>5</sup>

BIOL 151 General Biology I<sup>5</sup>

Total Units 68-69

<sup>1</sup> The Writing 2 course provided, but not required, by the Department of Engineering and Computer Science is WRIT 242.

<sup>2</sup> Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480 or CS 120, ENGR 240, and ENGR 480 satisfies the General Education Oral Communication requirement).

<sup>3</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>4</sup> The department recommends these electives, but students may take any CS courses numbered 300 or above to meet the requirement.

<sup>5</sup> Meets the General Education Natural Sciences requirement.

F Offered in Fall only

S Offered in Spring only

F/S Offered in both Fall and Spring terms

EF Offered in Fall in even years

ES Offered in Spring in even years

OF Offered in Fall in odd years

OS Offered in Spring in odd years

Students must start with CS 120 Introduction to Computer Science I during their first semester at Azusa Pacific University. Math is also extremely important for students within our major. It is imperative that students determine which math course they qualify for and enroll in that course their first semester, continuing with all math courses until they have completed math requirements for the computer science major. If the student does not know

which math course they qualify for, they should contact the Academic Success Center (<https://www.apu.edu/academic-success/services/testing/math/>) at (626) 815-3849 to make an appointment for placement testing.

**See the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) and/or the Academic Success Center (<http://www.apu.edu/advising/>) for all General Education advising.**

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply computer science theory and software development fundamentals to produce computing-based solutions.

# B.S. in Engineering

81 units

Azusa Pacific's B.S. in Engineering (<https://www.apu.edu/clas/programs/engineering-major/>) equips students with an excellent foundation in principles that prepare them for careers in a variety of engineering fields, including aerospace, agriculture, automotive, business, computer science, defense, energy, and health care. The engineering curriculum includes courses in mechanics, electrical circuits, electronics, digital systems, and control systems, and all courses are strongly anchored on foundational coursework in mathematics and physics including calculus, differential equations, and probability theory. Two concentration areas are available: systems engineering and computer engineering. System engineering deals with the engineering and management of large, complex systems such as aerospace systems, military systems, transportation systems, communications and networks systems, and health care systems. Computer engineering focuses on computer hardware and software architectures, computer networks, and a wide range of computer applications. In both concentrations, substantial laboratory experiences are built into the curriculum and strong software skills are emphasized.

A two-semester design project in the senior year challenges students to work in teams and design, build, and test a major engineering product as the culmination of all coursework completed. These projects usually involve external sponsors and mentors. An engineering internship that provides hands-on experience also is part of the curriculum requirements.

Job opportunities for engineering graduates are plentiful in Southern California, nationwide, and globally—a multitude of aerospace companies need systems engineers, and computer engineers are in high demand in every industry and business.

## Requirements

Engineering students are required to have a laptop for classroom work. In addition to General Education requirements, a minimum of 51 computer science/engineering units, and 30 mathematics and physics units (for a total of 81 units), are required for the Bachelor of Science in Engineering.

| Code  | Title  | Units     |
|---|--|-----------|
| <b>Engineering Requirements <sup>1</sup></b>          |  |           |
| CS/ENGR 120   | Introduction to Computer Science I <sup>2, F/S</sup>                     | 4         |
| CS/ENGR 125   | Introduction to Computer Science II <sup>F/S</sup>                       | 4         |
| CS/ENGR 160   | Discrete Structures <sup>F/S</sup>                                       | 3         |
| ECON 250  | Principles of Macroeconomics <sup>3</sup>                                | 3         |
| ENGR 150  | Introduction to Mechanics <sup>F</sup>                                   | 3         |
| ENGR 215  | Electrical Circuits and Systems <sup>F</sup>                             | 4         |
| ENGR 240  | Digital Logic Systems <sup>2, F</sup>                                    | 4         |
| ENGR 245  | Electronics <sup>S</sup>   | 4         |
| ENGR 325  | Control Systems <sup>F</sup>   | 3         |
| ENGR 470  | Senior Design Project I <sup>F</sup>                                     | 2         |
| ENGR 480  | Senior Design Project II <sup>2, S</sup>                                 | 2         |
| ENGR 491  | Engineering Internship (3 units needed for graduation) <sup>F/S, 4</sup> | 3         |
| <b>Math and Physics Requirements</b>                  |  |           |
| MATH 165  | Calculus I <sup>F/S</sup>  | 3         |
| MATH 166  | Calculus II <sup>F/S</sup>   | 3         |
| MATH 268  | Multivariable Calculus <sup>F/S</sup>                                    | 3         |
| MATH 270  | Ordinary Differential Equations <sup>S</sup>                             | 4         |
| ENGR 271  | Advanced Math for Engineers <sup>S</sup>                                 | 4         |
| MATH 361  | Probability and Statistics I <sup>F/S</sup>                              | 3         |
| PHYC 161  | Physics for Science and Engineering I <sup>F, 5</sup>                    | 5         |
| PHYC 162  | Physics for Science and Engineering II <sup>S</sup>                      | 5         |
| <b>Concentration (see below)</b>                      |  | <b>12</b> |
| <b>Systems Engineering Concentration <sup>6</sup></b> |  |           |
| ENGR 210  | Engineering Thermodynamics   |           |
| Choose 9 units from the following:                    |  |           |
| ENGR 310  | Discrete Systems Modeling and Simulation <sup>F</sup>                    |           |
| ENGR 345  | Systems Engineering Principles <sup>S</sup>                              |           |
| ENGR 380  | Systems Design <sup>F</sup>  |           |
| ENGR 390  | Green Power Systems  |           |

|   |   |
|---|---|
| ENGR 420  | Decision and Risk Analysis <sup>F</sup>       |
| <b>Computer Engineering Concentration<sup>6</sup></b> |   |
| CS/ENGR 260   | Algorithms and Data Structures <sup>F/S</sup> |
| Choose 9 units from the following:                    |   |
| ENGR 335  | Embedded Systems                              |
| ENGR 340  | Digital Signal Processing <sup>S</sup>        |
| ENGR 350  | Computer Networks                             |
| CS 430  | Artificial Intelligence <sup>F</sup>          |
| CS 440  | Mobile App Development <sup>F</sup>           |
| CS/ENGR 452   | Internet of Things <sup>S</sup>               |
| CS 495  | Topics in Computer Science                    |
| ENGR 360  | Computer Architecture and Organization        |

Total Units 81

- <sup>1</sup> The Writing 2 course recommended, but not required, by the Department of Engineering and Computer Science is WRIT 242.
- <sup>2</sup> Meets 1 unit of the General Education Oral Communication requirement (taking CS 120 or ENGR 120, CS 290, and CS 480; OR CS 120 or ENGR 120, ENGR 240, and ENGR 480 satisfies the General Education Oral Communication requirement).
- <sup>3</sup> Meets the General Education Social Sciences requirement.
- <sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>5</sup> Meets the General Education Natural Sciences requirement.
- <sup>6</sup> To receive credit for a concentration, students must take 12 units from a single concentration. Students may choose electives from either concentration to meet the unit requirement, but they will not earn a concentration.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. Communicate effectively with a range of audiences.
4. Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Acquire and apply new knowledge as needed, using appropriate learning strategies.
8. Use relevant software systems and tools pertinent to modern engineering practice.

# Minor in Computer Information Systems

24-26 units

A computer information systems minor meets the needs of business-minded students specializing in information technology at the professional level. It provides graduates with a variety of technological skills needed by organizations and businesses today. The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers. Topics include database systems, computer information systems, web programming, accounting, and principles of management.

## Requirements

Computer information systems students are required to have a laptop for classroom work.

| Code                                      | Title  | Units |
|---|--|-------|
| <b>CIS Core Courses</b> <sup>1</sup>      |  |       |
| CS/ENGR 120                               | Introduction to Computer Science I <sup>F/S, 2</sup> | 4     |
| CS/ENGR 125                               | Introduction to Computer Science II <sup>F/S</sup>   | 4     |
| CS 315                                    | Fundamentals of Network Administration               | 3     |
| ACCT 120                                  | Principles of Accounting I                           | 4     |
| MGMT 210                                  | Principles of Management                             | 3     |
| <b>CIS Elective Courses</b>               |  |       |
| Select two of the following: <sup>3</sup> |  | 6-8   |
| CS 325                                    | Telecommunications and Interfacing <sup>S</sup>      |       |
| CS 363                                    | Web Programming <sup>S</sup>                         |       |
| CS 430                                    | Artificial Intelligence <sup>F</sup>                 |       |
| CS 440                                    | Mobile App Development <sup>F</sup>                  |       |
| CS/ENGR 452                               | Internet of Things <sup>S</sup>                      |       |
| CS 495                                    | Topics in Computer Science                           |       |
| ENGR 240                                  | Digital Logic Systems <sup>F, 2</sup>                |       |
| ENGR 335                                  | Embedded Systems                                     |       |
| ENGR 350                                  | Computer Networks                                    |       |
| Total Units                               |  | 24-26 |

<sup>1</sup> Students earning the computer science major are not eligible to earn the CIS minor.

<sup>2</sup> Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480—or CS 120, ENGR 240, and ENGR 480—satisfies the General Education Oral Communication requirement).

<sup>3</sup> CIS electives also include other CS courses numbered 230 or above.

F Offered in Fall only

S Offered in Spring only

F/S Offered in both Fall and Spring terms

EF Offered in Fall in even years

ES Offered in Spring in even years

OF Offered in Fall in odd years

OS Offered in Spring in odd years

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Apply computer science theory and software development fundamentals to produce computing-based solutions.

# Minor in Computer Science

23 units

A minor in computer science equips mathematically minded students specializing in computer programming. The minor comprises a fundamental understanding of the use, knowledge, function, installation, programming, and maintenance of computers, and provides graduates with a variety of technological skills needed in today's workplace.

## Requirements

Computer Science students are required to have a laptop for classroom work.

| Code                             | Title  | Units |
|----------------------------------|--|-------|
| CS/ENGR 120                      | Introduction to Computer Science I <sup>F/S, 1</sup>   | 4     |
| CS/ENGR 125                      | Introduction to Computer Science II <sup>F/S</sup>     | 4     |
| CS/ENGR 160                      | Discrete Structures <sup>F/S, 2</sup>                  | 3     |
| CS/ENGR 260                      | Algorithms and Data Structures <sup>F/S</sup>          | 3     |
| MATH 165                         | Calculus I <sup>F/S</sup>                              | 3     |
| Computer Science Minor Electives |  | 6     |
| Select two of the following:     |  |       |
| CS 230                           | Systems Programming and Operating Systems <sup>F</sup> |       |
| CS 290                           | Database Management Systems <sup>F/S, 1</sup>          |       |
| CS 315                           | Fundamentals of Network Administration <sup>F</sup>    |       |
| CS 325                           | Telecommunications and Interfacing <sup>S</sup>        |       |
| CS 360                           | Computer Architecture and Organization <sup>F</sup>    |       |
| CS 363                           | Web Programming <sup>S</sup>                           |       |
| CS 430                           | Artificial Intelligence <sup>F</sup>                   |       |
| CS 440                           | Mobile App Development <sup>F</sup>                    |       |
| CS/ENGR 452                      | Internet of Things <sup>S</sup>                        |       |
| CS 495                           | Topics in Computer Science                             |       |
| Total Units                      |  | 23    |

<sup>1</sup> Meets 1 unit of the General Education Oral Communication requirement (taking CS 120, CS 290, and CS 480—or CS 120, ENGR 240, and ENGR 480—satisfies the General Education Oral Communication requirement).

<sup>2</sup> MATH 280 may be substituted for CS 160.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

There are a number of benefits of adding a minor in computer science to related fields such as mathematics. Students should consult their department advisor or an advisor in computer science to determine how adding a computer science minor might further their educational or professional goals.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Apply computer science theory and software development fundamentals to produce computing-based solutions.

# Department of English and Modern Languages

## Mission

The Department of English and Modern Languages (<https://www.apu.edu/clas/english/>) introduces students to significant works of the literary imagination, guides student conversational development in languages other than English, and helps students develop their composition and reading skills. The department also heightens their cultural sensitivity, and encourages them to read attentively, reflect deeply, write cogently, and express themselves creatively, all to glorify God and serve others.

## Programs

The department offers an English major and minor, as well as an English Education concentration within the major for students interested in becoming English teachers. Also, exceptionally promising undergraduate English students may apply in their junior year for admission to the 4+1 B.A./M.A. degree program; once admitted, these students complete up to 9 units of 500-level graduate coursework during their senior year and complete the remaining 21 units of the M.A. in English program over the next academic year (fall, spring, and summer terms; e.g., 9 units in the fall term, 9 units in the spring term, 3 units in the summer term). For more information about this program, contact the department at (626) 812-3079.

Knowledge of a foreign language is another integral part of a liberal arts education, and to that end the department offers a Spanish major and minor, as well as introductory study in Chinese, French, German, and Japanese.

The M.A. in English (p. 128) provides professional preparation and personal enrichment to students in the field of literary studies, broadly conceived to include literature, cultural/film studies, and creative and/or professional writing. In keeping with the mission of Azusa Pacific, this program encourages an active conversation between Christianity and literature, preparing scholars, writers, and teachers for cultural engagement from a Christian perspective through the development of analytical and creative writing skills enriched by a theologically informed approach to reading, writing, teaching, and thinking about literary and other cultural texts.

## Career Opportunities

Teaching is still a strong interest of many English and language majors, but equally valid are career goals in ministry, law, business, medicine, and government services. Communication areas such as advertising, technical writing, editing, publishing, and library science, or any field that requires clarity of written expression and the ability to analyze and organize effective responses, are also valid career opportunities. English majors are encouraged to double major or at least minor in a complementary field, such as business, religion, psychology, or communication, so their language skills can be applied to a different field of professional employment.

The Master of Arts in English equips students for careers in higher education, secondary school teaching, community college teaching, writing, business, government, and nonprofit organizations. The program also develops students' ability to think critically, write persuasively, and solve problems creatively—strengths that are desirable in many career fields.

## Foreign Language Proficiency General Education Requirement

Students must demonstrate proficiency in a foreign language by taking the Oral Proficiency Interview by computer (OPIC), College Level Examination Program (CLEP), or Foreign Language Achievement Testing Service (FLATS) test (p. 1533), or by successfully completing a second-semester foreign language course. For more information regarding the proficiency requirement, contact the department or the Academic Success Center (<https://www.apu.edu/academic-success/>). Students under Academic Catalog 2015-16 and earlier should contact the department for a proctored placement assessment.

## Language Tutoring

The Academic Success Center offers a Tutoring Center (<https://www.apu.edu/academic-success/services/tutoring/>) wherein students may receive supplemental practice in Spanish and other foreign languages. Contact the center for more information.

## Independent Study

Self-directed language learning is available through the department. A request for a nonscheduled independent language study must be accompanied by a detailed plan and specific objectives as worked out by the student and the advisor. This arrangement is limited to upper-division students who have received department approval, and they may earn 1-3 units per semester. The petition can be obtained from the department or the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).

## Programs

### Majors

- English (p. 123)
- English: English Education concentration (p. 123)
- Spanish (p. 126)

### Minors

- Creative Writing (p. 130)
- English (p. 131)
- Spanish (p. 133)

### Graduate Program

- Master of Arts in English (p. 128)

## Courses

### CHIN 101, Elementary Chinese I, 3 Units

This is the first of a two-course sequence emphasizing practical Chinese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Chinese-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

### CHIN 102, Elementary Chinese II, 3 Units

This is the second of a two-course sequence emphasizing practical Chinese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Chinese-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** CHIN 101, or appropriate score on language placement exam.

### ENGL 99, College Reading and Critical Thinking, 2 Units

Students actively work to develop prerequisite skills needed to handle the reading demands in a college-level setting. This course is also designed to prepare the limited reader with critical reading material representing controversial issues that are commonly the subject of college debate. This course is required during the first semester for students with SAT I Verbal of 470 and below or ACT Reading at 19 and below. Credit for this course does not count toward graduation.

### ENGL 100, Writing Strategies, 3 Units

Diagnostic assessment, group work, and individualized instruction are utilized in this course to improve skills in the grammatical and mechanical features of academic writing including clear, cohesive paragraphs, and essays for diverse purposes and audiences. This is a first-semester, required course for students entering with a SAT I Verbal/SAT Critical Reading score of 470 and below; or ACT English of 19 and below. Does not meet the General Education requirement for University Skills and Requirements. This course counts as elective credit.

### ENGL 102, Study Skills and Strategies, 1 Unit

This course helps students become effective, efficient learners. It covers such topics as learning styles, motivational patterns, time management, test taking, study-reading, and note taking.

### ENGL 111, Studies in Literature, 3 Units

This course is topically driven according to the most engaging themes, ideas, or bodies of literature, helping students develop skills in literary analysis, genre recognition, and creative expression. Students learn to read, think about, and enjoy great literary works of the past and present. *Meets the General Education Requirement: Humanities: Literature.*

**Prerequisite:** One of the following: SAT Critical Reading 480+, SAT Writing 500+, SAT Redesigned Evidence Based Reading and Writing 530+, ACT Writing 8+, ACT English 20+, TESL 102, ALCI Level 4.

### ENGL 211, Film Analysis and Criticism, 3 Units

This course focuses on analyzing and writing about film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students will write about films in terms of plot structure, character development, themes, genres, and literary sources. They will practice a variety of genres, from film reviews to film criticism and theory.

### ENGL 212, Literary Critical Strategies, 3 Units

This course introduces majors to specialties within the discipline of English, as well as to literary theory and criticism, including but not limited to major approaches and theories such as Feminist Literary Theory, New Historicism, Marxist Literary Theory, Christian or Theological Approaches, and Postcolonial Theory. Special emphasis will be given to practice in close reading and the application of traditional and electronic research skills in the humanities.



## **ENGL 215, Introduction to Creative Writing, 3 Units**

This course introduces students to poetry, fiction, nonfiction, and script writing, and what it takes to write successfully today in each of these genres. Wide reading introduces students to what is being done in each genre and facilitates writing in them. By the end of the semester, students complete a portfolio of several drafts of their work in each creative writing genre.

**Prerequisite:** C or above in WRIT 110

## **ENGL 222, English Literature to 1789, 3 Units**

A chronological study of English literature from the beginning through the Neoclassical period is provided in this course. *Meets the General Education Requirement: Humanities: Literature.*

## **ENGL 224, World Literature to the Renaissance, 3 Units**

In this course, students review world literature in order to broaden students' literary horizons and expand their understanding of the forms, content, and cultural contexts in which literature is written. Students discover new literatures to further explore and enjoy, and this new enjoyment sheds light on their own literary traditions. *Meets the General Education Requirement: Humanities: Literature.*

**Prerequisite:** WRIT 110

## **ENGL 232, English Literature Since 1789, 3 Units**

English Literature Since 1789 is a 3-unit, lower-division General Education English course that provides a chronological survey of Romantic, Victorian, and Modern literature in multiple genres (poetry, fiction, drama, non-fiction), seeking to place each work in its historical and cultural context. Priority will be given to questions about the literary imagination and human culture. How does literature inspire, nourish, and sustain our search for truth, goodness, and beauty, and what difference does it make to read such literature from a thoughtful Christian perspective? This course is recommended especially for students who intend to study abroad at Oxford University. *Meets the General Education Requirement: Humanities: Literature.*

## **ENGL 234, World Literature Since the Renaissance, 3 Units**

The goal of this class is to familiarize students with some major authors of literature outside of England and America, between 1500 and the present. The term World Literature is not meant to imply that there is a unitary literature of the world, but that literature is a product of all languages and cultures and therefore is worldwide phenomenon. *Meets the General Education Requirement: Humanities: Literature.*

**Prerequisite:** WRIT 110

## **ENGL 244, American Literature to 1865, 3 Units**

This course is a survey of American literature from its beginnings to 1865. Students examine major writers and literary movements in America through the Civil War. Topics may include colonialism, Puritanism, religious dissent, captivity narratives, slavery, abolitionism, deism, national identity, race, gender, realism, romance, self-reliance, transcendentalism, and so on. The course also examines the role of religion in American literature and literary history, as well as minority literature that has vastly expanded the literary canon. *Meets the General Education Requirement: Humanities: Literature.*

**Prerequisite:** WRIT 110

## **ENGL 254, American Literature Since 1865, 3 Units**

This course will be a survey of American literature from the Civil War period to the present. Topics to be discussed include the Civil War; slavery and emancipation; literary movements including realism, regionalism, naturalism, modernism, and postmodernism; race and ethnicity; immigration and assimilation; gender and sexuality; the Great Migration; lynching; consumerism and suburbanization; globalization and transnationalism; and so on. Students will read and analyze American literature in historical context, asking whether and to what extent literary texts perform cultural work in the real world. We will also consider the role that religion has played in American literature and literary history, examining such issues as belief and unbelief, religion and secularism, pluralism and tolerance. Finally, we will study various American ethnic literatures that have vastly expanded the literary canon. *Meets the General Education Requirement: Humanities: Literature.*

## **ENGL 301, Creative Writing: Fiction, 3 Units**

In a writing workshop, students read, analyze, and write prose fiction, concentrating on plot, character, setting, and theme in the short story.

## **ENGL 302, Creative Writing: Poetry, 3 Units**

Students survey trends in the prior century's English language poetry in support of their own writing of both an analytical paper and a poetry portfolio that includes traditional and free forms.

## **ENGL 303, Creative Writing: Drama and Film, 3 Units**

This course examines the art and craft of writing for the stage, film, or television. Students learn to analyze and evaluate their audience, their writing tasks, and their communication goals, and then match these exterior concerns of craft to their interior quest to say something meaningful to themselves and others.

## **ENGL 304, Creative Writing: Creative Nonfiction, 3 Units**

This course examines the art and technique of creative nonfiction. Students analyze fictional techniques such as plot and characterization, and learn to use them in writing about subjects of their own choosing. Some focus is given to the art of memoir as a literary genre.

### **ENGL 311, Film and Literature, 3 Units**

This course examines similarities and differences between film and literature, with an emphasis on film as a narrative and visual medium. Using the terms, methods, and techniques of film analysis, students will analyze and write about film and literature in terms of plot structure, character development, themes, genres, and so on. Some attention is given to theories of adaptation as well as film criticism and theory.

**Prerequisite:** WRIT 110 or enrollment in the Honors College

### **ENGL 324H, World Literature to the Renaissance - Honors, 3 Units**

Students review world literature from Confucius to Dante. *Meets the General Education Requirement: Humanities: Literature.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### **ENGL 360, Technical and Professional Writing, 3 Units**

This course acquaints students with the writing conventions of the professional and technical communities. It helps students understand writing as an essential analytical and communication tool in the professional world and gives them experience in writing proposals, incorporating graphics, and writing for clients to solve problems encountered in that world.

**Prerequisite:** WRIT 110

### **ENGL 361, Freelance Magazine Article Writing, 3 Units**

This course provides training in writing and marketing various types of nonfiction articles in professional magazines. Students gain experience in writing such articles as book reviews, personal experience articles, personal profiles, how-to articles, devotional articles, and human interest features.

### **ENGL 364, American Ethnic Literature, 3 Units**

This course will study American ethnic literature. Students will read works by American writers from various ethnic groups in the United States (e.g. African American, Asian American, Jewish, Chicano, and Euro-American writers who address issues of race and ethnicity). Major topics include the American Dream, literary canon formation, gender, equality, race, ethnicity, immigration, multiculturalism, assimilation/acclimation, and religion. This course is intended to give you practice in close reading and literary interpretation and to emphasize the value of literature and the reading experience. English 364 aims to expand your ability to interact with American ethnic literature through analysis, interpretation, and criticism. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** WRIT 110

### **ENGL 374, African American Literature, 3 Units**

This course examines African American literature from its beginnings in oral tradition to the present. Selected readings vary. Topics to be addressed may include race, class, ethnicity, gender, language, slavery, equality, freedom, folklore, miscegenation, passing, pluralism, religion, segregation, syncretism, canon formation, and more.

### **ENGL 377, Shakespeare, 3 Units**

Students in this course undertake a representative study of Shakespeare's sonnets, dramas, comedies, histories, tragedies, and romances.

**Prerequisite:** WRIT 110

### **ENGL 384, Women Writers, 3 Units**

This course will enable students to read and analyze literary works by women, which have often been excluded by anthology editors and marginalized in survey courses. Students will also gain a broader understanding of the political, social, and cultural factors surrounding these writers and texts. Topics will vary, but might include Women Poets, Women Novelists, 19th Century British Women Writers, 20th Century American Women Writers, Medieval Women Writers, Women Writing Science Fiction.

**Prerequisite:** WRIT 110

### **ENGL 386, Contemporary Global Writers, 3 Units**

Students will read short fiction, creative nonfiction, and novels by contemporary global writers of the 21st century. Students will examine assumptions about ethnic and national identities, immigration, cosmopolitanism, global citizenship, and literary cultures around the world. This class will consider the role and reputation of the United States and of Christianity abroad. Student will look at the literary techniques and use of point of view to create an insider's perspective into a culture.

**Prerequisite:** WRIT 110 or enrollment in the Honors College

### **ENGL 387, Contemporary Writers, 3 Units**

This course introduces students to current trends in literature. Students will read short stories and novels by contemporary writers, paying special attention to the craft, structure, and literary techniques of their work. Students will develop strategies of literary analysis and may respond to these works with literary experimentation of their own at different points in the semester. In this course, we will also examine the role of Christianity in contemporary literature.

**Prerequisite:** WRIT 110 or Honors standing

### **ENGL 402, Principles of Language, 3 Units**

This course provides an introductory survey of the nature and use of language: basic speech sounds, syllable structure, word formation, grammar systems, language acquisition and variation, historical aspects of language change, and their relevance to language teachers.

### **ENGL 404, Approaches to Grammar, 3 Units**

Traditional and modern analyses of grammar are covered, providing a grounding in the traditional eight parts of speech and a grounding in the modern 12 lexical categories and their subcategories; a study of phrase, clause, and sentence types; and an overview of transformational and other modern perspectives on grammar and grammar teaching.

**Prerequisite:** ENGL 402

### **ENGL 405, American English Language History, 3 Units**

A study of the origins and development of the English language within the Indo-European language family, and the growth of American English as a unique and dynamic variety among the several major offshoots of British English is the focus of this course.

**Prerequisite:** ENGL 404

### **ENGL 406, Writing 3: Advanced Composition, 3 Units**

This course is especially for students contemplating teaching at the elementary or secondary level, and of interest to students wanting to learn more about their own writing processes and writing instruction. It includes direct instruction and practice in writing in various forms, examining various composition theories and practices, and observing and practicing the teaching of composition, all based on the idea that writing is best learned through writing and learning how to teach it. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **ENGL 410, American Novel, 3 Units**

Students engage in extensive reading and analysis of selected romances and novels from 1800 to the present. This course traces the development of the genre in its American form and content.

### **ENGL 425, Advanced Creative Writing, 3 Units**

In a workshop setting, students read, write, analyze, and critique advanced work in one of the following areas: poetry, fiction, nonfiction, or playwriting/screenwriting.

**Prerequisite:** One of the following: ENGL 301, ENGL 302, ENGL 303, ENGL 304

### **ENGL 434, Children's Literature, 3 Units**

Literature, classical as well as contemporary, interesting to children through adolescence and of value to all who work with children either professionally or as parents, is covered in this course.

### **ENGL 435, Social and Psychological Aspects of Language, 3 Units**

Students engage in a study of cognitive and social aspects of language affecting acquisition and use; comprehension and use of sentences; language memory and production; political and social implications of language; social roles, bilingualism, codes, and code switching; and second-language acquisition and language planning.

### **ENGL 436, Adolescent Literature, 3 Units**

This course is a study of literature for adolescent readers, traditionally those in the teen years. It aims to acquaint the students with both popular and enduring works and provides close critical reading of both. Criticisms of adolescent literature, as well as classroom applications for the works, are included in the class. The course is an upper-division elective in English, and of particular use to students planning to teach.

**Prerequisite:** WRIT 110; ENGL 111 or ENGL 212

### **ENGL 466, British Novel, 3 Units**

Students explore the origins and development of British fiction, reading representative novels from the 18th century to the present.

### **ENGL 480, Contemporary Literary Criticism, 3 Units**

This course explores theories about literature and critical approaches to literature. The testing of theories and the working out of the critical approaches occur through studying excerpts from selected works of literature. This course may be interesting not only to English majors, but also to students of philosophy, theology, and history, for what one learns about critical approaches to a literary text can be applied to all texts.

### **ENGL 486, Topics in Film Analysis, 3 Units**

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., Film Noir, Images of Women in Film, Shakespeare on Film, The Western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

### **ENGL 487, Literary Movements, 3 Units**

Students in this course study the literary texts, historical contexts, and critical debates of a significant literary period or movement. Course content may include exploration of corresponding cultural phenomena such as visual and performing arts, music, and film. Possible periods include Romantic, Postmodern, Classical, and Medieval. Selection varies depending on student interest and faculty availability. Repeatable once towards the literature concentration.

### **ENGL 488, Significant Authors, 3 Units**

Students in this course undertake intensive study of one, two, or three major authors. Possible authors include Chaucer, Dickinson, Austen and Woolf, C.S. Lewis, Tolstoy and Dostoevsky, and Mark Twain, among others. Selection varies depending on student interest and faculty availability. Repeatable once toward the literature concentration.

### **ENGL 489, Literary Topics, 3 Units**

Students in this course study literary topics and genres in English, American, and world literature. Possible topics include images of women in literature, religious autobiography, science fiction, and literature of the American West, among others. Selection varies depending on student interest and faculty availability. Repeatable once toward the Literature Concentration.

### **ENGL 490, Writing Internship, 3 Units**

This course allows for practical application of the writing skills learned in the classroom. Internships are arranged individually for students and supervised directly by the instructor. Experiences may include working for publishers, magazines, public relations firms, or other organizations in which writing is emphasized. Enrollment is contingent upon department approval. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Instructor Consent

### **ENGL 491, Teaching Assistantship, 1-3 Units**

The English Teaching Assistantship is a 1-3-unit, upper-division English course that provides upperclassmen with an opportunity for hands-on learning about how to plan and execute a college-level literature and/or writing course. Enrollees will be mentored one-on-one by a full-time English professor in two or more of the following tasks: Research and development of syllabi and/or lecture materials, planning and leading whole-class or small group discussion, creating and managing Student Learning Outcomes through relevant assessments, applying and/or utilizing rubrics, course-related record-keeping, and offering scaffolding to struggling students.

**Prerequisite:** at least 6 units of ENGL at the 200 level or above

### **ENGL 496, English and the Professions, 3 Units**

This course is designed to help students integrate their Christian faith and values with their private and public lives as professionals in careers established for the English major, such as teaching, ministry, law, business, medicine, government service, and library science. Assigned readings, class discussions, and required essays allow students to practice skills acquired in the major and articulate faith integration. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Writing 2

### **ENGL 497, Readings, 1-4 Units**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### **ENGL 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

### **ENGL 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

### **ENGL 500, The Christian Imagination, 3 Units**

Students in this course will explore the history of Christian Aesthetics, especially as it applies to the reading and writing of literature. They will engage with thinkers representing a broad range of historical periods, geographic locations, and faith traditions, seeking to understand various ways that Christians have understood the role of the arts in church and culture. After surveying this variety of approaches, students will begin refining their own convictions about the relationship between literature and faith and begin articulating their own sense of vocation as writers, readers, scholars, critics, and teachers. Students will respond to the extensive reading in this class by writing a scholarly paper.

### **ENGL 510, Literature and the Bible, 3 Units**

Students in this course develop critical strategies for using the Bible as a tool for literary study, learning various ways the Bible has been read as literature, as well as the special challenges of reading the Bible as a sacred text. They gain expertise in bringing the Bible into conversation with secular literature and culture in ways that open rather than shut down dialogue. They also examine biblical imagery, symbols, archetypes, and other storytelling devices in literary and other texts, making applications to genres pertinent to their concentration - for example, poetry and the Bible, parables in film and literature, or critical analysis of biblical archetypes in the work of a particular author or group of authors.

## **ENGL 520, Literature and Theology, 3 Units**

Students in this course read, discuss, and critically analyze literary texts that deal directly or implicitly with religious themes. The main goal is to integrate the study of literary texts with insights gleaned from Christian theology and the Bible; to that end, students familiarize themselves with one or several theological themes within the Christian tradition and develop this theme (or cluster of themes) through analysis of one or several literary texts. The culminating project is a publishable (or conference-worthy) critical paper that examines one or several literary texts from a theologically informed Christian perspective. Theological themes vary according to the interests of students and faculty; previous topics included secularism and the sacred, the problem of evil, materialism vs. supernaturalism, sacramental imagination, social justice, poverty, the sacred land, Christ figures, prodigal sons and daughters, and illness, suffering, and death.

## **ENGL 530, British Literature Seminar, 3 Units**

This course studies various special topics in British literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in British literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

## **ENGL 540, American Literature Seminar, 3 Units**

This course studies various special topics in American literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in American literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

## **ENGL 550, World Literature Seminar, 3 Units**

This course studies various special topics in world literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in comparative literature and literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

## **ENGL 560, Creative Writing Seminar, 3 Units**

The creative writing workshop will enable students to create original texts in a creative genre (poetry, fiction, creative nonfiction, playwriting, screenwriting, or hybrid genres) by studying existing texts in that genre, exploring writing craft, and working through revision techniques.

## **ENGL 568, Writing for Religious Audiences, 3 Units**

Millions of readers across the world enjoy works written specifically for a Christian audience. The daily devotional magazine *The Upper Room*, for example, has a worldwide readership of 2 million. Charles Stanley's *In Touch* magazine has a readership of 1 million for the print and online versions of the publication. Students in this course will learn to write for this large Christian audience and how to market their work to editors and agents. They will focus on the types of articles that are particularly open to freelance writers, such as book reviews, personal experience articles, and personal profiles. They will also learn and practice the process of writing a book proposal and sample chapters for a non-fiction book targeted to the Christian market. Students will participate in an off-campus professional writers conference where they will pitch their article or book ideas to editors and agents.

## **ENGL 570, Graduate Research Methods in English, 3 Units**

The goal of this class is to help students make the intellectual and emotional transition from undergraduate to graduate work, empower students with the key skills they will need during their graduate work, and prepare them for work and/or further study beyond the MA. The course will introduce students to graduate level standards for doing and presenting research in English and its related disciplines. It will enlarge and deepen students' repertoire of skills in effectively using available research tools, including library databases, WorldCat, Link+, etc. Students will build on the skills acquired as undergraduates in finding, critically evaluating, analyzing, and synthesizing primary and secondary sources in order to make a contribution to the existing scholarly discourse. Students will learn to recognize how and where their individual interests and worldview intersect with, challenge, and speak to the larger academic community. Students will also learn to formulate, deepen, and pursue graduate level questions of scholarly interest over a sustained period of time. This class will prepare students for their other graduate level classes in the MA program and equip students to function as independent scholars outside the umbrella of a professor's guidance. Students who intend to pursue doctoral work, the legal field, or other careers involving research are strongly encouraged to take this class. Students who have been away from study for more than a year are also strongly encouraged to take this class.

## **ENGL 580, Critical Theory Seminar, 3 Units**

This course introduces students to critical theory in the context of a specific theme, theoretical movement, or literary topic. Students will examine and practice models of critique and cultural analysis, considering how literature and language develops in particular social and material conditions. Topics will cover both major theoretical movements in critical theory, such as post-structuralism, reader-response, queer theory, hermeneutics, and post-colonial studies, as well as emerging theoretical approaches, such as affect studies, critical race studies, eco-criticism, historical phenomenology, new formalism, and transnational studies. Course assignments are designed to equip students with the knowledge and skills required to do interdisciplinary work in literary studies.

## **ENGL 590, Writing Center Pedagogy and Practice, 3 Units**

In this course, students will explore the pedagogical theory behind writing centers and, at a basic level, composition courses. Students will also learn to apply the theory in their own interactions with students, potentially in Azusa Pacific University's Writing Center while enrolled in the Master's program, and/or in their future careers. In addition, students will come to better understand the complexities of writing processes, what successful writing processes look like, process and post-process theory, and how to improve their own processes.

## **ENGL 591, Literature Pedagogy for Adult Audiences, 3 Units**

In this course, students will deepen their work of developing the literary mind as they apply their knowledge of literature to processes of planning, implementing, assessing, and reflecting on lessons, materials (including media), and curricula for adolescent and adult learners. To accomplish these competencies, students will read, discuss, and critically analyze texts and media that deal directly or implicitly with the study of literature, learning theory (e.g., envisionment, transactional theory of the literary work, formalism), and the Common Core State Standards. They will practice research-based teaching pedagogy that addresses the needs of diverse learners (e.g., generational, cultural, linguistic, learning styles, learning needs) at the secondary or college level. Observation of, and interviews with, expert teachers, coupled with curricular (lesson and syllabus) planning, teaching, research, discussion, application, and assessment will provide students with a practical foundation for teaching from a theologically-informed Christian perspective.

## **ENGL 592, Introduction to Composition Studies, 3 Units**

This course provides an introduction to the rich, diverse field that is Composition studies today. The focus in the course is on learning about pedagogy that encourages effective writing, though some reading in theory is recommended to deepen awareness of how unexamined theory can lead to ineffective classroom practices. Topics of focus will include teaching process, understanding discourse models, using assessment for effective learning, studying composition historiographies, understanding how social, expressivist, and cognitive approaches to writing and language are important to pedagogies, understanding post-process theories of rhetoric, and learning new and various ways to assess writing.

## **ENGL 598, Thesis/Portfolio, 3 Units**

Students in this seminar will write a forty to sixty page thesis that examines a well-focused question or problem through an informed context that is critical, theoretical, and/or historical. Students focusing on creative or professional writing may choose to develop a portfolio consisting of various original works of fiction, poetry, creative non-fiction, or material formatted for presentation on the stage or screen. To this portfolio of original creative efforts students will append a brief (five to ten page) commentary or critical paper discussing the aesthetic, philosophical, psychological, and/or theological dimensions of their work.

**Prerequisite:** Sixty percent of MA coursework completed

## **ENGL 599, Independent Study, 1-3 Units**

In this course students pursue a program of individual study with a supervising faculty member on a subject or interest not covered in regular course offerings, which is developed in consultation with the faculty member and approved by the department chair.

## **FREN 101, Elementary French I, 3 Units**

This is the first in a two-course sequence emphasizing practical French communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the French-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

## **FREN 102, Elementary French II, 3 Units**

This is the second of a two-course sequence emphasizing practical French communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the French-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** FREN 101, or appropriate score on language placement test.

## **FREN 201, Intermediate French I, 3 Units**

This two-course sequence is a continuation of FREN 101/ FREN 102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course.

**Prerequisite:** FREN 101, FREN 102, or an appropriate French CLEP Exam score, or department consent

## **FREN 202, Intermediate French II, 3 Units**

This course is a continuation of FREN 201.

**Prerequisite:** FREN 201, or an appropriate French CLEP Exam score, or department consent

## **FREN 301, Advanced French Conversation, 3 Units**

This courses optimizes students' conversation ability, reinforcing grammatical structures and emphasizing communication skills and stylistics.

**Prerequisite:** FREN 202

## **FREN 311, The French-speaking World, 3 Units**

This course surveys the histories and cultures of the various French-speaking societies of the world, with primary emphasis upon 20th-century France. The class is conducted in French.

**Prerequisite:** FREN 202

## **FREN 320, Advanced French Composition, 3 Units**

In this writing course, students learn composition techniques and creative writing in the French language. Various writing styles are covered.

**Prerequisite:** FREN 202

## **FREN 495, Special Topics in French, 3 Units**

This course allows offerings of diverse topics in French studies that are not covered by other required department courses. Special interests of faculty and students may be targeted under this category. Literature, art, historical events, and cultural movements are examples of special topics. May be repeated for credit.

**Prerequisite:** FREN 202

## **GERM 101, Elementary German I, 3 Units**

This is the first of a two-course sequence emphasizing practical German communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the German-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

## **GERM 102, Elementary German II, 3 Units**

This is the second of a two-course sequence emphasizing practical German communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the German-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** GERM 101, or appropriate score on language placement exam.

## **GERM 201, Intermediate German I, 3 Units**

This two-course sequence is a continuation of GERM 101/ GERM 102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course.

**Prerequisite:** GERM 101, GERM 102, an appropriate German CLEP Exam score, or department consent

## **GERM 202, Intermediate German II, 3 Units**

This course is a continuation of GERM 201.

**Prerequisite:** GERM 201, or an appropriate German CLEP Exam score, or department consent

## **JAPA 101, Elementary Japanese I, 3 Units**

This is the first of a two-course sequence emphasizing practical Japanese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces the cultural world of Japan. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

## **JAPA 102, Elementary Japanese II, 3 Units**

This is the second of a two-course sequence emphasizing practical Japanese communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces the cultural world of Japan. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** JAPA 101, or appropriate score on language placement exam.

## **MODL 101, Modern Language I, 3 Units**

This is the first of a two-course sequence emphasizing practical communication skills for beginners in a language that is not normally offered by the department. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces cultural aspects. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

## **MODL 102, Modern Language II, 3 Units**

This is the second of a two-course sequence emphasizing practical communication skills for beginners in a language that is not normally offered by the department. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces cultural aspects. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** MODL 101 of the same language, or appropriate score on language placement exam.

## **MODL 250, Self-Directed Language Study, 1-3 Units**

This is the first semester of a self-directed language study course which requires dedicated individual effort on the part of the students, because the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required.

**Prerequisite:** Completed general studies language requirement and Junior/Senior standing or instructor consent

## **MODL 251, Self-Directed Language Study II, 1-3 Units**

This is the second semester of a self-directed language study course which requires dedicated individual effort on the part of the students as the course progresses at an accelerated pace. Students meet with the professor prior to signing up for the course in order to determine goals, method of study, required personal discipline, responsibilities, and schedule of periodic meetings with the professor. Thus, prior acceptance by the professor is required.

**Prerequisite:** MODL 250 (in the same language), and junior/senior standing or instructor consent

## **MODL 495, Special Topics in Modern Languages, 3 Units**

This course presents topics not covered by regular department courses. Course may be repeated as topics change for up to 6 units toward graduation.

## **PREN 111, Studies in Literature, 3 Units**

Topics in Literature (3 units): Topically driven according to the most engaging themes, ideas or bodies of literature, this course develops students' skills in literary analysis, genre recognition and creative expression. Its purpose is to help students think critically and read expansively. Meets GE requirements for Humanities: Literature. *Meets the General Education Requirement: Humanities: Literature.*

## **SPAN 101, Elementary Spanish I, 3 Units**

This is the first of a two-course sequence emphasizing practical Spanish communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Spanish-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

## **SPAN 102, Elementary Spanish II, 3 Units**

This is the second of a two-course sequence emphasizing practical Spanish communication for beginners. It is designed to develop basic listening, speaking, reading, and writing skills, and introduces different cultures of the Spanish-speaking world. Classes meet three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** SPAN 101, or appropriate score on language placement exam.

## **SPAN 103, Elementary Spanish I for Healthcare Professionals, 3 Units**

This is the first of a two-course sequence emphasizing practical Spanish communication for beginners, helping students develop basic listening, speaking, reading, and writing skills. Course material emphasizes key vocabulary for the healthcare fields and practical communication skills that students can immediately use on the job, and also introduces different cultures of the Spanish-speaking world. Classes meet for three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

## **SPAN 104, Elementary Spanish II for Healthcare Professionals, 3 Units**

This is the second of a two-course sequence emphasizing practical Spanish communication for beginners, helping students develop basic listening, speaking, reading, and writing skills. Course material emphasizes key vocabulary for the healthcare fields and practical communication skills that students can immediately use on the job, and also introduces different cultures of the Spanish-speaking world. Classes meet for three hours weekly, and utilize a lecture format. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** SPAN 103 or equivalent

## **SPAN 201, Intermediate Spanish I, 3 Units**

This two-course sequence is a continuation of SPAN 101/ SPAN 102, and consists of a thorough review of grammar, expansion of students' vocabulary, conversation practice, and a variety of guided writing experiences. Related cultural media and literary excerpts are integrated into the course.

**Prerequisite:** SPAN 101, SPAN 102, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval

## **SPAN 202, Intermediate Spanish II, 3 Units**

This course is a continuation of SPAN 201.

**Prerequisite:** SPAN 201, or an appropriate Spanish CLEP Exam score, an appropriate Spanish Placement score, or department approval

## **SPAN 250, Intermediate Conversation and Writing Abroad, 3 Units**

This course provides intensive conversation with supportive written language practice in a select site abroad. Discussion of assigned social, cultural, or literary topics at an intermediate level is required. The course is arranged in tour-fashion during summer session.

**Prerequisite:** SPAN 201 and SPAN 202

## **SPAN 250H, Intermediate Conversation and Writing Abroad - Honors, 3 Units**

This course provides intensive conversation with supportive written language practice in a select site abroad. Discussion of assigned social, cultural, or literary topics at an intermediate level is required. The course is arranged in tour-fashion during summer session.

**Prerequisite:** SPAN 201 and SPAN 202. Must also be a student admitted to the Honors College and be considered a member in 'active' status.

## **SPAN 301, Spanish Conversation and Community, 3 Units**

This course optimizes students' conversational abilities in Spanish, reinforcing grammatical structures and emphasizing communication skills, which are concurrently put in practice through service learning. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** SPAN 202

## **SPAN 301H, Advanced Spanish - Honors, 3 Units**

This course is designed to optimize students' conversation ability, reinforcing grammatical structures and emphasizing communication skills and stylistics.

**Prerequisite:** SPAN 201 and SPAN 202. Must also be a student admitted to the Honors College and be considered a member in 'active' status.

## **SPAN 305, Spanish for Heritage Speakers, 3 Units**

This course is for native/heritage speakers of Spanish. It gives them opportunities to use their conversational skills in the community and to reinforce their reading and writing skills. It advances awareness and understanding of their cultural heritage.

**Prerequisite:** SPAN 202



### **SPAN 310, Advanced Language-Study Practicum, 3 Units**

This course features individualized field study in a Spanish-speaking milieu under the combined direction of a faculty advisor and an on-field supervisor. It provides students with a one-term immersion into Spanish language and culture with opportunities for participating in special research and/or service projects, family home stays, and/or field seminars.

**Prerequisite:** SPAN 201 and SPAN 202

### **SPAN 310H, Advanced Language-Study Practicum - Honors, 4 Units**

This course features individualized field study in a Spanish-speaking milieu under the combined direction of a faculty advisor and an on-field supervisor. It provides students with a one-term immersion into Spanish language and culture with opportunities for participating in special research and/or service projects, family home stays, and/or field seminars.

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### **SPAN 311, Civilization of Spain, 3 Units**

The course covers Spanish history from early development through the modern era. The country's art, literature, religion, and architecture are discussed simultaneously with related historical events. Class is conducted in Spanish.

**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

### **SPAN 312, Latin American Civilization, 3 Units**

This course surveys the history and aspects of the literature, art, and institutions of Latin America from pre-Columbian time to the modern age. Class is conducted in Spanish.

**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

### **SPAN 315, Politics and Society in Latin America, 3 Units**

This course studies political and social themes from across contemporary Latin America, equipping students to become active global citizens. Specific topics of this course vary. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** SPAN 202

### **SPAN 330, History and Civilization of the Spanish-speaking World, 4 Units**

This course introduces students to the history and civilization of Spain and Latin America. Class is conducted in Spanish.

**Prerequisite:** WRIT 204. Recommended: SPAN 301

### **SPAN 350, Public Speaking in Spanish, 3 Units**

This course teaches oral communication in Spanish. Students will learn how to speak with professionalism in the language, as well as how to research, outline, and deliver speeches and presentations. *Meets the General Education Requirement: Oral Communication.*

**Prerequisite:** SPAN 202

### **SPAN 421, Survey of Spanish Literature, 3 Units**

The development of literature from El Cid and the recently discovered jarchas through the 20th century is reviewed. This is a survey course which acquaints students with the major periods of Spanish literature and the outstanding writers of Spain. The class is conducted in Spanish.

**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

### **SPAN 422, Survey of Latin American Literature, 3 Units**

This course begins with pre-Columbian literature in Latin America and continues through the present day. It is intended as a survey of prominent authors and their works. The class is conducted in Spanish.

**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

### **SPAN 431, Spanish Language Poetry and Short Story, 3 Units**

An introduction to exemplary poetry and short stories of Spanish and/or Spanish American authors is provided. Several works are explored in-depth during the course. Actual title may vary from term to term.

**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

### **SPAN 432, Literary Masters, 4 Units**

This course provides students with a detailed understanding of select outstanding Spanish and Latin American literary works and the great authors who wrote them. *Meets the General Education Requirement: Humanities: Literature.*

**Prerequisite:** WRIT 204 or department consent. SPAN 301 recommended

### **SPAN 440, Spanish Applied Linguistics, 3 Units**

A study of the basic components of language (sounds, word structures, grammatical patterns, and meaning constructions), error analysis, and contrastive analysis in Spanish is offered. The course includes a review of Spanish dialectal differences, their origins, and social implications.

**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

## **SPAN 450, Spanish Language Pedagogy, 3 Units**

Analysis and discussion of second-language acquisition theory, and the various instructional strategies, technologies, materials, and assessment techniques in Spanish teaching and learning are covered.

**Prerequisite:** SPAN 201, SPAN 202, and WRIT 204, or department consent. SPAN 301 recommended.

## **SPAN 460, Writing 3: Survey of the Literature of the Spanish-speaking World, 4 Units**

This course offers an overview of the progressive evolution of the Hispanic literary tradition, introducing the major authors and movements up to the twentieth century. It builds on the skills developed in Writing 1 and Writing 2, teaching students how to write professional-quality scholarly articles in the field of Hispanic literary history. Class is conducted in Spanish. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** WRIT 204; SPAN 330 and SPAN 432 are recommended

## **SPAN 480, Spanish Capstone Seminar, 3 Units**

This course provides the opportunity for students to reflect upon, reinterpret and organize the linguistic, cultural, and literary information they have pursued throughout previous semesters. In concert with the professor, a complete overview of students' language experience within the program helps define the direction of their individualized study for the semester. Such study culminates in a personally designed Capstone Seminar project. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Spanish majors only; Senior standing

## **SPAN 494, Internship, 3 Units**

For students planning to teach Spanish, this course provides an opportunity for directed experiences in applying foreign language skills to specific tasks. The tasks are arranged individually and supervised directly by the instructor. Tasks are geared to the individual goals of the student. Enrollment is contingent upon department approval and requires the independent study petition process through One Stop I Undergraduate Enrollment Services Center.

**Prerequisite:** SPAN 201 and SPAN 202

## **SPAN 495, Special Topics in Spanish, 3 Units**

This course allows offerings of diverse topics in Hispanic studies that are not covered by other required department courses. Special interests of faculty and students may be targeted under this category. Culture, politics, and translation are examples of special topics. May be repeated for credit.

**Prerequisite:** SPAN 421 or SPAN 422

## **SPAN 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **Faculty**

### **Department Chair**

Windy Petrie (<http://www.apu.edu/faculty/wpetrie/>), Ph.D.

### **Director of Graduate Studies**

Emily Griesinger (<http://www.apu.edu/faculty/egriesinger/>), Ph.D.

### **Professors**

Thomas Allbaugh (<http://www.apu.edu/faculty/tallbaugh/>), Ph.D.

Joseph Bentz (<http://www.apu.edu/faculty/jbentz/>), Ph.D.

Patricia Brown (<http://www.apu.edu/faculty/plbrown/>), Ph.D.

Mark Eaton (<http://www.apu.edu/faculty/meaton/>), Ph.D.

Emily Griesinger (<http://www.apu.edu/faculty/egriesinger/>), Ph.D.

Andrea Ivanov-Craig (<http://www.apu.edu/faculty/aivanovcraig/>), Ph.D.

Carole Lambert (<http://www.apu.edu/faculty/clambert/>), Ph.D.

Christopher Noble (<http://www.apu.edu/faculty/cnoble/>), Ph.D.

Windy Petrie (<http://www.apu.edu/faculty/wpetrie/>), Ph.D.

### **Associate Professors**

Sarah Adams (<http://www.apu.edu/faculty/sadams/>), Ph.D.

Michael Clark (<http://www.apu.edu/faculty/mclark/>), Ph.D.

James Fujitani (<http://www.apu.edu/faculty/jfujitani/>), Ph.D.

Marcela Rojas (<http://www.apu.edu/faculty/mrojas/>), Ph.D.

Matthew Smith (<http://www.apu.edu/faculty/mjsmith/>), Ph.D.

Aroldo Solórzano (<http://www.apu.edu/faculty/asolorzano/>), Ph.D.

Caleb Spencer (<http://www.apu.edu/faculty/cspencer/>), Ph.D.

Derek Updegraff (<http://www.apu.edu/faculty/dupdegraff/>), Ph.D.

## **Assistant Professor**

Kristen Sipper-Denlinger (<http://www.apu.edu/faculty/ksipper/>), Ph.D.

## **Faculty Emeriti**

Nancy Brashear (<http://www.apu.edu/faculty/nbrashear/>), Ph.D.

Eric Drewry (<http://www.apu.edu/faculty/edrewry/>), JD, Ph.D.

David Esselstrom (<http://www.apu.edu/faculty/desselstrom/>), Ph.D.

June Hamlow (<http://www.apu.edu/faculty/jhamlow/>), M.A.

Maximo Rossi (<http://www.apu.edu/faculty/mrossi/>), Ph.D.

## **Adjunct Faculty**

Gail Bouslough, Ph.D.

Jonathan Catalan, M.A.

Chiung-Li Chang, M.A.

Edgar Escoto, M.A.

Elizabeth Hauff, M.A.

Paulina Martinez, M.A.

Yumi Parks, M.A.

Michael Pereira, M.A.

William Ripley, M.A.

Douglas Smith, M.A.

# B.A. in English

45-70 units

Students can choose to pursue a traditional B.A. in English, or a B.A. in English with an English Education concentration (see tables below). Learn more about APU's English major (<https://www.apu.edu/clas/programs/english-major/>).

## Requirements

### Traditional English Major

| Code  | Title  | Units    |
|---|--|----------|
| <b>Literary Critical Strategies Requirement</b> |  | <b>3</b> |
| ENGL 212  | Literary Critical Strategies <sup>F/S</sup>                |          |
| <b>Literary History Requirement</b>             |  | <b>9</b> |
| Select three of the following:                  |  |          |
| ENGL 222  | English Literature to 1789 <sup>1, F</sup>                 |          |
| ENGL 232  | English Literature Since 1789 <sup>1, S</sup>              |          |
| ENGL 244  | American Literature to 1865 <sup>1, F</sup>                |          |
| ENGL 254  | American Literature Since 1865 <sup>1, S</sup>             |          |
| ENGL 410  | American Novel <sup>EF</sup>                               |          |
| ENGL 466  | British Novel <sup>OF</sup>                                |          |
| <b>Global, Ethnic, and Identity Literatures</b> |  | <b>6</b> |
| Select two of the following:                    |  |          |
| ENGL 224  | World Literature to the Renaissance <sup>1, F</sup>        |          |
| ENGL 234  | World Literature Since the Renaissance <sup>1, S</sup>     |          |
| HUM 322   | Core Texts in Literature <sup>1</sup>                      |          |
| ENGL 364  | American Ethnic Literature <sup>2, OF</sup>                |          |
| ENGL 374  | African American Literature <sup>EF</sup>                  |          |
| ENGL 384  | Women Writers <sup>EF</sup>                                |          |
| ENGL 386  | Contemporary Global Writers <sup>3, ES</sup>               |          |
| <b>Writing Requirement</b>                      |  | <b>3</b> |
| Select one of the following:                    |  |          |
| ENGL 215  | Introduction to Creative Writing                           |          |
| ENGL 301  | Creative Writing: Fiction <sup>S</sup>                     |          |
| ENGL 302  | Creative Writing: Poetry <sup>S</sup>                      |          |
| ENGL 303  | Creative Writing: Drama and Film <sup>S</sup>              |          |
| ENGL 304  | Creative Writing: Creative Nonfiction <sup>F</sup>         |          |
| ENGL 360  | Technical and Professional Writing <sup>OF</sup>           |          |
| ENGL 361  | Freelance Magazine Article Writing <sup>ES</sup>           |          |
| <b>Composition and Linguistics Requirement</b>  |  | <b>3</b> |
| Select one of the following:                    |  |          |
| ENGL 402  | Principles of Language <sup>F/S</sup>                      |          |
| ENGL 404  | Approaches to Grammar <sup>F</sup>                         |          |
| ENGL 405  | American English Language History <sup>ES</sup>            |          |
| ENGL 406  | Writing 3: Advanced Composition <sup>4, F/S</sup>          |          |
| ENGL 435  | Social and Psychological Aspects of Language <sup>EF</sup> |          |
| <b>Intensive Seminar Requirement</b>            |  | <b>3</b> |
| Select one of the following:                    |  |          |
| ENGL 480  | Contemporary Literary Criticism <sup>S</sup>               |          |
| ENGL 487  | Literary Movements <sup>S</sup>                            |          |
| ENGL 488  | Significant Authors <sup>F</sup>                           |          |
| ENGL 489  | Literary Topics <sup>F</sup>                               |          |
| <b>Integrative and Applied Learning</b>         |  | <b>3</b> |

Select one of the following:

|          |   |
|----------|---|
| ENGL 490 | Writing Internship <sup>5, F/S</sup>          |
| ENGL 496 | English and the Professions <sup>5, F/S</sup> |

**English Electives** **15**

Select an additional 15 units of ENGL courses numbered 300 and above. English majors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward their major.

Total Units 45

- 1 Meets the General Education Humanities: Literature requirement.
- 2 Meets the General Education Intercultural Competence requirement.
- 3 Meets the General Education Humanities: Literature or Intercultural Competence requirement.
- 4 Meets the General Education Writing 3 requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

## English Major: English Education Concentration

All English education concentration students must complete the lower-division and upper-division core requirements below, as well as all requirements for the concentration. They also must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward their major. For admission to the APU teaching credential program (p. 857), English education concentration students must maintain a grade-point average of at least 3.0. *NOTE: Appropriate substitutions or transfer credits for the English Education concentration must be approved by the department chair. This is a CCTC-approved program that waives the English CSET exam.*

| Code                               | Title  | Units     |
|------------------------------------|--|-----------|
| <b>Lower-Division Core Courses</b> |  | <b>21</b> |
| ENGL 212                           | Literary Critical Strategies <sup>F/S</sup>            |           |
| ENGL 222                           | English Literature to 1789 <sup>1, F</sup>             |           |
| ENGL 232                           | English Literature Since 1789 <sup>1, S</sup>          |           |
| ENGL 254                           | American Literature Since 1865 <sup>1, S</sup>         |           |
| ENGL 224                           | World Literature to the Renaissance <sup>1, F</sup>    |           |
| ENGL 234                           | World Literature Since the Renaissance <sup>1, S</sup> |           |
| ENGL 244                           | American Literature to 1865 <sup>1, F</sup>            |           |
| <b>Upper-Division Core Courses</b> |  | <b>9</b>  |
| ENGL 402                           | Principles of Language <sup>F/S</sup>                  |           |
| Select one of the following:       |  |           |
| ENGL 301                           | Creative Writing: Fiction <sup>S</sup>                 |           |
| ENGL 302                           | Creative Writing: Poetry <sup>S</sup>                  |           |
| ENGL 303                           | Creative Writing: Drama and Film <sup>S</sup>          |           |
| ENGL 304                           | Creative Writing: Creative Nonfiction <sup>F</sup>     |           |
| Select one of the following:       |  |           |
| ENGL 487                           | Literary Movements <sup>S</sup>                        |           |
| ENGL 488                           | Significant Authors <sup>F</sup>                       |           |
| ENGL 489                           | Literary Topics <sup>F</sup>                           |           |
| <b>English Education Courses</b>   |  | <b>24</b> |
| ENGL 377                           | Shakespeare <sup>1, F</sup>                            |           |
| ENGL 404                           | Approaches to Grammar <sup>F</sup>                     |           |
| ENGL 405                           | American English Language History <sup>ES</sup>        |           |
| ENGL 406                           | Writing 3: Advanced Composition <sup>2, F/S</sup>      |           |
| ENGL 436                           | Adolescent Literature <sup>S</sup>                     |           |
| Select one of the following:       |  |           |
| ENGL 364                           | American Ethnic Literature <sup>3, OF</sup>            |           |
| ENGL 374                           | African American Literature <sup>EF</sup>              |           |
| ENGL 384                           | Women Writers <sup>EF</sup>                            |           |
| ENGL 386                           | Contemporary Global Writers <sup>4, ES</sup>           |           |
| ENGL 387                           | Contemporary Writers <sup>1</sup>                      |           |
| ENGL 434                           | Children's Literature <sup>F/S</sup>                   |           |

Select one of the following:

|          |  |
|----------|--|
| ENGL 361 | Freelance Magazine Article Writing <sup>ES</sup> |
| JOUR 210 | News Writing and Reporting                       |

Select one of the following:

|          |                                      |
|----------|--------------------------------------|
| THTR 110 | Introduction to Acting               |
| THTR 115 | Introduction to Theater <sup>5</sup> |
| THTR 355 | Theater Education, K-12              |

#### Additional Requirements

|                         |  |   |
|-------------------------|--|---|
| PSYC 290                | Human Growth and Development <sup>6</sup>                            | 3 |
| POLI 150<br>or HIST 151 | American Government <sup>7, 8</sup><br>United States History to 1877 | 3 |

In addition, students must complete field experience by taking:

|                         |   |   |
|-------------------------|---|---|
| EDLS 405                | Diversity in the Classroom <sup>3</sup>   | 3 |
| EDLS 200<br>or EDLS 202 | Introduction to Teaching as a Profession K-12 <sup>7</sup><br>Introduction to Teaching as a Profession (7-12) | 4 |
| EDLS 495                | Foundations of Education Capstone <sup>9</sup>  | 3 |

|             |  |    |
|-------------|--|----|
| Total Units |  | 70 |
|-------------|--|----|

- 1 Meets the General Education Humanities: Literature requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Intercultural Competence requirement.
- 4 Meets the General Education Humanities: Literature or Intercultural Competence requirement.
- 5 Meets the General Education Humanities: Fine Arts requirement.
- 6 Meets the General Education Social Sciences requirement.
- 7 Meets the General Education Civic Knowledge and Engagement requirement.
- 8 HIST 151 meets the General Education Humanities: History requirement.
- 9 Meets the General Education Integrative and Applied Learning requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Writing: Write with effective and appropriate focus, development, and voice.
2. Literary Knowledge: Demonstrate critical thinking in a way that proposes and persuasively develops an argument about one or more literary texts.
3. Theory: Thoughtfully incorporate literary, rhetorical, linguistic and/or pedagogical theory in their writing.
4. Faith Integration: Articulate Christian perspectives on faith and life.

# B.A. in Spanish

33 units

Spanish is one of the most widely spoken languages in the world, and Los Angeles is one of the world's largest Spanish-speaking cities. There is a growing need for people with linguistic and cultural skills to work in increasingly globalized communities. Indeed, a recent study stated that bilingual speakers earn 10-15 percent more than those who speak only English. The Spanish program is designed to fill this need. It works well as a double-major, with low unit requirements and high compatibility with many career paths. It equips business professionals, healthcare professionals, community workers, journalists—anyone interested in other cultures—to thrive in the diversity of our planet.

The Spanish major (<https://www.apu.edu/clas/programs/spanish-major/>) at Azusa Pacific University offers opportunities to serve in local Spanish-speaking communities through internships and hands-on coursework, or to study abroad through international programs (p. 1581) in Costa Rica, Ecuador, and Spain. All courses offered in the department are offered within the College of Liberal Arts and Sciences and are designed to contribute to a Christian liberal arts education.

## Mission Statement

The Spanish program guides student development in Spanish conversation, develops reading and compositional skills, introduces major Spanish-language literary works, heightens cultural sensitivity, and encourages creative and reflective thinking with respect to the history and civilization of Hispanic countries, all to better serve God through service to others.

## Off-campus Study

As part of the Spanish language learning experience, Spanish majors and minors are strongly encouraged to study away for one term. The Department of English and Modern Languages (<http://www.apu.edu/clas/modernlanguages/>) offers study away programs in Costa Rica and Ecuador. Students may choose to participate in these or other available programs. In all cases, students must consult with a department advisor for their classes prior to enrollment and departure. Credit earned through these programs applies to the degree.

## Career Opportunities

In addition to teaching, countless public contact fields may require some proficiency in Spanish. Disaster specialists, translators/interpreters, import/export managers, diplomats, customs inspectors, immigration inspectors, social/medical services, speech pathologists, law enforcement, international finance and banking, international student advisors, pastors/ministers, and the rapidly expanding world of international business—these fields and many others increasingly seek candidates who possess Spanish language ability and cultural sensitivity as valuable career skills. For students who have studied foreign languages in high school and desire to advance, a Spanish major or minor enables them to acquire the language and culture skills appropriate to a variety of public service and business applications.

## Requirements

Spanish majors are strongly encouraged to complete one study term abroad and to complete SPAN 201/SPAN 202 or its equivalent prior to departure. Majors and minors in the Department of English and Modern Languages must maintain a minimum cumulative GPA of 2.0 in all university coursework.

| Code   | Title   | Units     |
|--|---|-----------|
| <b>Core Courses</b>  |   | <b>24</b> |
| (23 units beyond SPAN 101, SPAN 102, or equivalent) <sup>1</sup> |   |           |
| SPAN 201   | Intermediate Spanish I <sup>F</sup>   |           |
| SPAN 202   | Intermediate Spanish II <sup>S</sup>  |           |
| SPAN 432   | Literary Masters <sup>2, F</sup>  |           |
| SPAN 460   | Writing 3: Survey of the Literature of the Spanish-speaking World <sup>3, S</sup>   |           |
| SPAN 480   | Spanish Capstone Seminar <sup>4, S</sup>  |           |
| WRIT 204   | Writing 2: Writing for the Humanities in Spanish <sup>5, S</sup>                    |           |
| SPAN 330   | History and Civilization of the Spanish-speaking World <sup>F</sup>                 |           |
| <b>Conversational Skills</b>                                     |   | <b>3</b>  |
| Select one from the following:                                   |   |           |
| SPAN 250   | Intermediate Conversation and Writing Abroad (abroad in a Spanish-speaking country) |           |
| SPAN 301   | Spanish Conversation and Community <sup>6, F</sup>                                  |           |
| SPAN 305   | Spanish for Heritage Speakers <sup>F</sup>  |           |
| SPAN 310   | Advanced Language-Study Practicum (abroad in a Spanish-speaking country)            |           |
| <b>Electives</b>   |   | <b>6</b>  |

Select two from the following list. A course taken to meet the above courses may not also count for elective credit.

## Spanish Courses

|  |  |
|--|--|
| HIST 235   | Cultural History/Travel Study (If taken in Costa Rica or Ecuador Program) <sup>6</sup> |
| SPAN 310   | Advanced Language-Study Practicum (abroad in a Spanish-speaking country)               |
| SPAN 315   | Politics and Society in Latin America <sup>7, OS</sup>                                 |
| SPAN 350   | Public Speaking in Spanish <sup>8, OF</sup>  |
| SPAN 440   | Spanish Applied Linguistics <sup>EF</sup>  |
| SPAN 450   | Spanish Language Pedagogy  |
| SPAN 494   | Internship   |
| SPAN 495   | Special Topics in Spanish (may be repeated for credit) <sup>ES</sup>                   |
| SPAN 497   | Readings   |
| Global Learning Term coursework (completed anywhere in the Spanish-speaking world) |  |
| GLBL 325   | Family Organization  |
| GLBL 335   | Global Internship  |
| GLBL 340   | Community Life   |
| GLBL 350   | Writing 3: Global Study Project <sup>3</sup>   |

Total Units

33

- <sup>1</sup> See the General Education Requirements page (p. 1159). Students who are native speakers of Spanish or have 3-4 years of high school Spanish should take the Spanish Placement or CLEP (p. 1194) exam to waive elementary Spanish, then consult with an adviser before entering intermediate or upper-division work.
- <sup>2</sup> Meets the General Education Humanities: Literature requirement.
- <sup>3</sup> Meets the General Education Writing 3 requirement.
- <sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>5</sup> Meets the General Education Writing 2 requirement.
- <sup>6</sup> Meets the General Education Intercultural Competence requirement.
- <sup>7</sup> Meets the General Education Civic Knowledge and Engagement requirement.
- <sup>8</sup> Meets the General Education Oral Communication requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate strong abilities in language skills (reading, writing), attaining at least the ACTFL Advanced-Low level.
2. Demonstrate strong abilities in language skills (speaking, listening), attaining at least the ACTFL Advanced-Low level.
3. Knowledge: Distinguish and describe the countries of the Spanish-speaking world, and describe their history and cultural achievements.
4. Literature: Critically analyze literary texts and construct thoughtful, textually-supported interpretations.
5. Intercultural Competence: Interact with people of Spanish-speaking communities with understanding and cultural sensitivity.



# M.A. in English

APU offers an M.A. in English (<https://www.apu.edu/clas/programs/masters-in-english/>) that provides professional preparation and personal enrichment to students in the field of literary studies, broadly conceived to include literature, cultural/film studies, and creative and/or professional writing. In keeping with the mission of Azusa Pacific University, this program encourages an active conversation between Christianity and literature, preparing scholars, writers, and teachers for cultural engagement from a Christian perspective through the development of analytical and creative writing skills enriched by a theologically informed approach to reading, writing, teaching, and thinking about literary and other cultural texts.

Students in the program complete a total of 10 courses of 3 units each (30 units).

No more than 12 units (or 4 courses) may be taken in a given term, and students usually complete the program in 3-4 terms by taking 2-3 courses each term. Exceptionally promising undergraduate students admitted into the 4+1 B.A./M.A. degree option may complete up to 9 units of 500-level graduate coursework during their senior year, and the remaining 21 units over the next academic year (fall, spring, and summer terms; e.g., 9 units in the fall term, 9 units in the spring term, and 3 units in the summer term). For more information about the 4+1 option, contact Windy Petrie, department chair, at [wpetrie@apu.edu](mailto:wpetrie@apu.edu).

## Requirements

In consultation with the director of graduate studies, students design a program consisting of 27 units of coursework and 3 units of thesis/portfolio preparation and assessment. Individual programs vary depending on the student's personal and professional goals and on the availability of courses in any given term. It is highly recommended that students consult with the director of graduate studies regarding course selection as they begin their coursework and throughout the program.

| Code   | Title                                   | Units     |
|--|---|-----------|
| <b>Core Courses</b>                            |   | <b>6</b>  |
| Select two of the following: <sup>1</sup>      |   |           |
| ENGL 500                                       | The Christian Imagination               |           |
| ENGL 510                                       | Literature and the Bible                |           |
| ENGL 520                                       | Literature and Theology                 |           |
| <b>Thesis Course</b>                           |   | <b>3</b>  |
| ENGL 598                                       | Thesis/Portfolio                        |           |
| <b>Elective Courses</b>                        |   | <b>21</b> |
| Select seven of the following: <sup>2, 3</sup> |   |           |
| ENGL 530                                       | British Literature Seminar              |           |
| ENGL 540                                       | American Literature Seminar             |           |
| ENGL 550                                       | World Literature Seminar                |           |
| ENGL 560                                       | Creative Writing Seminar                |           |
| ENGL 568                                       | Writing for Religious Audiences         |           |
| ENGL 570                                       | Graduate Research Methods in English    |           |
| ENGL 580                                       | Critical Theory Seminar                 |           |
| ENGL 590                                       | Writing Center Pedagogy and Practice    |           |
| ENGL 591                                       | Literature Pedagogy for Adult Audiences |           |
| ENGL 592                                       | Introduction to Composition Studies     |           |
| ENGL 599                                       | Independent Study                       |           |
| Total Units                                    |   | 30        |

<sup>1</sup> If the student wishes, the third core course may be taken as an elective.

<sup>2</sup> ENGL 500, ENGL 510, and/or ENGL 520 may be repeated as an elective choice, even if the course was previously taken as part of the core, as long as the topic differs from previous enrollments. Consult with the director of graduate studies for the M.A. in English program.

<sup>3</sup> ENGL 530, ENGL 540, ENGL 550, ENGL 560, ENGL 580, ENGL 599 may be repeated if the seminar topic differs from the previous enrollments.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-**

**specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Synthesize theology, biblical studies, and the history of Christian thought and practice to inform the reading, writing, and critical analysis of literary and other cultural texts.
2. Explain the ways Christian faith illuminates and/or enriches vocation and the creative process.
3. Compare, contrast, and critically examine literary theory from a variety of schools and perspectives, including perspectives conversant with Christian faith and practice.
4. Utilize advanced research and/or creative writing skills to produce and analyze texts across a variety of literary forms, styles, and genres, culminating in a capstone project.

# Minor in Creative Writing

18 units

## Requirements

The creative writing minor is a stand-alone program that allows students to develop their writing for publication in multiple genres.

| Code                       | Title                                 | Units |
|----------------------------|---------------------------------------|-------|
| Select 6 of the following: |                                       |       |
| ENGL 215                   | Introduction to Creative Writing      | 18    |
| ENGL 301                   | Creative Writing: Fiction             |       |
| ENGL 302                   | Creative Writing: Poetry              |       |
| ENGL 303                   | Creative Writing: Drama and Film      |       |
| ENGL 304                   | Creative Writing: Creative Nonfiction |       |
| ENGL 361                   | Freelance Magazine Article Writing    |       |
| ENGL 425                   | Advanced Creative Writing             |       |
| Total Units                |                                       | 18    |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Write with effective and appropriate focus, development, and voice.
2. Demonstrate critical thinking in a way that proposes and persuasively develops an argument about one or more literary texts.
3. Thoughtfully incorporate literary, rhetorical, linguistic and/or pedagogical theory in their writing.
4. Articulate Christian perspectives on faith and life.

# Minor in English

18 units

The English minor allows students to experience three foundational courses in the discipline, and the opportunity to customize a package of upper-division electives in literature, creative writing, or professional writing to suit their needs and interests. English minors must maintain a cumulative grade-point average of 2.0 or higher in all courses credited toward the minor.

## Requirements

| Code   | Title   | Units    |
|--|---|----------|
| <b>Literary Critical Strategies Requirement</b>                        |   | <b>3</b> |
| ENGL 212   | Literary Critical Strategies                        |          |
| <b>Literary History Requirement</b>                                    |   | <b>6</b> |
| Select two of the following:   |   |          |
| ENGL 222   | English Literature to 1789 <sup>1</sup>             |          |
| ENGL 232   | English Literature Since 1789 <sup>1</sup>          |          |
| ENGL 234   | World Literature Since the Renaissance <sup>1</sup> |          |
| ENGL 244   | American Literature to 1865 <sup>1</sup>            |          |
| ENGL 254   | American Literature Since 1865 <sup>1</sup>         |          |
| ENGL 410   | American Novel                                      |          |
| ENGL 466   | British Novel                                       |          |
| <b>Electives</b>   |   | <b>9</b> |
| Select 9 units from any upper-division ENGL courses not already taken. |   |          |
| ENGL 301   | Creative Writing: Fiction                           |          |
| ENGL 302   | Creative Writing: Poetry                            |          |
| ENGL 303   | Creative Writing: Drama and Film                    |          |
| ENGL 304   | Creative Writing: Creative Nonfiction               |          |
| ENGL 311   | Film and Literature <sup>1</sup>                    |          |
| ENGL 360   | Technical and Professional Writing                  |          |
| ENGL 361   | Freelance Magazine Article Writing                  |          |
| ENGL 364   | American Ethnic Literature <sup>2</sup>             |          |
| ENGL 374   | African American Literature                         |          |
| ENGL 377   | Shakespeare <sup>1</sup>                            |          |
| ENGL 384   | Women Writers                                       |          |
| ENGL 386   | Contemporary Global Writers <sup>3</sup>            |          |
| ENGL 387   | Contemporary Writers <sup>1</sup>                   |          |
| ENGL 402   | Principles of Language                              |          |
| ENGL 404   | Approaches to Grammar                               |          |
| ENGL 405   | American English Language History                   |          |
| ENGL 406   | Writing 3: Advanced Composition <sup>4</sup>        |          |
| ENGL 425   | Advanced Creative Writing                           |          |
| ENGL 434   | Children's Literature                               |          |
| ENGL 435   | Social and Psychological Aspects of Language        |          |
| ENGL 436   | Adolescent Literature                               |          |
| ENGL 480   | Contemporary Literary Criticism                     |          |
| ENGL 486   | Topics in Film Analysis                             |          |
| ENGL 487   | Literary Movements                                  |          |
| ENGL 488   | Significant Authors                                 |          |
| ENGL 489   | Literary Topics                                     |          |
| ENGL 490   | Writing Internship <sup>5</sup>                     |          |
| ENGL 491   | Teaching Assistantship                              |          |
| ENGL 496   | English and the Professions <sup>5</sup>            |          |

|          |                   |
|----------|-------------------|
| ENGL 497 | Readings          |
| ENGL 498 | Directed Research |
| ENGL 499 | Thesis/Project    |

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Total Units

18

- 1 Meets the General Education Humanities: Literature requirement.
- 2 Meets the General Education Intercultural Competence requirement.
- 3 Meets the General Education Humanities: Literature or Intercultural Competence requirement.
- 4 Meets the General Education Writing 3 requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Write with effective and appropriate focus, development, and voice.
2. Demonstrate critical thinking in a way that proposes and persuasively develops an argument about one or more literary texts.
3. Thoughtfully incorporate literary, rhetorical, linguistic and/or pedagogical theory in their writing.
4. Articulate Christian perspectives on faith and life.

# Minor in Spanish

## Requirements

Students in the Spanish minor are required to take 18-20 units beyond the prerequisites of SPAN 101 and SPAN 102 (or the equivalencies). Majors and minors in the Department of English and Modern Languages must maintain a minimum cumulative GPA of 2.0 in all university coursework.

| Code  | Title  | Units      |
|---|--|------------|
| <b>Core Courses</b>   |  | <b>9</b>   |
| (9 units beyond SPAN 102, or equivalent) <sup>1, 2</sup>  |  |            |
| SPAN 201  | Intermediate Spanish I <sup>F</sup>  |            |
| SPAN 202  | Intermediate Spanish II <sup>S</sup>   |            |
| WRIT 204  | Writing 2: Writing for the Humanities in Spanish <sup>3, S</sup>                       |            |
| <b>Conversational Skills</b>  |  | <b>3</b>   |
| Select one of the following:  |  |            |
| SPAN 250  | Intermediate Conversation and Writing Abroad   |            |
| SPAN 301  | Spanish Conversation and Community <sup>4, F</sup>                                     |            |
| SPAN 305  | Spanish for Heritage Speakers <sup>F</sup>   |            |
| SPAN 310  | Advanced Language-Study Practicum  |            |
| <b>Electives</b>  |  | <b>6-8</b> |
| Select two from the following list. A course taken to meet the above Subject Courses may not count for elective credit. |  |            |
| HIST 235  | Cultural History/Travel Study (If taken in Costa Rica or Ecuador Program) <sup>4</sup> |            |
| SPAN 310  | Advanced Language-Study Practicum  |            |
| SPAN 315  | Politics and Society in Latin America <sup>5, OS</sup>                                 |            |
| SPAN 330  | History and Civilization of the Spanish-speaking World <sup>F</sup>                    |            |
| SPAN 350  | Public Speaking in Spanish <sup>6, OF</sup>  |            |
| SPAN 432  | Literary Masters <sup>7, F</sup>   |            |
| SPAN 440  | Spanish Applied Linguistics <sup>EF</sup>  |            |
| SPAN 460  | Writing 3: Survey of the Literature of the Spanish-speaking World <sup>8, S</sup>      |            |
| Total Units   |  | 18-20      |

<sup>1</sup> Meets the General Education Foreign Language requirement.

<sup>2</sup> See General Education Requirements page (p. 1147). Students who are native speakers of Spanish or have 3-4 years of high school Spanish should take the Spanish Placement or CLEP (p. 1194) exam to waive SPAN 101/SPAN 102, then consult with an advisor before entering intermediate or upper-division work.

<sup>3</sup> Meets the General Education Writing 2 requirement.

<sup>4</sup> Meets the General Education Intercultural Competence requirement.

<sup>5</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>6</sup> Meets the General Education Oral Communication requirement.

<sup>7</sup> Meets the General Education Humanities: Literature requirement.

<sup>8</sup> Meets the General Education Writing 3 requirement.

F Offered in Fall only

S Offered in Spring only

F/S Offered in both Fall and Spring terms

EF Offered in Fall in even years

ES Offered in Spring in even years

OF Offered in Fall in odd years

OS Offered in Spring in odd years

# Department of Global Studies, Sociology, and TESOL

## Department Overview

The Department of Global Studies, Sociology, and TESOL (<https://www.apu.edu/clas/globalstudies/>) offers the sociology major and three minors: environmental studies, sociology, and Teaching English to Speakers of Other Languages (TESOL). At the graduate level, it offers the M.A in TESOL, Certificate in TESOL, and Certificate in Teaching English as a Foreign Language (TEFL). For program descriptions, click the Programs tab above and select the appropriate major, minor, M.A., or certificate. An overview of graduate programs may also be found below.

## Master of Arts in TESOL, Certificate in TESOL, and Certificate in TEFL

### Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) offers prospective and experienced teachers of English as a second or foreign language a 33-unit master's degree program comprising courses in language acquisition theory, English grammar and pronunciation, intercultural communication, sociolinguistics, language teaching methods, observation and practice in classroom teaching, language assessment, program design, and classroom research.

The 6-unit Certificate in Teaching English as a Foreign Language (TEFL) is designed for students who seek minimal qualifications to teach English abroad. The 18-unit Certificate in TESOL program is designed for postbaccalaureate students who desire more specialized skills in TESOL but do not wish to pursue the entire graduate degree.

### Mission Statement for TESOL Programs

The TESOL programs at Azusa Pacific University prepare present and future educators, international and domestic, with the competencies and perspectives needed to teach English in a manner marked by professional excellence, intercultural sensitivity, integrity, and compassion. To this end, the department offers an 18-unit undergraduate TESOL minor, an 18-unit graduate certificate in TESOL, a 6-unit graduate certificate in TEFL, and a 33-unit master's degree in TESOL—all taught by experienced Christian faculty who are motivated to serve God and their students, and who engage students in practical training grounded in theory and research.

### Corequisites

#### 1. Language Proficiency

- a. For the master's degree, prior to graduation, native speakers of English must verify completion within the last 10 years of a minimum of 6 semester units of college-level foreign language with at least a 3.0 grade-point average on a 4.0 scale, or its equivalent. Options to satisfy the foreign language requirement include formal coursework and community language learning. Students may also establish proficiency via an exam.
- b. All students graduating from non-English-speaking institutions must satisfy the English Proficiency Requirements (p. 1234). In addition, the following scores on the internet-based TOEFL, or equivalent proof of proficiency, are required for admission to the online or field-based TESOL programs.
  - i. Reading: 25
  - ii. Speaking: 25
  - iii. Writing: 25
  - iv. Listening: 25

#### 2. Professional Development

Students are required to provide evidence of attendance at a national, state, or regional conference related to language teaching prior to completion of the master's degree.

### Cross-Program Enrollment

Students in the TESOL master's degree programs may take up to four courses in a different format—on campus, online, or field-based. The program director's approval is required prior to enrollment.

Learn more about the Department of Global Studies, Sociology, and TESOL. (<http://www.apu.edu/clas/globalstudies/>)

### Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (<https://www.wscuc.org/>).

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Programs

### Major

- Sociology (p. 148)

### Minors

- Environmental Studies (p. 160)
- Sociology (p. 161)
- TESOL (p. 163)

## Master's

Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 155)
- Online (p. 157)
- Field-Based (p. 153)
- Christ's College Cooperative Program (p. 159)

## Certificates

Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 152)
- Online (p. 152)
- Field-Based (p. 151)

Teaching English as a Foreign Language (TEFL) (p. 150)

## Courses

### GLBL 101, Self-Directed Language Learning I, 4 Units

This is the first of a two-course sequence designed as an individually tailored, self-directed course for developing elementary competence in the language and culture of a foreign speech community, typically within study abroad contexts. Two semesters of the same language are required to meet the General Education requirement.

### GLBL 102, Self-Directed Language Learning II, 4 Units

A continuation of GLBL 101, this is an individually tailored, self-directed course for developing low-intermediate competence in the language and culture of a foreign speech community. Two semesters of the same language are required to meet the General Education requirement.

**Prerequisite:** GLBL 101

### GLBL 120, Contemporary Global Issues, 3 Units

Focusing on cities in the Majority World, this course introduces key concepts in global studies. Global issues are surveyed and analyzed, such as urbanization, income inequality, environment degradation, conflict and migration; and cultural, economic, and political causes are discussed. Drawing on research in sociology, global urbanism, and sustainable development, students consider contributing factors and assess prospects for constructive global engagement. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### GLBL 201, Anthropology for Everyday Life, 3 Units

This course equips students with a practical methodology for exploring the social and cultural reality of group members within local communities: the development of cross-cultural relationships combined with reflection on anthropological concepts and experiences. Students prepare to enter relationships of mutual learning with peoples throughout the world. *Meets the General Education Requirement: Intercultural Competence.*



### **GLBL 260, Intercultural Communication, 3 Units**

Students in this course explore the dynamic processes involved in establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of salient spiritual, moral, and ethical issues involved in intercultural communication.

*Meets the General Education Requirement: Intercultural Competence.*

### **GLBL 300, Self-Directed Language Learning, 3 Units**

The course provides an individually tailored, community-based program for developing proficiency in a foreign language. Emphasis is placed on intensive listening and speaking practice to facilitate full participation in family, study, research, and service activities in a foreign culture. This option is offered only for language courses not taught on campus or for participants of the Global Learning Term Program.

### **GLBL 305, Peoples and Places, 3 Units**

This seminar prepares students for their Global Learning Term or other study abroad experiences through focused area study via a combination of library searches, directed reading, and learning contract development.

### **GLBL 315, Urban Society, 3 Units**

This course connects students with the people, problems, and prospects of greater Los Angeles. It provides the foundation for understanding urban values and beliefs in historical context, exposure to urban systems, the application of global perspectives, and the collaborative exploration of solutions.

Course is available only through the L.A. Term. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### **GLBL 318, Immigration and Integration, 3 Units**

An introduction to immigration in the United States, its recent history, theories, and legal aspects, with attention to the integration of immigrant communities into the socio-economic fabric of Los Angeles and beyond. The course addresses the present state of the national immigration debate and encourages students to apply and integrate their faith perspectives on the issues. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** GLBL 315

### **GLBL 320, Global Engagement in the 21st Century, 3 Units**

This course studies contemporary global issues and draws extensively from social documentaries (DVDs), biblical texts, students' intercultural experiences, and contemporary models of community-based engagement.

**Prerequisite:** Participation in Los Angeles Term or instructor consent

### **GLBL 325, Family Organization, 3 Units**

Students immerse themselves in the daily life of host families and communities in crosscultural settings where they explore unfamiliar assumptions and norms of behavior as the basis for composing a family ethnography. Course is only available through the Global Learning Term.

**Prerequisite:** GLBL 305

### **GLBL 330, Community Transformation, 6 Units**

This course offers a formal and experiential study of the transformation of urban, multicultural communities with the goal of developing a service ethic through a semester-long internship. It involves directed reading, reflective papers, a service practicum, and group discussions- aimed at both the transformation of the student community and the wider Los Angeles community. Course is available only through the L.A. Term Program.

### **GLBL 335, Global Internship, 6 Units**

The Global Internship is an extended, structured service experience within a cross-cultural setting addressing community-identified needs. Students work under expert supervision for a minimum of 150 hours, integrating disciplinary study with direct interaction and personal reflection and writing. The course aims to improve students' global knowledge and intercultural competence, while guiding them in making a modest contribution to community improvement. Course is only available through the Global Learning Term (GLT) program.

**Prerequisite:** GLBL 305

### **GLBL 340, Community Life, 3 Units**

This field seminar helps students learn how to experience another culture. Students explore several topics (e.g., art, schooling, group relations, music, folklore, politics, etc.) of a chosen country, city, or people through observation and discovery, local event participation, informant interviews, problem solving, and journal keeping. Course is only available through the Global Learning Term.

### **GLBL 345, Urban Religious Movements, 3 Units**

This course contains a survey of religious movements in Los Angeles, including Islam, Hinduism, Buddhism, Orthodox Christianity, Judaism, and New Age. Emphasis is placed on the vernacular character of their faith, embodied and expressed in the beliefs, attitudes, practices, and rituals of their specific social and cultural situations. Learning activities include participant-observation at religious services, informant interviewing, directed reading, and group discussion. Course is available only through the L.A. Term.

### **GLBL 350, Writing 3: Global Study Project, 3 Units**

Students carry out a self-designed study/research project within an intercultural setting on topics of public concern. The course provides conceptual and practical tools for designing the inquiry under the combined direction of an academic advisor and an on-site guide. Course is only available through the Global Learning Term (GLT) program. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2 and GLBL305

### **GLBL 355, Principles and Practice of Community Engagement, 3 Units**

This course introduces students to foundations and principles of community development. With in-class learning from real-world case materials, principles are explored and applied in practice during a three-to-four-week service-learning field project/internship with a local nongovernmental organization (NGO) or development organization that addresses community need(s). This course is offered only in international programs. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### **GLBL 365, Women and Globalization, 3 Units**

This course critically examines the relationship between women and globalization. Globalization is analyzed from an historical perspective focusing on its antecedents in capitalism and modernity. While drawing from the fields of economics, history, and political science, this class examines the intersection of women and globalization primarily from an anthropological and global perspective. Topics to be read, discussed, and analyzed include capitalism, globalization, development, transnational migration, labor, media, the environment, and religion.

### **GLBL 399, Global Seminar, 3 Units**

This is a short-term, collaboratively led study and service seminar focused on a vital global issue in an international setting. The course enlightens learners' disciplinary perspectives, develops their intercultural competence, and strengthens their commitment to serve 'the least, the last, and the lost' throughout their lives. It includes three on-campus class sessions prior to a 10-day field seminar.

### **GLBL 420, Sustainable Societies, 3 Units**

Sustainable Societies is a seminar-style upper-division and applied course focused on creating communities that are socially equitable, economically expansive, culturally adaptive, and ecologically sustainable. Practical themes in the 'sustainability conversation' are linked to cross-cultural field experiences and post-college vocational planning. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Junior standing

### **GLBL 425, Integration and Formation Seminar, 1 Unit**

Integration and Formation takes students through the process of integrating their study away experiences with their spiritual, ethical, and vocational development. It provides study away returnees with the opportunity to analyze their experiences with others while understanding the process of negotiating changing cultural norms to become ethical and responsible global learners. May be taken for 0 units by petition only.

**Prerequisite:** Completed Study Away Program or Instructor consent. Instructor or department consent must be obtained to drop course.

### **GLBL 465, Globalization and Development, 3 Units**

This course presents a brief historical perspective on globalization, focusing on the transitions from premercantilism to industrialization to the world today. Economic, political, and social perspectives on the structural changes associated with globalization today are discussed, along with the major challenges and opportunities concerning globalization as it relates to the poor. *Meets the General Education Requirement: Social Science.*

**Prerequisite:** GLBL 201

### **GLBL 495, Special Topics, 3 Units**

This course addresses topics of current interest in Global Studies not covered in-depth by the core and elective Global Studies courses. Possible topics include: women and global human rights, urbanization and global poverty, global health issues, humanitarian aid and relief, global ethics, and specific areas within larger topics of global systems, issues, and inequity. Course may be repeated as the topic varies up to 9 units, or three times.

**Prerequisite:** GLBL 301

### **GLBL 496, Global Studies Senior Seminar, 3 Units**

Major global issues and trends are examined so as to frame possible Christian social interventions in response to some of the moral and ethical challenges of today. Students prepare and present a formal project report.

**Prerequisite:** Senior standing, GLBL 201, or Instructor's consent, completion of the majority of God's Word requirement, and upper-division writing intensive course.

### **GLBL 497, Readings, 1-4 Units**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

### **GLBL 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

**Prerequisite:** Junior or Senior Standing

### **GLBL 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no less than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

### **PRGL 310, Intercultural Communication, 3 Units**

The course explores the dynamic processes of establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of salient spiritual, moral, and ethical issues involved in intercultural communication.

### **PRSO 358, Human Diversity, 3 Units**

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored. *Meets the General Education Requirement: Intercultural Competence.*

### **SOC 120, Introduction to Sociology, 3 Units**

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. The key learning outcome will be the acquisition of a Sociological Perspective and the ability to analyze social life in a sociological manner. *Meets the General Education Requirement: Social Science.*

### **SOC 120H, Introduction to Sociology - Honors, 3 Units**

This course focuses on the origins and development of sociology as a response to pressing social problems. It emphasizes mastery of sociological terminology. *Meets the General Education Requirement: Social Science.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### **SOC 225, Contemporary Social Problems, 3 Units**

The complex social problems faced by people in a changing technological society are studied. Institutions, attempts to find solutions, and exploration of alternatives are emphasized.

### **SOC 230, Comparative Family Systems, 3 Units**

This course compares traditional family patterns with the new options available to men and women, both as individuals and partners. It focuses on the changing roles of men and women inside and outside of marriage, the challenge of the two-career family, and the search for the family's place as an integral part of society.

### **SOC 298, Basic Sociological Theory, 3 Units**

The function of theory and the contributions to modern sociological thought by the principal sociologists of the 19th and 20th centuries are considered. The application of theory to contemporary social concerns is investigated.

**Prerequisite:** SOC 120

### **SOC 358, Human Diversity, 3 Units**

Students examine diversity in a pluralistic society, with a focus on groups that have been assigned subordinate positions because of race, religion, country of origin, disability, age, language, or gender. The nature of prejudice and issues related to discrimination and oppression are explored. *Meets the General Education Requirement: Intercultural Competence.*

### **SOC 359, Immigrant L.A., 3 Units**

This course focuses on the social dimensions of immigration into Southern California. 'Likeness' and 'otherness' are examined in relation to race/ethnicity, transnationality, global inequality, and citizenship. Macrosocial and economic forces, along with governmental policies are analyzed and critiqued. In-depth stories of immigrants and various site visits contribute to students' experiential learning on the subject.

### **SOC 360, Sociology of Religion, 3 Units**

This course offers an objective analysis of the interrelations between religious phenomena and social institutions, structures, and behavior. There is special emphasis on the distinction between church and sect, religious and social stratification, secularization, science and religion, and religious movements.

### **SOC 361, Education and Society, 3 Units**

This course introduces the Sociology of Education, examining the relationship between schooling and the larger society. Taking a comparative and historical perspective on education as a social institution, the course examines major issues in the field, concentrating on the role of education in cultural transmission, socialization, and performance- as well as the use of education in legitimating social inequality and transmitting morals and values. The course also explores the structure of educational systems as institutional bureaucracies and organizations. Students apply their learning in a scholarly sociological analysis of a current educational policy or practice.

**Prerequisite:** SOC 120

### **SOC 404, Community, 3 Units**

Students examine the various ways people organize themselves into communities and develop means of governance. This course explores the impact of the community on people, the ways power is used and misused, social conflict, social change, and the need for social involvement. A wide variety of communities are examined: rural, urban, village, metropolis, Utopian communities, communes, planned cities, and new towns. Cultural and national differences in the development of communities are assessed.

**Prerequisite:** SOC 120

### **SOC 405, The Sociology of Gender, 3 Units**

This course is an investigation of gender and sex roles, primarily in American culture and society. The course explores the ways in which society shapes notions of what it means to be a 'woman' and a 'man' by examining the theories and research on how people define themselves and interact with others in a variety of contexts (e.g., family, personal relationships, work, health, religion, etc.). It also examines the sociological implications of cultural definitions of femininity and masculinity as seen through various racial, historical, economic, and sexualized perspectives

**Prerequisite:** SOC 120 or SOC 358, and Junior or Senior Standing.

### **SOC 410, Field Internships, 4 Units**

This course offers students the opportunity to gain supervised work experience through internships with professional organizations working to address contemporary social problems. Students are introduced to and placed in internship organizations that have been approved by the course professor, with placements varying from international to local organizations. Various approaches to researching social problems and developing research projects involving solutions to those problems are introduced and explored. Students conduct their own fieldwork in coordination with the course professor and internship supervisor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** SOC 120 and junior standing.

### **SOC 425, Social Movements, 3 Units**

Students undertake several analytical tasks in this course such as understanding how and why social movements emerge, what strategies are used to maintain the movement, how collective identity develops, and what makes a social movement successful. Students look to contemporary social movements to respond to these queries.

**Prerequisite:** SOC 120

### **SOC 455, Crime and Delinquency, 3 Units**

This course explores the dimensions and nature of both traditional crime and criminality and the newly recognized forms of crime which exist within contemporary society. The criminal's relationship to the courts, police, and other penal agencies is the focus of attention.

**Prerequisite:** SOC 120

### **SOC 464, Social Stratification, 3 Units**

Theories and research in social stratification are the focus of this course. Topics covered include role, status, structure of differential rankings in society, criteria for ranking, functions and dysfunction, correlates of class positions, social change, and social mobility.

### **SOC 468, Contemporary Social Theory, 3 Units**

This course looks at major theoretical orientations in contemporary sociological thought, explores the ways these ideas have changed in relation to the structural transformations, and examines connections between the underlying assumptions of key theorists and their conclusions about the nature of social life.

**Prerequisite:** SOC 120, SOC 298

### **SOC 471, Writing 3: Qualitative Social Research Methods, 3 Units**

This course in basic social scientific research focuses on qualitative methods. Students gain experience with participant observation, intensive interviewing, and other field methods. Qualitative research design, data collection, data analysis, and research report writing are covered. As a Writing 3 course, students are assigned structured assignments with multiple drafts that will lead to a final piece of professional writing in the field of sociology. Writing is assessed throughout the course by the instructor and through peer review. The final product is presented as one would present it at a professional conference. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** SOC 298 and Writing 2

### **SOC 472, Writing 3: Quantitative Social Research Methods, 3 Units**

This basic course in social scientific research focuses on quantitative methods, with students gaining experience in survey research, content analysis, and other statistical methods. Course material also covers quantitative research design, data collection, data analysis, and research report writing.

*Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2, MATH 130 (C- or better).

### **SOC 495, Special Topics, 3 Units**

This course addresses topics of current interest in sociology not covered by the core and elective sociology courses. Possible topics include: the sociology of sports, media, or fashion, and specific areas within such larger topics as gender, race, class and religion. This course may be repeated for credit as the topic varies.

**Prerequisite:** SOC 120, SOC 298

### **SOC 496, Senior Seminar: Faith and Social Issues, 3 Units**

Students investigate the impact of modernity on family life, work, religion, politics, and the arts, and consider questions such as: How can people create and preserve a morally coherent life in a society that is pluralistic, secular, and privatized? What difference does Christian faith make in the way people understand the world, and in determining how people ought to live? *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Junior Standing

### **SOC 497, Readings, 1-4 Units**

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

**Prerequisite:** SOC 120

### **TESL 100, Academic English for Multilingual Undergraduates, 4 Units**

Academic English for Multilingual Undergraduates prepares multilingual undergraduate students for three primary academic language tasks of undergraduate study - academic writing, presentations, and seminar speaking. The course focuses on both written and spoken academic English. To the extent possible, assignments will be tied to the students' undergraduate coursework. This course is taken prior to WRIT 110.

### **TESL 101, English for Academic Purposes I, 4 Units**

This is an advanced level English language course designed to prepare international students for the cultural and academic realm of speaking and listening at an undergraduate level in an American university. Students put into practice the communication skills used at an American university by getting involved in and observing social contexts in and around the university campus, and by emulating and discussing in class many of the situations in which these skills take place. In addition, students will examine American values which influence and determine the use of listening and speaking for communication in American culture. For international students only; to be taken concurrently with TESL 102.

### **TESL 102, English for Academic Purposes II, 4 Units**

This is an advanced level English language course designed for students who speak English as a second language. Emphasis is placed on reading and writing skills used within academic settings. These skills include interacting with a text, reading for information, paraphrasing, summarizing, expressing an opinion, writing essays, and documenting papers using academic citations. For international students only; to be taken concurrently with TESL 101.

### **TESL 345, Second-language Pedagogy I, 3 Units**

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

### **TESL 456, Teaching Practicum, 3 Units**

Student teachers engage in practice teaching and are observed by mentor teachers. Through short debriefing sessions, they are guided into a discovery of their teaching behaviors and alternative ways of achieving desired results.

### **TESL 500, English for Internationals, 3 Units**

The course prepares international students for the interpersonal and academic language tasks of graduate study. Topics include developing effective listening techniques, giving persuasive oral presentations, reading authentic materials, and writing academic prose. Offered only in on-campus program.

### **TESL 501, Language Learning through Technology, 3 Units**

Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons. Students prepare a presentation on online learning suitable for a conference presentation. Offered only in online program.

### **TESL 503, Language and Culture Learning, 3 Units**

Students engage in exploring, learning, and acquiring a language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation. Offered only in field-based program.

### **TESL 505, Second-language Acquisition, 3 Units**

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition?

### **TESL 505A, Second-language Acquisition: Part I, 1 Unit**

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

## **TESL 505B, Second-language Acquisition: Part II, 1 Unit**

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

**Prerequisite:** TESL 505A

## **TESL 505C, Second-language Acquisition: Part III, 1 Unit**

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

**Prerequisite:** TESL 505A, TESL 505B

## **TESL 509, Special Topics in TESOL, 1-3 Units**

A subject of current interest in TESOL is examined in depth. Students analyze controversial issues and develop a reflective position. Course requirements may include attendance at the annual TESOL convention. Students may repeat the course up to a maximum of 6 units. Each course must address a different topic.

## **TESL 515, Teaching English Grammar, 3 Units**

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework.

### **TESL 515A, Teaching English Grammar: Part I, 1 Unit**

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

### **TESL 515B, Teaching English Grammar: Part II, 1 Unit**

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

**Prerequisite:** TESL 515A

### **TESL 515C, Teaching English Grammar: Part III, 1 Unit**

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

**Prerequisite:** TESL 515A, TESL 515B

## **TESL 525, Teaching English Pronunciation, 3 Units**

The phonology of English is addressed with a view towards pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation.

### **TESL 525A, Teaching English Pronunciation: Part I Phonetic Description, 1 Unit**

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

### **TESL 525B, Teaching English Pronunciation: Part II Teaching Materials, 1 Unit**

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

**Prerequisite:** TESL 525A

### **TESL 525C, Teaching English Pronunciation: Part III Needs Assessment, 1 Unit**

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

**Prerequisite:** TESL 525A, TESL 525B

### **TESL 530, Intercultural Communication and Language Teaching, 3 Units**

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions.

### **TESL 530A, Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry, 1 Unit**

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

### **TESL 530B, Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry, 1 Unit**

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

**Prerequisite:** TESL 530A

### **TESL 530C, Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry, 1 Unit**

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

**Prerequisite:** TESL 530A, TESL 530B

### **TESL 535, Sociolinguistics and Language Teaching, 3 Units**

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy.

### **TESL 535A, Sociolinguistics and Language Teaching: Part I, 1 Unit**

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.

## **TESL 535B, Sociolinguistics and Language Teaching: Part II, 1 Unit**

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.

**Prerequisite:** TESL 535A

## **TESL 535C, Sociolinguistics and Language Teaching: Part III, 1 Unit**

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.

**Prerequisite:** TESL 535A, TESL 535B

## **TESL 537, Critical Perspectives on Christianity and English Language Teaching, 3 Units**

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives.

### **TESL 537A, Critical Perspectives on Christianity and English Language Teaching: Part I, 1 Unit**

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

### **TESL 537B, Critical Perspectives on Christianity and English Language Teaching: Part II, 1 Unit**

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

**Prerequisite:** TESL 537A

### **TESL 537C, Critical Perspectives on Christianity and English Language Teaching: Part III, 1 Unit**

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

**Prerequisite:** TESL 537A, TESL 537B

## **TESL 545, Second-language Pedagogy I, 3 Units**

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

### **TESL 545A, Second-language Pedagogy I: Part I, 1 Unit**

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

### **TESL 545B, Second-language Pedagogy I: Part II, 1 Unit**

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

**Prerequisite:** TESL 545A



### **TESL 545C, Second-language Pedagogy I: Part III, 1 Unit**

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

**Prerequisite:** TESL 545A, TESL 545B

### **TESL 548, Teaching EFL with Children, 3 Units**

This course covers theoretical and practical aspects of language and literacy development opportunities for children learning English as a foreign language (EFL). Teachers in this course study concerns, approaches, and model programs in teaching English to children in non-English speaking contexts where there may be (a) distinctive demands on the use of required curriculum materials, (b) limitations in facilities, resources, and teaching time; and (c) strong expectations on students to pass standardized examinations.

### **TESL 550, Second-language Pedagogy II, 3 Units**

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language.

### **TESL 550A, Second-language Pedagogy II: Part I, 1 Unit**

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

### **TESL 550B, Second-language Pedagogy II: Part II, 1 Unit**

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

**Prerequisite:** TESL 550A

### **TESL 550C, Second-language Pedagogy II: Part III, 1 Unit**

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

**Prerequisite:** TESL 550A, TESL 550B

### **TESL 557, Reflective Teaching, 3 Units**

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results.

### **TESL 557A, Reflective Teaching: Part I, 1 Unit**

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

### **TESL 557B, Reflective Teaching: Part II, 1 Unit**

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

**Prerequisite:** TESL 557A

### **TESL 557C, Reflective Teaching: Part III, 1 Unit**

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

**Prerequisite:** TESL 557A, TESL 557B

### **TESL 560, Language Program Design, 3 Units**

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan.

### **TESL 560A, Language Program Design: Part I, 1 Unit**

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

## **TESL 560B, Language Program Design: Part II, 1 Unit**

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

**Prerequisite:** TESL 560A

## **TESL 560C, Language Program Design: Part III, 1 Unit**

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

**Prerequisite:** TESL 560A, TESL 560B

## **TESL 570, Second-language Assessment, 3 Units**

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment.

### **TESL 570A, Second-language Assessment: Part I, 1 Unit**

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

### **TESL 570B, Second-language Assessment: Part II, 1 Unit**

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

**Prerequisite:** TESL 570A

### **TESL 570C, Second-language Assessment: Part III, 1 Unit**

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

**Prerequisite:** TESL 570A, TESL 570B

## **TESL 580, TESOL Portfolio, 3 Units**

This course supports students in completing their TESOL program portfolio, which contains evidence of the competencies upon which the program is built.

## **TESL 589, Research Methods in TESOL, 3 Units**

This course prepares teachers to conduct their own research in the area of second-language learning/teaching, and helps them become intelligent users of such research. Class members survey research methods applicable to second-language research, review studies exemplifying each approach, and walk through the process of developing a research proposal: selecting a topic, developing a working bibliography and literature review, and constructing a research design.

## **TESL 590, Thesis Preparation, 3 Units**

Students engage in intensive study, research, and writing on a particular topic or problem in TESOL under the direction of a department faculty member. They are guided in reviewing the literature and in carrying out a previously approved research design. Enrollment is by petition only and must be approved by the department chair.

**Prerequisite:** TESL 589

## **TESL 595A, Action Research Project, 2 Units**

This advanced course designed for in-service teachers, focuses on the planning, implementation, and evaluation of a self-designed action research project. Teachers select an area of teaching to investigate, design a research plan, collect data, observe behavior, reflect on the results, and write a research report. Teachers present their projects to peers and their professor in TESL 595B Action Research Project. Offered only in field-based program.

## **TESL 595B, Action Research Project, 1 Unit**

This course is a sequel to TESL 595A, enabling in-service teachers to present, discuss, and defend the results of their action research project with their peers and professor. (This course is offered in the field-based program only.)

**Prerequisite:** TESL 595A

## TESL 597A, Action Research: Part I, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

## TESL 597B, Action Research: Part II, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

**Prerequisite:** TESL 597A

## TESL 597C, Action Research: Part III, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

**Prerequisite:** TESL 597A, TESL 597B (May be taken concurrently)

## TESL 599, Readings in TESOL, 1-3 Units

This course involves an independent study of subjects and interests beyond regular course offerings. Students explore particular topics or issues in accordance with an individualized study plan developed with a sponsoring faculty member and approved by the department chair.

## Faculty

### Department Chair

Richard Robison (<http://www.apu.edu/faculty/rrobison/>), Ph.D., TESOL

### Professors

Tasha Bleistein (<http://www.apu.edu/faculty/tbleistein/>), Ph.D., TESOL

Nori Henk (<http://www.apu.edu/faculty/nhenk/>), Ph.D., Sociology

Paul Hertig (<http://www.apu.edu/faculty/phertig/>), Ph.D., Global Studies

Carrie Peirce (<http://www.apu.edu/faculty/cpeirce/>), Ph.D., Sociology

Richard Robison (<http://www.apu.edu/faculty/rrobison/>), Ph.D., TESOL

Richard Slimbach (<http://www.apu.edu/faculty/rslimbach/>), Ph.D., Global Studies

Mary Shepard Wong (<http://www.apu.edu/faculty/mwong/>), Ph.D., TESOL

### Associate Professors

Michael Chamberlain (<http://www.apu.edu/faculty/mchamberlain/>), Ph.D., ALCI

David Miyahara (<http://www.apu.edu/clas/faculty/dmiyahara/>), Ph.D., Sociology

### Adjunct Faculty

Nancy Ackles (<http://www.apu.edu/faculty/nackles/>), Ph.D., TESOL

Denzil Barnett (<http://www.apu.edu/faculty/dbarnett/>), M.Ed., TESOL

CyBelle Barthelmess (<http://www.apu.edu/faculty/cbarthelmess/>), Ed.D., Global Studies

Gena Bennett (<http://www.apu.edu/faculty/gbennett/>), Ph.D., TESOL

Dana Aliel Cunningham, Ph.D., TESOL

Abigail Kleier (<http://www.apu.edu/faculty/akleier/>), M.A., TESOL

Lisa Lee (<http://www.apu.edu/international/alci/faculty/llee/>), M.A., M.Div., TESOL

Manar Metry (<http://www.apu.edu/faculty/mmetry/>), M.A., TESOL

Erin Thorp (<http://www.apu.edu/faculty/ethorp/>), M.A., TESOL

Kimberly Todd (<http://www.apu.edu/faculty/todd/>), M.A., TESOL

Merari Weber (<http://www.apu.edu/faculty/mlweber/>), Ed.D., TESOL

## **Professor Emeritus**

Richard Christopherson (<http://www.apu.edu/faculty/rchristophers/>), Ph.D., Sociology

# B.A. in Sociology

42 units

Sociology is the study of social life and the social causes and consequences of human behavior. The subject matter of sociology ranges from the intimate family to the hostile mob, from crime to religion, and from the divisions of race and social class to the shared beliefs of a common culture. In fact, few fields have such a broad scope and relevance.

Both academic sociology and Christian faith offer perspectives on human behavior and social life—partner perspectives in a dialogue meant to express a more complete and unified picture of the truth about social reality and human experience. Biblical insights and values clarify understanding of sociology, and sociology in turn teaches more about Christian faith.

“Christian sociology” provides an intellectual and spiritual foundation for personal development and service. Self-understanding comes from discovering connections with other people. It is through interaction in families, schools, churches, and communities that individuals develop as persons, and it is this mutual dependence that forms the basis for moral life. The heart for service, an important outcome of dependence on God and relationships with others, is practically manifested and modeled as God’s love through the actions of those who serve.

## Mission

In keeping with the principles of liberal arts education, the mission of the sociology major (<https://www.apu.edu/clas/programs/sociology-major/>) is to lead students in exploring the relationships between individuals, groups, social institutions, and culture, to facilitate the development of skills necessary for the study and critical analysis of these relationships from the perspective of Christian faith, and to develop a community of scholars who have a solid grasp of social theory and research, and who are prepared to systematically confront social problems and enact change at all levels of society.

## Career Opportunities

As a strong liberal arts major, sociology provides several options for students who complete their B.A. degree.

- A B.A. in Sociology is excellent preparation for graduate work in sociology to become a professor, researcher, or applied sociologist.
- The undergraduate degree provides a strong liberal arts preparation for entry-level positions throughout the education, business, social service, and government arenas. Employers look for people with the skills that an undergraduate education in sociology provides.
- Sociology offers valuable preparation for careers in ministry, teaching, journalism, politics, public relations, business, criminal justice, or public administration—fields that involve investigative skills and working with diverse groups.
- Many students choose sociology because they see it as a broad liberal arts base for professions such as law, education, medicine, social work, and counseling. Sociology provides a rich fund of knowledge that directly pertains to each of these fields.

## Requirements

A total of 42 units is required for the major. A minimum grade-point average of 2.0 is required in these courses.

| Code                                | Title   | Units |
|-------------------------------------|---|-------|
| <b>Required Core Courses</b>        |   |       |
| MATH 130                            | Introduction to Statistics <sup>1</sup>                         | 3     |
| SOC 120                             | Introduction to Sociology <sup>2</sup>                          | 3     |
| SOC 298                             | Basic Sociological Theory                                       | 3     |
| SOC 358                             | Human Diversity <sup>3</sup>                                    | 3     |
| SOC 496                             | Senior Seminar: Faith and Social Issues                         | 3     |
| Select one of the following:        |   | 3     |
| SOC 471                             | Writing 3: Qualitative Social Research Methods <sup>4, F</sup>  |       |
| SOC 472                             | Writing 3: Quantitative Social Research Methods <sup>4, S</sup> |       |
| <b>Elective Courses</b>             |   |       |
| Select 24 units from the following: |   | 24    |
| GLBL 201                            | Anthropology for Everyday Life <sup>3</sup>                     |       |
| PSYC 320                            | Social Psychology <sup>5</sup>                                  |       |
| SOC 225                             | Contemporary Social Problems                                    |       |
| SOC 230                             | Comparative Family Systems                                      |       |
| SOC 359                             | Immigrant L.A.  |       |
| SOC 360                             | Sociology of Religion <sup>OS</sup>                             |       |
| SOC 361                             | Education and Society <sup>F</sup>                              |       |

|         |  |
|---------|--|
| SOC 404 | Community <sup>S</sup>                   |
| SOC 405 | The Sociology of Gender                  |
| SOC 410 | Field Internships <sup>6</sup>           |
| SOC 425 | Social Movements <sup>ES</sup>           |
| SOC 455 | Crime and Delinquency                    |
| SOC 464 | Social Stratification <sup>F</sup>       |
| SOC 468 | Contemporary Social Theory <sup>OS</sup> |
| SOC 495 | Special Topics                           |
| SOC 497 | Readings                                 |

up to 6 of the 24 elective units may be selected from the following:

|          |   |
|----------|---|
| ETHN 355 | The Asian American Experience               |
| ETHN 356 | The African American Experience             |
| ETHN 357 | The Chicano(a)/Latino(a) Experience         |
| GLBL 330 | Community Transformation                    |
| PSYC 110 | General Psychology <sup>2</sup>             |
| SOCW 251 | Social Welfare Policy and Service           |
| SOCW 350 | Aging: Implications for Policy and Practice |
| SOCW 351 | Child Welfare                               |
| SOCW 410 | Family Violence                             |

Total Units

42

- 1 Meets the General Education Quantitative Literacy requirement.
- 2 Meets the General Education Social Sciences requirement.
- 3 Meets the General Education Intercultural Competence requirement.
- 4 Meets the General Education Writing 3 requirement.
- 5 Prerequisite: PSYC 110
- 6 Meets the General Education Integrative and Applied Learning requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Understand and evaluate social research, and also to develop well-designed research projects.
2. Recognize the influence of race, class, and gender on human behavior and social conditions.
3. Articulate the role of social institutions—family, religion, government—in shaping social life and identity.
4. Utilize the comparative and historical perspective to evaluate the effects of the social context on cultural beliefs, values, attitudes and practices.
5. Gain a sociological perspective on human behavior and the social order—including social structures and institutional practices—that empowers them to act in response to the Scriptural mandate to work for peace and justice.
6. Describe their sociological education and the development of a sociological imagination in relation to Christian faith and life.

# Certificate in TEFL

The Certificate in Teaching English as a Foreign Language (TEFL) program (<https://www.apu.edu/clas/programs/tefl-certification/>) equips students who desire advanced training in order to start their career in teaching English without pursuing the full Master of Arts in Teaching English to Speakers of Other Languages (TESOL) degree. This graduate-level certification provides students with the basic qualifications needed to teach in a multicultural setting, and is earned by completing the first two courses in the M.A. in TESOL program, which can be applied toward the master's degree if further graduate work is desired. Coursework can be completed on campus, online, or in the field.

## Requirements

| Code        | Title                      | Units |
|-------------|----------------------------|-------|
| TESL 545    | Second-language Pedagogy I | 3     |
| TESL 557    | Reflective Teaching        | 3     |
| Total Units |                            | 6     |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Certificate in TESOL (Field-Based)

Each course in the field-based Teaching English to Speakers of Other Languages (TESOL) certificate program (<https://www.apu.edu/clas/programs/tesol-certification/>) is composed of three 1-unit courses to be taken in sequential order—A, B, and C. These course groupings are interchangeable with the corresponding 3-unit TESOL courses in the on-campus and online (p. 152) formats.

## Requirements

| Code                      | Title  | Units |
|---------------------------|--|-------|
| TESL 505A                 | Second-language Acquisition: Part I  | 1     |
| TESL 505B                 | Second-language Acquisition: Part II   | 1     |
| TESL 505C                 | Second-language Acquisition: Part III  | 1     |
| TESL 515A                 | Teaching English Grammar: Part I   | 1     |
| TESL 515B                 | Teaching English Grammar: Part II  | 1     |
| TESL 515C                 | Teaching English Grammar: Part III   | 1     |
| TESL 535A<br>or TESL 530A | Sociolinguistics and Language Teaching: Part I <sup>1</sup><br>Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry                  | 1     |
| TESL 535B<br>or TESL 530B | Sociolinguistics and Language Teaching: Part II <sup>1</sup><br>Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry              | 1     |
| TESL 535C<br>or TESL 530C | Sociolinguistics and Language Teaching: Part III <sup>1</sup><br>Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry | 1     |
| TESL 545A                 | Second-language Pedagogy I: Part I   | 1     |
| TESL 545B                 | Second-language Pedagogy I: Part II  | 1     |
| TESL 545C                 | Second-language Pedagogy I: Part III   | 1     |
| TESL 550A                 | Second-language Pedagogy II: Part I  | 1     |
| TESL 550B                 | Second-language Pedagogy II: Part II   | 1     |
| TESL 550C                 | Second-language Pedagogy II: Part III  | 1     |
| TESL 557A                 | Reflective Teaching: Part I <sup>2</sup>   | 1     |
| TESL 557B                 | Reflective Teaching: Part II <sup>2</sup>  | 1     |
| TESL 557C                 | Reflective Teaching: Part III <sup>2</sup>   | 1     |
| Total Units               |  | 18    |

<sup>1</sup> Students opting for TESL 530 need to take the course online or on campus.

<sup>2</sup> TESL 557 is an online course. In lieu of face-to-face instruction, students engage in weekly online interaction with their peers and instructor for four months.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.



# Certificate in TESOL (On Campus and Online)

The on-campus and online certificate program in Teaching English to Speakers of Other Languages (TESOL) (<https://www.apu.edu/clas/programs/tesol-certification/>) prepares postbaccalaureate students who desire specialized skills in TESOL but do not wish to pursue the full graduate degree (Master of Arts in TESOL). The six-course certificate offers broad exposure to the field of TESOL, focusing on teaching speaking, listening, reading, writing, and grammar skills, along with an overview of language learning and intercultural communication. Certificate holders are qualified for volunteer and entry-level English language teaching positions, domestically and globally. Ideal for supplementing and enhancing traditional ministry (e.g., translation, literacy, and friendship evangelism) within multicultural or cross-cultural environments, the TESOL certification program incorporates work that would apply toward an M.A. in TESOL for those who choose to pursue the master's degree.

## Requirements

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Required Courses</b>      |   |       |
| TESL 505                     | Second-language Acquisition                       | 3     |
| TESL 515                     | Teaching English Grammar                          | 3     |
| TESL 545                     | Second-language Pedagogy I                        | 3     |
| TESL 550                     | Second-language Pedagogy II                       | 3     |
| TESL 557                     | Reflective Teaching                               | 3     |
| Select one of the following: |   | 3     |
| TESL 530                     | Intercultural Communication and Language Teaching |       |
| TESL 535                     | Sociolinguistics and Language Teaching            |       |
| Total Units                  |   | 18    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# M.A. in Teaching English to Speakers of Other Languages (TESOL) (Field-Based)

For more information: (626) 815-3844

The field-based TESOL program offers in-service teachers the opportunity to earn the 6-unit TEFL certificate (p. 150), (p. 150) the 18-unit TESOL certificate (p. 152), or the 33-unit Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (p. 153) while teaching abroad. A tuition discount applies to students in this program.

The master's degree can be completed in two years. Students meet for two weeks of face-to-face sessions each July on the APU campus and reunite for two weeks of sessions each January in Chiang Mai, Thailand. Courses in the field-based program are completed in a sequential "A, B, C" format: three 1-unit courses are taken in sequence over three 8-week sessions, allowing students 24 weeks to complete the entire course. Three of the 11 courses in the program are completed online with no face-to-face sessions required. In lieu of writing a thesis or compiling a portfolio, teachers demonstrate their competence through an Action Research Project course.

In addition to the foreign language and professional conference attendance corequisites listed on the department's catalog homepage (p. 134), candidates must also have secured a teaching contract abroad.

## Requirements

| Code  | Title  | Units |
|---|--|-------|
| Required Courses for the Field-based Master of Arts in TESOL          |  |       |
| TESL 505A   | Second-language Acquisition: Part I <sup>1</sup>   | 1     |
| TESL 505B   | Second-language Acquisition: Part II <sup>1</sup>  | 1     |
| TESL 505C   | Second-language Acquisition: Part III <sup>1</sup>   | 1     |
| TESL 515A   | Teaching English Grammar: Part I <sup>1</sup>  | 1     |
| TESL 515B   | Teaching English Grammar: Part II <sup>1</sup>   | 1     |
| TESL 515C   | Teaching English Grammar: Part III <sup>1</sup>  | 1     |
| TESL 525A   | Teaching English Pronunciation: Part I Phonetic Description  | 1     |
| TESL 525B   | Teaching English Pronunciation: Part II Teaching Materials   | 1     |
| TESL 525C   | Teaching English Pronunciation: Part III Needs Assessment  | 1     |
| Select either the TESL 530A/B/C or TESL 535A/B/C group <sup>1,2</sup> |  | 3     |
| TESL 530A   | Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry <sup>1,2</sup>                |       |
| TESL 530B   | Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry <sup>1,2</sup>             |       |
| TESL 530C   | Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry <sup>1,2</sup> |       |
| OR  |  |       |
| TESL 535A   | Sociolinguistics and Language Teaching: Part I <sup>1,2</sup>  |       |
| TESL 535B   | Sociolinguistics and Language Teaching: Part II <sup>1,2</sup>   |       |
| TESL 535C   | Sociolinguistics and Language Teaching: Part III <sup>1,2</sup>  |       |
| TESL 537A   | Critical Perspectives on Christianity and English Language Teaching: Part I <sup>3</sup>                           | 1     |
| TESL 537B   | Critical Perspectives on Christianity and English Language Teaching: Part II <sup>3</sup>                          | 1     |
| TESL 537C   | Critical Perspectives on Christianity and English Language Teaching: Part III <sup>3</sup>                         | 1     |
| TESL 545A   | Second-language Pedagogy I: Part I <sup>1,4</sup>  | 1     |
| TESL 545B   | Second-language Pedagogy I: Part II <sup>1,4</sup>   | 1     |
| TESL 545C   | Second-language Pedagogy I: Part III <sup>1,4</sup>  | 1     |
| TESL 550A   | Second-language Pedagogy II: Part I <sup>1</sup>   | 1     |
| TESL 550B   | Second-language Pedagogy II: Part II <sup>1</sup>  | 1     |
| TESL 550C   | Second-language Pedagogy II: Part III <sup>1</sup>   | 1     |
| TESL 557A   | Reflective Teaching: Part I <sup>1,4</sup>   | 1     |
| TESL 557B   | Reflective Teaching: Part II <sup>1,4</sup>  | 1     |
| TESL 557C   | Reflective Teaching: Part III <sup>1,4</sup>   | 1     |
| TESL 560A   | Language Program Design: Part I  | 1     |
| TESL 560B   | Language Program Design: Part II   | 1     |

|                         |                                      |    |
|-------------------------|--------------------------------------|----|
| TESL 560C               | Language Program Design: Part III    | 1  |
| TESL 570A               | Second-language Assessment: Part I   | 1  |
| TESL 570B               | Second-language Assessment: Part II  | 1  |
| TESL 570C               | Second-language Assessment: Part III | 1  |
| Action Research Project |                                      | 3  |
| TESL 597A               | Action Research: Part I              |    |
| TESL 597B               | Action Research: Part II             |    |
| TESL 597C               | Action Research: Part III            |    |
| Total Units             |                                      | 33 |

- 1 Courses needed for the 18-unit certificate.
- 2 Students must take either the TESL 530A/TESL 530B/TESL 530C or TESL 535A/TESL 535B/TESL 535C group of courses.
- 3 TESL 537 (the A/B/C sections) is an elective and may be replaced with a course that is transferred in from an M.A. in TESOL program at an accredited university.
- 4 Courses needed for the 6-unit certificate.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Speak and write English at a level appropriate to their anticipated English teaching context.
2. Reflect upon and apply the experience of learning a foreign language to one's teaching of English.
3. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
4. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
5. Interact with Christian views of language learners, language teaching, and the nature of language.
6. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.
7. Evaluate and use technology in teaching English.
8. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
9. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
10. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
11. Use various classroom research procedures and integrate the TESOL literature with their work.
12. Identify and discuss ethical issues entailed in English language teaching.
13. Articulate how one's worldview/faith, identity, and teaching philosophy impact one's pedagogy and professional activities.
14. Participate in the professional TESOL community, including the abilities to give and receive collegial feedback, participate in professional conferences, and apply insights gained to future or current teaching contexts.

# M.A. in Teaching English to Speakers of Other Languages (TESOL) (On Campus)

For more information: (626) 815-3844

## Requirements

The program leading to the Master of Arts in TESOL (<https://www.apu.edu/clas/programs/tesol-masters/>) comprises 11 courses, including required and elective options, totaling 33 units.

| Code  | Title   | Units |
|---|---|-------|
| <b>Required Courses</b>   |   |       |
| TESL 505  | Second-language Acquisition   | 3     |
| TESL 515  | Teaching English Grammar  | 3     |
| TESL 525  | Teaching English Pronunciation                                      | 3     |
| TESL 545  | Second-language Pedagogy I <sup>1</sup>                             | 3     |
| TESL 550  | Second-language Pedagogy II   | 3     |
| TESL 557  | Reflective Teaching <sup>1</sup>                                    | 3     |
| TESL 560  | Language Program Design   | 3     |
| TESL 570  | Second-language Assessment  | 3     |
| Select at least one of the following (if both selected, one counts as an elective): |   | 3     |
| TESL 530  | Intercultural Communication and Language Teaching                   |       |
| TESL 535  | Sociolinguistics and Language Teaching                              |       |
| Select one of the following:  |   | 3     |
| TESL 580  | TESOL Portfolio   |       |
| TESL 589  | Research Methods in TESOL <sup>2</sup>                              |       |
| <b>Elective Courses</b>   |   |       |
| Select one of the following:  |   | 3     |
| TESL 509  | Special Topics in TESOL   |       |
| TESL 537  | Critical Perspectives on Christianity and English Language Teaching |       |
| TESL 548  | Teaching EFL with Children  |       |
| TESL 590  | Thesis Preparation <sup>3</sup>                                     |       |
| TESL 599  | Readings in TESOL   |       |
| Total Units   |   | 33    |

<sup>1</sup> Required course for the TEFL certificate.

<sup>2</sup> TESL 589 is required if the thesis option is chosen; if the portfolio option is chosen, TESL 589 can be taken as an elective.

<sup>3</sup> TESL 590 may be repeated for credit.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Thesis or Portfolio

To complete the program, students choose either to create a professional portfolio or write a thesis. Students who choose the portfolio must enroll in TESL 580 and develop a portfolio that demonstrates competence in each of the TESOL program learning outcomes. Students who elect to write a thesis must enroll in TESL 589 or a comparable course in research methods. Most students who elect to write a thesis will also enroll in TESL 590 as their elective. After completing the thesis, students must provide an oral defense.

## Program Corequisites

The foreign language (language proficiency) and conference attendance (professional development) corequisites are listed on the department's catalog homepage (p. 134).

## Time Requirements

Students may begin TESOL studies in either Fall I (end of August) or Spring I (January).

The program is offered in a four-session format: Fall I, Fall II, Spring I, and Spring II. Full-time students typically enroll in two courses per 8-week session and can complete the entire program in approximately six sessions (one and a half years). Part-time students taking one course each term can complete the program in about three years.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Speak and write English at a level appropriate to their anticipated English teaching context.
2. Reflect upon and apply the experience of learning a foreign language to one's teaching of English.
3. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
4. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
5. Interact with Christian views of language learners, language teaching, and the nature of language.
6. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.
7. Evaluate and use technology in teaching English.
8. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
9. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
10. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
11. Use various classroom research procedures and integrate the TESOL literature with their work.
12. Identify and discuss ethical issues entailed in English language teaching.
13. Articulate how one's worldview/faith, identity, and teaching philosophy impact one's pedagogy and professional activities.
14. Participate in the professional TESOL community, including the abilities to give and receive collegial feedback, participate in professional conferences, and apply insights gained to future or current teaching contexts.

# M.A. in Teaching English to Speakers of Other Languages (TESOL) (Online)

For more information: (626) 815-3844

In the online TESOL program, full-time students can complete coursework for the 33-unit M.A. in TESOL (<https://www.apu.edu/clas/programs/tesol-masters/>) degree in one and a half years via online delivery from anywhere in the world. Students complete courses sequentially in a cohort model, which connects participants to a learning community with a rich diversity of experiences.

## Requirements

| Code                    | Title  | Units |
|-------------------------|--|-------|
| TESL 501<br>or TESL 537 | Language Learning through Technology <sup>1</sup><br>Critical Perspectives on Christianity and English Language Teaching | 3     |
| TESL 505                | Second-language Acquisition  | 3     |
| TESL 515                | Teaching English Grammar   | 3     |
| TESL 525                | Teaching English Pronunciation   | 3     |
| TESL 530<br>or TESL 535 | Intercultural Communication and Language Teaching <sup>2</sup><br>Sociolinguistics and Language Teaching                 | 3     |
| TESL 545                | Second-language Pedagogy I <sup>3</sup>  | 3     |
| TESL 550                | Second-language Pedagogy II  | 3     |
| TESL 557                | Reflective Teaching <sup>3</sup>   | 3     |
| TESL 560                | Language Program Design  | 3     |
| TESL 570                | Second-language Assessment   | 3     |
| TESL 580                | TESOL Portfolio  | 3     |
| Total Units             |  | 33    |

<sup>1</sup> Students may select between TESL 501 and TESL 537 to fulfill the elective requirement for the program.

<sup>2</sup> TESL 535 is not offered online; students opting for TESL 535 must take this course on campus.

<sup>3</sup> Required for the TEFL certificate.

## Time Requirements

Students may begin TESOL studies in Summer II (June/July), Fall I (August/September) or Spring I (January).

The program is offered in a five-session format: Fall I, Fall II, Spring I, Spring II, and Summer II. Full-time students typically enroll in two courses per session and can complete the entire program in approximately six sessions (one and a half years). Part-time students taking one course each term can complete the program in less than three years.

## Other Requirements

Students must have a computer and reliable online access. Prior to graduation, students must complete an online portfolio that displays selected student work and provides evidence that the student has met and reflected upon the TESOL program learning outcomes. Students start their portfolios in a course dedicated to creating a portfolio and then submit them for review at the end of their coursework. Three faculty members evaluate each portfolio and either suggest specific revisions or approve the portfolio. In addition to the portfolio, students must also complete foreign language and conference corequisites in order to be eligible for graduation.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Speak and write English at a level appropriate to their anticipated English teaching context.
2. Reflect upon and apply the experience of learning a foreign language to one's teaching of English.
3. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
4. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
5. Interact with Christian views of language learners, language teaching, and the nature of language.
6. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.
7. Evaluate and use technology in teaching English.
8. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
9. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
10. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
11. Use various classroom research procedures and integrate the TESOL literature with their work.
12. Identify and discuss ethical issues entailed in English language teaching.
13. Articulate how one's worldview/faith, identity, and teaching philosophy impact one's pedagogy and professional activities.
14. Participate in the professional TESOL community, including the abilities to give and receive collegial feedback, participate in professional conferences, and apply insights gained to future or current teaching contexts.

# M.A. in TESOL Program (Christ's College Cooperative)

The APU/Christ's College Cooperative Master of Arts in TESOL program offers college graduates in Taiwan the opportunity to earn a 33-unit Master of Arts in TESOL. The cooperative program requires two years, one at Christ's College and one at APU, and leads one to academic accomplishments equal to those attained by graduates of the on-campus program (p. 155). Students must be accepted by Christ's College and Azusa Pacific University before enrolling in any program coursework at APU. During the first year of the cooperative program, students take four TESOL courses (12 units) identical in number, title, and content to four courses offered on the APU campus. During the second year, students take an additional 7 courses (21 units) on the APU campus. Beyond coursework, students must also complete the same additional program requirements as in the on-campus program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.



# Minor in Environmental Studies

## Requirements

The minor comprises 18-19 units, at least 12 of which must be upper-division coursework.

| Code                             | Title  | Units        |
|----------------------------------|--|--------------|
| <b>Foundational/Introductory</b> |  | <b>2</b>     |
| GLBL 497                         | Readings   |              |
| <b>Science</b>                   |  | <b>4</b>     |
| BIOL 152                         | General Biology II                                   |              |
| BIOL 320                         | Ecology  |              |
| BIOL 325                         | Humans and the Environment                           |              |
| CHEM 101                         | Chemistry and Society                                |              |
| PHYC 112                         | Physics for Difference Makers                        |              |
| PHYC 130                         | Earth Science  |              |
| <b>Social Science</b>            |  | <b>3</b>     |
| GLBL 120                         | Contemporary Global Issues                           |              |
| GLBL 420                         | Sustainable Societies                                |              |
| <b>Humanities</b>                |  | <b>3</b>     |
| HUM 202                          | Civic Knowledge and Engagement                       |              |
| PHIL 366                         | Environmental Ethics                                 |              |
| WRIT 210                         | Writing 2: Writing in the Humanities <sup>1</sup>    |              |
| <b>Economics</b>                 |  | <b>3-4</b>   |
| ECON 355<br>& ECON 497           | Environmental Economics<br>and Readings <sup>2</sup> |              |
| <b>Capstone or Policy</b>        |  | <b>3</b>     |
| Choose one of the following:     |  |              |
| GLBL 499                         | Thesis/Project <sup>3</sup>                          |              |
| PADM 350                         | Theory and Practice of Public Administration         |              |
| PADM 399                         | Public Administration Practicum <sup>3</sup>         |              |
| VOC 499                          | Interdisciplinary Capstone                           |              |
| <b>Total Units</b>               |  | <b>18-19</b> |

<sup>1</sup> WRIT 210 is a topics course; the topic Nature and Environmental Writing is the only topic that fulfills this requirement. This course also meets the General Education Writing 2 requirement.

<sup>2</sup> ECON 355 has a prerequisite of ECON 251—students who have satisfied ECON 251 do not need to take ECON 497; students who have not taken ECON 251 may take ECON 497 for 1 unit to meet the prerequisite.

<sup>3</sup> Course must be taken one time for 3 units.

# Minor in Sociology

## Requirements

18 units

| Code                                | Title   | Units |
|-------------------------------------|---|-------|
| <b>Core Courses</b>                 |   |       |
| SOC 120                             | Introduction to Sociology <sup>1</sup>                          | 3     |
| SOC 298                             | Basic Sociological Theory                                       | 3     |
| <b>Elective Courses</b>             |   |       |
| Select 12 units from the following: |   | 12    |
| GLBL 201                            | Anthropology for Everyday Life <sup>2</sup>                     |       |
| MATH 130                            | Introduction to Statistics <sup>3</sup>                         |       |
| PSYC 320                            | Social Psychology   |       |
| SOC 225                             | Contemporary Social Problems                                    |       |
| SOC 230                             | Comparative Family Systems                                      |       |
| SOC 358                             | Human Diversity <sup>2</sup>                                    |       |
| SOC 359                             | Immigrant L.A. <sup>OS</sup>                                    |       |
| SOC 360                             | Sociology of Religion <sup>OS</sup>                             |       |
| SOC 361                             | Education and Society <sup>F</sup>                              |       |
| SOC 404                             | Community <sup>S</sup>  |       |
| SOC 405                             | The Sociology of Gender   |       |
| SOC 410                             | Field Internships <sup>4</sup>                                  |       |
| SOC 425                             | Social Movements <sup>ES</sup>                                  |       |
| SOC 455                             | Crime and Delinquency   |       |
| SOC 464                             | Social Stratification <sup>F</sup>                              |       |
| SOC 468                             | Contemporary Social Theory <sup>OS</sup>                        |       |
| SOC 471                             | Writing 3: Qualitative Social Research Methods <sup>5, F</sup>  |       |
| SOC 472                             | Writing 3: Quantitative Social Research Methods <sup>5, S</sup> |       |
| SOC 495                             | Special Topics  |       |
| SOC 496                             | Senior Seminar: Faith and Social Issues <sup>OF</sup>           |       |
| SOC 497                             | Readings  |       |
| Total Units                         |   | 18    |

- <sup>1</sup> Meets the General Education Social Sciences requirement.
- <sup>2</sup> Meets the General Education Intercultural Competence requirement.
- <sup>3</sup> Meets the General Education Quantitative Literacy requirement.
- <sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>5</sup> Meets the General Education Writing 3 requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Understand and evaluate social research, and also to develop well-designed research projects.
2. Recognize the influence of race, class, and gender on human behavior and social conditions.
3. Articulate the role of social institutions—family, religion, government—in shaping social life and identity.
4. Utilize the comparative and historical perspective to evaluate the effects of the social context on cultural beliefs, values, attitudes and practices.
5. Utilize a sociological perspective on human behavior and the social order—including social structures and institutional practices—that empowers them to act in response to the Scriptural mandate to work for peace and justice.
6. Describe their sociological education and the development of a sociological imagination in relation to Christian faith and life.

# Minor in TESOL

18 units

The undergraduate minor in TESOL is especially suited to students majoring in English (p. 123), Spanish (p. 126), or liberal studies (p. 839) (education), yet is open to all students. Students who complete the minor earn an undergraduate TESOL Certificate; those who choose the option to take graduate-level courses TESL 545 and TESL 557 will have completed the requirements for the graduate TEFL Certificate (p. 150), which they may choose to earn rather than the undergraduate TESOL Certificate.

The TESOL minor:

- Prepares students to teach English as a second language in public adult schools, private language schools, and developing countries.
- Prepares students for service in the U.S. among refugees, immigrants, and international students, and also for mission opportunities abroad.
- Prepares students to pursue graduate studies in TESOL or applied linguistics. TESOL minors who pursue graduate studies in TESOL at APU will already have completed at least one of the required courses for the M.A. in TESOL. (p. 153)
- Enhances students' prospects for employment or acceptance to a graduate program, including their chances of obtaining a teaching assistantship at a university. In particular, students with this minor are prepared for the California Designated Subject (ESL) Adult Education Teaching Credential.
- Facilitates the development of public speaking and general classroom management skills.

## Requirements

- Students must achieve at least a 2.0 grade-point average in the six courses.
- Students intending to obtain a Designated Subject Adult Education Teaching Credential should also enroll in POLI 150 American Government.

| Code                         | Title  | Units |
|------------------------------|--|-------|
| ENGL 402                     | Principles of Language                       | 3     |
| ENGL 404                     | Approaches to Grammar                        | 3     |
| ENGL 406                     | Writing 3: Advanced Composition <sup>1</sup> | 3     |
| Select one of the following: |  | 3     |
| TESL 345                     | Second-language Pedagogy I                   |       |
| TESL 545                     | Second-language Pedagogy I <sup>2</sup>      |       |
| Select one of the following: |  | 3     |
| TESL 456                     | Teaching Practicum                           |       |
| TESL 557                     | Reflective Teaching <sup>2</sup>             |       |
| Select one of the following: |  | 3     |
| ENGL 435                     | Social and Psychological Aspects of Language |       |
| TESL 505                     | Second-language Acquisition <sup>2</sup>     |       |
| Total Units                  |  | 18    |

<sup>1</sup> Meets the General Education Writing 3 requirement.

<sup>2</sup> Senior standing required, and approval must be obtained from the department chair of the student's major, in order to take graduate-level courses.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition on both individual and contextual variables.
2. Describe the linguistic structures and development of English.
3. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach both oral and written English.
4. Evaluate language teaching materials and use them in lesson planning.

# Department of History and Political Science

## Mission Statement

The Department of History and Political Science (<http://www.apu.edu/clas/historypolisci/>) at Azusa Pacific University:

1. Offers undergraduate degree programs in political science, history, international relations, and social science, a graduate degree program in public administration, and a single subject waiver for a teaching credential in social science.
2. Provides General Education courses in history and political science consistent with the outcomes of a liberal arts education.
3. Prepares students for graduate study, law school, and success in their chosen careers.

## Department Overview

This department offers majors in history (p. 177), international relations (p. 179), political science (p. 181), and social science (p. 183), and minors in classics (p. 187), history (p. 189), international relations (p. 191), political science (p. 192), prelaw (p. 193), and public administration (p. 194). The department is also home to chapters of the national political science honor society, Pi Sigma Alpha; the national history honor society, Phi Alpha Theta; and the international legal community honor society, Phi Delta Phi.

Many courses in the department emphasize the reading of classic texts or the study of primary sources. All courses offered in the department are within the College of Liberal Arts and Sciences and are designed to contribute to a Christian liberal arts education.

The department's programs strive to:

- Develop intellectual curiosity.
- Equip students with the abilities to write and speak well, think critically, and judge wisely.
- Enable students to distinguish justice from injustice.
- Teach students the legitimate purposes and necessary limits of political power.
- Provide students historical perspective for making judgments in the present.
- Instruct students in human possibilities and limits.
- Prepare students for careers calling for clear, cogent reasoning.
- Familiarize students with other cultures and times.
- Make available to students the knowledge that is needed by citizens and political leaders.
- Prepare students to teach various social science disciplines.

Students who want to earn up to 9 units in their major through the American Studies Program (<https://www.bestsemester.com/locations-and-programs/washingtondc/asp/>) in Washington, DC, may do so by arrangement with the Department of History and Political Science.

## Programs

### Majors

- History (p. 177)
- International Relations (p. 179)
- Political Science (p. 181)
- Social Science (p. 183)

### Minors

- Classics (p. 187)
- History (p. 189)
- International Relations (p. 191)
- Political Science (p. 192)
- Prelaw (p. 193)
- Public Administration (p. 194)

## Graduate Program

- Master of Public Administration (p. 185)

## Courses

### **HIST 120, World Civilizations to 1648, 3 Units**

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the General Education Requirement: Humanities: History.*

### **HIST 121, World Civilizations Since 1648, 3 Units**

Lecture 3 hours; discussion 1 hour. This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the General Education Requirement: Humanities: History.*

### **HIST 151, United States History to 1877, 3 Units**

This course surveys the political and cultural history of the United States up to 1877. Areas of study include concepts of government and analysis of political institutions. This course meets the state requirement in U.S. history and government. *Meets the General Education Requirement: Humanities: History.*

### **HIST 152, United States History Since 1877, 3 Units**

This course surveys the political and cultural history of the United States from 1877 to the present. Areas of study include concepts of government and analysis of political institutions. This course meets the state requirement in U.S. history and government. *Meets the General Education Requirement: Humanities: History.*

### **HIST 200, The Varieties of History, 3 Units**

This course introduces students to various approaches to the study and philosophy of the discipline of history, from the ancient to the contemporary and from different cultural perspectives. Particular attention is paid to Christian approaches to the study and meaning of the human story.

**Prerequisite:** Recommended: Any 100-level history course.

### **HIST 201, World Civilizations and Geography to 1648, 3 Units**

This survey course incorporates human geography as a crucial means to understand the narrative of histories, religions, migrations, and forms of government of people and civilizations from the ancient times to 1648. In doing so, this course aims to study the distribution, processes, and effects of the human population on our planet during this time period.

**Prerequisite:** Liberal Studies Majors Only

### **HIST 202, United States History to 1930, 3 Units**

This course surveys the political and cultural history of the United States from its colonial origins to 1930. Subject matter includes concepts of government and analysis of political institutions. This course meets the state requirements in U.S. history and government.

**Prerequisite:** Liberal Studies Majors Only

### **HIST 210, World Geography, 3 Units**

This course is a study of cultural, historical, and political geography. It includes study of the ways people interact with their natural environments, the ways different cultures interact with one another, the global patterns of human migration and settlement, and the distinctive natural, linguistic, cultural, and political features of different regions of the world.

### **HIST 235, Cultural History/Travel Study, 3 Units**

This interdisciplinary course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the respective country, region, or continent. The course is taught by one or more faculty and developed around a history core from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or Church history. May be repeated for credit as topics/locations vary. *Meets the General Education Requirement: Intercultural Competence.*

### **HIST 238, History of California, 3 Units**

Students in this course learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

### **HIST 300, Writing 3: Introduction to Historical Studies, 3 Units**

This course instruct students in historical methodology, focusing on the skills necessary for historical research and writing, and a foundational knowledge of historiography. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **HIST 311, Ancient Greece, 3 Units**

This course is designed to introduce students to the laws, religions, art and architecture, philosophy, and governmental forms of Ancient Greece. Covers Mycenaean Greece, Classical Sparta and Athens, Persian and Peloponnesian Wars, the Rise of Macedon, Alexander and the Hellenistic world, and the Greek experience under Roman rule.

### **HIST 312, Ancient Rome, 3 Units**

This course is designed to introduce students to the laws, religions, art and architecture, philosophy, and governmental forms of Ancient Rome. Covers Republican and Imperial Rome, the Pax Romana, 3rd Century Crisis, and the Christianization and Fall of Rome.

### **HIST 320, Modern Africa, 3 Units**

This course explores the political, social, cultural, and religious history of Africa from the trans-Atlantic slave trade to the present.

**Prerequisite:** HIST 120 or HIST 121 recommended

### **HIST 325, Topics in French History, 3 Units**

This variable-topics course examines a select topic or theme of French history, and the relationship of France to the world. The course may be repeated for credit, as the topic varies. Taking a 100-level history course or FREN 101 prior to this course is recommended.

**Prerequisite:** 100-Level History course or FREN 101 recommended

### **HIST 334, History of American Foreign Affairs, 3 Units**

This course is a study of American foreign affairs and international relations from 1776 to the present.

### **HIST 335, Cultural History/Travel Study, 3 Units**

This cultural history course combines visits of major cultural and historical sites with academic study of the geography, history, art, literature, politics, and religion of the country, region, or continent. The interdisciplinary course is taught by a team of two to four faculty and developed around a history core, from which each student may choose to develop an intensive focus upon art and architecture, history, literature, politics, or church history.

### **HIST 338, History of California, 3 Units**

Students learn about the exploration, colonization, and development of Hispanic California; the coming of the Americans; and the political, economic, and cultural development of California since its acquisition by the United States.

### **HIST 342, The American West, 3 Units**

This course offers coverage of the exploration and development of the West, mining and stock-raising frontiers, railroads, and agriculture, and the effects of the frontier on American institutions.

### **HIST 346, History of American Immigration, 3 Units**

This course examines immigration and ethnicity in America from the Colonial period to the present. Themes include ethnic formation, assimilation, nativism, and the relationship of ethnicity to American national identity. *Meets the General Education Requirement: Intercultural Competence.*

### **HIST 350, Medieval Europe, 3 Units**

This course is a study of Europe from the fall of the Roman Empire to the Renaissance.

### **HIST 352, Renaissance and Reformation, 3 Units**

This course is a study of Europe from the 15th century to 1648. It covers intellectual, social, and political changes, and religious revolt and wars.

### **HIST 357, Enlightenment Europe, 3 Units**

This course studies European history from 1648-1789. The course focuses on the intellectual and cultural movement known as the Enlightenment and its effects on politics, diplomacy, economics, society, and religion.

### **HIST 358, Europe 1789-1914, 3 Units**

This course studies European political, intellectual, social, diplomatic, and religious history from the French Revolution to the start of World War I.

### **HIST 359, Europe 1914-1992, 3 Units**

This course studies European political, intellectual, social, diplomatic, and religious history from World War I to the fall of the Soviet Union.

### **HIST 360, History of the Middle East I: Early and Medieval Islam, 3 Units**

This course covers the historical foundations of the premodern Middle East beginning with the pre-Islamic Near East and Arabia and continuing with Muhammad and the origins of the Islamic tradition; the establishment of regional Islamic rule, ideology, and institutions; and the medieval dynasties up to and including the Ottomans. The course primarily focuses on general political narrative, but also considers social and cultural dynamics of the early and medieval Islamic world.

### **HIST 361, History of the Middle East II: Modern Middle East, 3 Units**

This course covers the historical foundations of the early modern and modern Middle East, beginning with later Ottoman history (18th century) and continuing through to the present day. It covers a variety of countries/communities within the region, including Egypt, Iraq, Iran, Turkey, Syria, Lebanon, and Israel/Palestine, and it also includes a variety of topics within this chronological and geographical expanse, such as nationalisms, ideologies, social movements, and cultural identity.

### **HIST 365, History of the Israeli-Palestinian Conflict, 3 Units**

This course covers the historical dynamics of the Israeli-Palestinian conflict from the beginnings of early Zionist thought and settlement in the late 19th century to the present day.

### **HIST 368, A Year in Time, 3 Units**

Taking a global approach, this course examines the political, intellectual, cultural, social, diplomatic, and religious developments of one specific year in history. Particular emphasis is placed on the use of primary resources in historical research and writing. The course may be repeated for credit with a change of topic or year studied

### **HIST 374, Colonial Era, 3 Units**

This course is a study of the English colonies in America during 1609-1776. Themes include institutions, life, and customs, intercolonial relations, imperial control; and the movement for independence.

### **HIST 376, The Revolution and the Republic, 3 Units**

This course examines major topics in the history of the United States between the American Revolution and the early antebellum period, paying special attention to the impact of political development on religion, culture, and economic systems, and gender, ethnic, and racial interactions.

### **HIST 380, Civil War and Reconstruction, 3 Units**

This course is a study of the causes of sectional conflict, the Civil War, and political, social, and economic reconstruction (1850-77).

### **HIST 382, Emergence of Modern America, 3 Units**

This course is a study of the period 1878-1918, including political and intellectual change, the advent of big business, urbanization, reform, and the coming of World War I.

### **HIST 386, Modern America, 3 Units**

This course is a study of the intellectual, political, economic, and social history of America from 1918 to the present.

### **HIST 389, Modern American Intellectual History, 3 Units**

This course introduces students to some of the most important ideas, thinkers, and intellectual debates that have shaped life in the United States from the late nineteenth century through the present. Through a study of movements including pragmatism, progressivism, liberalism, and conservatism, the course examines the role of science, philosophy, and religion in providing intellectual foundations for liberal democracy. It also examines the relationship between modernity and postmodernity, and traces the growth of the American university system as a primary institutional site for intellectual life

### **HIST 392, Colonial Latin America, 3 Units**

Utilizing primary and secondary sources, music, film, and literature, this course examines the history of Colonial America (c. 1460s-1820s), with particular emphasis on the role of Christianity in the development, success, and failure of the Spanish imperial project in the New World.

**Prerequisite:** HIST 120

### **HIST 393, Ritual and Re-enactment in Modern Latin America, 3 Units**

Utilizing primary and secondary sources, music, film, and literature, this course examines the history of modern Latin America (c. 1820s-present), from its colonial legacy to its nation-building period, revolutions and coups to modern manifestations, with special emphasis on its relationship to the United States and developments in local Christianity.

**Prerequisite:** HIST 121

### **HIST 401, Humanities Seminar, 6 Units**

Subject matter for this course varies. The pre-announced topic is addressed from an interdisciplinary perspective and includes some of the following: history, literature, sociology, art, religion, biblical studies, and language. Each time this course is offered it is further defined with a subtitle.

### **HIST 402, Historical Research Skills, 6 Units**

Subject matter for this course varies. The course emphasizes one of the following: historical research skills, archaeological methods, or language study. The course includes access to primary archival resources, field experiences, and/or trips to historical sites. Each time this course is offered it is further defined with a subtitle.

### **HIST 403, Church History Seminar, 6 Units**

Subject matter for this course varies. The course includes an intensive study of a specific era in church history. Each time this course is offered it is further defined with a subtitle.

### **HIST 404, Archaeology Field Experience, 6 Units**

This field experience is only offered at the Wadi Natrun archaeological dig in Egypt. It includes hands-on field experience.

### **HIST 420, Topics in Cinema and History, 3 Units**

This course explores the relationship between film and history regarding a specific historical era, studying films made at that era and about that era. Students are expected to attend weekly film screenings in addition to scheduled classes. This course may be repeated once for credit as the topic varies.

**Prerequisite:** WRIT 110

### **HIST 484, Historical Themes, 3 Units**

Subject matter for this course varies and may include topics in non-Western, European, and United States history. This course may be repeated for credit.

### **HIST 497, Readings, 1-4 Units**

This course consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.



## HIST 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## HIST 499, Thesis/Project, 1-4 Units

This is a senior-level capstone type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in a formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.

**Prerequisite:** HIST 300 or instructor consent, and senior standing.

## HIST 499H, Thesis/Project - Honors, 3 Units

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior standing and upper-division writing intensive course completed. Must also be a student admitted to the Honors College and be considered a member in 'active' status.

## HUM 201, Intercultural Knowledge and Competence, 3 Units

This course employs a team-taught, transdisciplinary approach to expanding students' intercultural knowledge and experience in three stages. First, through a study of core texts in the humanities, it studies a chronologically arranged variety of cultural perspectives on the meaning and value of the natural world. Second, it punctuates this study with affective experience in a new cultural setting (typically by visiting with a representative from local Native American or Armenian communities). Third, it requires students to reflect upon and analyze their own culturally structured environmental attitudes. *Meets the General Education Requirement: Intercultural Competence.*

## HUM 202, Civic Knowledge and Engagement, 3 Units

This course employs a team-taught, transdisciplinary approach to expanding students' understanding of and commitment to civic engagement in three stages. First, through a study of core texts in the humanities, it examines a chronologically arranged variety of perspectives on the ethical responsibility of humans to their natural environment. Second, it punctuates this study with affective experience in the pristine Ansel Adams Wilderness, an experience that provides a hands-on encounter with the magnificently fragile world God has charged us to nurture. Finally, this course requires students to reflect upon and analyze their own civic responsibilities toward the environment through a final research project. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## HUM 221, Core Texts in History, 3 Units

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: History.*

## HUM 222, Core Texts in Literature, 3 Units

This course offers a study of selected literary texts from a variety of cultures and genres in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: Literature.*

## HUM 223, Core Texts in Aesthetics, 3 Units

A study of the creative process and of selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era. Taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: Fine Arts.*

## HUM 224, Core Texts in Philosophy, 3 Units

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Philosophy.*

## HUM 321, Core Texts in History, 3 Units

This course offers a study of selected classic works that shaped and represented different civilizations in a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 221 and HUM 321 may not be taken concurrently, and additional work is required in HUM 321. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: History.*

### **HUM 322, Core Texts in Literature, 3 Units**

This course offers a study of selected literary texts from a variety of cultures and genres taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 222 and HUM 322 may not be taken concurrently, and additional work is required in HUM 322. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: Literature.*

### **HUM 323, Core Texts in Aesthetics, 3 Units**

This course offers a study of the creative process and selected aesthetic masterpieces in a variety of cultures and genres from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 223 and HUM 323 may not be taken concurrently, and additional work is required in HUM 323. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Humanities: Fine Arts.*

### **HUM 324, Core Texts in Philosophy, 3 Units**

This course offers a study of selected philosophical works illustrating intellectual perspectives of a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. HUM 224 and HUM 324 may not be taken concurrently, and additional work is required in HUM 324. This course may be repeated once for credit, as the topic varies. *Meets the General Education Requirement: Philosophy.*

### **HUM 325, Core Texts in Christianity, 3 Units**

This course offers a study of selected Christian classics on Christian life and doctrine from a specified historical era, taught by a faculty tutor in an integrative, interdisciplinary fashion. This course may be repeated once for credit as the topic varies. *Meets the General Education Requirement: Theology.*

### **PADM 350, Theory and Practice of Public Administration, 3 Units**

Course provides a detailed overview of the theoretical foundation for managing and operating federal, state and local government agencies and nonprofit organizations. Public administrators interact with politicians, community stakeholders, businesses and voters to achieve the public good. Students will examine the role of public administrators through course materials such as texts, scholarly articles, discussion questions and application to real-world scenarios in cases and guest speakers as well as online coursework.

**Corequisite:** PADM 399

### **PADM 375, Program Implementation and Evaluation, 3 Units**

This course details the rationale for public programs authorized and managed by public agencies and nonprofit organizations. Public policies and management principles applied to the administration of programs are examined using the course textbook, course reader, online discussion Q&A, digital media, and assigned online coursework. *Meets the General Education Requirement: Integrative and Applied Learning.*

### **PADM 399, Public Administration Practicum, 6-8 Units**

As part of the Sacramento study away program, this course offers fieldwork internship opportunities in an area chosen by the student in consultation with the faculty director of the Azusa Pacific University Center for Public Affairs in Sacramento. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Corequisite:** PADM 350

### **PADM 501, Origin of Public Administration, 3 Units**

In this introductory course for preservice and midcareer individuals, students learn the theory and practice of public administration. Course material includes an exploration of ethical dilemmas influencing the daily tasks of public administrators, with an emphasis on the core public administration values of accountability, integrity, and leadership and evidence-based decision making for effective and efficient public policy program implementation. Coursework involves textbooks, lectures, discussions, and case studies of application to professional settings to assist managers with problem solving and promote responsive, faithful service that helps vulnerable and diverse populations in our communities.

### **PADM 502, Organizations and Behavior, 3 Units**

Students in this course review public management research, theories, and perspectives that help practitioners assess the issues and challenges of working with people, technologies, and policies to accomplish goals. Students also critique modern public management strategies and behaviors to solve real-world problems. Instructional materials are interdisciplinary (psychology, public administration, political science) and include articles, cases, electronic resources, student experiences, and collaborative discussions to analyze, develop, and communicate ethical evaluative skills that promote management solutions aligned with the values of APU's Four Cornerstones.

### **PADM 503, The Policy Process, 3 Units**

This course offers an in-depth study of the public policy process (analysis, promulgation of statutory laws and administrative rules) and value-based implementation. Public administrators in public, nonprofit, and private organizations must interact with political leaders, administrative staff, and diverse community groups to ensure the implementation of necessary policy programs and services, and that these are accessible to people in need. Coursework involves textbooks, scholarly materials, lectures, discussions, and case assignments.

### **PADM 504, Economic and Urban Development, 3 Units**

This course prepares students for public-sector organization management. Students learn about community development programs, municipal budgeting and expenditures, grants administration, joint powers agreements, public-private partnerships, nonprofit organizations, fiscal management policies, and county, state, and municipal government economic development programs.

### **PADM 505, Public Sector Research Methods, 3 Units**

This course is for preservice and midcareer professionals who use research and data as evidence in public administration to advocate for resources, make effective ethical leadership decisions, and implement and evaluate programs. The importance of research in the policy implementation process and in programs run by public and nonprofit managers is examined.

**Prerequisite:** PADM 501, PADM 502, PADM 503, and PADM 504.

### **PADM 506, Ethical Leadership and Management, 3 Units**

This course helps leaders in public, nonprofit, and private organizations sharpen their leadership skills. Emphasis is on strategies and tactics used daily by management professionals tasked with achieving agency mission and goals for the common good. Analytical and critical thinking skills are improved by evaluating principles, theories, and best practices for leading and collaborating with diverse community stakeholders. Course materials (discussions, research, lectures) and case studies of real-world problems emphasize strategies, theories and tactics used daily by faithful, efficient and effective management professionals and community leaders.

### **PADM 510, California's Public Healthcare System [Proposed], 3 Units**

The State of California has 21 publicly funded health care systems that support individuals and families regardless of their ability to pay. These systems comprise only six percent of the state's hospitals, but provide more than 40 percent of hospital care to the uninsured. Course provides detailed discussion and instruction about public health systems and federal, state, county and municipal government systems management. Publicly funded health care providers are studied in the course by using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 511, Federal Health Insurance Policy (Implementation and Administration) [Proposed], 3 Units**

CalPERS is the nation's largest public pension fund and serves more than 1.9 million members in the retirement system and 1.5 million members in their health care program. Course provides detailed discussion and instruction about CalPERS and public pension programs are examined using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 512, Healthcare Administration, 3 Units**

This course covers the foundations of healthcare administration in the United States, introducing students to the structure and function of the healthcare system. Topics include theory and models of healthcare administration, public policy impacts and scarcity, partnerships and achieving equality in healthcare governance at the national, state, and local levels, community environments, and critical issues in health services. Students explore Christian faith-based alternatives for alleviating healthcare burdens, and conduct a community health system analysis.

**Prerequisite:** Permission of MPA director for students not enrolled in the MPA program.

### **PADM 513, Community Health and the Built Environment (State/Local) [Proposed], 3 Units**

Creating a neighborhood serving built environment that encourages positive public health outcomes results in major policy issues for federal, state, and local government managers and elected officials. Municipal planning departments must manage the development of parks, business centers, malls, and historically preserved landmarks. In addition to the elimination of brownfields, the construction of new rail lines for high-speed transit, and provision of quality water sources for distribution to local residents. Course provides detailed discussion and instruction regarding the public sector management of legislative initiatives regarding public health and land use using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 514, Communicating Public Policy [Proposed], 3 Units**

Government communication to citizens evolved due to the creation of social media. Elected officials, department managers, state and federal agencies continue to experience challenges when attempting to communicate public policy to citizens effectively. This course examines the competitive environment governments must now compete in against businesses and nonprofits, when trying to reach everyday citizens and registered voters. Course provides detailed discussion and instruction regarding effectively communicating public policy using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 515, Social Media/Digital Media and the Public Sector [Proposed], 3 Units**

Social Media is a major communication channel for businesses and individuals that are designated 'influencers' for products and lifestyle brands. Many public sector organizations use social media as an opportunity to enhance citizen engagement in political and social affairs. Course provides detailed discussion and instruction regarding social media, privacy and brand representation using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 516, The Press and Politics [Proposed], 3 Units**

Media influence partly shaped the development of American government. National news coverage, local newspapers and social media can greatly influence public opinion and can very much influence the viability of controversial policy proposals and elections. Course provides detailed discussion and instruction regarding mass media, elected officials and public policies that affect government program implementation using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 517, Field Report (Independent Study) [Proposed], 3 Units**

Course is a mandated field study requirement for students completing their capstone concentration through use of communication strategies and tactics that advance practice in local government.

### **PADM 518, Public-Private Partnerships (Economic Development) [Proposed], 3 Units**

Public infrastructure investments are opportunities for private investors that seek to do business with government. Public-Private Partnerships or P3 projects are supplemented by businesses and investors that seek returns through the collection of fees and other assessments that are paid by taxpayers. Course provides detailed discussion and instruction pertinent to P3 projects in major U.S. cities and local impact using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 519, Small Business Administration and State/Local Government [Proposed], 3 Units**

The United States Small Business Administration (SBA) was created through the adoption of the Small Business Act of 1953. The legislative design for this program includes the delivery of loans, loan guarantees, contracts, counseling sessions and assistance to small businesses. Course provides a detailed discussion and instruction pertinent to SBA activities that encourage the creation of small businesses in U.S. cities and examines the SBA California State Trade Expansion Program (California STEP) using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 520, Education and Workforce Development Policy Administration [Proposed], 3 Units**

The Workforce Investment and Opportunity Act (WIOA) provides resources to local government for job training and placement programs. WIOA supersedes the Workforce Investment Act of 1998 (WIA) and amends the Wagner-Peyser Act, the Adult Education and Family Literacy Act, and the Rehabilitation Act of 1973. Course provides a detailed discussion and instruction pertinent to the design and implementation of Workforce Investment Boards, Employment Development Department activities and workforce development initiatives in urban and rural cities using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 521, Federal Health Insurance Policy (Implementation and Administration) [Proposed], 3 Units**

The Small Business Health Care Tax Credit and Small Business Health Options Program (SHOP) help businesses provide health coverage to their employees. Reproductive rights and cost of care subsidies are major policy issues for private and other employers. Course provides detailed discussion and instruction about health care initiatives for small businesses in urban and rural cities using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 522, Geographic Information Systems (GIS) in the Public Sector, 3 Units**

This introductory course equips preservice and midcareer individuals with the geographical and spatial intelligence and skills required in most public administration positions. Knowledge of data analysis and of relationships (size, shape, and location) between geographic points of interest are powerful tools to help with descriptive analysis and planning in the social environment. Students acquire the basic geographic information systems (GIS) tools for analyzing, describing, and managing programs essential to public health, environmental science, criminal justice, and business as well as public administration.

### **PADM 523, Big Data and Elections (Polling/Statistics) [Proposed], 3 Units**

Individual privacy and the political process are major issues in the United States of America. Public sector organizations are responsible for managing the collection of data for use during local and state elections. This course provides a detailed discussion about the electoral process and the use of data for elections and polling activities conducted by major universities and media networks using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 524, Smart Cities and Workforce Development [Proposed], 3 Units**

Autonomous vehicles drone municipal departments for enforcement related activities and for public works utilize technology and artificial intelligence. This course provides a detailed discussion regarding the evolution of smart cities and policy implications resulting for local government adaption to digital management tactics using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

### **PADM 525, Field Report: Spatial or Statistical Analysis of a Public Challenge (Moral Hazard) [Proposed], 3 Units**

Course is a mandated field study requirement for students completing their capstone concentration through use of spatial analysis and application of regional science.

### **PADM 599, Readings in Public Administration, 1-3 Units**

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

### **PADM 600A, Public Administration Capstone A, 3 Units**

This course offers credit for fieldwork in an area chosen by the student in consultation with the faculty director of the Azusa Pacific University Center for Public Affairs in Sacramento. The 6-unit public administration capstone (parts A and B combined) is required for completion of the Master of Public Administration degree.

**Prerequisite:** Second-year good standing in the MPA program.

### **PADM 600B, Public Administration Capstone B, 3 Units**

This course offers credit for fieldwork in an area chosen by the student in consultation with the faculty director of the Azusa Pacific University Center for Public Affairs in Sacramento. The 6-unit public administration capstone (parts A and B combined) is required for completion of the Master of Public Administration degree.

**Prerequisite:** Second-year good standing in the MPA program.

### **POLI 150, American Government, 3 Units**

This course is a study of the institutions and processes of American government on the local, state, and national levels. This course meets the state requirement for U.S. history and government. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### **POLI 160, Introduction to Politics, 3 Units**

This course introduces the beginning political science student to the fundamental themes and enduring problems of political life.

### **POLI 180, Intro to International Relations, 3 Units**

This course introduces students to the academic study of international relations, beginning with classical discussions about the interaction of peoples, continuing to focus on modern nations and their trade, diplomacy, foreign aid and conflicts. Students will consider the challenges faced within particular world regions beyond the West, with units on Latin America, Africa, Asia, Middle East, and their particular regional opportunities. Also covered are particular problems of international relations of our time - nuclear/chemical/biological weapons, terrorism, and cyber conflict, as well as international opportunities including strategies to achieve greater economic development, trade, and communication.

### **POLI 210, Current Events, 3 Units**

Students explore selected current domestic and foreign policy issues.

### **POLI 220, State and Local Government, 3 Units**

This course offers a comparison of the organizations, processes, and functions of local government in the United States, including counties, cities, and special districts.

### **POLI 250, Introduction to Criminal Law, 3 Units**

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

### **POLI 260, Introduction to Legal Transactions, 3 Units**

This course provides an overview of personal and business legal transactions, introducing students to the importance of the law, concepts of business formation and transactions, corporations, contracts, intellectual property, cyberlaw, employment law, bankruptcy, and estate planning.

### **POLI 271, Political Topics, 3 Units**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: nuclear arms, religion and politics, and presidential elections. POLI 271 and POLI 471 may not be taken concurrently, and additional work is required in POLI 471. This course may be repeated for credit as the topic varies. Up to eight units may be earned for participation in seminars offered by the American Studies Program.

### **POLI 300, Writing 3: Research and Writing, 3 Units**

This writing-intensive course emphasizes the research and writing skills common to the disciplines of history and political science. It is strongly recommended that students take this course before taking any other 300- or 400-level history or political science courses. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **POLI 310, Political Geography, 3 Units**

This course considers the impact of geography on political life broadly understood, including population and migration, governments and political institutions, national boundaries and border conflicts, economic development, trade and cultural relations between nations and peoples, and the development and future of the nation.

### **POLI 320, Comparative Politics, 3 Units**

This course offers a comparative study of major political systems. The communist, socialist, and democratic systems are compared as they have been applied in various states.

### **POLI 325, Seminar in International Relations, 3 Units**

This course facilitates focused inquiry into one or more pre-announced subjects relating to current international relations. Possible topics include nuclear weapons, cybersecurity, or humanitarian relief assistance. This course may be repeated for credit as the topic varies.

**Prerequisite:** POLI 180 or instructor's consent

### **POLI 350, Constitutional Law: Fundamental Freedoms, 3 Units**

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14th Amendment, including freedoms of speech, press, religion, assembly; the right to bear arms; due process and equal protection; and political rights related to representation, voting, and naturalization.

**Prerequisite:** POLI 150 or instructor consent

### **POLI 351, Constitutional Law: Criminal Justice, 3 Units**

The course analyzes U.S. Supreme Court decisions related to the constitutional protections offered to criminal defendants found in the Bill of Rights and 14th Amendment, including the right to be free from unreasonable searches and seizures, the privilege against self-incrimination, the right to counsel, the right to a jury trial, the protection against excessive bail and cruel and unusual punishment, and other due process guarantees.

**Prerequisite:** POLI 150 or instructor consent

### **POLI 352, Constitutional Law: National Powers, 3 Units**

This course is an inquiry into the Supreme Court's interpretation of the Constitution concerning the powers of the states, the president, Congress, and the courts.

**Prerequisite:** POLI 150 or instructor consent

### **POLI 353, Seminar on Legal Studies, 3 Units**

This course is a study of forms of law school writing, the profession of the law, and the philosophy of law as it has developed from ancient to contemporary times. The course is primarily for students intending to pursue a career in law and should ideally be taken by students in their junior year.

**Prerequisite:** POLI 350 or POLI 351 or POLI 352 or instructor consent

### **POLI 360, Classical Political Thought, 3 Units**

This course is a study of ancient Greek political thought with some reference to Roman and medieval political thought. The course focuses on ideas of justice, nature, and human nature.

### **POLI 363, Modern Political Thought, 3 Units**

This course is a study of major political thinkers from the 16th century to the present.

### **POLI 376, The American Founding, 3 Units**

This is a study of the central ideas of American constitutional democracy as they are illuminated in selected writings of the American founders and in modern contemporary scholarship on the American founding.

**Prerequisite:** POLI 150 and POLI 160 or instructor consent

### **POLI 380, Terrorism and Counterterrorism, 3 Units**

This course considers the sources, history, and motivations behind terrorism, the tools and tactics employed by terrorists, and terrorist organizations' political objectives, with emphasis on recent and current terrorism. Students also consider the phenomenon of state terrorism, the theory and practice of counterterrorism, and the variety of Christian responses to terrorism.

**Prerequisite:** POLI 150 or POLI 160

### **POLI 381, Theories of International Relations, 3 Units**

This course is a detailed examination of the major classical, modern, and postmodern theoretical schools of thought that inform the study of International Relations. Readings include original classic treatises and monograph length statements of theory, alongside recent publications.

**Prerequisite:** POLI 180 or Instructor consent

### **POLI 382, Diplomacy and Foreign Policy, 3 Units**

This course provides a comprehensive examination of theoretical approaches to the analysis of foreign policy, as well as an examination of the conduct of U.S. diplomacy abroad. Case studies are used to illustrate analytical models, and active learning through team-based simulation emphasizes the practical aspects of negotiation and statecraft.

**Prerequisite:** POLI 180 or instructor's consent

### **POLI 383, National Security, 3 Units**

This course addresses the definition and pursuit of national security by means of a thorough-going review of essential offices and institutions, assessing the relevant policymaking process, exploring principles of strategic theory, and defining symmetric and asymmetric security threats.

**Prerequisite:** POLI 180 or instructor's consent

### **POLI 385, Politics of Developing Countries, 3 Units**

This course considers the governmental structures and political orientation of developing countries and the essential theories devised respecting their political past, present, and future.

**Prerequisite:** Junior or Senior Standing

### **POLI 390, History and Politics of the Non-Western World, 3 Units**

This course offers an overview of historical and political patterns in one pre-announced selected area of the non-Western developing world. This course may be repeated for credit as the topic varies.

### **POLI 399, Political Science Practicum, 1-8 Units**

This practicum gives credit for field work in an area of government or law chosen by the student. The CCCU American Studies Program (see APU's Center for Global Learning and Engagement) offers internship opportunities in Washington, DC, or students may find opportunities on their own. Local opportunities include federal, state, and local government agencies and legislative offices, political campaigns, and law offices. Up to 8 units may be earned. Only 6 units are counted toward the political science major (3 required units; 3 units as elective credit), and 3 units toward the political science minor. All other units count as elective credit.

**Prerequisite:** Instructor permission required

### **POLI 400, Seminar on American Politics, 3 Units**

This course facilitates inquiry into one pre-announced aspect of American politics, such as political parties, voting behavior, or interest groups. This course may be repeated for credit as the topic varies.

**Prerequisite:** POLI 150 or instructor consent

### **POLI 405, The American Presidency, 3 Units**

This course presents an overview of the American presidency, including the historical development of the presidency, contributions of individual presidents to the executive office, presidential authority and politics in the modern era, the presidential election process, and the role of the executive branch.

**Prerequisite:** POLI 150 or instructor consent

### **POLI 410, Congress, 3 Units**

This course provides an overview of the functioning of Congress as an institution. Topics include the historical evolution of Congress, changes in internal rules and procedures that guide congressional action, the role of Congress within the federal system, and external influences on the legislative process.

**Prerequisite:** POLI 150 or instructor consent

### **POLI 415, The Federal Judiciary, 3 Units**

This course provides an overview of the federal judicial system, with particular attention given to the power and function of the U.S. Supreme Court, methods of constitutional interpretation, judicial selection, and the role of the judiciary in the constitutional system of government.

**Prerequisite:** POLI 150 or instructor consent

### **POLI 420, Women in Politics, 3 Units**

This course examines women's participation in public office at the local, regional, national, and international levels and explores potential differences between men and women in the areas of campaigning and political leadership, policy preferences, and governing styles.

**Prerequisite:** POLI 150

### **POLI 421, Regional Studies, 3 Units**

This course is a comparative political analysis of a specific global region (e.g., Middle East, Eastern Europe, East Asia, Central America, etc.), with empirical emphases on the region's political history, forms of government, security problems, and cultural dynamics. As regions covered will vary, the course may be repeated for credit.

**Prerequisite:** POLI 180 or instructor's consent

### **POLI 422, International Organizations, 3 Units**

This course examines the variety of modern international organizations, and their respective missions and operations. Organizations with legal, security, economic, health, civil-society, and judicial portfolios are considered.

**Prerequisite:** POLI 180 or instructor's consent

### **POLI 450, Principles and Practice of Research Design, 3 Units**

This course presents a fundamental overview of the principles and practice of political science research design. Topics include introduction to scientific inquiry, research design construction, ethical principles, modes of observation, types of data analysis, and reading and writing social research.

**Prerequisite:** POLI 300 or upper division writing intensive course

### **POLI 471, Political Topics, 3 Units**

Subject matter for this course varies and may include topics in political theory, American government, and international affairs. Possible topics include: foundations of liberty, nuclear arms, religion and politics, and presidential elections. This course may be repeated for credit, as the topic varies.

## **POLI 496, Senior Seminar: Religion and Politics, 3 Units**

This seminar focuses on the ethical, political, and historical implications of ideas in their historical context and in contemporary society. Students consider significant ideas and concepts, their integration and interaction with other disciplines and the Christian faith, and consider application of those ideas to current political, social or moral problems. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing, completion of Writing 3 (HIST 300 or POLI 300).

## **POLI 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **POLI 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## **POLI 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## **PRHI 120, World Civilizations to 1648, 3 Units**

This survey course deals with the customs, cultures, religions, and forms of government of peoples from ancient times to 1648. *Meets the General Education Requirement: Humanities: History.*

## **PRHI 121, World Civilizations Since 1648, 3 Units**

This survey course deals with the customs, cultures, religions, and forms of government of peoples from 1648 to the present. *Meets the General Education Requirement: Humanities: History.*

## **PRHI 151, United States History to 1877, 3 Units**

This course surveys the political and cultural history of the United States up to 1865. Areas of study include concepts of government and analysis of political institutions. This course meets the state requirement in U.S. history and government. *Meets the General Education Requirement: Humanities: History.*

## **PRPO 150, American Government, 3 Units**

This course is a study of the institutions and processes of American government on the local, state, and national levels. This course meets the state requirement for U.S. history and government. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **PRPO 250, Introduction to Criminal Law, 3 Units**

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

## **PRPO 350, Constitutional Law: Fundamental Freedoms, 3 Units**

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14th Amendment, including freedoms of speech, press, religion, assembly; the right to bear arms; due process and equal protection; and political rights related to representation, voting, and naturalization.

**Prerequisite:** PRPO 150 or instructor's consent

## **PRPO 380, Studies of Terrorism, 3 Units**

This course considers the sources, history, and motivations behind terrorism, the tools and tactics employed by terrorists, and terrorist organizations' political objectives, with emphasis on recent and current terrorism. Students also consider the phenomenon of state terrorism, the theory and practice of counterterrorism, and the variety of Christian responses to terrorism.

**Prerequisite:** PRPO 150 or POLI 160

## **Faculty**

### **Department Chair**

Daniel C. Palm (<http://www.apu.edu/faculty/dpalm/>), Ph.D., Political Science



## **Professor**

Daniel C. Palm (<http://www.apu.edu/faculty/dpalm/>), Ph.D., Political Science

## **Associate Professors**

Kimberley Garth-James (<http://www.apu.edu/faculty/kjames/>), DPA, Public Administration

Verónica Gutiérrez (<http://www.apu.edu/faculty/vgutierrez/>), MFA, Ph.D., History

Bradley Hale (<http://www.apu.edu/faculty/bhale/>), Ph.D., History

Douglas Hume (<http://www.apu.edu/faculty/dhume/>), JD, Political Science

Ethan Schrum (<http://www.apu.edu/faculty/eschrum/>), Ph.D., History

Abbylin Sellers (<http://www.apu.edu/faculty/asellers/>), Ph.D., Political Science

## **Assistant Professor**

Joshua King (<http://www.apu.edu/faculty/jking/>), Ph.D., Political Science

## **Adjunct Faculty**

Kyu-Been Chun, M.A.

Wade Harrington, M.A.

Michael Hestrin, JD

Chris Jennings, JD

Dong-wook Lee, Ph.D.

Kenneth Leonardo, M.A.

Stephen Nelson, M.A.

Brian Plummer (<http://www.apu.edu/faculty/bplummer/>), Ph.D.

## **Faculty Emeriti**

Bryan Lamkin (<http://www.apu.edu/faculty/blamkin/>), Ph.D., History

# B.A. in History

42 units

History is the study of the human record of the human past. As an academic discipline, history is comprehensive insofar as it records and explains the development, causes, and effects over time of all other disciplines. Thoughtful study of the past provides a necessary perspective for making judgments in the present. It instructs the student in human possibilities and limits. Course offerings include studies in American, European, and world history, as well as focused studies of various historical themes and different regions.

## Career Opportunities

The history major (<https://www.apu.edu/clas/programs/history-major/>) prepares students for careers calling for clear and logical reasoning, the ability to analyze complex relations between cause and effect, well-developed writing skills, and familiarity with other cultures and times. The most common vocational pursuits include teaching, law, government service, and careers as archivists, researchers, librarians, museum curators, and consultants.

## Requirements

To graduate as department majors or minors, students must maintain at least a 2.0 grade-point average in program courses.

| Code   | Title  | Units |
|--|--|-------|
| <b>Core Courses</b>  |  |       |
| HIST 120   | World Civilizations to 1648 <sup>1,2</sup>                 | 3     |
| HIST 121   | World Civilizations Since 1648 <sup>1</sup>                | 3     |
| HIST 151   | United States History to 1877 <sup>1</sup>                 | 3     |
| HIST 152   | United States History Since 1877 <sup>1</sup>              | 3     |
| HIST 200   | The Varieties of History                                   | 3     |
| HIST 300   | Writing 3: Introduction to Historical Studies <sup>3</sup> | 3     |
| POLI 496   | Senior Seminar: Religion and Politics <sup>4</sup>         | 3     |
| <b>Subject Courses</b>   |  |       |
| Select courses totaling 6 units from each of the following subfields:    |  |       |
| History of America <sup>5</sup>  |  | 6     |
| HIST 334   | History of American Foreign Affairs                        |       |
| HIST 342   | The American West  |       |
| HIST 346   | History of American Immigration <sup>6</sup>               |       |
| HIST 374   | Colonial Era   |       |
| HIST 376   | The Revolution and the Republic                            |       |
| HIST 380   | Civil War and Reconstruction                               |       |
| HIST 382   | Emergence of Modern America                                |       |
| HIST 386   | Modern America   |       |
| HIST 389   | Modern American Intellectual History                       |       |
| History of Asia, Africa, Latin America, and the Middle East <sup>5</sup> |  | 6     |
| HIST 320   | Modern Africa  |       |
| HIST 360   | History of the Middle East I: Early and Medieval Islam     |       |
| HIST 361   | History of the Middle East II: Modern Middle East          |       |
| HIST 365   | History of the Israeli-Palestinian Conflict                |       |
| HIST 392   | Colonial Latin America                                     |       |
| HIST 393   | Ritual and Re-enactment in Modern Latin America            |       |
| History of Europe <sup>5</sup>   |  | 6     |
| HIST 311   | Ancient Greece   |       |
| HIST 312   | Ancient Rome   |       |
| HIST 325   | Topics in French History                                   |       |
| HIST 350   | Medieval Europe  |       |
| HIST 352   | Renaissance and Reformation                                |       |
| HIST 357   | Enlightenment Europe                                       |       |
| HIST 358   | Europe 1789-1914   |       |

|  |                              |          |
|--|------------------------------|----------|
| HIST 359   | Europe 1914-1992             |          |
| <b>Elective Courses</b> <sup>7</sup>   |                              |          |
| Select one 3-unit HIST elective from any of the above subfields or from the following: |                              | <b>3</b> |
| HIST 210   | World Geography              |          |
| HIST 238   | History of California        |          |
| HIST 368   | A Year in Time               |          |
| HIST 401   | Humanities Seminar           |          |
| HIST 420   | Topics in Cinema and History |          |
| HIST 484   | Historical Themes            |          |
| HIST 497   | Readings                     |          |
| HIST 498   | Directed Research            |          |
| HIST 499   | Thesis/Project               |          |

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Total Units 42

- 1 Meets the General Education Humanities: History requirement.
- 2 Completion of the honors humanities major or minor satisfies the HIST 120 requirement.
- 3 Meets the General Education Writing 3 requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Depending on the variable topic, the following courses may also count for this area: HIST 368, HIST 401, HIST 420, HIST 484.
- 6 Meets the General Education Intercultural Competence requirement.
- 7 Completion of the honors humanities major or minor satisfies the elective course requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a knowledge of the major events, ideas, and trends in American history.
2. Describe and analyze the major events, ideas, and developments of world history.
3. Analyze primary and secondary sources and develop a historical argument based on them.
4. Articulate how a Christian worldview informs the study of history.

# B.A. in International Relations

50 units

The international relations major (<https://www.apu.edu/clas/programs/international-relations-major/>) prepares students to be effective leaders in their community, nation, and the world. Students learn to make sense of global events, to identify the degree to which peaceful interactions and political crises shape the world, and to articulate Christian perspectives on relations between peoples and nations. The international relations major prepares students for many vocations through rigorous training in international politics, philosophy, history, geography, diplomacy, and security studies.

## Career Opportunities

International relations majors are prepared for a variety of careers in the public and private sectors, in fields such as government, diplomatic relations, and economic negotiations. These include vocations in the federal government focusing on foreign policy formulation or analysis, aid programs, and development and cultural exchange, as well as careers dedicated to national security issues such as counterterrorism and cybersecurity. In the private sector, some students find the major useful as they prepare for careers in international business and commerce, while others have used the major as preparation for nonprofit development enterprises in agriculture and food production, or toward improving delivery of health services and clean water. Still others devote their time and energy to stopping human rights abuses including human trafficking.

## Requirements

To graduate as department majors and minors, students must maintain at least a 2.0 grade-point average in program courses.

| Code   | Title  | Units    |
|--|--|----------|
| <b>Core Requirements</b>   |  |          |
| POLI 150   | American Government <sup>1</sup>                   | 3        |
| POLI 160   | Introduction to Politics                           | 3        |
| POLI 180   | Intro to International Relations                   | 3        |
| POLI 300   | Writing 3: Research and Writing <sup>2</sup>       | 3        |
| HIST 334   | History of American Foreign Affairs                | 3        |
| POLI 496   | Senior Seminar: Religion and Politics <sup>3</sup> | 3        |
| Foreign Language Requirement: IR majors must complete two years (four semesters) of college-level study in the same modern foreign language (French, German, Spanish, Italian, or other modern foreign language approved by the department chair). Refer to the course catalog at <a href="http://home.apu.edu">home.apu.edu</a> to see which courses are available. |  | 14       |
| <b>Subject Requirements: Upper-Division Core (select 9 units from the following)</b>   |  | <b>9</b> |
| POLI 310   | Political Geography                                |          |
| POLI 320   | Comparative Politics                               |          |
| POLI 325   | Seminar in International Relations                 |          |
| POLI 380   | Terrorism and Counterterrorism                     |          |
| POLI 381   | Theories of International Relations                |          |
| POLI 382   | Diplomacy and Foreign Policy                       |          |
| POLI 383   | National Security                                  |          |
| POLI 385   | Politics of Developing Countries                   |          |
| POLI 421   | Regional Studies                                   |          |
| POLI 422   | International Organizations                        |          |
| <b>Electives (select at least 9 units from the following courses not selected above)</b>   |  | <b>9</b> |
| ECON 357   | Economics of the Developing World                  |          |
| ECON 371   | Comparative Economics                              |          |
| FIN 372  | International Trade and Finance                    |          |
| GLBL 465   | Globalization and Development                      |          |
| HIST 320   | Modern Africa                                      |          |
| HIST 357   | Enlightenment Europe                               |          |
| HIST 358   | Europe 1789-1914                                   |          |
| HIST 359   | Europe 1914-1992                                   |          |
| HIST 393   | Ritual and Re-enactment in Modern Latin America    |          |
| POLI 310   | Political Geography                                |          |
| POLI 320   | Comparative Politics                               |          |

|          |   |
|----------|---|
| POLI 325 | Seminar in International Relations            |
| POLI 380 | Terrorism and Counterterrorism                |
| POLI 381 | Theories of International Relations           |
| POLI 382 | Diplomacy and Foreign Policy                  |
| POLI 383 | National Security                             |
| POLI 385 | Politics of Developing Countries              |
| POLI 390 | History and Politics of the Non-Western World |
| POLI 399 | Political Science Practicum                   |
| POLI 405 | The American Presidency                       |
| POLI 421 | Regional Studies                              |
| POLI 422 | International Organizations                   |
| POLI 471 | Political Topics                              |
| POLI 497 | Readings                                      |
| POLI 498 | Directed Research                             |
| POLI 499 | Thesis/Project                                |

Total Units

50

- 1 **Meets the General Education Civic Knowledge and Engagement requirement.**
- 2 **Meets the General Education Writing 3 requirement.**
- 3 Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. American Government: Explain the principles, purposes, and main features of American government.
2. International Politics: Explain the main features of international politics.
3. Theory and Foreign Policy: Articulate the main schools of thought respecting international relations and describe the principal interests and ideas that inform U.S. foreign policy.
4. Political Philosophy: Analyze the writing of major thinkers in the history of political philosophy.
5. Christian Foundation: Articulate a Christian understanding of politics and government.
6. Professional Writing: Demonstrate ability to write and cite sources to professional standards within the discipline.

# B.A. in Political Science

45 units

Political science is concerned with the knowledge that is needed by citizens and government officials. This knowledge is required to make and recognize good laws, distinguish justice from injustice, and understand the legitimate purposes and necessary limits of political power. The political science major (<http://www.apu.edu/clas/programs/political-science-major/>) prepares students to take an informed, intelligent, and leading role in the affairs of their community, country, and world. In addition to classroom, research, and seminar experiences, students are encouraged to become directly involved in politics through internship experiences on the local, state, or national level.

## Career Opportunities

The political science major studies politics as part of a traditional liberal arts education. This discipline helps develop intellectual curiosity and the abilities to write and speak well, think critically, judge wisely, and exercise leadership. These skills help prepare students for a future in a variety of careers. The most common vocations pursued by political science majors include law, foreign affairs, journalism, public relations, and criminal justice. Careers in government, politics, and public service agencies are popular. Opportunities for teaching, research, consulting, and graduate study are also available.

## Requirements

The Department of History and Political Science maintains the following requirements for each of the majors it offers:

1. Students must complete all prerequisites for any HIST or POLI course with a C- or better before taking the course (except as noted in the course description).
2. Students must maintain a minimum cumulative GPA of 2.0 in all political science and history courses required for the major.
3. Students must complete each HIST or POLI course with a C- or higher for the course to meet a degree requirement in the Department of History and Political Science.

| Code  | Title  | Units |
|---|--|-------|
| <b>Core Courses</b>   |  |       |
| POLI 150  | American Government <sup>1</sup>                   | 3     |
| POLI 160  | Introduction to Politics                           | 3     |
| POLI 180  | Intro to International Relations                   | 3     |
| POLI 300  | Writing 3: Research and Writing <sup>2</sup>       | 3     |
| POLI 399  | Political Science Practicum <sup>3</sup>           | 3     |
| POLI 496  | Senior Seminar: Religion and Politics <sup>4</sup> | 3     |
| Select one of the following:  |  | 3     |
| MATH 130  | Introduction to Statistics <sup>5</sup>            |       |
| ECON 250  | Principles of Macroeconomics <sup>6</sup>          |       |
| <b>Subject Courses</b>  |  |       |
| Select two courses in each of the following subfields:  |  | 18    |
| <b>American Institutions</b>  |  |       |
| POLI 405  | The American Presidency                            |       |
| POLI 410  | Congress   |       |
| POLI 415  | The Federal Judiciary                              |       |
| <b>Comparative/International</b>  |  |       |
| HIST 334  | History of American Foreign Affairs                |       |
| POLI 320  | Comparative Politics                               |       |
| POLI 383  | National Security                                  |       |
| <b>Political Philosophy</b>   |  |       |
| POLI 360  | Classical Political Thought                        |       |
| POLI 363  | Modern Political Thought                           |       |
| POLI 376  | The American Founding                              |       |
| <b>Elective Courses</b>   |  |       |
| Select two electives from the list below. A course taken to meet any of the above subject course requirements may not also count for elective credit. |  | 6     |
| HIST 334  | History of American Foreign Affairs                |       |
| POLI 220  | State and Local Government                         |       |

|          |   |
|----------|---|
| POLI 250 | Introduction to Criminal Law                  |
| POLI 260 | Introduction to Legal Transactions            |
| POLI 310 | Political Geography                           |
| POLI 320 | Comparative Politics                          |
| POLI 325 | Seminar in International Relations            |
| POLI 350 | Constitutional Law: Fundamental Freedoms      |
| POLI 351 | Constitutional Law: Criminal Justice          |
| POLI 352 | Constitutional Law: National Powers           |
| POLI 353 | Seminar on Legal Studies                      |
| POLI 360 | Classical Political Thought                   |
| POLI 363 | Modern Political Thought                      |
| POLI 376 | The American Founding                         |
| POLI 380 | Terrorism and Counterterrorism                |
| POLI 381 | Theories of International Relations           |
| POLI 382 | Diplomacy and Foreign Policy                  |
| POLI 383 | National Security                             |
| POLI 385 | Politics of Developing Countries              |
| POLI 390 | History and Politics of the Non-Western World |
| POLI 399 | Political Science Practicum <sup>3</sup>      |
| POLI 400 | Seminar on American Politics                  |
| POLI 405 | The American Presidency                       |
| POLI 410 | Congress                                      |
| POLI 415 | The Federal Judiciary                         |
| POLI 420 | Women in Politics                             |
| POLI 421 | Regional Studies                              |
| POLI 422 | International Organizations                   |
| POLI 450 | Principles and Practice of Research Design    |
| POLI 471 | Political Topics                              |
| POLI 497 | Readings                                      |
| POLI 498 | Directed Research                             |
| POLI 499 | Thesis/Project                                |

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Total Units

45

- 1 Meets the General Education Civic Knowledge and Engagement requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Up to 8 units may be earned over the course of several semesters or during one semester, though only 6 units are counted toward the political science major (and 3 units toward the political science minor), with the remaining 2 units counting as general elective credits toward graduation.
- 4 Meets the General Education Integrative and Applied learning requirement.
- 5 Meets the General Education Quantitative Literacy requirement.
- 6 Meets the General Education Social Sciences requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. American Government: Explain the principles, purposes, and main features of American government.
2. International Politics: Explain the main features of international politics.
3. Political Philosophy: Analyze the writing of major thinkers in the history of political philosophy.
4. Christian Foundation: Articulate a Christian understanding of politics and government.
5. Professional Writing: Demonstrate ability to write and cite sources to professional standards within the discipline.

# B.A. in Social Science

58 units

The social science major (<http://www.apu.edu/clas/programs/social-science-major/>) primarily prepares students to teach history, political science, geography, economics, sociology, and psychology at the high school or junior high school level. This major provides future teachers with an integrated study of these social sciences, which helps develop analytical skills, comparative perspectives, critical judgement, and a knowledge base about the world around them. Additionally, the major introduces students to teaching methodologies. The social science major is a subject-matter program in social science approved by the California Commission on Teacher Credentialing (<https://www.ctc.ca.gov/>), allowing students to bypass the CSET exams that would otherwise be required by the state of California.

## Career Opportunities

The primary career choice for social science majors is teaching at the secondary level. Other options include careers in history, education, government service, journalism, publishing, advertising, library science, law, and politics. Opportunities for research, consulting, and graduate study are also available to social science majors.

## Requirements

Students must maintain at least a 2.0 grade-point average in major courses.

| Code  | Title  | Units |
|---|--|-------|
| ECON 250  | Principles of Macroeconomics <sup>1</sup>                    | 3     |
| ECON 251  | Principles of Microeconomics                                 | 3     |
| EDLS 405  | Diversity in the Classroom <sup>2</sup>                      | 3     |
| HIST 120  | World Civilizations to 1648 <sup>3</sup>                     | 3     |
| HIST 121  | World Civilizations Since 1648 <sup>3</sup>                  | 3     |
| HIST 151  | United States History to 1877 <sup>3</sup>                   | 3     |
| HIST 152  | United States History Since 1877 <sup>3</sup>                | 3     |
| HIST 210  | World Geography  | 3     |
| HIST 338  | History of California  | 3     |
| POLI 150  | American Government <sup>4</sup>                             | 3     |
| POLI 496  | Senior Seminar: Religion and Politics <sup>5</sup>           | 3     |
| PSYC 290  | Human Growth and Development <sup>1</sup>                    | 3     |
| RELG 200  | World Religions <sup>2</sup>                                 | 3     |
| HIST 300  | Writing 3: Introduction to Historical Studies <sup>6</sup>   | 3     |
| One Upper-division History Course (HIST 3XX or 4XX)           |  | 3     |
| One Upper-division Political Science Course (POLI 3XX or 4XX) |  | 3     |
| Select one of the following:                                  |  | 3     |
| PSYC 110  | General Psychology <sup>1</sup>                              |       |
| SOC 120   | Introduction to Sociology <sup>1</sup>                       |       |
| Select one of the following:                                  |  | 4     |
| EDLS 200  | Introduction to Teaching as a Profession K-12 <sup>4</sup>   |       |
| EDLS 202  | Introduction to Teaching as a Profession (7-12) <sup>4</sup> |       |
| Select one of the following:                                  |  | 3     |
| HIST 320  | Modern Africa  |       |
| HIST 360  | History of the Middle East I: Early and Medieval Islam       |       |
| POLI 390  | History and Politics of the Non-Western World                |       |
| Total Units   |  | 58    |

<sup>1</sup> Meets the General Education Social Science requirement.

<sup>2</sup> Meets the General Education Intercultural Competence requirement.

<sup>3</sup> Meets the General Education Humanities: History requirement.

<sup>4</sup> Meets the General Education Civic Knowledge and Engagement requirement.



<sup>5</sup> Meets the General Education Integrative and Applied learning requirement

<sup>6</sup> **Meets the General Education Writing 3 requirement.**

## **Program Learning Outcomes**

## **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Demonstrate a knowledge of the major events, ideas and trends in American history.
2. Describe and analyze the major events, ideas, and developments of world history.
3. Explain the principles, purposes, and main features of American government.
4. Articulate how a Christian worldview informs the study of history.

# Master of Public Administration

## Program Mission

The Master of Public Administration (MPA) program (<https://www.apu.edu/clas/programs/mpa-degree/>) equips graduate students to become competent, confident, and ethical leaders to implement public policy effectively, efficiently, and responsively. The program's rigorous focus is on research, writing, and managerial decision making using data and cultural awareness to achieve the public good. Our goal is to develop Christ-centered difference makers in the public sector environment promoting justice through scholarship and leading transformative practice.

Our vision is to:

- Prepare pre-service and midcareer professionals to manage and make evidence-based decisions.
- Develop skills in critical thinking, analysis, data use, and research evaluation for meaningful real-world applications.
- Equip future leaders to think creatively and innovatively to solve problems and transform public, nonprofit, and private organizations.
- Prepare culturally confident public sector leaders who nurture collaborative relationships with diverse groups and lead in work, home, and community contexts.

## Requirements

| Code   | Title   | Units     |
|--|---|-----------|
| <b>Core Courses</b>                              |   |           |
| PADM 501   | Origin of Public Administration   | 3         |
| PADM 502   | Organizations and Behavior  | 3         |
| PADM 503   | The Policy Process  | 3         |
| PADM 504   | Economic and Urban Development  | 3         |
| PADM 505   | Public Sector Research Methods  | 3         |
| PADM 506   | Ethical Leadership and Management   | 3         |
| PADM 600A  | Public Administration Capstone A  | 3         |
| PADM 600B  | Public Administration Capstone B  | 3         |
| <b>Concentration</b>                             |   | <b>12</b> |
| Choose one of the following:                     |   |           |
| <b>Health Policy and Public Administration</b>   |   |           |
| PADM 510   | California's Public Healthcare System [Proposed]  |           |
| PADM 511   | Federal Health Insurance Policy (Implementation and Administration) [Proposed]                |           |
| PADM 512   | Healthcare Administration   |           |
| PADM 513   | Community Health and the Built Environment (State/Local) [Proposed]                           |           |
| <b>Communication and the Public Sector</b>       |   |           |
| PADM 514   | Communicating Public Policy [Proposed]  |           |
| PADM 515   | Social Media/Digital Media and the Public Sector [Proposed]                                   |           |
| PADM 516   | The Press and Politics [Proposed]   |           |
| PADM 517   | Field Report (Independent Study) [Proposed]   |           |
| <b>Public Sector Business Administration</b>     |   |           |
| PADM 518   | Public-Private Partnerships (Economic Development) [Proposed]                                 |           |
| PADM 519   | Small Business Administration and State/Local Government [Proposed]                           |           |
| PADM 520   | Education and Workforce Development Policy Administration [Proposed]                          |           |
| PADM 521   | Federal Health Insurance Policy (Implementation and Administration) [Proposed]                |           |
| <b>Emerging Technology and the Public Sector</b> |   |           |
| PADM 522   | Geographic Information Systems (GIS) in the Public Sector                                     |           |
| PADM 523   | Big Data and Elections (Polling/Statistics) [Proposed]  |           |
| PADM 524   | Smart Cities and Workforce Development [Proposed]   |           |
| PADM 525   | Field Report: Spatial or Statistical Analysis of a Public Challenge (Moral Hazard) [Proposed] |           |

Total Units

36

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Evaluate leadership and management techniques reflecting theories and practice of public administration with emphasis on ethical administrative norms to improve public governance at the federal, state and local levels.
2. Evaluate strategies to effectively manage policy programs reflecting the global professional standards and ethics of Network Schools of Public Policy Affairs and Administration (NASPAA).
3. Formulate innovative and value-based decisions to manage the political-administrative policy process and solutions for effective public service and program outcomes.
4. Communicate using a Christ-centered worldview and technologies (e-commerce, e-governance, e-learning) helpful to manage intergovernmental relations with diverse groups.
5. Differentiate the function of budgeting and financial planning approaches used by public sector organizations for economic and community development.

# Minor in Classics

20-23 units

## Requirements

The classics minor consists of 20-23 units arranged as described below. No more than 6 units of required or elective courses may count toward the classics minor *and* another minor or major.

The Department of History and Political Science maintains the following requirements for each of the minors it offers:

1. Students must complete all prerequisites for any HIST or POLI course with a C- or better before taking the course (except as noted in the course description).
2. Students must maintain a minimum cumulative GPA of 2.0 in all political science and history courses required for the minor.
3. Students must complete each POLI course with a C- or higher for the course to meet a degree requirement in the Department of History and Political Science.

| Code   | Title  | Units |
|--|--|-------|
| <b>Core Requirements</b>   |  |       |
| Choose either Ancient Greece or Ancient Rome:  |  | 3     |
| HIST 311   | Ancient Greece   |       |
| HIST 312   | Ancient Rome   |       |
| Choose either Classical Greek or Latin:  |  | 8     |
| GRKC 200<br>& GRKC 201   | Elementary Classical Greek I<br>and Elementary Classical Greek II <sup>1</sup> |       |
| LTN 200<br>& LTN 201   | Elementary Latin I<br>and Elementary Latin II <sup>1</sup>                     |       |
| <b>Electives</b>   |  |       |
| Select three of the following courses not taken above (at least one must be upper division): |  | 9-12  |
| GRKC 200   | Elementary Classical Greek I <sup>1</sup>                                      |       |
| GRKC 201   | Elementary Classical Greek II <sup>1</sup>                                     |       |
| HON 240  | Core I (counts as 2 of 3 elective courses)                                     |       |
| LTN 200  | Elementary Latin I <sup>1</sup>  |       |
| LTN 201  | Elementary Latin II <sup>1</sup>   |       |
| PHIL 315   | History of Ancient Philosophy  |       |
| POLI 360   | Classical Political Thought  |       |
| UBBL 451   | New Testament World  |       |
| With department approval:  |  |       |
| HUM 221<br>or HUM 321  | Core Texts in History <sup>2</sup>   |       |
| HUM 222<br>or HUM 322  | Core Texts in Literature <sup>3</sup>  |       |
| HUM 223<br>or HUM 323  | Core Texts in Aesthetics <sup>4</sup>  |       |
| HUM 224<br>or HUM 324  | Core Texts in Philosophy <sup>5</sup>  |       |
| Total Units  |  | 20-23 |

- <sup>1</sup> Meets the General Education Foreign Language requirement when LTN 200 and 201, or GRKC 200 and 201, are taken together.
- <sup>2</sup> Meets the General Education Humanities: History requirement.
- <sup>3</sup> Meets the General Education Humanities: Literature requirement.
- <sup>4</sup> Meets the General Education Humanities: Fine Arts requirement.
- <sup>5</sup> Meets the General Education Philosophy requirement.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Demonstrate mastery of the basic forms, syntax, and vocabulary of classical Greek and Latin.
2. Describe the laws, religion, art and architecture, philosophy, and government forms of ancient Greece or ancient Rome.
3. Articulate a Christian perspective of truth and life.

# Minor in History

18 units

## Requirements

To graduate as department majors or minors, students must maintain at least a 2.0 grade-point average in program courses.

| Code                          | Title  | Units |
|-------------------------------|--|-------|
| <b>Core</b>                   |  |       |
| Select one of the following:  |  | 3     |
| HIST 120                      | World Civilizations to 1648 <sup>1,2</sup>             |       |
| HIST 121                      | World Civilizations Since 1648 <sup>1</sup>            |       |
| Select one of the following:  |  | 3     |
| HIST 151                      | United States History to 1877 <sup>1</sup>             |       |
| HIST 152                      | United States History Since 1877 <sup>1</sup>          |       |
| HIST 202                      | United States History to 1930 <sup>3</sup>             |       |
| <b>Electives</b>              |  |       |
| Select four of the following: |  | 12    |
| HIST 311                      | Ancient Greece   |       |
| HIST 312                      | Ancient Rome   |       |
| HIST 320                      | Modern Africa  |       |
| HIST 325                      | Topics in French History                               |       |
| HIST 334                      | History of American Foreign Affairs                    |       |
| HIST 342                      | The American West                                      |       |
| HIST 346                      | History of American Immigration <sup>4</sup>           |       |
| HIST 350                      | Medieval Europe  |       |
| HIST 352                      | Renaissance and Reformation                            |       |
| HIST 357                      | Enlightenment Europe                                   |       |
| HIST 358                      | Europe 1789-1914                                       |       |
| HIST 359                      | Europe 1914-1992                                       |       |
| HIST 360                      | History of the Middle East I: Early and Medieval Islam |       |
| HIST 361                      | History of the Middle East II: Modern Middle East      |       |
| HIST 365                      | History of the Israeli-Palestinian Conflict            |       |
| HIST 368                      | A Year in Time   |       |
| HIST 374                      | Colonial Era   |       |
| HIST 376                      | The Revolution and the Republic                        |       |
| HIST 380                      | Civil War and Reconstruction                           |       |
| HIST 382                      | Emergence of Modern America                            |       |
| HIST 386                      | Modern America   |       |
| HIST 389                      | Modern American Intellectual History                   |       |
| HIST 392                      | Colonial Latin America                                 |       |
| HIST 393                      | Ritual and Re-enactment in Modern Latin America        |       |
| HIST 401                      | Humanities Seminar                                     |       |
| HIST 420                      | Topics in Cinema and History                           |       |
| HIST 484                      | Historical Themes                                      |       |
| HIST 497                      | Readings   |       |
| HIST 498                      | Directed Research                                      |       |
| HIST 499                      | Thesis/Project   |       |
| Total Units                   |  | 18    |

<sup>1</sup> Meets the General Education Humanities: History requirement.

<sup>2</sup> Completion of the honors humanities major or minor satisfies the HIST 120 requirement.

<sup>3</sup> For Liberal Studies majors only.

<sup>4</sup> Meets the General Education Intercultural Competence requirement.

## **Program Learning Outcomes**

## **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Demonstrate a knowledge of the major events, ideas, and trends in American history.
2. Describe and analyze the major events, ideas, and developments of world history.
3. Analyze primary and secondary sources and develop a historical argument based on them.
4. Articulate how a Christian worldview informs the study of history.

# Minor in International Relations

21 units

## Requirements

No more than 6 units of this minor may be in common with the student's major. To graduate as department majors and minors, students must maintain at least a 2.0 grade-point average in program courses.

| Code                                  | Title  | Units |
|---------------------------------------|--|-------|
| <b>Core Courses</b>                   |  |       |
| POLI 150                              | American Government <sup>1</sup>                       | 3     |
| POLI 180                              | Intro to International Relations                       | 3     |
| HIST 334                              | History of American Foreign Affairs                    | 3     |
| <b>Elective Courses</b>               |  |       |
| Select at least two of the following: |  | 6     |
| POLI 310                              | Political Geography                                    |       |
| POLI 320                              | Comparative Politics                                   |       |
| POLI 380                              | Terrorism and Counterterrorism                         |       |
| POLI 381                              | Theories of International Relations                    |       |
| POLI 382                              | Diplomacy and Foreign Policy                           |       |
| POLI 383                              | National Security                                      |       |
| POLI 385                              | Politics of Developing Countries                       |       |
| Select two of the following:          |  | 6-12  |
| ECON 357                              | Economics of the Developing World                      |       |
| ECON 371                              | Comparative Economics                                  |       |
| FIN 372                               | International Trade and Finance                        |       |
| HIST 320                              | Modern Africa  |       |
| HIST 357                              | Enlightenment Europe                                   |       |
| HIST 358                              | Europe 1789-1914                                       |       |
| HIST 359                              | Europe 1914-1992                                       |       |
| HIST 360                              | History of the Middle East I: Early and Medieval Islam |       |
| HIST 361                              | History of the Middle East II: Modern Middle East      |       |
| POLI 310                              | Political Geography <sup>2</sup>                       |       |
| POLI 320                              | Comparative Politics <sup>2</sup>                      |       |
| POLI 380                              | Terrorism and Counterterrorism <sup>2</sup>            |       |
| POLI 381                              | Theories of International Relations <sup>2</sup>       |       |
| POLI 382                              | Diplomacy and Foreign Policy <sup>2</sup>              |       |
| POLI 383                              | National Security <sup>2</sup>                         |       |
| POLI 385                              | Politics of Developing Countries <sup>2</sup>          |       |
| POLI 390                              | History and Politics of the Non-Western World          |       |
| POLI 421                              | Regional Studies                                       |       |
| POLI 422                              | International Organizations                            |       |
| POLI 471                              | Political Topics <sup>3</sup>                          |       |
| POLI 497                              | Readings   |       |
| Total Units                           |  | 21    |

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> If not taken as an elective in section above.

<sup>3</sup> With department approval.



# Minor in Political Science

21 units

## Requirements

Select seven courses (21 units total), of which no more than 6 units may be in common with the student's major. To graduate as department majors or minors, students must maintain at least a 2.0 grade-point average in program courses.

| Code                                       | Title   | Units |
|--|---|-------|
| <b>Core Courses</b>                        |   |       |
| POLI 150                                   | American Government <sup>1</sup>              | 3     |
| POLI 160                                   | Introduction to Politics                      | 3     |
| Select one of the following:               |   | 3     |
| POLI 180                                   | Intro to International Relations              |       |
| POLI 220                                   | State and Local Government                    |       |
| POLI 250                                   | Introduction to Criminal Law                  |       |
| POLI 260                                   | Introduction to Legal Transactions            |       |
| <b>Elective Courses</b>                    |   |       |
| Select a minimum of four of the following: |   | 12    |
| HIST 334                                   | History of American Foreign Affairs           |       |
| POLI 310                                   | Political Geography                           |       |
| POLI 320                                   | Comparative Politics                          |       |
| POLI 325                                   | Seminar in International Relations            |       |
| POLI 350                                   | Constitutional Law: Fundamental Freedoms      |       |
| POLI 351                                   | Constitutional Law: Criminal Justice          |       |
| POLI 352                                   | Constitutional Law: National Powers           |       |
| POLI 353                                   | Seminar on Legal Studies                      |       |
| POLI 360                                   | Classical Political Thought                   |       |
| POLI 363                                   | Modern Political Thought                      |       |
| POLI 376                                   | The American Founding                         |       |
| POLI 380                                   | Terrorism and Counterterrorism                |       |
| POLI 381                                   | Theories of International Relations           |       |
| POLI 382                                   | Diplomacy and Foreign Policy                  |       |
| POLI 383                                   | National Security                             |       |
| POLI 385                                   | Politics of Developing Countries              |       |
| POLI 390                                   | History and Politics of the Non-Western World |       |
| POLI 399                                   | Political Science Practicum                   |       |
| POLI 400                                   | Seminar on American Politics                  |       |
| POLI 405                                   | The American Presidency                       |       |
| POLI 410                                   | Congress                                      |       |
| POLI 415                                   | The Federal Judiciary                         |       |
| POLI 420                                   | Women in Politics                             |       |
| POLI 421                                   | Regional Studies                              |       |
| POLI 422                                   | International Organizations                   |       |
| POLI 450                                   | Principles and Practice of Research Design    |       |
| POLI 471                                   | Political Topics                              |       |
| POLI 497                                   | Readings                                      |       |
| POLI 498                                   | Directed Research                             |       |
| POLI 499                                   | Thesis/Project                                |       |
| Total Units                                |   | 21    |

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

# Minor in Prelaw

21 units

## Requirements

No more than 6 units from the minor may be in common with the student's major. To graduate as department majors or minors, students must maintain at least a 2.0 grade-point average in program courses.

| Code                                    | Title                                    | Units |
|---|--|-------|
| <b>Core Courses</b>                     |  |       |
| POLI 150                                | American Government <sup>1</sup>         | 3     |
| POLI 415                                | The Federal Judiciary                    | 3     |
| <b>Electives</b>                        |  |       |
| A total of five courses are required.   |  | 15    |
| Select at least three of the following: |  |       |
| POLI 250                                | Introduction to Criminal Law             |       |
| POLI 260                                | Introduction to Legal Transactions       |       |
| POLI 350                                | Constitutional Law: Fundamental Freedoms |       |
| POLI 351                                | Constitutional Law: Criminal Justice     |       |
| POLI 352                                | Constitutional Law: National Powers      |       |
| POLI 353                                | Seminar on Legal Studies                 |       |
| Select at least one of the following:   |  |       |
| POLI 360                                | Classical Political Thought              |       |
| POLI 363                                | Modern Political Thought                 |       |
| POLI 376                                | The American Founding                    |       |
| Total Units                             |  | 21    |

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

# Minor in Public Administration

18 units

## Requirements

| <b>Code</b>                           | <b>Title</b>                                 | <b>Units</b> |
|---------------------------------------|--|--------------|
| HIST 338                              | History of California                        | 3            |
| PADM 350                              | Theory and Practice of Public Administration | 3            |
| PADM 375                              | Program Implementation and Evaluation        | 3            |
| PADM 399                              | Public Administration Practicum              | 6            |
| Choose one course from the following: |  | 3            |
| POLI 150                              | American Government                          |              |
| POLI 160                              | Introduction to Politics                     |              |
| POLI 220                              | State and Local Government                   |              |
| Total Units                           |  | 18           |

# Department of Mathematics, Physics, and Statistics

## Mission Statement

The Department of Mathematics, Physics, and Statistics (<http://www.apu.edu/clas/mathphysics/>) at Azusa Pacific University:

1. Offers undergraduate programs in mathematics, applied mathematics, physics, and statistics, as well as a single subject waiver for a teaching credential in mathematics;
2. Provides General Education (p. 1147) mathematics and science courses consistent with the outcomes of a liberal arts education;
3. Prepares students for graduate study or success in their chosen careers; and
4. Offers a Master of Science in Applied Statistics and Analytics (p. 219) degree program.

## Math and Physics Fellowships

Each year, the Department of Mathematics, Physics, and Statistics awards two four-year fellowships (<https://www.apu.edu/clas/mathphysics/opportunities/fellowships/>) to incoming freshmen. For more information, contact the department at (626) 815-6470 or [mathphysics@apu.edu](mailto:mathphysics@apu.edu).

## Programs

### Majors

- Applied Mathematics (B.S.) (p. 212)
- Mathematics (B.A.) (p. 207)
- Mathematics (B.A.) with Integrated Credential (p. 209)
- Mathematics (B.S.) (p. 215)
- Physics (B.S.) (p. 217)

### Minors

- Mathematics (p. 221)
- Physics (p. 222)
- Statistics (p. 223)

## Graduate Program

- Master of Science in Applied Statistics and Analytics (p. 219)

## Math Placement

### Mathematics Placement

APU uses the ALEKS PPL (<https://www.apu.edu/academic-success/services/testing/math/about-aleks/>) system to determine the best initial math placement for most students who need to take a math course (whether to satisfy the General Education Quantitative Literacy requirement or a major or minor requirement). Students who need to use ALEKS (<https://www.apu.edu/academic-success/services/testing/math/using-aleks/>) are encouraged to take an initial diagnostic assessment (<http://www.apu.edu/lec/placement/math/start-aleks/>) at home and then to work in their personalized Prep and Learning Module (<https://www.apu.edu/academic-success/services/testing/math/prep-learning-module/>) to review. They will then be able to take the assessment again (up to four times total) in order to achieve their best possible score.

### Math Course Prerequisites

Prerequisites for common math courses are as follows:

| Course(s)                                      | Prerequisite(s)         |
|--|-------------------------|
| MATH 90: Foundations of Mathematical Reasoning | ALEKS 15-29             |
| MATH 95: Intermediate Algebra                  | ALEKS 30-44 or MATH 90  |
| MATH 99: Self-Paced Mathematics Lab            | ALEKS 0-29              |
| MATH 115: Mathematics in Society               | ALEKS 30-100 or MATH 90 |
| MATH 130: Introduction to Statistics           |                         |

|  |  |
|--|--|
| MATH 110: College Algebra  | ALEKS 45-100 or MATH 95  |
| UNRS 299: Statistics and Data Management for Nursing and Health Care |  |
| MATH 149: Fundamentals of Precalculus                                | ALEKS 60-100 or MATH 110   |
| MATH 150: Precalculus  |  |
| MATH 151: Applied Calculus I   |  |
| MATH 165: Calculus I   | ALEKS 75-100 or MATH 149 (which may be taken concurrently) or MATH 150 |

## Math Test Score Equivalents

The table below shows how various test scores translate into APU math placement and/or course credit:

| Scores  | Results   |
|---|---|
| <ul style="list-style-type: none"> <li>SAT Math (640 or higher on NEW version)</li> <li>SAT Math (620 or higher on OLD version)</li> <li>ACT Math (27 or higher)</li> <li>High School Calculus (at least one semester with a grade of B or higher)</li> <li>High School Precalculus (at least one semester with a grade of A- or higher)</li> </ul> | Treated as if you have passed MATH 110 College Algebra at the level of B- or higher   |
| <ul style="list-style-type: none"> <li>CLEP College Algebra, Precalculus, or Calculus (50)</li> <li>IB Mathematics (5, 6, or 7)</li> <li>AP Calculus AB or BC (3, 4, or 5)</li> </ul>   | Treated as if you have passed MATH 110 College Algebra at the level of B- or higher; credit granted   |
| <ul style="list-style-type: none"> <li>AP Statistics (3, 4, or 5)</li> </ul>  | Credit granted for MATH 130 Introduction to Statistics  |
| <ul style="list-style-type: none"> <li>ALEKS (65-100)</li> </ul>  | Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher   |
| <ul style="list-style-type: none"> <li>ALEKS (60-64)</li> </ul>   | Treated as if you have passed MATH 110 College Algebra at the level of C or higher (fails to meet the grade minimum of B- required as a prerequisite for CHEM 151 or to apply to any of the majors in the School of Business and Management other than the B.A. in Business Management) |

## Courses

### MATH 90, Foundations of Mathematical Reasoning, 3 Units

This course prepares students for MATH 95 Intermediate Algebra, MATH 115 Mathematics in Society, or MATH 130 Introduction to Statistics. Topics include proportional reasoning; financial decision making; chance, risk, and probability; and algebraic modeling. Students practice reading, analyzing, and writing about quantitative texts; using spreadsheets to make efficient calculations; and solving algebraic equations to make predictions and decisions. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

**Prerequisite:** An appropriate score on the APU mathematics placement assessment.

### MATH 95, Intermediate Algebra, 3 Units

This course prepares students for the General Education Quantitative Literacy courses. Topics include linear graphs, mathematical models, systems of equations in two and three variables, multiplying and factoring polynomial functions, rational and radical expressions and functions, complex numbers, quadratic equations, and mathematical modeling with quadratic functions. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment

### MATH 99, Self-paced Mathematics Lab, 1 Unit

This course is an alternative to MATH 90 for students who prefer an individualized developmental math experience. An adaptive online learning system enables students to skip topics they have already mastered and work at their own pace on the topics they need to learn, with support from a faculty member. The goal is to help students test out of MATH 90 in order to accelerate their path toward a General Education Quantitative Literacy course. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

**Prerequisite:** ALEKS math placement score of 0-29 (or no ALEKS score).

## **MATH 110, College Algebra, 3 Units**

This course offers a study of basic college algebra, including various elementary functions (linear, polynomial, rational, radical, exponential, and logarithmic), their properties and graphs, and equations and systems of equations. Emphasis is on using algebraic concepts to model and analyze real-world phenomena. *Meets the General Education Requirement: Quantitative Literacy (Math).*

**Prerequisite:** MATH 95 or an appropriate score on the APU mathematics placement assessment.

## **MATH 115, Mathematics in Society, 3 Units**

This course helps students make sense of quantitative information commonly encountered in everyday life in society. Students use mathematical methods and spreadsheets to analyze data from real newspaper articles in order to deepen their understanding of societal issues and personal financial management. Mathematical topics include estimation, unit conversions, percentages, indices, weighted averages, statistical summaries, linear and exponential models, and probabilities. These tools are used to analyze issues such as carbon footprints, crime rates, currency conversions, taxes, minimum wages, inflation, grade-point averages, salary distributions, electricity bills, climate change predictions, interest and depreciation, gambling, insurance, screening for diseases, and DNA evidence. *Meets the General Education Requirement: Quantitative Literacy (Math).*

**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## **MATH 130, Introduction to Statistics, 3 Units**

This course is an introduction to the basic concepts and practices of statistics, including frequency distributions; graphs; central tendency; variation; probability; binomial, normal, t, and chi-square distributions; confidence intervals; hypothesis testing; correlation; regression; and ANOVA. *Meets the General Education Requirement: Quantitative Literacy (Math).*

**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

## **MATH 149, Fundamentals of Precalculus, 1 Unit**

This course is a condensed alternative to MATH 150 designed for biology, biochemistry, and chemistry majors. Topics include circle trigonometry and sinusoidal functions, right-triangle trigonometry, and trigonometric equations and identities, as well as a brief review of exponential and logarithmic equations.

**Prerequisite:** MATH 110 or an appropriate score on the APU mathematics placement assessment. Only students with a declared major or interest in biology, biochemistry, or chemistry are permitted to register for this class.

## **MATH 150, Precalculus, 3 Units**

This course prepares students for the calculus sequence. Topics include number systems, analytic geometry, elementary function theory (including logarithmic and trigonometric functions), and basic proof techniques.

**Prerequisite:** MATH 110 or an appropriate score on the APU mathematics placement assessment

## **MATH 151, Applied Calculus I, 3 Units**

This course is an introduction to the calculus of a single variable, with a focus on applications. Topics include elementary functions (linear, exponential, logarithmic, power, and periodic), differentiation, and optimization.

**Prerequisite:** B- or better in MATH 110, or an appropriate score on the APU mathematics placement assessment.

## **MATH 165, Calculus I, 3 Units**

Students in this course learn the theory and applications of the derivative, a mathematical tool used to calculate instantaneous rates of change. Topics include limits, continuity, interpretation and computation of derivatives, shapes of graphs, optimization, related rates, and parametric equations.

**Prerequisite:** MATH 150 or an appropriate score on the APU mathematics placement assessment or MATH 149 (May be taken concurrently)

## **MATH 166, Calculus II, 3 Units**

Students in this course learn the theory and applications of the integral, a mathematical tool used to calculate the net change in a quantity over time. Topics include the definite integral, antiderivatives, the Fundamental Theorem of Calculus, integration techniques and applications, area and volume, arc length and surface area, and polar coordinates. The course concludes with a brief introduction to differential equations.

**Prerequisite:** C- or better in MATH 165

## **MATH 167, Sequences and Series, 1 Unit**

This course introduces the powerful method of representing a function as a 'polynomial of infinite degree.' Topics include sequences and series, tests for convergence, power series, intervals of convergence, Taylor series, and applications.

**Prerequisite:** MATH 166 (May be taken concurrently)

## **MATH 199, Calculus Fundamentals for Statistics, 1 Unit**

This course introduces fundamental topics in calculus required for understanding statistical theory and methods, including the interpretation of derivatives and integrals, rules for single-variable differentiation and integration, applications to optimization, moments and areas, and basic multivariable differentiation and integration.

**Prerequisite:** Acceptance into M.S. in Applied Statistics and Analytics program.

## **MATH 201, Mathematics Concepts for Elementary Teachers, 3 Units**

The course provides the foundations of modern mathematics needed by the elementary school teacher. It is not a methods course, but a prerequisite to the Multiple-Subject Teaching Credential Program. This course does not count toward a mathematics major or minor.

**Prerequisite:** MATH 110 or equivalent

### **MATH 250, Data Analysis, 3 Units**

This course features hands-on experience using statistical tools to answer real-world questions. Students design and implement a short survey and analyze their results. Emphasis is on analysis of actual survey data using statistical software. Statistical topics include numerical/graphical summaries, measures of association, and statistical techniques including chi-square tests, t-tests, ANOVA, and regression. Focus is on interpretation, not calculation.

**Prerequisite:** MATH 130 or MATH 361

### **MATH 268, Multivariable Calculus, 3 Units**

Students in this course learn about the calculus of functions of several variables. Topics include surfaces and contour diagrams, vectors, partial and directional derivatives, optimization and Lagrange multipliers, and multiple integration in rectangular, polar, cylindrical, and spherical coordinate systems.

**Prerequisite:** C- or better in MATH 166

### **MATH 269, Vector Calculus, 2 Units**

Students in this course learn about the calculus of vector fields, leading to several higher-dimensional versions of the Fundamental Theorem of Calculus. Topics include parametrized curves; vector fields and flow; line integrals, gradients, and path-independence; Green's Theorem; divergence, flux integrals, and the Divergence Theorem; curl and Stokes' Theorem; and parametrized surfaces and change of coordinates.

**Prerequisite:** C- or better in MATH 268

### **MATH 270, Ordinary Differential Equations, 4 Units**

This course is an introduction to ordinary differential equations and their applications. Topics include first and second order equations, Laplace transform, systems of differential equations, phase plane analysis, Sturm-Liouville boundary value problems, and introduction to numerical methods.

**Prerequisite:** MATH 268

### **MATH 280, Discrete Mathematics and Proof, 3 Units**

This course is a rigorous introduction to discrete mathematics with an emphasis on problem solving and proof writing, preparing students to construct valid mathematical arguments in upper-division courses. Topics include mathematical logic and set theory; direct and indirect proof; proofs with conjunctions, disjunctions, and quantifiers; relations; equivalence relations and partitions; functions and invertibility; and mathematical induction. Lecture, 3 hours; Discussion, 1 hour.

**Prerequisite:** MATH 165

### **MATH 290, Linear Algebra, 3 Units**

An introduction to matrix algebra, vector spaces, and linear transformations. Topics include systems of linear equations, subspaces, linear independence, bases and dimension, abstract vector spaces, orthogonality, least-squares methods, inner product spaces, determinants, eigenvalues, and diagonalization.

**Prerequisite:** MATH 268 or MATH 280

### **MATH 295, Applied Linear Algebra, 3 Units**

This course is an introduction to the analysis of numerical computations in linear algebra, including solutions of linear systems, QR decomposition, computation of eigenvalues and eigenvectors, and singular value decomposition.

**Prerequisite:** MATH 166

### **MATH 299, Linear Algebra Fundamentals for Statistics, 1 Unit**

This course introduces fundamental topics in linear algebra required for statistical courses, including linear and generalized linear models, vectors and matrices, basic matrix operations, methods to solve linear systems, LU/QR decomposition, singular value decomposition, and computation of eigenvalues and eigenvectors.

**Prerequisite:** Acceptance into M.S. in Applied Statistics and Analytics program.

### **MATH 301, Mathematics for Secondary Teachers, 3 Units**

A survey of the foundations of mathematics essential to the secondary school teacher. This course integrates secondary mathematics concepts with problem-solving strategies and technology. Students expand on their understanding of core math concepts, evaluate lesson plans used in secondary school mathematics, discuss and reflect on effective mathematics pedagogy, analyze readings in the field, engage in collegial interactions with the instructor and fellow students, and develop a repertoire of classroom-tested lessons that can be used in a high school classroom.

### **MATH 340, Geometry, 3 Units**

This course is a study of Euclidean and hyperbolic geometries and their transformations and models. Students learn to write proofs within an axiomatic system and to form conjectures using interactive geometry software.

**Prerequisite:** MATH 166

### **MATH 350, Statistical Models, 3 Units**

A study of investigative statistics emphasizing the process of data collection and data analysis relevant for science, social science, and mathematics students. The course incorporates case studies from current events and interdisciplinary research, taking a problem-based approach to learn how to determine which statistical techniques are appropriate. Topics include nonparametric tests, designing an experiment, multiple regression models, and Bayesian data analysis. Ethics in data analysis and reporting will be considered from a Christian perspective. Additionally, the course includes learning to program using a statistical software package.

**Prerequisite:** MATH 250

### **MATH 361, Probability and Statistics I, 3 Units**

This course is an introduction to probability and the theory and application of statistics. Topics include probability spaces, counting methods, discrete and continuous distributions, moments, conditional distributions, correlation, the Central Limit Theorem, estimation, and hypothesis testing.

**Prerequisite:** MATH 166

### **MATH 362, Probability and Statistics II, 3 Units**

A continuation of MATH 361. This course develops additional applications of statistics, including estimation, hypothesis testing, and single and multiple linear regression. Nonparametric and Bayesian methods are introduced.

**Prerequisite:** MATH 361

### **MATH 370, Partial Differential Equations, 3 Units**

An introduction to Fourier analysis and analytical techniques for solving partial differential equations, with application to physical phenomena.

**Prerequisite:** MATH 268 and MATH 270

### **MATH 375, Dynamical Systems, 3 Units**

An introduction to phase plane analysis of first order differential equations and to bifurcations in continuous and discrete systems, with application to various branches of science.

**Prerequisite:** MATH 270

### **MATH 390, Number Theory, 3 Units**

A study of elementary number theory, with an overview of the history of mathematics. Number theory topics include primes, divisibility, factorization, Diophantine problems, residue systems, theorems of Fermat and Euler, and continued fractions.

**Prerequisite:** MATH 280

### **MATH 400, Abstract Algebra, 3 Units**

An introduction to groups and rings. Group theory topics include subgroups, cyclic groups, permutation groups, cosets and normal subgroups, factor groups, and homomorphisms. Ring theory topics include subrings and ideals, integral domains and fields, factor rings, and homomorphisms.

**Prerequisite:** MATH 280 with a C- or better

### **MATH 450, Real Analysis, 3 Units**

This course is an advanced study of the real number system. Topics include completeness, convergence of sequences and series, topology of the real line, continuity, the Intermediate Value Theorem, differentiation, and the Mean Value Theorem.

**Prerequisite:** MATH 167 and a C- or better in MATH 280

### **MATH 455, Numerical Analysis, 3 Units**

Numerical and approximation methods are covered, including solutions of functions in single and multi-variables, interpolation, numerical differentiation and integration, and numerical methods for differential equations. Applications are programmed using an appropriate language.

**Prerequisite:** MATH 167, MATH 295, and CS 120

### **MATH 460, Topology, 3 Units**

An introduction to topological spaces and their applications. Topics include bases, interior closure, subspace, product, and quotient topologies, continuity and homeomorphisms, metric spaces, connectedness, and compactness, with application to genetics, geography, robotics, and error-correcting codes. Additional topics chosen from homotopy theory, knot theory, and compact surfaces.

**Prerequisite:** MATH 450

### **MATH 470, Complex Analysis, 3 Units**

This course is an introduction to the calculus of functions of one complex variable. Topics include elementary functions, limits, differentiability, series, contour integrals, Cauchy's theorem, conformal mapping, and selected applications.

**Prerequisite:** MATH 167 and MATH 268

### **MATH 480, Writing 3: Mathematical Reading, Writing, and Presentation, 3 Units**

In this seminar course, students critically analyze journal articles in the field, receive writing instruction, write research and argumentative papers, and prepare effective mathematical presentations. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Junior or senior standing, Writing 2.



## **MATH 495, Advanced Topics in Mathematics, 1-3 Units**

This course engages students in focused study of an advanced topic which is not covered in the regular curriculum. The topic varies from semester to semester based on student interest. Possible topics include differential geometry, combinatorics, mathematical modeling, advanced linear algebra, game theory, cryptography, etc. This course may be taken more than once as the topic changes.

**Prerequisite:** Prerequisite(s) will vary depending upon the topic.

## **MATH 496, Mathematics Senior Seminar, 3 Units**

In this culminating mathematics seminar, students wrestle with an outward-focused question - 'How can I apply what I have learned in order to make a difference in the world?' - as well as an inward-focused question - 'How can I develop the strength of character that will sustain me in living a life of mission?' Through research and reflection, students develop personal vision for how they will deploy their mathematical skills to do God's work in the world. At the same time, students engage with readings, seminar discussions, and spiritual practices that support the long-term growth of character and virtue. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** MATH 250, MATH 480 (waived for Honors College students), and senior standing.

## **MATH 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **MATH 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## **MATH 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## **PHYC 112, Physics for Difference Makers, 4 Units**

This course examines fundamental concepts of physics with illustrations of how these concepts have led to technologies that have drastically changed the world and impacted modern life. The course also examines the nature of science, scientific methods, and how science informs decision making on questions important to society. This course does not carry credit toward a science major or minor. *Meets the General Education Requirement: Natural Science, Civic Knowledge and Engagement.*

Special Fee Applies

## **PHYC 115, Physical Science for Teachers, 3 Units**

This course focuses on three fundamental concepts of physics: conservation of energy, Newton's laws, and waves. Students will engage in practices of science such as performing experiments, collecting and analyzing data, developing models, and writing and evaluating explanations. Students will also examine the nature of science and learning. Course content is aligned with content, practices, and cross-cutting concepts of the Next Generation Science Standards. This course is intended for Liberal Studies majors and does not meet the APU General Education requirement in Natural Science.

## **PHYC 125, Earth Science Concepts and Applications, 3 Units**

This course surveys Earth both inside and out. Topics investigated include Earth's solid surface and interior, the oceans, and Earth's atmosphere and weather patterns. Emphasis is placed on dynamic processes, including human activity that affects the nature of Earth's surface. Students also explore Earth's place in the solar system, the Sun, the stars, and exotic bodies beyond the solar system. Does not meet the APU General Education requirement in Nature.

## **PHYC 130, Earth Science, 4 Units**

Students in this course survey the physical characteristics of the Earth and the forces acting upon it. Course material includes consideration of the Earth's place in space, the nature of its crust and interior, the processes that affect its structure, and humanity's role in the processes. Lecture, 3 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

## **PHYC 140, Introduction to Astronomy, 4 Units**

Students survey astronomical structures such as the solar system, stars, galaxies, and the entire universe, including how these structures form and change over their life spans. Course material emphasizes historical understanding of astronomy and how astronomical knowledge is discovered and interpreted using scientific methods. Lecture, 3 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

## PHYC 151, Physics for Life Sciences I, 4 Units

This noncalculus physics course develops the topics of translational and rotational mechanics and provides an introduction to thermodynamics. Lecture, 3 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

**Prerequisite:** MATH 110 or an equivalent score on the APU mathematics placement assessment. High school geometry and trigonometry are highly recommended.

## PHYC 152, Physics for Life Sciences II, 4 Units

Lecture, 3 hours; Lab, 3 hours: This noncalculus physics course develops the topics of waves, sound, light, electricity and magnetism, quantum theory, and structure of matter.

Special Fee Applies

**Prerequisite:** PHYC 151

## PHYC 161, Physics for Science and Engineering I, 5 Units

Students in this course are introduced to various areas of physics using basic differential and integral calculus. Topics include kinematics, Newton's laws, conservation of energy, conservation of momentum, and rotation. Lecture, 4 hours; lab, 3 hours. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

**Corequisite:** MATH 165 or equivalent calculus background; high school physics or university-level conceptual physics strongly recommended.

## PHYC 162, Physics for Science and Engineering II, 5 Units

Students in this course are introduced to various areas of physics using basic differential and integral calculus. Topics include oscillations, electricity, and magnetism. Lecture, 4 hours; lab, 3 hours.

Special Fee Applies

**Prerequisite:** PHYC 161 and MATH 166 (may be taken concurrently)

## PHYC 263, Physics for Science and Engineering III, 5 Units

Students in this course are introduced to various aspects of physics using basic differential and integral calculus. Topics covered include thermodynamics, special relativity, vibrations and waves, optics, and nuclear and modern physics. Lecture, 4 hours; lab, 3 hours.

Special Fee Applies

**Prerequisite:** PHYC 161

## PHYC 300, Physics Research Seminar, 1 Unit

This course surveys the major fields of modern physics research in a seminar format, with special attention to how physicists identify research questions and plan for research. The course culminates in a research proposal for the student's thesis. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** PHYC 263

## PHYC 311, Teaching and Learning Physics, 3 Units

During their first semester as learning assistants, students in this course learn about the fundamentals of effective physics teaching, including common challenges for physics learners, active engagement strategies, assessment techniques, and how to support diverse learners, design assignments, and plan courses and lessons.

PHYC 162 and instructor consent; corequisite: PHYC 313 for Physics Secondary Education Track, or no corequisite if not in Physics Secondary Education Track.

## PHYC 312, Readings for Teaching Physics, 1 Unit

In this course, students identify challenges they observe during their experiences as learning assistants in PHYC 313 Physics Teaching Practicum, which is a corequisite to this course. Using readings drawn from physics education research literature, students identify and implement solutions to these challenges.

PHYC 162 and instructor permission; corequisite: PHYC 313.

## PHYC 313, Physics Teaching Practicum, 1 Unit

In this course, students serve as learning assistants under the supervision of an instructor in a physics course. Learning assistants observe and reflect on effective physics teaching practices and assist learners in engaging with and understanding course content. Concurrent enrollment in PHYC 311 (recommended for first-time enrolled) or PHYC 312 (recommended for repeat enrollments) is required.

PHYC 162 and instructor permission; corequisite: PHYC 311 or PHYC 312.

## PHYC 361, Electricity and Magnetism, 3 Units

Students in this course study the fundamental concepts of electricity and magnetism, electrostatic fields in a vacuum and dielectric materials, solutions of the Laplace and Poisson equations, and electromagnetic waves.

**Prerequisite:** PHYC 162, MATH 268, and MATH 269

### **PHYC 370, Waves and Optics, 3 Units**

Students in this course study mechanical and electromagnetic waves and explore topics such as geometric optics, wave propagation, interference, diffraction, polarization, coherence, and holography, as well as topics from nonlinear optics.

**Prerequisite:** PHYC 263, MATH 268, and MATH 270 (may be taken concurrently).

### **PHYC 380, Classical Mechanics, 4 Units**

Students in this course apply mathematical methods commonly used in physics modeling and analysis to the study of particles experiencing linear and quadratic drag, momentum, energy, driven oscillations, central force motion, rigid-body rotation, and Lagrangian dynamics. The mathematical methods used include infinite series, complex numbers, linear algebra, curvilinear coordinates, vector calculus, Fourier analysis, partial differential equations, variational calculus, and numerical methods.

**Prerequisite:** PHYC 161, MATH 167, MATH 268, MATH 269, and MATH 270

### **PHYC 401, Thermodynamics, 3 Units**

Students in this course learn the theoretical basis of classical thermodynamics and statistical mechanics including the zeroth, first, second, and third laws. These laws are applied to equilibrium systems such as ideal gases, heat engines, chemical reactions, and phase transitions.

**Prerequisite:** PHYC 263 and MATH 268 (may be taken concurrently)

### **PHYC 431, Computational Methods for Physics, 3 Units**

Students in this course develop numerical modeling skills to solve representative problems in mechanics, quantum mechanics, thermal physics, and electromagnetism. The problems solved include multibody dynamics under gravity, Laplace's equation, the wave equation, the Ising model, the time-independent Schrodinger equation, and molecular dynamics.

**Prerequisite:** CS 120, MATH 268, MATH 270

### **PHYC 440, Quantum Mechanics, 3 Units**

Students are introduced to the time-dependent and time-independent Schrodinger equations. The Schrodinger equation is solved for examples including potential wells and barriers, harmonic oscillators, and hydrogen atoms. These examples illustrate the concepts of quantization of energy and angular momentum, tunneling, wave properties of particles, and the uncertainty principle.

**Prerequisite:** MATH 270 and PHYC 370, or instructor consent

### **PHYC 470, Writing 3: Advanced Laboratory, 3 Units**

This course prepares students for writing scientific journal articles and presenting scientific results to a technical audience. This course also acquaints students with advanced laboratory and analysis techniques. Activities include instruction and practice in scientific writing and presenting scientific information orally. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Special Fee Applies

**Prerequisite:** PHYC 263, Writing 2, and junior or senior standing or instructor's consent.

### **PHYC 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### **PHYC 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

### **PHYC 499, Physics Thesis, 1-4 Units**

Students engage in original research projects in collaboration with a faculty member. Projects may be experimental, theoretical, or computational in nature, and projects expand upon learning from previous courses in the major and apply that learning to make a novel contribution to the field. Successful completion of the course results in completion of a journal-style article and/or professional-level poster presentation. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** PHYC 300

### **PRMA 90, Foundations of Mathematical Reasoning, 3 Units**

This course prepares students for Intermediate Algebra, Mathematics in Society, or Introduction to Statistics. Topics include proportional reasoning; experimental design; graphical, tabular, and numerical presentations of data; chance, risk, and probability; and algebraic modeling. Students practice displaying, summarizing, and analyzing data; computing and interpreting probabilities; and solving algebraic equations to make predictions and decisions. This course does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

### **PRMA 110, College Algebra, 3 Units**

This course offers a study of basic college algebra, including various elementary functions (linear, polynomial, rational, radical, exponential, and logarithmic), their properties and graphs, and equations and systems of equations. Emphasis is on using algebraic concepts to model and analyze real-world phenomena. *Meets the General Education Requirement: Quantitative Literacy (Math).*

**Prerequisite:** MATH 95 or an appropriate score on the APU mathematics placement assessment.

### **PRMA 130, Introduction to Statistics, 3 Units**

This course is an introduction to the basic concepts and practices of statistics, including frequency distributions; graphs; central tendency; variation; probability; binomial, normal, t, and chi-square distributions; confidence intervals; hypothesis testing; correlation; regression; and ANOVA. *Meets the General Education Requirement: Quantitative Literacy (Math).*

**Prerequisite:** MATH 90 or an appropriate score on the APU mathematics placement assessment.

### **PRPY 110, Principles of Physical Science, 3 Units**

Basic concepts in physics, chemistry, and the solar system are investigated. Emphasis is placed on basic principles and their applications to modern technology and everyday experiences. Some problems requiring simple math are discussed and solved, but detailed mathematical derivations are more appropriate in other courses. Part of this course is also committed to reviewing historical developments of scientific thought, examining the perceived conflict between science and Christianity, and analyzing evidence for a Creator from scientific discoveries. This course does not carry credit toward a science major or minor. *Meets the General Education Requirement: Natural Science (PHYC 110 + PHYC 111).*

### **PRPY 125, Earth Science Concepts and Applications, 3 Units**

This course surveys Earth both inside and out. Topics investigated include Earth's solid surface and interior, the oceans, and Earth's atmosphere and weather patterns. Emphasis is placed on dynamic processes, including human activity that affects the nature of Earth's surface. Students also explore Earth's place in the solar system, the Sun, the stars, and exotic bodies beyond the solar system. Does not meet the APU General Education requirement in Nature.

### **PRPY 140, Introduction to Astronomy, 4 Units**

Lecture, 3 hours; Lab, 3 hours: This course introduces the history of astronomy, the solar system, the stellar systems, galactic systems, and cosmology. A lab is included. *Meets the General Education Requirement: Natural Science.*

Special Fee Applies

### **STAT 501, Introduction to Modeling with Probability, 3 Units**

This course is an introduction to probability models used in statistics and data analysis. Topics include basic axioms of probability, random variables, probability distributions, expected values, and probability distribution theory.

**Prerequisite:** Calculus (multivariable preferred) and linear algebra; students who are lacking in one area or the other may satisfy the prerequisite by passing MATH 199 and/or MATH 299.

### **STAT 502, Mathematical Statistics, 3 Units**

This course offers an introduction to descriptive and inferential statistics used in data analysis. Topics include random sampling, parameter estimation, hypothesis testing and goodness of fit, summarizing data, and comparing samples.

**Prerequisite:** STAT 501

### **STAT 511, Applied Regression Analysis, 3 Units**

This course is an introduction to simple and multiple linear regression models. Topics include parameter estimation, diagnostics, model selection, prediction, and models with categorical predictors.

**Prerequisite:** STAT 501;

**Corequisite:** STAT 502

### **STAT 512, Analysis of Variance and Design of Experiments, 3 Units**

This course offers an introduction to designing and analyzing data using experiments. Basic experimental designs are covered, including block, factorial, and fractional factorial. ANOVA models and their assumptions, estimation, and interpretation are introduced. Statistical software is used for all analysis.

**Prerequisite:** STAT 501;

**Corequisite:** STAT 502

### **STAT 521, Statistical Computing and Programming, 3 Units**

Students in this course gain basic familiarity with SAS and R programming for data management and analysis. The course takes place in a computer lab, enabling students to implement the lecture material as it is presented. Assignments require using SAS and R to perform data management techniques, generate descriptive statistics and graphical representations of data, and apply statistical methods available in software.

**Prerequisite:** MATH 361 or equivalent

### **STAT 541, Epidemiology Research Methods, 3 Units**

The purpose of this course is to equip students with the basic concepts and principles of epidemiology, a discipline that identifies the determinants of disease in human populations and assesses the magnitude of public health problems and the success of interventions designed to control them. Students learn about various epidemiologic study designs and their strengths and limitations, the basic mathematical tools needed in epidemiology, the collection of epidemiologic data, and the criteria of causality. Also, the course addresses the biases that may invalidate epidemiologic studies, and considers ethical concerns in epidemiology from a Christian faith perspective.

### **STAT 542, Applied Logistic Regression and Survival Analysis, 3 Units**

This course offers an introduction to methods for analyzing binary outcome and time-to-event data, with the primary focus on how to analyze such data using methods available in standard statistical software packages. Topics include logistic regression estimation, interpretation, and assessment. For time-to-event data, summary statistics for censored data, nonparametric methods (specifically Kaplan-Meier), and semiparametric regression methods centered on the Cox model are introduced.

**Prerequisite:** STAT 511 and STAT 521 or equivalent

### **STAT 543, Applied Longitudinal Data Analysis, 3 Units**

This course focuses on classical and modern approaches to analyzing continuous and discrete longitudinal data. Topics include exploratory analysis of correlated data, random effect and growth curve models, random effects models, Generalized Estimating Equations (GEE), and analysis of discrete longitudinal data. Emphasis is on estimation using statistical software and model interpretation.

**Prerequisite:** STAT 511 and STAT 521

### **STAT 551, Data Visualization, 3 Units**

This course introduces students to the field of data visualization. Students learn basic visualization design and evaluation principles, including methods to evaluate visualizations. They also learn how to acquire, parse, and analyze data sets using various data visualization software tools. Data types included in the course include multivariate, temporal, text-based, geospatial, and network/graph-based.

### **STAT 552, Time Series Analysis and Forecasting, 3 Units**

In this course, students develop a working knowledge of time series analysis and forecasting methods, with a focus on applications. Topics include descriptive analysis, probability models for time series, fitting and forecasting for time series models, bootstrapping, models for nonstationary series, and an introduction to spectral analysis.

**Prerequisite:** STAT 502 and STAT 521

### **STAT 553, Data Mining, 3 Units**

Data mining focuses on algorithms and computational paradigms that allow computers to find patterns and regularities in data in order to perform prediction or find structure and relationships to help improve decision making. This course covers basic methodology, major software tools, and applications in data mining. Students learn conceptual underpinnings of methods in data mining while focusing more on usage of existing software packages than developing the algorithms. In particular, the course covers the methodology, motivation, assumptions, strengths, and weaknesses of the most widely applicable methods in the field.

**Prerequisite:** STAT 511 or STAT 521 or STAT 551 or PSYC 518

### **STAT 571, Applied Multivariate Analysis, 3 Units**

This course introduces a variety of standard statistical methods used to analyze multivariate data, emphasizing the implementation and interpretations of the methods. Topics covered include matrix computation of summary statistics, graphical techniques, the geometry of sample data, the multivariate normal distribution, principal components analysis, factor analysis, classification and discrimination, and cluster analysis.

**Prerequisite:** STAT 511 and STAT 521

### **STAT 572, Applied Bayesian Analysis, 3 Units**

This course provides a practical introduction to Bayesian data analysis. Students are exposed to a variety of Bayesian models, including the Bayesian linear model and Bayesian hierarchical modeling as a strategy for modeling complex processes and as a means of assimilating a variety of sources of data. Models are fit for various types of data using modern simulation techniques in statistical software. The focus of the course is modeling, assessing model appropriateness, and interpretation.

**Prerequisite:** STAT 511 and STAT 521

### **STAT 573, Applied Nonparametric Statistics, 3 Units**

This course provides an overview of nonparametric statistics, helping students learn the difference between parametric and nonparametric statistics and when each is appropriate. This course includes the basic theory and computing tools to perform traditional rank-based nonparametric tests, and advanced topics include nonparametric density estimation, nonparametric regression, and the bootstrap.

**Prerequisite:** STAT 511 and STAT 521

### **STAT 574, Discrete Data Analysis, 3 Units**

This course covers basic methods for analysis of discrete data, including methods for analyzing and describing discrete data in contingency tables, and statistical models for discrete outcomes that are binary, counts, nominal, and ordinal. Emphasis is on using statistical software to fit models to data, assessing the appropriateness, and interpreting the results in context.

**Prerequisite:** STAT 511 and STAT 521

## STAT 575, Applied Survey Sampling, 3 Units

This course covers sampling design and analysis methods useful for research and management in many fields. Students learn about the basic methods of sampling and estimation and then explore selected designs and recent developments. Topics include simple random sampling with associated estimation and confidence interval methods, selecting sample sizes, estimating proportions, unequal probability sampling, ratio and regression estimation, stratified sampling, cluster, systematic sampling, multistage designs, and double sampling.

**Prerequisite:** STAT 502 and STAT 521

## STAT 592, Ethics in Data Analytics, 2 Units

The availability and use of data has led to tremendous opportunities. Businesses mine data to gain a competitive advantage, and healthcare organizations use it to help improve medical decision making. The use of data, however, has led to potential abuses. This course explores ethical issues in big data analytics, including issues surrounding collection, use, and reporting of data, and considers them from a Christian worldview.

## STAT 595, Special Topics in Applied Statistics, 3 Units

This course presents coverage of topics in applied statistics.

**Prerequisite:** Based upon the topic offered.

## STAT 596, Practicum, 0-1 Units

In this course - the practicum course of the Master of Science in Applied Statistics and Analytics program - students collaborate with professionals in academic or industry organizations to develop professional experience.

**Prerequisite:** Instructor permission required

## STAT 597, Statistical Consulting Practicum, 2 Units

Students in this course investigate the role of the statistician as consultant and collaborator. Topics include problem solving and communication skills (oral and written), structuring working engagements with nonstatisticians and collaborators, and skills specific to statistical consulting. Case studies or ongoing projects are used to provide hands-on consulting experience. Students identify, and produce their proposal for, their culminating project during this course.

**Prerequisite:** STAT 511 and STAT 521

## STAT 598, Culminating Project, 2 Units

This is the capstone course of the Master of Science in Applied Statistics and Analytics program. It is open to second-year students in good standing. Students provide an oral presentation and a written report of the project.

**Prerequisite:** STAT 597

## STAT 599, Independent Study, 1-3 Units

## Faculty

### Department Chair

Bradley McCoy (<http://www.apu.edu/faculty/bmccoy/>), Ph.D., Physics

### Program Director, M.S. in Applied Statistics and Analytics

Soeun Kim (<http://www.apu.edu/faculty/soeunkim/>), Ph.D., Statistics

### Professors

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### Associate Professors

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Sharon McCathern (<http://www.apu.edu/faculty/smccathern/>), Ph.D., Mathematics

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Sándor Volkán-Kacsó (<http://www.apu.edu/faculty/skacso/>), Ph.D., Physics

## Assistant Professors

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Yi (Millie) Mao (<http://www.apu.edu/faculty/ymao/>), Ph.D., Statistics

## Lecturer

Elizabeth Rivas (<http://www.apu.edu/faculty/erivas/>), M.A., Mathematics

## Affiliated Faculty

Kathleen Bacer (<http://www.apu.edu/faculty/kbacer/>), Ed.D., Mathematics

Donald Isaak (<http://www.apu.edu/faculty/disaak/>), Ph.D., Physics

Chong Ho (Alex) Yu (<http://www.apu.edu/faculty/cyu/>), Ph.D.

## Adjunct Faculty

Brian Croissant, M.S.

Andrea Hammond, M.A.

Erica Kristy, B.A.

Anna Kwak, Ed.D.

Derek Morrison, M.A.

Steven Moser, M.S.

Danielle Nazaroff, M.A.

Leonard Popp, M.S.

Yeojin Rho, M.A.

Amanda Sinner, M.A.

Molly Swanson, M.A.

Alyssa Thornton, B.S.

Jeffrey Zweerink, Ph.D.

# B.A. in Mathematics

58-60 units

The mathematics major (<https://www.apu.edu/clas/programs/math-major/>) at Azusa Pacific University provides students with a strong foundation in the mathematics of continuous change (calculus and analysis), of pattern and symmetry (linear and abstract algebra), of space (geometry and topology), of chance (probability), and of data (statistics). The major focuses on depth of conceptual understanding, rigorous mathematical proof, and problem-solving strategies. While this major does treat applications of mathematics and includes courses in physics and computer science, the emphasis is on theory. Students who prefer a focus on applications are encouraged to choose the applied mathematics major.

A student who majors in mathematics has the option of obtaining a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. Both degrees have the same mathematics requirements, but the B.S. degree requires a minor in physics (p. 222), chemistry (p. 92), or computer science (p. 109) (see these subject areas for requirements and course descriptions).

## Career Opportunities

The mathematics major prepares students to be quantitative experts in a variety of fields: secondary or university teaching, mathematical research (for business, government, or the academy), cryptography, finance and economics, statistics and data analysis, or operations research and management consulting. Mathematics is also an excellent major for quantitatively minded students who want to go into business (see the finance minor (p. 769)), medicine (see the premedical program (p. 229)) or law (see the prelaw minor (p. 193)). Math majors have some of the highest rates of acceptance to graduate schools in all three of these fields.

APU mathematics graduates have gone on to prestigious graduate schools, accepted choice offers to teach at various secondary schools, been selected for Teach for America and Math for America, and moved into attractive industry positions.

Students preparing for a career in actuarial science, industrial mathematics, mathematical physics, or computer science are encouraged to consider the applied mathematics major.

There is a strong demand for mathematics teachers. Students desiring a junior or senior high school teaching credential should note the requirements of the single-subject waiver program for mathematics. Completion of the Secondary Math Education Track (see below) waives the CSET exam for entrance into a credentialing program.

## Requirements

| Code                    | Title  | Units |
|-------------------------|--|-------|
| <b>Required Courses</b> |  |       |
| MATH 165                | Calculus I   | 3     |
| MATH 166                | Calculus II  | 3     |
| MATH 167                | Sequences and Series <sup>F</sup>  | 1     |
| MATH 250                | Data Analysis <sup>F</sup>   | 3     |
| MATH 268                | Multivariable Calculus   | 3     |
| MATH 270                | Ordinary Differential Equations <sup>S</sup>                               | 4     |
| MATH 280                | Discrete Mathematics and Proof <sup>F</sup>                                | 3     |
| MATH 290                | Linear Algebra <sup>S</sup>  | 3     |
| MATH 400                | Abstract Algebra <sup>ES</sup>   | 3     |
| MATH 450                | Real Analysis <sup>EF</sup>  | 3     |
| MATH 480                | Writing 3: Mathematical Reading, Writing, and Presentation <sup>1, F</sup> | 3     |
| MATH 496                | Mathematics Senior Seminar <sup>2, S</sup>                                 | 3     |
| PHYC 161                | Physics for Science and Engineering I <sup>3, F</sup>                      | 5     |
| CS 120                  | Introduction to Computer Science I <sup>4</sup>                            | 4     |
| Total Units             |  | 44    |

In addition to the required courses above, complete one of the tracks below.

| Code  | Title                         | Units |
|---|-------------------------------|-------|
| <b>General Mathematics Track</b>  |                               |       |
| Complete at least 14 units from the courses below. You must complete MATH 361 and at least one of MATH 460 and MATH 470. You cannot count both PHYC 162 and CS 125. |                               | 14    |
| MATH 269  | Vector Calculus <sup>EF</sup> |       |



|             |   |    |
|-------------|---|----|
| MATH 340    | Geometry <sup>S</sup>                               |    |
| MATH 361    | Probability and Statistics I                        |    |
| MATH 390    | Number Theory <sup>OF</sup>                         |    |
| MATH 460    | Topology <sup>OS</sup>                              |    |
| MATH 470    | Complex Analysis <sup>ES</sup>                      |    |
| MATH 495    | Advanced Topics in Mathematics                      |    |
| PHYC 162    | Physics for Science and Engineering II <sup>S</sup> |    |
| CS 125      | Introduction to Computer Science II                 |    |
| Total Units |   | 14 |

| Code  | Title  | Units |
|---|--|-------|
| <b>Secondary Math Education Track</b>   |  |       |
| Complete all 16 units below. This track meets the requirements of the CTC-approved Single Subject Waiver program. |  |       |
| MATH 130  | Introduction to Statistics <sup>5</sup>                      | 3     |
| MATH 301  | Mathematics for Secondary Teachers <sup>OF</sup>             | 3     |
| MATH 340  | Geometry <sup>S</sup>  | 3     |
| MATH 390  | Number Theory <sup>OF</sup>                                  | 3     |
| EDLS 202  | Introduction to Teaching as a Profession (7-12) <sup>6</sup> | 4     |
| Total Units   |  | 16    |

- <sup>1</sup> Meets the General Education Writing 3 requirement.
- <sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>3</sup> Meets the General Education Natural Sciences requirement.
- <sup>4</sup> Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.
- <sup>5</sup> Meets the General Education Quantitative Literacy requirement.
- <sup>6</sup> Meets the General Education Civic Knowledge and Engagement requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

# B.A. in Mathematics with Integrated Single Subject (Math) Teaching Credential

90-92 units

This degree program is offered collaboratively by the Department of Mathematics, Physics, and Statistics in the College of Liberal Arts and Sciences and the Division of Teacher Education in the School of Education. Students earn a bachelor of arts degree in mathematics and a single-subject teaching credential in a total of four years. Full program details and requirements are available on the Integrated Bachelor's/Credential Program (p. 875) page of this catalog.

## Major Requirements

| Code                    | Title  | Units |
|-------------------------|--|-------|
| <b>Required Courses</b> |  |       |
| MATH 165                | Calculus I   | 3     |
| MATH 166                | Calculus II  | 3     |
| MATH 167                | Sequences and Series <sup>F</sup>  | 1     |
| MATH 250                | Data Analysis <sup>F</sup>   | 3     |
| MATH 268                | Multivariable Calculus   | 3     |
| MATH 270                | Ordinary Differential Equations <sup>S</sup>                               | 4     |
| MATH 280                | Discrete Mathematics and Proof <sup>F</sup>                                | 3     |
| MATH 290                | Linear Algebra <sup>S</sup>  | 3     |
| MATH 400                | Abstract Algebra <sup>ES</sup>   | 3     |
| MATH 450                | Real Analysis <sup>EF</sup>  | 3     |
| MATH 480                | Writing 3: Mathematical Reading, Writing, and Presentation <sup>1, F</sup> | 3     |
| MATH 496                | Mathematics Senior Seminar <sup>2, S</sup>                                 | 3     |
| PHYC 161                | Physics for Science and Engineering I <sup>3, F</sup>                      | 5     |
| CS 120                  | Introduction to Computer Science I <sup>4</sup>                            | 4     |
| Total Units             |  | 44    |

In addition to the required courses above, complete one of the tracks below.

| Code  | Title   | Units |
|---|---|-------|
| <b>General Mathematics Track</b>  |   |       |
| Complete at least 14 units from the courses below. You must complete MATH 361 and at least one of MATH 460 and MATH 470. You cannot count both PHYC 162 and CS 125. |   | 14    |
| MATH 269  | Vector Calculus <sup>EF</sup>                       |       |
| MATH 340  | Geometry <sup>S</sup>                               |       |
| MATH 361  | Probability and Statistics I                        |       |
| MATH 390  | Number Theory <sup>OF</sup>                         |       |
| MATH 460  | Topology <sup>OS</sup>                              |       |
| MATH 470  | Complex Analysis <sup>ES</sup>                      |       |
| MATH 495  | Advanced Topics in Mathematics                      |       |
| PHYC 162  | Physics for Science and Engineering II <sup>S</sup> |       |
| CS 125  | Introduction to Computer Science II                 |       |
| Total Units   |   | 14    |

| Code  | Title  | Units |
|---|--|-------|
| <b>Secondary Math Education Track</b>   |  |       |
| Complete all 16 units below. This track meets the requirements of the CTC-approved Single Subject Waiver program. |  |       |
| MATH 130  | Introduction to Statistics <sup>5</sup>          | 3     |
| MATH 301  | Mathematics for Secondary Teachers <sup>OF</sup> | 3     |
| MATH 340  | Geometry <sup>S</sup>                            | 3     |
| MATH 390  | Number Theory <sup>OF</sup>                      | 3     |

|             |   |    |
|-------------|---|----|
| EDLS 202    | Introduction to Teaching as a Profession (7-12) <sup>6</sup>  | 4  |
| Total Units |   | 16 |
| 1           | Meets the General Education Writing 3 requirement.  |    |
| 2           | Meets the General Education Integrative and Applied Learning requirement.   |    |
| 3           | Meets the General Education Natural Sciences requirement.   |    |
| 4           | Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480. |    |
| 5           | Meets the General Education Quantitative Literacy requirement.  |    |
| 6           | Meets the General Education Civic Knowledge and Engagement requirement.   |    |
| F           | Offered in Fall only  |    |
| S           | Offered in Spring only  |    |
| F/S         | Offered in both Fall and Spring terms   |    |
| EF          | Offered in Fall in even years   |    |
| ES          | Offered in Spring in even years   |    |
| OF          | Offered in Fall in odd years  |    |
| OS          | Offered in Spring in odd years  |    |

## Credential Requirements

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| <b>Foundation Courses</b>     |   |       |
| TESP 501                      | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3     |
| TESP 511                      | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3     |
| TESP 502                      | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3     |
| TESP 512                      | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3     |
| TESP 503                      | The Soul of Teaching: Tapestry of American Education                                  | 3     |
| TESP 504                      | Schools and Educational Systems   | 3     |
| <b>Specialization Courses</b> |   |       |
| TEP 531                       | Methods of Teaching Reading and Writing (7-12)  | 3     |
| TEP 532                       | Secondary Pedagogy I: Teaching in Secondary Schools (7-12)                            | 2     |
| TEP 533                       | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)              | 3     |
| TEP 534                       | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)   | 2     |
| TEP 561                       | Clinical Practice I: Single Subject Credential  | 2     |
| TEP 562                       | Clinical Practice II: Single Subject Credential                                       | 2     |
| Total Units                   |   | 32    |

<sup>1</sup> Must be completed prior to beginning clinical practice.

The following courses meet the undergraduate General Education requirements within the Integrated Bachelor's/Credential Program:

- TESP 502 meets the General Education Social Sciences requirement.
- TESP 503 meets the General Education Intercultural Competence requirement.
- TESP 504 meets the General Education Civic Knowledge and Engagement requirement.
- TEP 551 and TEP 552 combined, and TEP 561 and TEP 562 combined, meet the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### B.A. in Mathematics

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.

5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

## **Teaching Credential**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# B.S. in Applied Mathematics

58-63 units

Applied mathematics majors (<https://www.apu.edu/clas/programs/applied-math-major/>) learn to solve problems from a variety of disciplines by developing mathematical models, applying computational algorithms, and analyzing results. The applied mathematics major allows students to choose either the standard track or one of three concentrations:

- Actuarial Science Concentration
- Computer Science Concentration
- Physics Concentration

Students majoring in applied mathematics are encouraged to consider a minor in statistics.

## Career Opportunities

This major prepares students to be quantitative experts in a variety of fields: actuarial science, computer science, physics, university teaching, mathematical research (for business, government, or the academy), cryptography, finance and economics, statistics and data analysis, or operations research and management consulting. APU mathematics graduates have gone on to prestigious graduate schools and have moved into attractive industry positions.

Students preparing to teach mathematics at the secondary level or to pursue graduate studies in pure mathematics are encouraged to consider the mathematics major instead of the applied mathematics major.

## Requirements

| Code  | Title  | Units        |
|---|--|--------------|
| MATH 165  | Calculus I   | 3            |
| MATH 166  | Calculus II  | 3            |
| MATH 167  | Sequences and Series <sup>F</sup>  | 1            |
| MATH 250  | Data Analysis <sup>F</sup>   | 3            |
| MATH 268  | Multivariable Calculus   | 3            |
| MATH 270  | Ordinary Differential Equations <sup>S</sup>                               | 4            |
| MATH 295  | Applied Linear Algebra <sup>F</sup>  | 3            |
| MATH 361  | Probability and Statistics I   | 3            |
| MATH 455  | Numerical Analysis <sup>ES</sup>   | 3            |
| MATH 480  | Writing 3: Mathematical Reading, Writing, and Presentation <sup>1, F</sup> | 3            |
| MATH 496  | Mathematics Senior Seminar <sup>2, S</sup>                                 | 3            |
| CS 120  | Introduction to Computer Science I <sup>3</sup>                            | 4            |
| <b>Choose the standard track or one of the concentrations below</b> |  | <b>22-27</b> |
| Total Units   |  | 58-63        |

## Standard Applied Mathematics Track

| Code   | Title   | Units |
|--|---|-------|
| <b>Standard Applied Mathematics Track Requirements</b> |   |       |
| MATH 269   | Vector Calculus <sup>EF</sup>                         | 2     |
| MATH 370   | Partial Differential Equations <sup>OS</sup>          | 3     |
| MATH 375   | Dynamical Systems <sup>OF</sup>                       | 3     |
| MATH 470   | Complex Analysis <sup>ES</sup>                        | 3     |
| PHYC 161   | Physics for Science and Engineering I <sup>4, F</sup> | 5     |
| CS 125   | Introduction to Computer Science II                   | 4     |
| Select at least 3 units from the following:            |   | 3-5   |
| MATH 362   | Probability and Statistics II <sup>EF</sup>           |       |
| MATH 495   | Advanced Topics in Mathematics                        |       |
| PHYC 162   | Physics for Science and Engineering II <sup>S</sup>   |       |

|             |   |       |
|-------------|---|-------|
| PHYC 431    | Computational Methods for Physics <sup>OF</sup> |       |
| Total Units |   | 23-25 |

## Actuarial Science Concentration

| Code  | Title                                       | Units |
|---|---|-------|
| <b>Actuarial Science Concentration Requirements</b> |   |       |
| MATH 362  | Probability and Statistics II <sup>EF</sup> | 3     |
| ACCT 120  | Principles of Accounting I                  | 4     |
| ACCT 121  | Principles of Accounting II                 | 3     |
| ECON 250  | Principles of Macroeconomics <sup>5</sup>   | 3     |
| ECON 251  | Principles of Microeconomics                | 3     |
| FIN 320   | Principles of Corporate Finance             | 3     |
| FIN 330   | Financial Analysis                          | 3     |
| Total Units   |   | 22    |

## Computer Science Concentration

| Code   | Title   | Units |
|--|---|-------|
| <b>Computer Science Concentration Requirements</b> |   |       |
| MATH 269   | Vector Calculus <sup>EF</sup>                         | 2     |
| CS 125   | Introduction to Computer Science II                   | 4     |
| CS 160   | Discrete Structures                                   | 3     |
| CS 260   | Algorithms and Data Structures                        | 3     |
| PHYC 161   | Physics for Science and Engineering I <sup>4, F</sup> | 5     |
| Select 6 units from the following:                 |   | 6     |
| MATH 495   | Advanced Topics in Mathematics                        |       |
| CS 290   | Database Management Systems                           |       |
| CS 360   | Computer Architecture and Organization                |       |
| CS 430   | Artificial Intelligence                               |       |
| CS 435   | Advanced Database Application Programming             |       |
| Total Units  |   | 23    |

## Physics Concentration

| Code                                      | Title   | Units |
|---|---|-------|
| <b>Physics Concentration Requirements</b> |   |       |
| MATH 269                                  | Vector Calculus <sup>EF</sup>                         | 2     |
| MATH 370                                  | Partial Differential Equations <sup>OS</sup>          | 3     |
| PHYC 161                                  | Physics for Science and Engineering I <sup>4, F</sup> | 5     |
| PHYC 162                                  | Physics for Science and Engineering II <sup>S</sup>   | 5     |
| PHYC 263                                  | Physics for Science and Engineering III <sup>F</sup>  | 5     |
| PHYC 380                                  | Classical Mechanics <sup>EF</sup>                     | 4     |
| Select 3 units from the following:        |   | 3     |
| MATH 375                                  | Dynamical Systems <sup>OF</sup>                       |       |
| MATH 470                                  | Complex Analysis                                      |       |
| MATH 495                                  | Advanced Topics in Mathematics                        |       |
| PHYC 361                                  | Electricity and Magnetism <sup>ES</sup>               |       |
| PHYC 401                                  | Thermodynamics <sup>OS</sup>                          |       |
| PHYC 431                                  | Computational Methods for Physics <sup>OF</sup>       |       |
| Total Units                               |   | 27    |

- 1 Meets the General Education Writing 3 requirement.
- 2 Meets the General Education Integrative and Applied Learning requirement.
- 3 Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.

4 Meets the General Education Natural Sciences requirement.

5 Meets the General Education Social Sciences requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
3. Use mathematical models to analyze cross-disciplinary problems.
4. Employ appropriate technology and computational techniques.
5. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

# B.S. in Mathematics

58-60 units

The B.S. in Mathematics (<https://www.apu.edu/clas/programs/math-major/>) at Azusa Pacific University provides students with a strong foundation in the mathematics of continuous change (calculus and analysis), of pattern and symmetry (linear and abstract algebra), of space (geometry and topology), of chance (probability), and of data (statistics). The major focuses on depth of conceptual understanding, rigorous mathematical proof, and problem-solving strategies. While this major does treat applications of mathematics and includes courses in physics and computer science, the emphasis is on theory. Students who prefer a focus on applications are encouraged to choose the applied mathematics major.

A student who majors in mathematics has the option of obtaining a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree. Both degrees have the same mathematics requirements, but the B.S. degree requires a minor in physics (p. 222), chemistry (p. 92), or computer science (p. 109) (see these subject areas for requirements and course descriptions).

## Career Opportunities

The B.S. in Mathematics degree program prepares graduates to be quantitative experts in a variety of fields: secondary or university teaching, mathematical research (for business, government, or the academy), cryptography, finance and economics, statistics and data analysis, or operations research and management consulting. Mathematics is also an excellent major for quantitatively minded students who want to go into business (see the finance minor (p. 769)), medicine (see the premedical program (p. 229)) or law (see the prelaw minor (p. 193)). Math majors have some of the highest rates of acceptance to graduate schools in all three of these fields.

APU mathematics graduates have gone on to prestigious graduate schools, accepted choice offers to teach at various secondary schools, been selected for Teach for America and Math for America, and moved into attractive industry positions.

Students preparing for a career in actuarial science, industrial mathematics, mathematical physics, or computer science are encouraged to consider the applied mathematics major.

There is a strong demand for mathematics teachers. Students desiring a junior or senior high school teaching credential should note the requirements of the single-subject waiver program for mathematics. Completion of the Secondary Math Education Track (see below) waives the CSET exam for entrance into a credentialing program.

## Requirements

| Code                    | Title  | Units |
|-------------------------|--|-------|
| <b>Required Courses</b> |  |       |
| MATH 165                | Calculus I   | 3     |
| MATH 166                | Calculus II  | 3     |
| MATH 167                | Sequences and Series <sup>F</sup>  | 1     |
| MATH 250                | Data Analysis <sup>F</sup>   | 3     |
| MATH 268                | Multivariable Calculus   | 3     |
| MATH 270                | Ordinary Differential Equations <sup>S</sup>                               | 4     |
| MATH 280                | Discrete Mathematics and Proof <sup>F</sup>                                | 3     |
| MATH 290                | Linear Algebra <sup>S</sup>  | 3     |
| MATH 400                | Abstract Algebra <sup>ES</sup>   | 3     |
| MATH 450                | Real Analysis <sup>EF</sup>  | 3     |
| MATH 480                | Writing 3: Mathematical Reading, Writing, and Presentation <sup>F, 1</sup> | 3     |
| MATH 496                | Mathematics Senior Seminar <sup>S, 2</sup>                                 | 3     |
| PHYC 161                | Physics for Science and Engineering I <sup>F, 3</sup>                      | 5     |
| CS 120                  | Introduction to Computer Science I <sup>4</sup>                            | 4     |
| Total Units             |  | 44    |

In addition to the required courses above, complete one of the tracks below. You must also complete a minor in physics, chemistry, or computer science.

| Code  | Title                         | Units |
|---|-------------------------------|-------|
| <b>General Mathematics Track</b>  |                               |       |
| Complete at least 14 units from the courses below. You must complete MATH 361 and at least one of MATH 460 and MATH 470. You cannot count both PHYC 162 and CS 125. |                               | 14    |
| MATH 269  | Vector Calculus <sup>EF</sup> |       |



|             |   |    |
|-------------|---|----|
| MATH 340    | Geometry <sup>S</sup>                               |    |
| MATH 361    | Probability and Statistics I                        |    |
| MATH 390    | Number Theory <sup>OF</sup>                         |    |
| MATH 460    | Topology <sup>OS</sup>                              |    |
| MATH 470    | Complex Analysis <sup>ES</sup>                      |    |
| MATH 495    | Advanced Topics in Mathematics                      |    |
| PHYC 162    | Physics for Science and Engineering II <sup>S</sup> |    |
| CS 125      | Introduction to Computer Science II                 |    |
| Total Units |   | 14 |

| Code  | Title  | Units |
|---|--|-------|
| <b>Secondary Math Education Track</b>   |  |       |
| Complete all 16 units below. This track meets the requirements of the CTC-approved Single Subject Waiver program. |  |       |
| MATH 130  | Introduction to Statistics <sup>5</sup>                      | 3     |
| MATH 301  | Mathematics for Secondary Teachers <sup>OF</sup>             | 3     |
| MATH 340  | Geometry <sup>S</sup>  | 3     |
| MATH 390  | Number Theory <sup>OF</sup>                                  | 3     |
| EDLS 202  | Introduction to Teaching as a Profession (7-12) <sup>6</sup> | 4     |
| Total Units   |  | 16    |

- <sup>1</sup> Meets the General Education Writing 3 requirement.
- <sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>3</sup> Meets the General Education Natural Sciences requirement.
- <sup>4</sup> Meets the General Education Oral Communication requirement if taken with CS 290 and CS 480, or ENGR 240 and ENGR 480.
- <sup>5</sup> Meets the General Education Quantitative Literacy requirement.
- <sup>6</sup> Meets the General Education Civic Knowledge and Engagement requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

# B.S. in Physics

62-68 units

Physics is the foundation for most science and engineering disciplines. The study of physics focuses on broad topics such as matter, energy, gravitation, electricity and magnetism, atomic and nuclear structures, the theory of relativity, and quantum mechanics. By understanding the behavior of matter and energy at a fundamental level, physicists are equipped to further our knowledge of the universe through research and to apply knowledge to new technologies and engineering.

## Career Opportunities

The B.S. in Physics (<https://www.apu.edu/clas/programs/physics-major/>) equips graduates to teach physics, work in industrial or government engineering or research, or pursue graduate studies in physics or in a variety of related disciplines. Some specific career options include work in materials science, space exploration, aerospace, technical instrumentation, fundamental research, and the computer industry. A physics major is also an excellent foundation for further studies in a wide range of interdisciplinary fields such as medical physics, engineering, meteorology, hydrology, geophysics, or economics.

## Requirements

| Code                           | Title   | Units |
|--------------------------------|---|-------|
| <b>Physics Core (Required)</b> |   |       |
| PHYC 161                       | Physics for Science and Engineering I <sup>1, F</sup> | 5     |
| PHYC 162                       | Physics for Science and Engineering II <sup>S</sup>   | 5     |
| PHYC 263                       | Physics for Science and Engineering III <sup>F</sup>  | 5     |
| PHYC 470                       | Writing 3: Advanced Laboratory <sup>2, OS</sup>       | 3     |
| CHEM 151                       | General Chemistry I <sup>1</sup>                      | 4     |
| MATH 165                       | Calculus I  | 3     |
| MATH 166                       | Calculus II   | 3     |
| MATH 268                       | Multivariable Calculus                                | 3     |
| MATH 270                       | Ordinary Differential Equations <sup>S</sup>          | 4     |
| Total Units                    |   | 35    |

In addition to the required courses above, complete one of the tracks below:

## General Physics Track

| Code                         | Title   | Units     |
|------------------------------|---|-----------|
| <b>Required Courses</b>      |   |           |
| PHYC 300                     | Physics Research Seminar <sup>3, S</sup>        | 1         |
| PHYC 361                     | Electricity and Magnetism <sup>ES</sup>         | 3         |
| PHYC 370                     | Waves and Optics <sup>OF</sup>                  | 3         |
| PHYC 380                     | Classical Mechanics <sup>EF</sup>               | 4         |
| PHYC 401                     | Thermodynamics <sup>OS</sup>                    | 3         |
| PHYC 431                     | Computational Methods for Physics <sup>OF</sup> | 3         |
| PHYC 440                     | Quantum Mechanics <sup>ES</sup>                 | 3         |
| PHYC 499                     | Physics Thesis <sup>3, F</sup>                  | 2         |
| MATH 167                     | Sequences and Series <sup>F</sup>               | 1         |
| MATH 269                     | Vector Calculus <sup>EF</sup>                   | 2         |
| CS 120                       | Introduction to Computer Science I              | 4         |
| Choose one of the following: |   | 4         |
| BIOL 151                     | General Biology I <sup>1</sup>                  |           |
| CHEM 152                     | General Chemistry II                            |           |
| ENGR 215                     | Electrical Circuits and Systems                 |           |
| <b>Physics Core</b>          |   | <b>35</b> |
| Total Units                  |   | 68        |

## Physics Secondary Education Track

| Code                            | Title   | Units        |
|---------------------------------|---|--------------|
| <b>Required Courses</b>         |   |              |
| BIOL 151                        | General Biology I <sup>1</sup>                  | 4            |
| PHYC 125                        | Earth Science Concepts and Applications         | 3            |
| PHYC 311                        | Teaching and Learning Physics <sup>F</sup>      | 3            |
| PHYC 312                        | Readings for Teaching Physics <sup>4</sup>      | 2            |
| PHYC 313                        | Physics Teaching Practicum <sup>5</sup>         | 3            |
| <b>Upper-division Electives</b> |   | <b>12-13</b> |
| Choose four of the following:   |   |              |
| PHYC 361                        | Electricity and Magnetism <sup>ES</sup>         |              |
| PHYC 370                        | Waves and Optics <sup>OF</sup>                  |              |
| PHYC 380                        | Classical Mechanics <sup>EF</sup>               |              |
| PHYC 401                        | Thermodynamics <sup>OS</sup>                    |              |
| PHYC 431                        | Computational Methods for Physics <sup>OF</sup> |              |
| PHYC 440                        | Quantum Mechanics <sup>ES</sup>                 |              |
| <b>Physics Core</b>             |   | <b>35</b>    |
| Total Units                     |   | 62-63        |

- <sup>1</sup> Meets the General Education Natural Sciences requirement.
- <sup>2</sup> Meets the General Education Writing 3 requirement.
- <sup>3</sup> 1 unit of PHYC 300 and 2 units of PHYC 499 meet the General Education Integrative and Applied Learning requirement.
- <sup>4</sup> 1-unit course taken twice.
- <sup>5</sup> 1-unit course taken three times.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Use mathematical methods to solve quantitative physics problems.
2. Use qualitative reasoning to explain physics phenomena.
3. Draw conclusions from experimental data with measurement uncertainty.
4. Use laboratory apparatus to conduct experiments and collect data.
5. Analyze features of physical models (e.g., by approximation methods, computational methods, etc.).
6. Reconcile scientific and biblical worldviews.

# M.S. in Applied Statistics and Analytics

The M.S. in Applied Statistics and Analytics (<https://www.apu.edu/clas/programs/applied-statistics-masters/>) program provides professional preparation for careers involving the use of data analysis to inform decisions. The program includes required courses providing a foundation in statistical methods and theory, and electives that allow students to emphasize biostatistics or business analytics and explore a variety of statistical models and techniques for analyzing data. Expertise in the use of statistical software packages is developed. In keeping with the mission of Azusa Pacific University, this program encourages an active conversation about the role of a Christian perspective in the field of applied statistics, particularly in terms of ethical issues prevalent in data analytics. Students complete a total of 33 units.

## Requirements

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| <b>Core Courses</b>           |   |       |
| STAT 501                      | Introduction to Modeling with Probability   | 3     |
| STAT 502                      | Mathematical Statistics   | 3     |
| STAT 511                      | Applied Regression Analysis   | 3     |
| STAT 512                      | Analysis of Variance and Design of Experiments  | 3     |
| STAT 521                      | Statistical Computing and Programming   | 3     |
| STAT 592                      | Ethics in Data Analytics  | 2     |
| <b>Culminating Experience</b> |   |       |
| STAT 596                      | Practicum <sup>1</sup>  |       |
| STAT 597                      | Statistical Consulting Practicum  | 2     |
| STAT 598                      | Culminating Project   | 2     |
| <b>Elective Courses</b>       |   |       |
| <b>12</b>                     |   |       |
| MATH 199                      | Calculus Fundamentals for Statistics <sup>2</sup>   |       |
| MATH 299                      | Linear Algebra Fundamentals for Statistics <sup>2</sup>                                     |       |
| PSYC 518 & 518L               | Analysis of Variance and Analysis of Variance Lab   |       |
| PSYC 519 & 519L               | Regression and Regression Lab   |       |
| PSYC 520 & 520L               | Psychometrics: Assessment and Measurement and Psychometrics: Assessment and Measurement Lab |       |
| STAT 541                      | Epidemiology Research Methods <sup>3</sup>  |       |
| STAT 542                      | Applied Logistic Regression and Survival Analysis <sup>3</sup>                              |       |
| STAT 543                      | Applied Longitudinal Data Analysis <sup>3</sup>   |       |
| STAT 551                      | Data Visualization <sup>4</sup>   |       |
| STAT 552                      | Time Series Analysis and Forecasting <sup>4</sup>   |       |
| STAT 553                      | Data Mining <sup>4</sup>  |       |
| STAT 571                      | Applied Multivariate Analysis <sup>4</sup>  |       |
| STAT 572                      | Applied Bayesian Analysis   |       |
| STAT 573                      | Applied Nonparametric Statistics  |       |
| STAT 574                      | Discrete Data Analysis  |       |
| STAT 575                      | Applied Survey Sampling   |       |
| STAT 595                      | Special Topics in Applied Statistics  |       |

Total Units

33

- <sup>1</sup> This is an optional practicum course, may be repeated for 0 units.
- <sup>2</sup> Does not count toward 12 units of elective credit; required if not taken previously.
- <sup>3</sup> Recommended for biostatistics emphasis.
- <sup>4</sup> Recommended for business analytics emphasis.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-**

**specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental probability models and the statistical theory and methodology required to draw appropriate inferences from data.
2. Demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models in real-world interdisciplinary problems.
3. Employ appropriate statistical software for the management and analysis of data.
4. Communicate the results of statistical analyses effectively both orally and in writing to a broad audience.
5. Critically assess the appropriateness and validity of the statistical applications and methodology involved in published studies.
6. Effectively function in an interdisciplinary collaborative environment using the skills of a professional statistician to support decision making.
7. Articulate ethical issues in data analysis and how Christian perspectives relate to the profession of statistics.

# Minor in Mathematics

19 units

Students interested in the mathematics minor may also wish to consider the statistics minor (p. 223)—students are permitted to earn both.

## Requirements

| Code  | Title  | Units |
|---|--|-------|
| <b>Requirements <sup>1</sup></b>  |  |       |
| MATH 165  | Calculus I                                   | 3     |
| MATH 166  | Calculus II                                  | 3     |
| MATH 167  | Sequences and Series <sup>F</sup>            | 1     |
| <b>Electives</b>  |  |       |
| <b>12</b>   |  |       |
| Select at least 12 units from below; at least two courses must be at the 200 level. |  |       |
| MATH 268  | Multivariable Calculus                       |       |
| MATH 270  | Ordinary Differential Equations <sup>S</sup> |       |
| MATH 280  | Discrete Mathematics and Proof <sup>F</sup>  |       |
| MATH 290  | Linear Algebra <sup>2, S</sup>               |       |
| MATH 295  | Applied Linear Algebra <sup>2, F</sup>       |       |
| MATH 340  | Geometry <sup>S</sup>                        |       |
| MATH 361  | Probability and Statistics I                 |       |
| MATH 370  | Partial Differential Equations <sup>OS</sup> |       |
| MATH 375  | Dynamical Systems <sup>OF</sup>              |       |
| MATH 390  | Number Theory <sup>OF</sup>                  |       |
| MATH 400  | Abstract Algebra <sup>ES</sup>               |       |
| MATH 450  | Real Analysis <sup>EF</sup>                  |       |
| MATH 455  | Numerical Analysis <sup>ES</sup>             |       |
| MATH 460  | Topology <sup>OS</sup>                       |       |
| MATH 470  | Complex Analysis <sup>ES</sup>               |       |
| MATH 495  | Advanced Topics in Mathematics               |       |

Total Units 19

<sup>1</sup> Students earning the mathematics major or applied mathematics major are not eligible to earn the mathematics minor.

<sup>2</sup> It is not permitted to count MATH 290 **and** MATH 295 toward the mathematics minor.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Employ logical reasoning and standard proof techniques to construct rigorous mathematical arguments.
3. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
4. Use mathematical models to analyze cross-disciplinary problems.
5. Employ appropriate technology and computational techniques.
6. Articulate how Christian perspectives and the study of mathematics and its applications mutually inform and enhance each other.

# Minor in Physics

21 units

The physics minor is ideal for students majoring in mathematics, engineering, computer science, chemistry, or biology.

## Requirements

| Code                               | Title   | Units |
|------------------------------------|---|-------|
| <b>Physics Courses</b>             |   |       |
| PHYC 161                           | Physics for Science and Engineering I <sup>1, F</sup> | 5     |
| PHYC 162                           | Physics for Science and Engineering II <sup>S</sup>   | 5     |
| PHYC 263                           | Physics for Science and Engineering III <sup>F</sup>  | 5     |
| Select 6 units from the following: |   | 6     |
| PHYC 361                           | Electricity and Magnetism <sup>ES</sup>               |       |
| PHYC 370                           | Waves and Optics <sup>OF</sup>                        |       |
| PHYC 380                           | Classical Mechanics <sup>EF</sup>                     |       |
| PHYC 401                           | Thermodynamics <sup>OS</sup>                          |       |
| PHYC 431                           | Computational Methods for Physics <sup>OF</sup>       |       |
| PHYC 440                           | Quantum Mechanics <sup>ES</sup>                       |       |
| Total Units                        |   | 21    |

<sup>1</sup> Meets the General Education Natural Sciences requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Use mathematical methods of solve quantitative physics problems
2. Use qualitative reasoning to explain physics phenomena
3. Draw conclusions from experimental data with measurement uncertainty
4. Use laboratory apparatus to conduct experiments and collect data
5. Analyze features of physical models (e.g. by approximation methods, computational methods, etc.)
6. Reconcile scientific and biblical worldviews

# Minor in Statistics

21 units

Students with any major or minor are eligible to earn the statistics minor. In particular, a student is permitted to earn the statistics minor and the mathematics minor.

## Requirements

| Code                         | Title                                       | Units |
|------------------------------|---|-------|
| MATH 165                     | Calculus I                                  | 3     |
| MATH 166                     | Calculus II                                 | 3     |
| MATH 250                     | Data Analysis <sup>F</sup>                  | 3     |
| MATH 350                     | Statistical Models <sup>ES</sup>            | 3     |
| MATH 361                     | Probability and Statistics I                | 3     |
| MATH 362                     | Probability and Statistics II <sup>EF</sup> | 3     |
| Choose one of the following: |   | 3     |
| MATH 290                     | Linear Algebra <sup>S</sup>                 |       |
| MATH 295                     | Applied Linear Algebra <sup>F</sup>         |       |
| Total Units                  |   | 21    |

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental mathematical methods and problem solving strategies.
2. Communicate mathematical ideas in speech and writing, combining precise language and notation with insightful explanation.
3. Use mathematical models to analyze cross-disciplinary problems.
4. Employ appropriate technology and computational techniques.



# Minor in Ethnic Studies

18 units

The ethnic studies minor (<https://www.apu.edu/clas/programs/ethnic-studies/>) enhances students' understanding of the experiences of U.S. immigrant populations and communities of color, along with their sensitivity to issues of race, ethnicity, and social class. The program also enables students to analyze contemporary social problems that affect these populations and evaluate public policy related to the areas of immigration, education, criminal justice, health care, and economic development. The primary curricular focus is on the experiences of Asian Americans, African Americans, Chicano/Latino, and Native American peoples within the United States. Because of the program's interdisciplinary character, students learn to appreciate how scholars in different fields (e.g., history, art, literature, communication, anthropology, education, political science, psychology, and sociology) approach the study and expression of race and ethnicity.

## Requirements

| Code                                      | Title  | Units |
|---|--|-------|
| <b>Core Course</b>                        |  |       |
| ETHN 150                                  | Introduction to Ethnic Studies               | 3     |
| <b>Contemporary Experience Courses</b>    |  |       |
| ETHN 355                                  | The Asian American Experience                | 3     |
| ETHN 356                                  | The African American Experience              | 3     |
| ETHN 357                                  | The Chicano(a)/Latino(a) Experience          | 3     |
| <b>Elective Requirements</b>              |  |       |
| Select two of the following:              |  | 6     |
| <b>Culture and the Arts</b>               |  |       |
| ART 403                                   | Multicultural Art <sup>1</sup>               |       |
| COMM 495                                  | Special Topics                               |       |
| ENGL 364                                  | American Ethnic Literature <sup>2</sup>      |       |
| ENGL 489                                  | Literary Topics                              |       |
| GLBL 201                                  | Anthropology for Everyday Life <sup>2</sup>  |       |
| MUS 301                                   | Music of Africa                              |       |
| MUS 302                                   | Soul Music <sup>2</sup>                      |       |
| <b>Social Relationships/Public Policy</b> |  |       |
| COMM 260                                  | Intercultural Communication <sup>2</sup>     |       |
| EDLS 405                                  | Diversity in the Classroom <sup>2</sup>      |       |
| GLBL 260                                  | Intercultural Communication <sup>2</sup>     |       |
| HIST 346                                  | History of American Immigration <sup>2</sup> |       |
| PSYC 400                                  | Multicultural Psychology <sup>2</sup>        |       |
| SOC 358                                   | Human Diversity <sup>2</sup>                 |       |
| SOC 359                                   | Immigrant L.A.                               |       |
| SOC 464                                   | Social Stratification                        |       |
| THEO 480                                  | Theology from the Margins <sup>2</sup>       |       |
| Total Units                               |  | 18    |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate an awareness of the historical experiences of U.S. ethnic groups and their contributions to the broader U.S. society.
2. Demonstrate knowledge of the terminology that specifically relates to respective U.S. ethnic groups.
3. Demonstrate an ability to critically engage the elements of American cultural identity formation, including ethnic identity and issues of race.
4. Demonstrate a broadened understanding of how Christian faith shapes respective U.S. ethnic experiences.

## **Faculty**

### **Academic Advisor**

David Miyahara (<http://www.apu.edu/faculty/dmiyahara/>), Ph.D., Sociology

### **Affiliated Faculty**

Patricia Brown (<http://www.apu.edu/faculty/plbrown/>), Ph.D., English

James Fujitani (<http://www.apu.edu/faculty/jfujitani/>), Ph.D., French

Marcela Rojas (<http://www.apu.edu/faculty/mrojas/>), Ph.D., Spanish

### **Adjunct Faculty**

Aaron Hinojosa, M.Ed.

# Minor in Humanities

24 units

All humanities courses have roots in the liberal arts. The liberal arts provide the foundation for a full liberal education, which rises from them and reaches beyond them. They are preparation for the lofty and rigorous discipline of understanding in its fullness “the truth [that] shall make you free” (John 8:32). The humanities minor curriculum builds on the foundation of the Great Works Option for fulfilling General Education core requirements. Great works of literature, philosophy, art, music, science, and theology offer the most enriching content of the liberal arts and of liberal education itself. They are living teachers speaking to each generation with rare wisdom and beauty. Through study of such works, students of the humanities integrate the liberal arts with one another, with education as a whole, and with Christian higher education in particular.

A liberal arts education prepares the student not for a specific profession but for life itself, for the moral, intellectual, social, civic, and spiritual maturity and growth that accompany a life well lived. A successful liberal education prepares the student for the proper ordering of all spheres of life and for a lifetime of learning. The first task of the liberal arts is to secure the liberation of the mind from those many fetters that can bind it, notably ignorance, prejudice, and the influence of the passions. In and through this essential freedom—the freedom of the mind—humanity manifests itself. The integrative principle of the liberal arts is the idea of *humanitas*.

## Requirements

The humanities minor consists of 24 units from the listed courses. At least 12 units must be upper-division HUM courses. Students must take HUM courses (upper- or lower-division) in at least three categories of the General Education curriculum.

| Code  | Title   | Units     |
|---|---|-----------|
| <b>Required Courses</b>   |   | <b>12</b> |
| Select 12 units from the following courses:   |   |           |
| HUM 321   | Core Texts in History <sup>1</sup>  | 3         |
| HUM 322   | Core Texts in Literature <sup>2</sup>   | 3         |
| HUM 323   | Core Texts in Aesthetics <sup>3</sup>   | 3         |
| HUM 324   | Core Texts in Philosophy <sup>4</sup>   | 3         |
| HUM 325   | Core Texts in Christianity <sup>5</sup>   | 3         |
| <b>Elective Courses</b>   |   | <b>12</b> |
| A course taken to fulfill the above requirement may not also count for elective credit. |   |           |
| ART 354   | History of Ancient Art and Architecture <sup>3</sup>                            | 3         |
| ART 356   | Writing 3: History of Modern Art and Architecture <sup>6</sup>                  | 3         |
| ART 361   | History of Early Christian and Medieval Art and Architecture <sup>3</sup>       | 3         |
| ART 362   | History of Renaissance to Rococo Art and Architecture <sup>3</sup>              | 3         |
| ENGL 377  | Shakespeare <sup>2</sup>  | 3         |
| ENGL 410  | American Novel  | 3         |
| ENGL 466  | British Novel   | 3         |
| HIST 401  | Humanities Seminar  | 6         |
| HUM 221   | Core Texts in History <sup>1</sup>  | 3         |
| or HUM 321  | Core Texts in History   |           |
| HUM 222   | Core Texts in Literature <sup>2</sup>   | 3         |
| or HUM 322  | Core Texts in Literature  |           |
| HUM 223   | Core Texts in Aesthetics <sup>3</sup>   | 3         |
| or HUM 323  | Core Texts in Aesthetics  |           |
| HUM 224   | Core Texts in Philosophy <sup>4</sup>   | 3         |
| or HUM 324  | Core Texts in Philosophy  |           |
| MUS 351   | Ancient, Renaissance, and World Music Literature                                | 3         |
| MUS 352   | Writing 3: Baroque, Classical, and Early Romantic Music Literature <sup>6</sup> | 3         |
| MUS 455   | Late Romantic and 20th-Century Music Literature <sup>2</sup>                    | 3         |
| PHIL 315  | History of Ancient Philosophy   | 3         |
| PHIL 316  | Medieval Philosophy   | 3         |
| PHIL 320  | History of Early Modern Philosophy  | 3         |
| PHIL 340  | Writing 3: Concepts of Human Nature <sup>6</sup>                                | 3         |
| POLI 360  | Classical Political Thought   | 3         |

|                    |   |           |
|--------------------|---|-----------|
| POLI 363           | Modern Political Thought                          | 3         |
| POLI 376           | The American Founding                             | 3         |
| SOC 298            | Basic Sociological Theory                         | 3         |
| SPAN 431           | Spanish Language Poetry and Short Story           | 3         |
| SPAN 432           | Literary Masters <sup>2</sup>                     | 4         |
| UBBL 310           | I and II Samuel <sup>7</sup>                      | 3         |
| UBBL 340           | Romans and Galatians <sup>7</sup>                 | 3         |
| UBBL 341           | Thessalonian and Corinthian Epistles <sup>7</sup> | 3         |
| <b>Total Units</b> |   | <b>24</b> |

- <sup>1</sup> Meets the General Education Humanities: History requirement.
- <sup>2</sup> Meets the General Education Humanities: Literature requirement.
- <sup>3</sup> Meets the General Education Humanities: Fine Arts requirement.
- <sup>4</sup> Meets the General Education Philosophy requirement.
- <sup>5</sup> Meets the General Education Theology requirement.
- <sup>6</sup> Meets the General Education Writing 3 requirement.
- <sup>7</sup> Meets the General Education Upper-Division Bible requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students completing the humanities minor are skilled in the following areas:

1. Familiarity with Great Works: Students demonstrate familiarity with great works from at least three General Education (p. 1147) categories from multiple disciplinary perspectives.
2. Reading, Studying, and Responding: Students demonstrate skill and flexibility in reading, studying, and responding to great works.
3. Liberal Education: Students articulate the value of a great works approach to a liberal arts education.
4. Christian Perspective: Students articulate a Christian perspective of truth and life.

# Minor in Vocational Development

18 units

The minor in vocational development is for students who seek to explore and discern vocational calling for themselves and others while pursuing a chosen major.

## Requirements

| Code        | Title                                     | Units |
|-------------|---|-------|
| LDRS 322    | Leadership Strengths and Skills           | 3     |
| LDRS 303    | Career and Life Planning                  | 3     |
| LDRS 311    | Leadership Values and Virtues             | 3     |
| VOC 200     | Exploring Vocation <sup>1</sup>           | 3     |
| VOC 450     | Interdisciplinary Internship <sup>2</sup> | 3     |
| VOC 499     | Interdisciplinary Capstone                | 3     |
| Total Units |   | 18    |

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a growing understanding of how God has uniquely created her or him in relation to personal gifts and strengths.
2. Explain a commitment to and a personal plan for becoming a person of virtuous character.
3. Articulate how God is at work in their chosen field and how s/he can contribute to that work.
4. Outline a personal career plan with clear timelines and action steps.
5. Skillfully utilize resources, competencies, and skills to help others understand and pursue a vocational calling.

# Preprofessional Programs

## Premedical/Predental

While any major is compatible with medicine, an emphasis on science courses is mandatory for completion of the academic prerequisites of medical and dental schools. Azusa Pacific's Department of Biology and Chemistry (<http://www.apu.edu/clas/biochem/>) offers excellent curricula for such programs. The student receives strong academic advising on preparatory coursework, and a great deal of personal contact with professors within the classroom and advising environments.

Students enter the premedical/predental track (<https://www.apu.edu/clas/programs/premedical/>) by application, usually not earlier than the second semester of the sophomore year. Admission to the program is based on an evaluation of academic success and realistic plans for a health career. Students who successfully complete this track have a high success rate for acceptance into medical and dental schools. The program equips students to integrate scientific, cultural, and religious views, and develops the skills and objectivity necessary for the advancement of scientific knowledge.

To assist in attaining this goal, APU provides an advisor and a premedical/predental advisory committee to assist students in course selection, monitor academic progress, provide information on medical and dental school admission policies, conduct mock interviews, and, in general, aid students in focusing their preparation for medical or dental school.

In addition, career seminars and a Medical College Admissions Test (MCAT) review course (BIOL 470) led by the university premedical advisor are offered. A high MCAT score and a high grade-point average are necessary in applying to a medical school.

In addition to the General Education requirement, the following is typical of the academic prerequisites required by most medical and dental schools:

| Code                         | Title  | Units |
|------------------------------|--|-------|
| <b>Chemistry</b>             |  |       |
| CHEM 151<br>& CHEM 152       | General Chemistry I<br>and General Chemistry II <sup>1</sup>                                     | 8     |
| CHEM 251<br>& CHEM 252       | Organic Chemistry: Theory I<br>and Organic Chemistry: Theory II                                  | 6     |
| CHEM 261<br>& CHEM 262       | Organic Chemistry - Lab<br>and Organic Chemistry - Lab   | 2     |
| <b>Biology</b>               |  |       |
| BIOL 151<br>& BIOL 152       | General Biology I<br>and General Biology II <sup>1</sup>   | 8     |
| <b>Mathematics</b>           |  |       |
| MATH 165<br>& MATH 166       | Calculus I<br>and Calculus II <sup>2</sup>   | 6     |
| <b>Physics</b>               |  |       |
| Select one of the following: |  | 8-10  |
| PHYC 151<br>& PHYC 152       | Physics for Life Sciences I<br>and Physics for Life Sciences II <sup>1</sup>                     |       |
| PHYC 161<br>& PHYC 162       | Physics for Science and Engineering I<br>and Physics for Science and Engineering II <sup>1</sup> |       |

<sup>1</sup> CHEM 151, BIOL 151, PHYC 151, and PHYC 161 meet the General Education Natural Sciences requirement.

<sup>2</sup> MATH 165 meets the General Education Quantitative Literacy requirement.

The following courses also provide excellent preparation for medical school:

| Code                   | Title   | Units |
|------------------------|---|-------|
| BIOC 360               | Principles of Biochemistry                            | 4     |
| BIOC 270<br>& BIOC 370 | Biomolecular Chemistry<br>and Biomolecular Metabolism | 8     |
| BIOL 240               | Biology of Microorganisms                             | 4     |
| BIOL 280               | Cell Biology  | 4     |
| BIOL 300               | Genetics  | 4     |
| BIOL 336               | Vertebrate Biology                                    | 4     |
| BIOL 346               | Regional Human Anatomy                                | 4     |

|                        |  |   |
|------------------------|--|---|
| BIOL 350               | Mammalian Physiology   | 4 |
| CHEM 300<br>& CHEM 310 | Quantitative Chemical Analysis - Theory<br>and Quantitative Chemical Analysis - Laboratory | 4 |
| PSYC 110               | General Psychology <sup>1</sup>  | 3 |
| SOC 120                | Introduction to Sociology <sup>1</sup>   | 3 |

<sup>1</sup> Meets the General Education Social Sciences requirement.

## Pre-PT/Pre-OT

Physical and occupational therapy programs require the completion of prerequisite science courses. Azusa Pacific's Department of Biology and Chemistry (<http://www.apu.edu/clas/biochem/>) offers excellent curricula and faculty mentoring to complete these mandatory requirements. Students receive strong academic advising on preparatory coursework from a committee that includes a doctor of physical therapy as the committee chair.

Students enter the Pre-PT/OT track by application while completing BIOL 251 Human Physiology. Admission to the program is based on an evaluation of academic success and realistic plans for a health career. Students in this track can anticipate a high success rate for admission to physical or occupational therapy schools as they become familiar with the physical/occupational therapy school admission process (PTCAS/OTCAS) through personalized, step-by-step advising and a mock interview with the pre-PT/OT committee. In addition, students have the opportunity to receive a committee letter in support of their physical or occupational therapy school application.

In addition to the General Education requirement, the following is typical of the academic prerequisites required by most physical and occupational therapy programs:

| Code                | Title                        | Units |
|---------------------|------------------------------|-------|
| BIOL 151            | General Biology I            |       |
| BIOL Elective       |                              |       |
| CHEM 151            | General Chemistry I          |       |
| CHEM 152            | General Chemistry II         |       |
| BIOL 250            | Human Anatomy                |       |
| BIOL 251            | Human Physiology             |       |
| PHYC 151            | Physics for Life Sciences I  |       |
| PHYC 152            | Physics for Life Sciences II |       |
| Psychology          |                              |       |
| Sociology           |                              |       |
| Statistics          |                              |       |
| Exercise Physiology |                              |       |

The B.A. in Allied Health (p. 69) is designed to fulfill the PT/OT graduate program requirements without any need for additional coursework.

## Prelaw

Azusa Pacific University's Department of History and Political Science offers a prelaw minor (p. 193) for students interested in law school. The 21-unit minor includes courses in political science, criminal law, constitutional law, and political philosophy. The department's prelaw advisor assists prelaw students in selecting appropriate courses and in the process of identifying and applying to law schools.

# College of the Arts

Azusa Pacific's College of the Arts (<https://www.apu.edu/arts/>), encompassing the School of Music (p. 256), School of Visual and Performing Arts (p. 424), and the Department of Communication Studies (p. 232), aims to further artistic collaboration and integration and expand the impact of the arts on campus, in local communities, and around the world. Within the college, art, cinema, communication, design, music, and theater students work in an environment that supports excellence and artistic integrity firmly grounded in the Christian faith. Among the full-time faculty are numerous industry professionals who bring decades of experience to the classroom.

The School of Music offers bachelor's degree programs in Commercial Music (B.M.) (p. 315), Composition (B.M.) (p. 404), Music Education (Pre-Teacher Certification) (B.M.) (p. 414), Music Theory (B.A.) (p. 401), Performance (B.A. (p. 355) and B.M. (p. 358)), and Music and Worship (B.M.) (p. 408). The School of Visual and Performing Arts encompasses the Departments of Art (p. 425), Cinematic Arts (p. 449), Design (p. 478), and Theater Arts (p. 489), and includes bachelor's degree programs in Acting for the Stage and Screen (BFA) (p. 497), Animation and Visual Effects (B.A.) (p. 462), Art (B.A. (p. 436) and BFA (p. 439)) (p. 439), Cinematic Arts (B.A.) (p. 466), Cinematic Arts Production (BFA) (p. 471), Games and Interactive Media (B.A.) (p. 469), Design Studies (B.A.) (p. 484), Screenwriting (B.A.) (p. 470), and Theater Arts (B.A.) (p. 495). The Department of Communication Studies offers bachelor's degree programs in Communication Management (B.A.) (p. 244), Journalism (B.A.) (p. 247), and Public Relations (B.A.) (p. 250). (p. 250)

The School of Music offers a Master of Music in Composition (p. 419), Conducting (p. 365), and Performance (p. 367), a Master of Music Education (p. 420), and a Master of Arts in Music Entrepreneurial Studies (p. 323). The School of Visual and Performing Arts offers an online Master of Arts in Modern Art History, Theory, and Criticism (p. 443), a low-residency MFA in Visual Art (p. 445), a Master of Arts in Art Education (p. 442), a Master of Arts in Screenwriting (p. 473), and a Master of Arts in User Experience Design (p. 487). The Department of Communication Studies (p. 232) offers a Master of Arts in Strategic Communication (p. 252) and a bachelor's completion program in Digital Media and Communication (B.A.) (p. 246) for professional students.

All programs housed in the College of the Arts provide students with practical techniques, knowledge, analytical skills, preparation for professional success, and a solid integration of faith and scholarship that allow them to practice their craft and positively impact the world.

## Faculty

### Dean

Stephen P. Johnson (<http://www.apu.edu/faculty/stephenjohnson/>), DMA

### Associate Deans

John E. Simons (<http://www.apu.edu/faculty/jesimons/>), DMA, Associate Dean of Graduate Studies, College of the Arts, and of Undergraduate Studies, School of Music

Lyrica Taylor (<http://www.apu.edu/faculty/ltaylor/>), Ph.D., Associate Dean of Undergraduate Studies, School of Visual and Performing Arts



# Department of Communication Studies

## Mission

The Department of Communication Studies (<http://www.apu.edu/clas/communication/>) develops creators, connectors, and change makers in a spiritually and intellectually transformative learning community rooted in Truth.

## Overview

The Department of Communication Studies offers degree programs at the traditional undergraduate, professional, and graduate levels.

At the traditional undergraduate level, the department offers three distinct Bachelor of Arts degrees: communication management, journalism, and public relations.

The communication management major (p. 244) is an interdisciplinary, "next-level" degree program that trains students for promotion, management, and leadership. This degree program equips graduates with many skills needed for promotion and leadership in a variety of fields, such as business, health care, government, hospitality, and more. Communication management graduates are equipped in foundational theory and with expertise in conflict management, small-group decision-making and facilitation, understanding organizational cultures and functioning, relational communication, persuasion and social influence, intercultural communication, and much more.

The journalism major (p. 247) offers an in-depth study of journalism, cultivating practical experience in writing, reporting, editing, and publication production and management. Three concentrations are offered: News and Storytelling, Media Studies, and Sports Journalism.

The public relations major (p. 250) offers an in-depth study of the principles and practices of effective public relations across corporate and not-for-profit organizations, including the entertainment and sports industries.

At the professional level, the department offers a professional bachelor's degree completion program in digital media and communication (p. 246).

At the graduate level, the department offers a Master of Arts in Strategic Communication (p. 252).

The department also offers minors in communication studies (p. 253), journalism (p. 254), and public relations (p. 255).

## GPA Requirement

Any student participating in Department of Communication Studies cocurricular activities, forensics, or media production must maintain a 2.5 cumulative grade-point average.

## Programs

### Majors in:

- Communication Management (p. 244)
- Journalism (p. 247)
- Public Relations (p. 250)

### Minors in:

- Communication Studies (p. 253)
- Journalism (p. 254)
- Public Relations (p. 255)

### Professional Program:

- Digital Media and Communication Major (p. 246)

### Graduate Program:

- Master of Arts in Strategic Communication (p. 252)

## Courses

### COMM 111, Public Communication, 3 Units

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the General Education Requirement: Oral Communication.*

### **COMM 116, Intercollegiate Forensics, 1-3 Units**

Students participate in directed activity in debate and/or individual events, including platform speaking, limited preparation events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to 6 units, but only three count toward the major.

### **COMM 200, Introduction to Mass Communication, 3 Units**

This course provides a study of the forms, content, environments, and strategies of the mass media (e.g., newspaper, magazine, radio, television, film, etc.). Emphasis is given to an historical and critical understanding of media structures and functions.

### **COMM 201, Introduction to Communication Studies, 3 Units**

This introductory course exposes students to the main areas of scholarship and research within the field of communication. Students are introduced to the fundamental issues and concerns involved in the study of rhetorical and communication theory and given an orientation necessary for future study. Emphasis is placed on approaches to communications employed within the field, current developments in scholarship, and the development of proper research techniques.

### **COMM 203, Communication Theory, 3 Units**

This course introduces students to human communication theories, traditions, philosophical assumptions, and applications. It also examines basic theories of interpersonal, intrapersonal, small group, nonverbal, and intercultural communication.

### **COMM 211, Professional Communication, 3 Units**

Improves students' professional communication skills and develops an understanding of vocational calling necessary to establish a professional identity. The course provides the structural skills necessary to deliver effective professional presentations using innovative technologies in a variety of contexts.

**Prerequisite:** COMM 111

### **COMM 225, Communication and Relationships, 3 Units**

This course offers an analysis of interpersonal interactions in personal and professional life, from initial and developing relational sequences to the maintenance and dissolution of relationships. Topics such as attraction, intimacy, trust, and interpersonal influence are discussed, as well as current developments in interpersonal communication theory, research, and consulting.

### **COMM 230, Small Group Communication, 3 Units**

This course gives students a theoretical and applied group participation and leadership. Students examine the antecedents, processes, and outcomes of group communication, including group development, leadership emergence, norms and roles, performance, cohesion, conflict, and decision making.

### **COMM 260, Intercultural Communication, 3 Units**

Students in this course explore the dynamic processes involved in establishing a relationship between culturally diverse individuals. Respecting divergent cultural patterns is promoted, but not at the expense of salient spiritual, moral, and ethical issues involved in intercultural communication.

*Meets the General Education Requirement: Intercultural Competence.*

### **COMM 300, Research Methods in Communication, 3 Units**

This course introduces students to the research process. It examines how research is planned and designed, explores both quantitative and qualitative methods, introduces students to processes of data collection and analysis, and gives them experience in conducting original research.

**Prerequisite:** COMM 203

### **COMM 302, Rhetorical Theory, 3 Units**

Provides a survey of historical and contemporary rhetorical theories beginning with the Greek classical period. Emphasis is on forms of critical and theoretical analysis of human discourse in modern society.

**Prerequisite:** COMM 201

### **COMM 305, Writing 3: Writing for Communication, 3 Units**

This course prepares students to participate in the discourse community of communication studies. It transitions students from classroom writing tasks, genres, and audiences to those that will be expected of them once they enter an academic field or profession. This includes researching in the Information Age, synthesizing information from sources, upholding communications industries' standards, and building identities as communication specialists. Portfolio-based assignments focus on writing for advanced study, strategic communication, media, businesses, online platforms, and professional contexts. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **COMM 315, Intercollegiate Forensics, 1-3 Units**

Students participate in directed activity in debate and/or individual events, including platform speaking, limited prep events, and the oral interpretation of literature. Participation in intercollegiate speech competition is required. May be repeated for up to 6 units, but only 3 count toward the major.

### **COMM 335, Leadership Communication, 3 Units**

This course teaches students the theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics covered include leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership; and leadership development.

**Prerequisite:** Junior or senior standing

### **COMM 340, Argumentation and Advocacy, 3 Units**

Students in this course analyze argumentation techniques used in formal and informal settings. Course material focuses on understanding and defining argument, and discovering argument in the personal community, the social community, and nontraditional places.

**Prerequisite:** COMM 203

### **COMM 341, Media Criticism and Theory, 3 Units**

This course examines the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, and Marxist will be framed by a cultural studies approach giving an understanding of film as an expression of both art and popular culture.

### **COMM 345, Nonverbal Communication, 3 Units**

This course introduces students to nonverbal communication as a vital factor in human communication by examining the research, practice, and principles underlying nonverbal behavior. The course focuses on several components of nonverbal communication, including touch, proximity, vocal quality, eye contact, facial expression, personal appearance, gesturing, and gender and culture differences in nonverbal behavior. Application of the theories of nonverbal communication is made to workplace, social, and family settings.

### **COMM 350, Rhetoric and Political Influence, 3 Units**

This course provides a survey of the principles and practices of speech communication to examine political dynamics of rhetorical power. Students pursue a deeper understanding of the rich history and context of the unique communication phenomenon that is political rhetoric, as well as its areas of influence in cultural settings.

**Prerequisite:** COMM 201

### **COMM 360, Studies in Popular Culture, 3 Units**

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

### **COMM 420, Conflict Management, 3 Units**

This course examines the process of communication to create, manage, and resolve conflict situations, and analyzes conflict on intrapersonal, interpersonal, group, and organizational levels.

**Prerequisite:** Junior or Senior Standing

### **COMM 430, Organizational Communication, 3 Units**

Examines the nature and process of communication in and constitutive of modern organizations. Explores the pragmatic implications of organizational communication theories as they relate to understanding, shaping, and participating in organizations.

**Prerequisite:** COMM 300 and Junior or Senior standing

### **COMM 435, Family Communication, 3 Units**

Offers an in-depth analysis of various family units and family functioning. Topics include family theories (i.e., systems theory, relational dialectics, and communication privacy management), specific family relationship types (i.e., sibling relationships, blended families, adoption, and parent-child relationships), and communication patterns in families, with emphasis on current development in family communication theory and research.

**Prerequisite:** Jr/Sr Standing

### **COMM 440, Persuasion and Attitude Change, 3 Units**

Examines the basic theories and techniques of influence, providing the student with a critical awareness of the nature, function, and scope of persuasion. The class covers such concepts as attitudes, credibility, resistance to persuasion, ethics, logic and argumentation, and propaganda.

**Prerequisite:** Junior or Senior Standing

### **COMM 490, Communication Internship, 1-3 Units**

This course gives students direct experience as they apply the principles and skills of communication theory while performing specific tasks, which may include career training and group leadership. Participants arrange their own internships, under the direct supervision of the instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Junior or senior standing and instructor consent

## **COMM 491, Classroom Practicum, 1-3 Units**

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional 3 units may be taken for credit toward graduation.

## **COMM 495, Special Topics, 3 Units**

This course allows occasional offerings of diverse topics in communication studies not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies, or special interests of faculty and students, may be targeted under this category. Performance areas such as forensics, as well as subject areas such as leadership communication, urban communication, and health communication, are some topics that may be taught in this course. Course may be repeated, but only 3 units count toward major elective credit. Additional units may be taken for credit toward graduation.

**Prerequisite:** Junior or Senior Standing

## **COMM 496, Communication Capstone: Ethics and Communication, 3 Units**

This course helps students understand a biblical worldview of communication and the ethical dilemmas facing communicators in a variety of situations. Through the examination of a biblical metanarrative and various communication theories, students come to understand the powerful ways in which communication defines, creates, maintains, and/or changes social reality, and the ethical implications involved in each of these communication functions.

**Prerequisite:** COMM 300

## **COMM 497, Readings, 1-4 Units**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **COMM 498, Directed Research, 1-3 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

## **COMM 499, Thesis/Project, 1-4 Units**

This is a senior-level, 'capstone' type of independent study/research experience involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, annotated recital, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and Junior or Senior standing

## **COMM 500, Strategic Communication Theory and Practice, 3 Units**

This course examines the history, theory, research, trends, tools, and practices of strategic communication, with special attention given to the use and influence of social and digital media. Students analyze realistic case studies as the applied understanding of how they design and execute strategic communication plans, and explore the role of strategic communication in business, government, not-for-profit organizations, and agencies.

**Prerequisite:** Acceptance into the Master of Arts in Strategic Communication program.

## **COMM 502, Writing and Media Content Development, 3 Units**

This course examines the foundational and essential tools of writing across multimedia platforms, emphasizing effective content development and precision in writing strategically. The course encompasses principles and applications for branding, advertising, integrated marketing communication, public relations, and crisis communication, and the technologies for producing and disseminating effective content and engaging key publics. Students are required to master writing strategy, design fundamentals, typology, research, terminology, production techniques, pitching, digital platform development, and portfolio construction for actual clients and/or community partners.

**Prerequisite:** Acceptance into the Master of Arts in Strategic Communication program.

## **COMM 503, Research Methods, 3 Units**

This course examines how professionals utilize research and data. Students gather, review, analyze, explain, and apply the methods and practices of popular and academic research in order to learn how to effectively achieve organizational goals and build relationships with publics.

## **COMM 504, Business and Organizational Fundamentals for Strategic Communication [Proposed], 3 Units**

This course will explore the fundamentals of business functions in organizations of all sizes. Students will learn how to effectively integrate basic knowledge of finance, marketing, management, human relations, professional development, and strategic communication in the real-world business environments.

### **COMM 505, Ethics in Strategic Communication, 3 Units**

This course helps students better understand the presuppositional thinking and faith-based foundations that guide their motivations and actions related to legal and ethical principles in the profession of strategic communication. Students also explore the role of corporate social responsibility and diversity in various types of organizations in a growing global marketplace.

### **COMM 506, Crisis, Risk and Reputation Management [Proposed], 3 Units**

Issue management in strategic communication involves scanning the public environment, policy advocacy, media relations, local and global mobilization, coalition management, and organizational reputation maintenance. Consequently, students in this course will analyze case-studies, interact with multiple interpretations and thus equip themselves with practical skills need to shape and guide public opinion and advance organizational mission.

### **COMM 507, Case Studies in Strategic Communication, 3 Units**

Students in this course analyze case studies as the applied understanding of how they design and execute strategic communication plans. Students design and produce a case study focusing on a communication aspect of their organization or another actual for-profit or not-for-profit client.

### **COMM 510, Communication Platforms (Social Media +) [Proposed], 3 Units**

Course explores the sector of digital media platforms and the online marketplace with a focus on audience usability, content creation and placement, and models for social and commercial impact.

### **COMM 511, Transmedia Storytelling [Proposed], 3 Units**

This course will help students develop the skills and techniques of creating and disseminating single stories across multiple platforms and formats using digital technologies.

### **COMM 512, Multi-Platform Video Integration [Proposed], 3 Units**

This course examines the rapidly changing integration of video in multiple media platforms. Students will learn hands-on content creation and management with a variety of tools for a variety of medium for effective strategic communication impact.

### **COMM 513, Multi-Media Branding [Proposed], 3 Units**

This course will explore the development of organizational identity in terms of standard work products like logos and web pages to the use of search engine optimization, institutional ethos, and aligned verbal and visual brand management.

### **COMM 520, Conflict Management and Resolution [Proposed], 3 Units**

This course will require students to examine the process of communication and the conflict that often arises both at the interpersonal and organizational level. The skills learned in this class will be effective in managing the strategic communication team as well as client relationships.

### **COMM 590, Internship or Practicum [Proposed], 3 Units**

This course provides an opportunity for directed experiences in applying the principles and skills of strategic communication theory while performing specific tasks in a job-related field with an organization. Internships are arranged individually with approval of the department advisor. The internship will be taken for three units which will involve 120 hours of on-site work, related assignments and submission of work product and deliverables that serve the client organization. (This is an option for those students not currently in the strategic communication field).

### **COMM 595, Special Topics in Strategic Communication, 3 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

### **COMM 596, Strategic Communication Capstone Project, 3 Units**

This course enables students to complete the M.A. in Strategic Communication program, and is reserved for students in the program. Capstone students must complete the requisite number of on-site hours and are regularly evaluated by the program director and site supervisor. Projects are presented at a symposium for faculty, industry professionals, and students.

**Prerequisite:** COMM 500, COMM 502, COMM 503, COMM 505, COMM 506

### **COMM 599, Readings in Communication, 1-3 Units**

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

### **JOUR 101, Journalism Skills, 1 Unit**

This weeklong intensive workshop allows students to learn skills essential to basic journalistic news writing and reporting in a variety of media, with particular focus on print, broadcast and online venues.

### **JOUR 119, Converged Journalism Workshop: Introduction, 1 Unit**

Students in this workshop develop a basic skill set and best practices as journalists in a convergent news environment, where they work collaboratively and individually with various tools to produce and create content for all four student media outlets.

## **JOUR 210, News Writing and Reporting, 3 Units**

This course allows students to practice the basics of newspaper reporting. The focus is on techniques of researching and writing hard news stories and features.

## **JOUR 220, Press Theory and Democracy, 3 Units**

Explores history, philosophy, and contemporary social issues through intensive reading such as race and gender, as they serve to help students understand the roles journalism can play in a democratic society. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **JOUR 230, Digital News Gathering, 3 Units**

This course emphasizes the writing and production of news as it relates to digital platforms. Students in this course learn to record audio and video for electronic news stories utilizing the specialized tools necessary including digital voice recorders, digital video cameras and non-linear editing systems. Students learn how to use the various types of equipment in the field while producing news stories for broadcast on television and the Web.

## **JOUR 261, Audio Broadcasting, 3 Units**

This course is designed to teach students the basics of audio broadcasting for radio, podcasts, and the internet, including writing for audio broadcasting ('writing to read'), basic audio recording interviewing techniques, voice performance, microphone theory and practice, audio recording theory and practice, audio postproduction theory and practice, and incorporating Christian faith and practice in audio art and journalism. Students learn about and use current digital audio recording devices and production programs to record and produce their projects.

**Prerequisite:** JOUR 230

## **JOUR 300, Editing, 3 Units**

This course examines the question, 'What does it mean to be an editor?' Emphasis is placed on copy editing, news and editorial writing, and layout and design. The course also examines some ethical and legal issues editors face.

**Prerequisite:** JOUR 210 or instructor consent

## **JOUR 305, Media Law and Ethics, 3 Units**

This advanced course analyzes past and recent interpretations of freedom of expression as argued in state and federal courts and other forums. Issues of concern include libel, right to privacy, information gathering, protection of sources and state secrets, the FCC and FTC, obscenity, and propaganda. The struggle of the press to maintain its role in this democratic society is emphasized.

**Prerequisite:** COMM 200 or JOUR 210

## **JOUR 315, Multimedia Publishing and Design, 3 Units**

This skills course teaches the journalism major how to create, edit, and design publications using software created for that purpose. As media convergence trends impact the industry, requiring reporters, editors, and designers to create visual stories and skillfully coordinate text and art, future media specialists must focus on these strengths. This course enables students to adapt stories for a variety of media, including the Internet, and develops the computer networking skills necessary for efficient publication production in today's market. Note: As this is an applied computer course wherein students develop journalistic publications, previous computer expertise is not sufficient to opt out of the course.

## **JOUR 319, Converged Journalism Workshop: Intermediate, 1 Unit**

This workshop is designed to expand an intermediate skill set and continue to develop best practices as a journalist in a convergent news environment, where students work collaboratively and individually with various tools to produce and create content for all four student media outlets.

**Prerequisite:** JOUR 119, JOUR 210, and JOUR 230

## **JOUR 325, Newspaper Workshop, 1 Unit**

This workshop allows students with earned credit in newspaper courses to develop skills and contribute to the production of the student newspaper. This course may be repeated three times for credit toward the journalism major and up to six times total.

**Prerequisite:** JOUR 210 or instructor consent

## **JOUR 326, Magazine Workshop, 1 Unit**

This course allows students to develop writing and reporting skills and to contribute to the production of a student magazine. As a workshop, the instructional format is one of mentoring rather than formal instruction. Students compile a portfolio of published feature articles, page design, or photography for final evaluation.

**Prerequisite:** JOUR 210

## **JOUR 327, Radio Workshop, 1 Unit**

Students achieve proficiency in selection, writing, and broadcasting of newscasts using Associate Press newswire and the AP Broadcasting Manual.

**Prerequisite:** JOUR 210

## **JOUR 328, Television Workshop, 1 Unit**

Focuses on developing basic technical competencies in television news production. Students create a weekly news program called Capture and work in a variety of capacities to create content.

**Prerequisite:** JOUR 230

### **JOUR 335, Journalism Research Methods, 3 Units**

This course allows students to explore the research process, examining how research is planned and designed for journalism and media studies. It introduces students to quantitative and qualitative methods, with an emphasis on the qualitative nature of media research. The course also explores how research data is used in journalistic storytelling, and prepares students to do that.

**Prerequisite:** JOUR 210

### **JOUR 340, Sports Writing and Broadcasting, 3 Units**

In this course, students master the skills needed to be sports writers and broadcasters, focusing on article writing skills specific to sports media, including vocabulary and structure. Students are also equipped for conducting play by play of sports contests and creating sports story packages for TV. Additionally, the course provides a general overview of the structure of sports journalism in the United States.

**Prerequisite:** JOUR 210

### **JOUR 345, Sports Communication and Public Relations, 3 Units**

This course introduces examples of real-world functions and strategies of sports communications and public relations as it relates to delivering information from a sports organization through media. Students develop an understanding of the role of public relations in professional and college sports, including best practices in communicating with media to reach a target audience. Students learn the various aspects of event management, including the compilation and dissemination of information and statistics through publications, press conferences, and storytelling. Students also compare and contrast communication strategies and the organizational structures of professional and college sports organizations that guide them, and learn how to capitalize on PR opportunities and handle a PR crisis.

### **JOUR 376, Television Journalism, 3 Units**

This course emphasizes the writing and production of broadcast television news programs. It also forces students to critically analyze what is being produced in broadcast journalism today. Special attention is given to digital news gathering (DNG) techniques, including advanced video operations, broadcast reporting skills, and non-linear video editing fundamentals as they relate to the reporting and writing process.

**Prerequisite:** JOUR 230

### **JOUR 410, Global Journalism and Media Systems, 3 Units**

This course combines practical journalistic skills in reporting world events with critical discourse on global media systems. In an increasingly globalized world, journalism and media studies students need knowledge of the forces driving world news and world events, understanding of how media function across cultures, and the ability to accurately gather and present foreign news. In this course, students examine the ethos of international newsgathering and reporting; identify the opportunities, challenges, and constraints media function under across cultures; compare media systems and philosophies; analyze differences in media professionalism; and cultivate competencies needed to help connect the world through effective reporting, analysis, and interpretation of international events.

**Prerequisite:** JOUR 210

### **JOUR 415, Communicating Sports History and Economics, 3 Units**

This course gives student an in-depth look at the history of sports in America as well as the economic structure that supports it, enabling them to effectively communicate the key issues that make up the professional and amateur sports we see in the media. Special attention is given to Major League Baseball, the National Football League, and the National Collegiate Athletic Association, which directly affect college competition.

**Prerequisite:** JOUR 210

### **JOUR 419, Converged Journalism Workshop: Advanced, 1 Unit**

Students in this workshop progress to an advanced skill level and solidify best practices as journalists in a convergent news environment, where they work collaboratively and individually with various tools to produce and create content for all four student media outlets. Course can be repeated for a total of 3 units.

**Prerequisite:** JOUR 319

### **JOUR 420, Entertainment, Religion, and Specialty Beat Reporting, 3 Units**

Azusa Pacific University sits in the Greater Los Angeles area, one of the world's largest media markets. This course provides an understanding of the entertainment and religious media industries as well as other specialty beat reporting by focusing on reporting and writing techniques that will prepare students to thrive in such specialty areas overall as news beats. Students in this course analyze real cases of writing and journalistic reporting, as well as engage in producing their own professional samples. This course also covers religion and media, and provides students with a unique Christian worldview that will enable them to understand and report on these issues.

**Prerequisite:** JOUR 210 and JOUR 230

### **JOUR 425, Opinion and Editorial Writing, 3 Units**

This course explores two purposes of journalism: providing a public forum for discussion and amplifying the current conversations in communities. Focusing on editorial pages, this course trains students to increase community conversations and amplify hot topics. The course emphasizes the fact-finding skills vital to op-ed pieces and focuses on writing structures and techniques that engage news consumers and cause them to think about issues more deeply and creatively. Beyond editorials, the course also analyzes the construction of various kinds of personal columns and reviews.

**Prerequisite:** JOUR 210

### **JOUR 430, Public Affairs Reporting, 3 Units**

This course examines reporting on public institutions and programs that affect and impact the market area of the media organization. Topics covered include local, state, and national government; schools; tax-supported organizations; the military; and the programs affiliated with these institutions.

**Prerequisite:** JOUR 300

### **JOUR 435, Media Entrepreneurship and Economics, 3 Units**

This course focuses on examining how innovation shapes the future of media, and teaches ways to create news, information, and other media enterprises to succeed in the Digital Revolution. The course also examines the impact of digital technologies on media in terms of production and consumption. Business and distribution models in media are surveyed, and students learn the fundamentals of formulating a media business, including writing a business plan.

**Prerequisite:** JOUR 210 AND JOUR 230

### **JOUR 440, Religion and the Media, 3 Units**

This seminar in religion and media examines the role of faith in public life and culture. Included in the course is an examination of media that routinely deal with faith and values.

**Prerequisite:** JOUR 210

### **JOUR 445, Media Theory and Applications, 3 Units**

This course examines theories of communication media from micro, cognitive-behavioral to macro, sociological and ecological approaches. It looks at evolutions in media theory and their applications in media research and practice. It analyzes theories of the media from both historical chronological and spatial systemic dimensions. It critiques the assumptions and foundations of key media theories, enables students identify real world applications of, and use the theories in conducting media research. The course will cover established and emerging media theories in light of changing the continuously evolving mediascape. Participants in this course will gain critical media literacy and analytical skills.

**Prerequisite:** COMM 200

### **JOUR 460, Advanced Public Relations, 3 Units**

Requires students to apply knowledge and skills to a real-life public relations project. Students must think critically about public relations practices and develop innovative solutions to public relations problems while working for real clients with real issues.

**Prerequisite:** JOUR 250

### **JOUR 495, Special Topics, 3 Units**

This course allows occasional offerings of diverse topics in communication studies not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies, or special interests of faculty and students, may be targeted under this category. Performance areas such as forensics, as well as subject areas such as leadership communication, urban communication, and health communication, are some topics that may be taught in this course. Course may be repeated, but only 3 units count toward major elective credit. Additional units may be taken for credit toward graduation.

**Prerequisite:** JOUR 210

### **PRCO 111, Public Communication, 3 Units**

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the General Education Requirement: Oral Communication.*

### **PRCO 200, Introduction to Mass Communication, 3 Units**

This course provides a study of the forms, content, environments, and strategies of the mass media (e.g., newspaper, magazine, radio, television, film, etc.). Emphasis is given to an historical and critical understanding of media structures and functions.

### **PRCO 210, News Writing and Reporting, 3 Units**

This course gives students opportunities to practice the basics of news gathering and digital reporting. Focus is on techniques of researching and writing hard-news stories and features, and web story write-through in a digital-first and mobile reporting environment.

### **PRCO 211, Professional Communication, 3 Units**

Improves students' professional communication skills and develops an understanding of vocational calling necessary to establish a professional identity. The course provides the structural skills necessary to deliver effective professional presentations using innovative technologies in a variety of contexts.

### **PRCO 230, Small Group Communication, 3 Units**

Provides the student with both a theoretical and an active acquaintance with group participation and leadership. It examines the antecedents, processes, and outcomes of group communication, including group development, leadership emergence, norms and roles, performance, cohesion, conflict, and decision making.

### **PRCO 305, Media and Communication Ethics, 3 Units**

This course equips students with best ethical practices in digital and print media environments, the evolving ethical challenges in digital news gathering and monetized news based on virality, training in Society for Professional Journalists code of conduct.



### **PRCO 310, Writing 3: Writing for Communication, 3 Units**

This course prepares students to participate in the discourse community of communication studies. It transitions students from classroom writing tasks, genres, and audiences to those that will be expected of them once they enter an academic field or profession. This includes researching in the Information Age, synthesizing information from sources, upholding communications industries' standards, and building identities as communication specialists. Portfolio-based assignments focus on writing for advanced study, strategic communication, media, businesses, online platforms, and professional contexts. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

### **PRCO 330, Writing 3: Public Relations Strategies and Techniques, 3 Units**

This course helps students develop skills in writing and creative strategy in the public relations profession, with special attention given to news and persuasive writing in print, broadcast, digital, and social media platforms; key message construction; and writing for internal and external audiences. Course content also addresses professional standards, ethical issues, and critical thinking as part of the public relations writing process. Each student produces a personal portfolio of writing samples of public relations products, such as news releases, op-eds, media kits, interviews, scripted interviews, fact sheets, and online materials. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

### **PRCO 335, Leadership Communication, 3 Units**

This course provides students with opportunities to understand theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics including leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership, and leadership development are examined.

### **PRCO 340, Journalism Research Methods, 3 Units**

This course allows students to explore the research process, examining how research is planned and designed for journalism and media studies. It introduces students to quantitative and qualitative methods, with an emphasis on the qualitative nature of media research. The course also explores how research data is used in journalistic storytelling, and prepares students to do that.

### **PRCO 420, Entertainment, Religion, and Specialty Writing and Reporting, 3 Units**

Azusa Pacific is located between the greater Los Angeles and San Diego areas, which comprise one of the world's largest media markets and the epicenter of digital entertainment media. This course helps students understand the entertainment and religion media industries, as well as other specialty reporting, focusing on reporting and writing techniques that prepare students to thrive in such specialty areas. Students analyze real cases of writing and journalistic reporting, and produce their own professional samples. Course material also addresses issues of religion and media from a Christian worldview, enabling students to understand and report on these issues.

### **PRCO 425, Conflict Management, 3 Units**

This course examines the process of communication to create, manage, and resolve conflict situations, and analyzes conflict on intrapersonal, interpersonal, group, and organizational levels.

**Prerequisite:** Junior or Senior standing

### **PRCO 430, Organizational Communication, 3 Units**

Examines the nature and process of communication in and constitutive of modern organizations. Explores the pragmatic implications of organizational communication theories as they relate to understanding, shaping, and participating in organizations.

### **PRCO 440, Religion and the Media, 3 Units**

This seminar in religion and media examines the role of faith in public life and culture. Included in the course is an examination of media that routinely deal with faith and values.

**Prerequisite:** PRCO 210

### **PRCO 495, Special Topics, 3 Units**

This course allows occasional offerings of diverse topics in communication studies not covered by regular department courses. Emerging digital media forms, new media technology issues, social media, data base journalism or special interests of faculty and students, may be targeted under this category. Course may be repeated, but only 3 units count toward major elective credit. Additional units may be taken for credit toward graduation.

### **PRCO 499, Thesis/Project, 1-4 Units**

This is a senior-level, 'capstone' type of independent study/research experience involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, digital portfolio. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

### **PUBR 215, Public Relations and Social Media, 3 Units**

Students in this course explore the application of public relations strategies and techniques to social media platforms, examining the different ways organizations can communicate with their publics through new technologies. Students learn through a hands-on approach to case studies and social media campaigns, and through a detailed study of social media platforms, social media trends, and communication theories applied to this new form of communication. A crucial element of the course is the design, development, and implementation of a social media consultancy project for a nonprofit.

## **PUBR 250, Introduction to Public Relations, 3 Units**

Applies communication principles and theories to the field of public relations. Emphasis is placed on developing successful approaches to establishing and maintaining mutual understanding between organizations and their publics through successful two-way communication.

## **PUBR 325, Public Relations Agency, 3 Units**

This course equips students with a realistic approach to daily life as a public relations practitioner. Because this course is structured as a workshop replicating the structure and organization of a public relations agency, students experience a working environment that prepares them for the professional world as they produce public relations materials for a variety of clients. A key component of the course is the development of a portfolio of work samples.

**Prerequisite:** PUBR 250

## **PUBR 330, Writing 3: Public Relations Writing for Campaigns, 3 Units**

This course helps students develop skills in writing and creative strategy in the public relations profession, with special attention given to news and persuasive writing in print, broadcast, digital, and social media platforms; key message construction; and writing for internal and external audiences. Course content also addresses standards, ethical issues, and critical thinking as part of the public relations writing process. Each student produces an individual portfolio of writing samples of public relations products, such as news releases, op-eds, media kits, interviews, scripted interviews, fact sheets, and online materials. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** PUBR 250 and Writing 2

## **PUBR 340, Digital Storytelling, 3 Units**

This course defines and develops the concept and process of storytelling in the context of digital media. Students explore the idea of storytelling from its inception to its delivery, identifying the components of a story, comparing different strategies used in the field, and developing their own digital storytelling. Students must connect and contrast different strategies utilized by public relations professionals when creating digital storytelling.

**Prerequisite:** PUBR 250

## **PUBR 400, Public Relations Management and Ethics, 3 Units**

This course is the culmination of the public relations program, covering the advanced application of strategic public relations creative and management functions in organizations through the design, creation, development, and implementation of public relations campaigns for a variety of purposes (e.g., internal communication, media relations, crisis communication, social media, diversity, social corporate responsibility). A key component of the course is planning and implementing a public relations campaign for a local organization. Students also examine specific public relations contexts and analyze case studies that exemplify how organizations successfully apply communication to take advantage of public relations opportunities and solve public relations problems. Students also explore the ethical dimensions of the professional practice of public relations.

**Prerequisite:** PUBR 330

## **PUBR 420, Public Relations, Non-profits and Social Causes + Lab, 3 Units**

Course instruction covers wide-ranging study and application for working and flourishing in communications for the non-profit sector. Learning skills need to prepare for this unique field include language nuance, effective story-telling, strategic networking, as well as an understanding of the similarities and differences existing between communication approaches used in the for-profit, government, and non-profit sectors. This course will also cover the particularities of faith-based non-profits.

## **PUBR 430, Innovation and Creativity, 3 Units**

Students in this course study the creative process, learning the tools and resources for understanding the role of creativity and innovation in the field of strategic communication. Course material also covers the tools and techniques for fostering creative thinking in our everyday life and in the corporate environment. Special attention is paid to identifying how innovation and creativity are expanding the potential of strategic communication campaigns, and a vital component of the course is the final project, in which students identify a problem, develop strategies to solve it, and produce an innovative solution.

**Prerequisite:** PUBR 250

## **PUBR 440, Public Relations and Entertainment + Lab, 3 Units**

We live in one of the world's largest media markets. This course will explore the entertainment industry and the public relations strategies and practices in the field. Students will learn about the structure of the entertainment industry, distribution channels, media relations and so forth. This course offers a very practical, hands-on workshop where an active professional offers students a series of case studies and challenges to be worked, discussed and solved in the classroom. Students will be exposed to the real life scenarios and will create a number of pieces for their professional portfolio.

**Prerequisite:** Junior or Senior Standing

## **PUBR 450, Public Relations International Experience, 3 Units**

This course aims to explore the nature of international communication in a practical manner. This course will study the practice of social media, paying special attention to the creative process and industry trends. The course will be structured in two distinct parts, pre and post traveling. Before traveling, students will study the history, culture and socioeconomic context in order to be prepared for the places to be visited. Once abroad, we will meet with different communication agencies, social media startups and public relations professionals who will share their expertise on the topic. The practical outcome of the course will be the production of a video diary of the trip, where students will share their thoughts, reflections and lessons learned using one of the concepts previously discussed as the guideline for the visual narrative.

**Prerequisite:** Junior or Senior Standing

## **PUBR 495, Special Topics in Public Relations: Crisis Communication, 3 Units**

This course studies the nature and origin of crisis and how organizations respond to them. Exploring in depth the connections between organizations, media and publics, this course reviews the industry's best practice and the theoretical framework for crisis management. Relying heavily on recent and relevant case studies, students will discover the diverse strategies and techniques and tools used by organizations when faced with crisis situations. As a practical outcome of the course, students will design and develop a full-scale crisis communication plan for an organization.

**Prerequisite:** Junior or Senior Standing

## **PUBR 496, Public Relations Capstone, 3 Units**

This is a senior-level, 'capstone' course structured in two distinct parts. The first half of the course discusses and explores the ethical issues that public relations practitioners will deal in their everyday life. Using the Public Relations Society of America's Code of Ethics, students will explore the ethical dimensions of the practice of public relations, and its intersection with a Christian worldview. The second half of the course covers more applied topics of professional readiness for students. As seniors prepare to enter the professional practice, this course will cover professional related topics such as vocation, resume preparation, industry knowledge, and portfolio preparation.

**Prerequisite:** Junior or Senior Standing

## **Faculty**

### **Department Chair and Professor**

Christopher Leland (<http://www.apu.edu/faculty/cleland/>), Ph.D., Communication Studies

### **Program Director, M.A. in Strategic Communication**

Mia L. Anderson (<http://www.apu.edu/faculty/mlonganderson/>), Ph.D.

### **Professors**

Denise Edwards-Neff (<http://www.apu.edu/faculty/dedwardsneff/>), Ph.D., APR, Public Affairs and Issues Management, Public Relations

Bala Musa (<http://www.apu.edu/faculty/bmusa/>), Ph.D., Communication Studies/Journalism

### **Associate Professors**

Starla Anderson (<http://www.apu.edu/faculty/sranderson/>), M.A., JD, Communication Studies/Journalism

Mia Anderson (<http://www.apu.edu/faculty/mlonganderson/>), Ph.D., Communication Studies, Graduate Program Director

Marcia Berry (<http://www.apu.edu/faculty/mberry/>), Ph.D., Communication Studies

Courtney Davis (<http://www.apu.edu/faculty/cwdavis/>), Ph.D., Communication Studies

Ismael Lopez Medel (<http://www.apu.edu/faculty/ilopezmedel/>), Ph.D., Public Relations

Ryan Montague (<http://www.apu.edu/faculty/rmontague/>), Ph.D., Communication Studies

### **Assistant Professors**

Pamela Fisher (<http://www.apu.edu/faculty/pfisher/>), M.A.

Kent Walls (<http://www.apu.edu/faculty/rwalls/>), M.A., Journalism

### **Visiting Professor**

W. Jim Willis (<http://www.apu.edu/faculty/jwillis/>), Ph.D., Journalism

### **Affiliated Faculty**

Adam Lipson (<http://www.apu.edu/faculty/alipson/>), M.A.

Allison Oster (<http://www.apu.edu/faculty/aoster/>), M.A.

David Peck (<http://www.apu.edu/faculty/dpeck/>), Ph.D.

### **Adjunct Faculty**

Jeff Carter, M.Div.

Laci Corzo, M.Div.

Fernanda De La O (<http://www.apu.edu/faculty/fdelao/>), M.S.

Jeremiah Kitchel (<http://www.apu.edu/faculty/jkitchel/>), M.A.

Isaiah Granados (<http://www.apu.edu/faculty/igranados/>), M.A.

Phillip Lollar (<http://www.apu.edu/faculty/plollar/>), MFA

R. Neal Montgomery, M.Div.

Don Murray (<http://www.apu.edu/faculty/dmurray/>), D.Min.

Jeffrey Neu, M.A.

John Pate (<http://www.apu.edu/faculty/jpate/>), M.A.

Brian Paulin, M.A.

Marion Pyle (<http://www.apu.edu/faculty/mpyle/>), M.A.

## **Faculty Emeriti**

David C. Bicker (<http://www.apu.edu/faculty/dbicker/>), Ph.D., Communication Studies

Ray McCormick (<http://www.apu.edu/faculty/rmccormick/>), Ph.D., Communication Studies

# B.A. in Communication Management

48 units

The communication management major (<http://www.apu.edu/clas/programs/communication-major/>) is an interdisciplinary, “next-level” degree program that trains students for promotion, management, and leadership. This degree program equips graduates with many skills needed for promotion and leadership in a variety of fields, such as business, health care, government, hospitality, and more. Communication management graduates are equipped in foundational theory and with expertise in conflict management, small-group decision-making and facilitation, understanding organizational cultures and functioning, relational communication, persuasion and social influence, intercultural communication, and much more.

## Career Opportunities

To prepare for career opportunities, students are required to complete a 3-unit communication internship prior to graduation. Communication management graduates often work as:

- Managers and organizational leaders
- Communication training and development specialists
- Strategic communication (including social media) specialists
- Human resource officers
- Corporate or personal event planners
- Customer relations managers
- Sales representatives
- Higher education administrators
- Student development professionals
- Ministry leaders in churches or nonprofits
- Marriage and family counselors
- Entrepreneurs

## Requirements

To graduate, communication management majors must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

| Code                                    | Title   | Units |
|---|---|-------|
| <b>Lower-Division Core Requirements</b> |   |       |
| COMM 111                                | Public Communication <sup>1</sup>                 | 3     |
| COMM 201                                | Introduction to Communication Studies             | 3     |
| COMM 211                                | Professional Communication                        | 3     |
| COMM 225                                | Communication and Relationships                   | 3     |
| COMM 230                                | Small Group Communication                         | 3     |
| COMM 260                                | Intercultural Communication <sup>2</sup>          | 3     |
| <b>Upper-Division Core Requirements</b> |   |       |
| COMM 300                                | Research Methods in Communication                 | 3     |
| COMM 305                                | Writing 3: Writing for Communication <sup>3</sup> | 3     |
| COMM 335                                | Leadership Communication                          | 3     |
| COMM 420                                | Conflict Management                               | 3     |
| COMM 430                                | Organizational Communication                      | 3     |
| COMM 440                                | Persuasion and Attitude Change                    | 3     |
| COMM 490                                | Communication Internship <sup>4, 5</sup>          | 3     |
| or PADM 399                             | Public Administration Practicum                   |       |
| COMM 496                                | Communication Capstone: Ethics and Communication  | 3     |
| <b>Electives</b>                        |   |       |
| Choose 6 units from the following:      |   | 6     |
| COMM 315                                | Intercollegiate Forensics                         |       |
| COMM 345                                | Nonverbal Communication                           |       |
| COMM 350                                | Rhetoric and Political Influence                  |       |
| COMM 435                                | Family Communication                              |       |

|             |  |
|-------------|--|
| COMM 495    | Special Topics                                     |
| COMM 498    | Directed Research                                  |
| PADM 375    | Program Implementation and Evaluation <sup>4</sup> |
| <hr/>       |  |
| Total Units | 48   |

- 1 Meets the General Education Oral Communication requirement.
- 2 Meets the General Education Intercultural Competence requirement.
- 3 Meets the General Education Writing 3 requirement.
- 4 COMM 490 and PADM 375 meet the General Education Integrative and Applied Learning requirement.
- 5 PADM 399 counts for 3 units of COMM 490 and 3 units of nonmajor elective credit. PADM 399 also meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain how communication creates, sustains, manages, and changes persons, groups, organizations, and society, and use that knowledge in an ethical manner.
2. Articulate how the Christian faith and one's worldview can inform the study, evaluation, and practice of communication.
3. Identify one's own communication tendencies, strengths, and weaknesses.
4. Express ideas clearly and accurately through oral and written communication using various media in academic and practitioner contexts.
5. Utilize quantitative and qualitative research tools to explore communication worlds.
6. Apply communication theories and ethics to various communicative situations.
7. Identify a vocational direction where one's communication skills can be utilized to make a positive difference.

# B.A. in Digital Media and Communication

36 units

The professional bachelor's completion program in digital media and communication (<https://www.apu.edu/clas/programs/digital-media-bachelors-completion/>) prepares graduates for the fastest-growing job sector in Southern California: digital media. Students prepare for positions with PR agencies, online news sites, nonprofits, or social media management, polishing their skills in courses designed to help them publish in online magazines, websites, or client communications. Courses refine interpersonal communication, writing, and digital storytelling skills across many media.

## Requirements

| Code                               | Title  | Units     |
|------------------------------------|--|-----------|
| <b>Core Requirements</b>           |  |           |
| <b>Lower Division</b>              |  | <b>12</b> |
| PRCO 200                           | Introduction to Mass Communication                                 |           |
| PRCO 210                           | News Writing and Reporting   |           |
| PRCO 211                           | Professional Communication   |           |
| PRCO 230                           | Small Group Communication  |           |
| <b>Upper Division</b>              |  | <b>18</b> |
| PRCO 305                           | Media and Communication Ethics                                     |           |
| PRCO 310                           | Writing 3: Writing for Communication <sup>1</sup>                  |           |
| PRCO 335                           | Leadership Communication   |           |
| PRCO 420                           | Entertainment, Religion, and Specialty Writing and Reporting       |           |
| PRCO 430                           | Organizational Communication                                       |           |
| PRCO 495                           | Special Topics   |           |
| <b>Electives</b>                   |  | <b>6</b>  |
| Select 6 units from the following: |  |           |
| PRCO 330                           | Writing 3: Public Relations Strategies and Techniques <sup>1</sup> |           |
| PRCO 340                           | Journalism Research Methods  |           |
| PRCO 425                           | Conflict Management  |           |
| PRCO 440                           | Religion and the Media   |           |
| PRCO 499                           | Thesis/Project   |           |
| Total Units                        |  | <b>36</b> |

<sup>1</sup> Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Create digital content to clearly express ideas in oral, written and visual forms across multiple media.
2. Express fluency in personal presentations incorporating multi-media: images, video, audio and charts in group settings.
3. Skillfully integrate text, audio, video, graphics in a communication or story across platforms such as YouTube, Instagram, Twitter, Snapchat, Facebook or other web platforms.
4. Demonstrate written fluency and narrative development in creative mastery of storytelling skill sets across mediums: digital and print publications, video, audio and social media.
5. Articulate legal, ethical biblical principles impacting digital media professionals and the fields and industries they serve.
6. Explain the relationship between the forms of media in a digital media ecosystem and the implications of content analytics.
7. Ethically apply interpersonal and negotiation skills to arrive at solutions and resolutions in small work group settings.

# B.A. in Journalism

51 units

The journalism major (<https://www.apu.edu/clas/programs/journalism-major/>) offers an in-depth study of journalism, cultivating practical experience in writing, reporting, editing, and publication production and management. Three concentrations are offered:

- News and Storytelling
- Media Studies
- Sports Journalism

Each concentration carries additional Program Learning Outcomes specific to its focus; see the Program Learning Outcomes tab above.

## Career Opportunities

To prepare for their career opportunities, students are required to complete a 3-unit communication internship prior to graduation. Journalism graduates often work as:

- News bloggers/columnists
- Freelance writers
- Foreign news correspondents
- TV news anchors
- Print/digital reporters
- Investigative journalists
- Copy editors
- Managing editors
- News analysts
- Media relations specialists
- Copywriters
- Videographers
- Sports reporters/anchors
- Podcast/radio show hosts

## Requirements

To graduate, journalism major students must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

| Code                                    | Title   | Units     |
|---|---|-----------|
| <b>Lower-division Core Requirements</b> |   |           |
| COMM 111                                | Public Communication <sup>1</sup>                 | 3         |
| COMM 200                                | Introduction to Mass Communication                | 3         |
| JOUR 210                                | News Writing and Reporting                        | 3         |
| JOUR 220                                | Press Theory and Democracy <sup>2</sup>           | 3         |
| JOUR 230                                | Digital News Gathering                            | 3         |
| <b>Upper-division Core Requirements</b> |   |           |
| JOUR 300                                | Editing   | 3         |
| COMM 305                                | Writing 3: Writing for Communication <sup>3</sup> | 3         |
| JOUR 305                                | Media Law and Ethics                              | 3         |
| JOUR 335                                | Journalism Research Methods                       | 3         |
| JOUR 435                                | Media Entrepreneurship and Economics              | 3         |
| COMM 490                                | Communication Internship <sup>4</sup>             | 3         |
| <b>Area of Concentration</b>            |   | <b>18</b> |
| Select one of the concentrations below  |   |           |
| Total Units                             |   | 51        |

<sup>1</sup> Meets the General Education Oral Communication requirement.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.



<sup>3</sup> Meets the General Education Writing 3 requirement.

<sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.

## Areas of Concentration

### News and Storytelling

| Code                                     | Title   | Units |
|--|---|-------|
| JOUR 119                                 | Converged Journalism Workshop: Introduction           | 1     |
| JOUR 315                                 | Multimedia Publishing and Design                      | 3     |
| JOUR 319                                 | Converged Journalism Workshop: Intermediate           | 1     |
| JOUR 419                                 | Converged Journalism Workshop: Advanced               | 1     |
| JOUR 430                                 | Public Affairs Reporting                              | 3     |
| Select three courses from the following: |   | 9     |
| PUBR 250                                 | Introduction to Public Relations                      |       |
| JOUR 261                                 | Audio Broadcasting                                    |       |
| JOUR 376                                 | Television Journalism                                 |       |
| JOUR 410                                 | Global Journalism and Media Systems                   |       |
| JOUR 420                                 | Entertainment, Religion, and Specialty Beat Reporting |       |
| JOUR 495                                 | Special Topics  |       |
| Total Units                              |   | 18    |

### Media Studies

| Code                                     | Title   | Units |
|--|---|-------|
| JOUR 410                                 | Global Journalism and Media Systems                   | 3     |
| JOUR 445                                 | Media Theory and Applications                         | 3     |
| COMM 360                                 | Studies in Popular Culture                            | 3     |
| Select three courses from the following: |   | 9     |
| JOUR 420                                 | Entertainment, Religion, and Specialty Beat Reporting |       |
| JOUR 495                                 | Special Topics  |       |
| CINE 275                                 | History of Television and Digital Media <sup>1</sup>  |       |
| CINE 351                                 | Film and Social Issues <sup>2</sup>                   |       |
| COMM 440                                 | Persuasion and Attitude Change                        |       |
| PUBR 250                                 | Introduction to Public Relations                      |       |
| Total Units                              |   | 18    |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Intercultural Competence requirement.

### Sports Journalism

| Code                         | Title                                       | Units |
|------------------------------|---|-------|
| JOUR 119                     | Converged Journalism Workshop: Introduction | 1     |
| JOUR 315                     | Multimedia Publishing and Design            | 3     |
| JOUR 319                     | Converged Journalism Workshop: Intermediate | 1     |
| JOUR 340                     | Sports Writing and Broadcasting             | 3     |
| JOUR 345                     | Sports Communication and Public Relations   | 3     |
| JOUR 415                     | Communicating Sports History and Economics  | 3     |
| JOUR 419                     | Converged Journalism Workshop: Advanced     | 1     |
| Select one of the following: |   | 3     |
| JOUR 261                     | Audio Broadcasting                          |       |
| JOUR 376                     | Television Journalism                       |       |
| Total Units                  |   | 18    |

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Generate excellent storytelling across a variety of media and platforms.
2. Explain the history and theories of the media and the press which compel us to civic engagement as professional journalists, media practitioners, and scholars of the field.
3. Apply ethical principles in the gathering and production of stories based on industry standards and Christian values that affirm people's inherent worth.
4. Understand the fields of a variety of different media through interaction with journalists and media professionals, work experience, and various coursework.

### **News and Storytelling Concentration**

1. Demonstrate core journalistic competencies including interacting with sources, accuracy, proper grammar and spelling, and research and interviewing skills.
2. Practice skillful collaboration and interpersonal communication through editorial workshops as well as interaction with sources and publics.

### **Media Studies Concentration**

1. Demonstrate competency in traditional and new media literacy.
2. Explain the relationship between communication technology and culture, and critique various schools of thought on technology and culture.
3. Use communication and media skills to engage the culture and solve problems through digital storytelling, advocacy, and persuasion.

### **Sports Journalism Concentration**

1. Practice a variety of sports writing, broadcasting, and digital dissemination for audiences to consume.
2. Identify key roles and opportunities within the sports industry at all levels of sport.

# B.A. in Public Relations

51 units

The public relations major (<https://www.apu.edu/clas/programs/public-relations-major/>) is an innovative program that offers in-depth study of the field and emphasizes hands-on experience. Students create their own professional portfolio, gain experience working in APU's student-run agency, join the local chapter of the Public Relations Student Society of America, develop global public relations skills through international study-away trips, and become specialists in nonprofit, entertainment, or sports PR.

## Career Opportunities

To prepare for career opportunities, students are required to complete a 3-unit communication internship prior to graduation. In addition, students can enroll in PUBR 325 Public Relations Agency and study away in the summer through PUBR 450 Public Relations International Experience. Public relations graduates often work as:

- Public relations managers
- Communication directors
- Creative directors
- Spokespersons
- Event planners
- Marketing analysts
- Media relations specialists
- Nonprofit communication professionals
- Media relations specialists
- Copy writers
- Bloggers
- Graphic designers
- Producers

## Requirements

To graduate, public relations majors must maintain a cumulative grade-point average of 2.0 or higher in their major coursework.

| Code   | Title  | Units |
|--|--|-------|
| <b>Lower-Division Core</b>   |  |       |
| COMM 111   | Public Communication <sup>1</sup>                              | 3     |
| PUBR 250   | Introduction to Public Relations                               | 3     |
| COMM 200   | Introduction to Mass Communication                             | 3     |
| PUBR 215   | Public Relations and Social Media                              | 3     |
| JOUR 230   | Digital News Gathering   | 3     |
| <b>Upper-Division Core</b>   |  |       |
| PUBR 330   | Writing 3: Public Relations Writing for Campaigns <sup>2</sup> | 3     |
| PUBR 340   | Digital Storytelling   | 3     |
| PUBR 350   | Reputation Management  | 3     |
| PUBR 400   | Public Relations Management and Ethics                         | 3     |
| JOUR 315   | Multimedia Publishing and Design                               | 3     |
| JOUR 335   | Journalism Research Methods                                    | 3     |
| COMM 490   | Communication Internship <sup>3</sup>                          | 3     |
| PUBR 496   | Public Relations Capstone                                      | 3     |
| <b>Electives</b>   |  |       |
| Select 12 units from the following (at least 6 units must be from PUBR courses): |  | 12    |
| PUBR 325   | Public Relations Agency  |       |
| PUBR 420   | Public Relations, Non-profits and Social Causes + Lab          |       |
| PUBR 430   | Innovation and Creativity                                      |       |
| PUBR 440   | Public Relations and Entertainment + Lab                       |       |
| PUBR 450   | Public Relations International Experience                      |       |

|          |  |
|----------|--|
| PUBR 495 | Special Topics in Public Relations: Crisis Communication |
| JOUR 345 | Sports Communication and Public Relations                |
| COMM 230 | Small Group Communication                                |
| COMM 302 | Rhetorical Theory  |
| COMM 335 | Leadership Communication                                 |
| COMM 420 | Conflict Management                                      |
| COMM 430 | Organizational Communication                             |
| COMM 440 | Persuasion and Attitude Change                           |

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Total Units

51

- 1 Meets the General Education Oral Communication requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify major theories and development of the field of public relations.
2. Understand how public relations techniques create relationships between organizations and their different publics.
3. Apply Christian ethical principles to the practice of public relations.
4. Select public relations strategies and techniques to solve communication problems.
5. Utilize quantitative and qualitative tools to produce research in the field of public relations.
6. Create professional public relations campaigns.
7. Build a personal portfolio of public relations artifacts.

# M.A. in Strategic Communication

Learn more about the M.A. in Strategic Communication program. (<https://www.apu.edu/comm/programs/strategic-communication-masters/>)

## Requirements

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Core Courses</b>          |   |       |
| COMM 500                     | Strategic Communication Theory and Practice                                     | 3     |
| COMM 502                     | Writing and Media Content Development   | 3     |
| COMM 503                     | Research Methods  | 3     |
| COMM 504                     | Business and Organizational Fundamentals for Strategic Communication [Proposed] | 3     |
| COMM 505                     | Ethics in Strategic Communication   | 3     |
| COMM 506                     | Crisis, Risk and Reputation Management [Proposed]                               | 3     |
| COMM 590                     | Internship or Practicum [Proposed]  | 3     |
| COMM 596                     | Strategic Communication Capstone Project  | 3     |
| <b>Electives</b>             |   |       |
| Choose two of the following: |   |       |
| COMM 507                     | Case Studies in Strategic Communication   |       |
| COMM 513                     | Multi-Media Branding [Proposed]   |       |
| COMM 520                     | Conflict Management and Resolution [Proposed]                                   |       |
| COMM 595                     | Special Topics in Strategic Communication                                       |       |

Total Units 30

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate mastery of the knowledge, skills, and research appropriate to strategic communication professionals.
2. Create professional-quality strategic communication materials that meet the needs of a wide variety of diverse communities.
3. Examine business and organizational fundamentals related to the strategic communication field as well as various for-profit and nonprofit settings.
4. Produce high-quality multimedia content that demonstrates clarity of writing, mastery of transmedia platforms, and design expertise for a variety of audiences.
5. Incorporate faith-based decision making, professional ethical standards, and legal foundations in the pursuit of Truth, equity, and fairness in the strategic communication space.

# Minor in Communication Studies

24 units

## Requirements

| Code  | Title   | Units |
|---|---|-------|
| <b>Core Requirements</b>                          |   |       |
| COMM 201  | Introduction to Communication Studies             | 3     |
| COMM 203  | Communication Theory                              | 3     |
| COMM 211  | Professional Communication                        | 3     |
| Select one of the following:                      |   | 3     |
| COMM 230  | Small Group Communication                         |       |
| COMM 260  | Intercultural Communication <sup>1</sup>          |       |
| Elective Requirements: Select 4 of the following: |   | 12    |
| COMM 225  | Communication and Relationships                   |       |
| COMM 300  | Research Methods in Communication                 |       |
| COMM 302  | Rhetorical Theory                                 |       |
| COMM 305  | Writing 3: Writing for Communication <sup>2</sup> |       |
| COMM 335  | Leadership Communication                          |       |
| COMM 340  | Argumentation and Advocacy                        |       |
| COMM 345  | Nonverbal Communication                           |       |
| COMM 420  | Conflict Management                               |       |
| COMM 430  | Organizational Communication                      |       |
| COMM 435  | Family Communication                              |       |
| COMM 440  | Persuasion and Attitude Change                    |       |
| COMM 495  | Special Topics                                    |       |
| COMM 498  | Directed Research                                 |       |
| Total Units                                       |   | 24    |

<sup>1</sup> Meets the General Education Intercultural Competence requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

# Minor in Journalism

22 units

## Requirements

| Code                           | Title   | Units |
|--------------------------------|---|-------|
| <b>Core Requirements</b>       |   |       |
| JOUR 210                       | News Writing and Reporting                            | 3     |
| JOUR 230                       | Digital News Gathering                                | 3     |
| JOUR 300                       | Editing   | 3     |
| JOUR 430                       | Public Affairs Reporting                              | 3     |
| Select one of the following:   |   | 1     |
| JOUR 325                       | Newspaper Workshop                                    |       |
| JOUR 326                       | Magazine Workshop                                     |       |
| JOUR 327                       | Radio Workshop  |       |
| JOUR 328                       | Television Workshop                                   |       |
| <b>Elective Requirements</b>   |   |       |
| Select three of the following: |   | 9     |
| JOUR 261                       | Audio Broadcasting                                    |       |
| JOUR 305                       | Media Law and Ethics                                  |       |
| JOUR 315                       | Multimedia Publishing and Design                      |       |
| JOUR 376                       | Television Journalism                                 |       |
| JOUR 410                       | Global Journalism and Media Systems                   |       |
| JOUR 420                       | Entertainment, Religion, and Specialty Beat Reporting |       |
| JOUR 435                       | Media Entrepreneurship and Economics                  |       |
| JOUR 495                       | Special Topics  |       |
| COMM 360                       | Studies in Popular Culture                            |       |
| Total Units                    |   | 22    |

# Minor in Public Relations

24 units

## Requirements

| Code                               | Title  | Units |
|------------------------------------|--|-------|
| <b>Core Requirements</b>           |  |       |
| PUBR 215                           | Public Relations and Social Media                              | 3     |
| PUBR 250                           | Introduction to Public Relations                               | 3     |
| COMM 200                           | Introduction to Mass Communication                             | 3     |
| PUBR 330                           | Writing 3: Public Relations Writing for Campaigns <sup>1</sup> | 3     |
| PUBR 400                           | Public Relations Management and Ethics                         | 3     |
| <b>Electives</b>                   |  |       |
| Select 9 units from the following: |  | 9     |
| JOUR 315                           | Multimedia Publishing and Design                               |       |
| JOUR 335                           | Journalism Research Methods                                    |       |
| COMM 420                           | Conflict Management  |       |
| COMM 490                           | Communication Internship <sup>2</sup>                          |       |
| PUBR 325                           | Public Relations Agency  |       |
| PUBR 340                           | Digital Storytelling   |       |
| PUBR 350                           | Reputation Management  |       |
| PUBR 420                           | Public Relations, Non-profits and Social Causes + Lab          |       |
| PUBR 440                           | Public Relations and Entertainment + Lab                       |       |
| PUBR 450                           | Public Relations International Experience                      |       |
| PUBR 495                           | Special Topics in Public Relations: Crisis Communication       |       |
| PUBR 496                           | Public Relations Capstone                                      |       |
| Total Units                        |  | 24    |

<sup>1</sup> Meets the General Education Writing 3 requirement.

<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.



# School of Music

## Mission and Overview

The School of Music (<http://www.apu.edu/cma/music/>), housed within the College of the Arts (p. 231) at Azusa Pacific University, seeks to use God's gift of music to develop musicians of character and competence in an environment of excellence, balance, and integrity. Merging classical and contemporary musical training within a Christian academic setting, the programs within the School of Music prepare individuals for advanced studies or for success in their chosen careers.

The School of Music offers students rich artistic experiences and training, including undergraduate programs in music (p. 421), commercial music (p. 315), music composition (p. 404), theory (p. 401), music education (p. 414), music and worship (p. 408), performance (p. 325), and worship leadership (p. 422); graduate programs in composition (p. 419), music education (p. 420), music entrepreneurial studies (p. 323), conducting (p. 365), and performance (p. 367); and the Artist Certificate Program (<https://www.apu.edu/cma/music/certificate/>).

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Information listed is subject to change. For more information, consult with the appropriate academic department:

- Department of Commercial Music (p. 289)
- Department of Music Studies (p. 370)
- Department of Music Performance (p. 324)

## Program Learning Outcomes

Students who complete a School of Music program are able to do the following:

PLO 1: Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.

PLO 2: Contextual Understanding: Demonstrate an understanding of music in historical, cultural, and stylistic contexts.

PLO 3: Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.

PLO 4: Career-Oriented Application: Demonstrate career-oriented application of skills.

PLO 5: Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

## Programs

### Majors

- Bachelor of Music in Commercial Music (p. 315)
- Bachelor of Music in Composition (p. 404)
- Bachelor of Arts in Music: Music Theory (p. 401)
- Bachelor of Music in Music and Worship (p. 408)
- Bachelor of Arts in Music: Performance (p. 355)
- Bachelor of Music in Performance (p. 358)
- Bachelor of Music in Music Education (Pre-Teacher Certification) (p. 414)

### Minors

- Music (p. 421)
- Worship Leadership (p. 422)

### Master's

- Composition (p. 419)
- Conducting (p. 365)
- Performance (p. 367)
- Music Education (p. 420)
- Music Entrepreneurial Studies (p. 323)

Courses are scheduled so these programs can be completed in two years. A maximum of eight years is allowed for completion of each degree.

## Other

- Artist Certificate Program (p. 423)

## Courses

### **CMUS 500, Foundations of Music Entrepreneurship, 3 Units**

This course examines the fundamentals of a startup as it pertains to the music industry. Topics include record label business structures, strategic improvisation and innovation, your fans as your customers, the power of collaboration (DIY vs. DIT?), building a production and promotion team, contracts, taxes, intellectual property law, and leadership styles.

### **CMUS 501, Commercial Music Strategic Marketing, 3 Units**

This course covers music marketing, strategic marketing management, and an examination of the relationship between marketing, innovation, and entrepreneurship. The curriculum also reviews tools and methods used for understanding entertainment market environments, marketing implications of new models of distribution, and delivery to customers.

### **CMUS 502, Entrepreneurship and Media-Based Streams in Commercial Music, 3 Units**

This course analyzes rapid changes in technology, demographics, and music distribution as they challenge musicians and music business organizations to become more entrepreneurial in their planning and practice. This course examines basic principles of entrepreneurship as well as several entrepreneurial models in commercial music streams, with an emphasis on new income streams from the internet and through social networking (content ID and monetization).

### **CMUS 503, Commercial Music Structure and Global Industry Issues, 3 Units**

This seminar course examines how different organizations are structured to exploit and manage entertainment assets, internationally as well as domestically. Topics include management of copyrights, master recordings and artists, and issues regarding problems in international music distribution and protection of intellectual property.

### **CMUS 504, Finance and Accounting for Music Entrepreneurs, 3 Units**

This course draws on many areas, including economics, finance, and accounting concepts, encompassing the details of knowing how to discern different types of royalty statements (national and international) and exploring various kinds of music funding (traditional and nontraditional) such as venture capital and crowdfunding.

### **CMUS 505, Music and Media, 3 Units**

This course is a survey of the creative, business, and technological media systems and entities within the music industry, including entertainment unions, agents, attorneys, concert production, audio engineers, producers, record companies, online distribution, music in film and television, radio promotions and advertising, album and artist registration, IMDb, NARAS, LARAS, CMA, and GMA.

### **CMUS 600, Comprehensive Artistic Management, 3 Units**

This course is an introduction to creative and business management as it pertains to artists in the sound recording industry. Subjects include execution and evaluation of various management strategies, branding, public relations, and various media types.

### **CMUS 601, Public Policy and Strategic Planning in the Music Industry, 3 Units**

This seminar course covers government policies that directly affect the music industry, and also focuses on the strategic planning process of decision making, and allocation of resources to fortify a plan of action. It features an application of principles and techniques that make up the music entertainment sector of the U.S. economy, and uses the business-related tenets of law and economics to generate a modern, consistent, and formal framework for strategic decision making.

### **CMUS 602, Music Publishing, 3 Units**

This course covers performance rights organizations (ASCAP, BMI, SESAC), publishing deals, mechanical licensing, synchronization licensing, music reports, SoundExchange, and Christian Copyright Licensing International (CCLI).

### **CMUS 603, Ethics and Faith in Music Industry Management, 3 Units**

This course examines the role of faith and ethics within the music industry, exploring Christian beliefs and values that influence business practices. Emphasis is placed on the growth of faith-based entertainment, as well as the historical context of spirituality within the music industry.

### **CMUS 604, Music Entrepreneurship Project, 2 Units**

This capstone project highlights the knowledge gained from the entire program. In conjunction with the professor/instructor, the student chooses an area of research and presentation focused on the student's particular career specialty, such as publishing, music marketing, touring, artist management, and album/single release coordination.

**Prerequisite:** Completion of 24 units of CMUS courses

### **GMUS 500, Introduction to Graduate Research Methods, 3 Units**

In this course, students assess and evaluate various research methods and fields of research in music, achieving mastery of the resources available in academic libraries and online databases. Students employ research tools to develop academic research projects, including abstracts, annotated bibliographies, research papers, and grant proposals. Emphasis and subjects of relevance apply to composers, performers, musicologists, educators, conductors, and researchers. Students interpret the major historical themes, events, and personalities in current academic research.

### **GMUS 501A, Seminar in Musicology: The Renaissance, 3 Units**

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.

**Prerequisite:** GMUS 500

### **GMUS 501B, Seminar in Musicology: The Baroque, 3 Units**

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.

**Prerequisite:** GMUS 500

### **GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units**

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.

**Prerequisite:** GMUS 500

### **GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units**

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.

**Prerequisite:** GMUS 500

### **GMUS 503, Advanced Analysis of Form and Style, 3 Units**

The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation.

**Prerequisite:** MUS 427 or equivalent

### **GMUS 504, Advanced Orchestration, 3 Units**

This course offers discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.

**Prerequisite:** MUS 423 or equivalent

### **GMUS 505, Advanced Choral Arranging, 3 Units**

This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.

**Prerequisite:** MUS 421 or equivalent

### **GMUS 506, Special Topics in Musicology, 3 Units**

This course addresses special topics from any period of musicology as decided by the instructor and department.

**Prerequisite:** GMUS 500

### **GMUS 507A, Seminar A: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

### **GMUS 507B, Seminar B: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

### **GMUS 507C, Seminar C: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

### **GMUS 507D, Seminar D: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

### **GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit**

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

### **GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit**

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

### **GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit**

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

### **GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit**

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

### **GMUS 509A, Conducting I (Choral), 3 Units**

Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

### **GMUS 510, Conducting II (Instrumental), 3 Units**

Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

### **GMUS 511, Applied Conducting, 1-3 Units**

Each student in this course studies privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this course.

### **GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units**

The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

### **GMUS 514, Issues in Music Classroom Pedagogy, 2 Units**

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

### **GMUS 515, Instrumental Pedagogy, 2 Units**

Students survey method books and repertoires appropriate for elementary, middle school, and high school settings, and study beginning and intermediate instrumental development in schools, communities, and churches.

### **GMUS 516, Social and Historical Foundations of Music Education, 2 Units**

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

### **GMUS 518A, Seminar A: Choral Conducting, 1 Unit**

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

### **GMUS 518B, Seminar B: Choral Conducting Literature, 1 Unit**

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and 'historic informed performance' practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

### **GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit**

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and 'historic informed performance' practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

### **GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit**

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

### **GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit**

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

### **GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit**

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

### **GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit**

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and 'historic informed performance' practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

### **GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit**

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

### **GMUS 520, Applied Instruction I, 1-3 Units**

Individual instruction in an instrument or composition is given in this course. Additional fee is required.

**Prerequisite:** Admission to the graduate program or instructor's permission

### **GMUS 524, Keyboard Literature, 2 Units**

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

### **GMUS 525, Chamber Ensemble, 2 Units**

This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

### **GMUS 526, Fingerboard Harmony, 2 Units**

This course directly applies the principles of diatonic and chromatic harmony to the guitar fingerboard. Students learn to harmonize melodies on the guitar fingerboard by creating arrangements of various styles. The course also makes realizations of ancient tablature so that the student can make arrangements that adapt to the modern guitar.

**Prerequisite:** Bachelor of Music in guitar performance or Bachelor of Arts with an emphasis in music

### **GMUS 527, Guitar Ensemble, 1 Unit**

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

## **GMUS 528, Organ Literature, 2 Units**

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

## **GMUS 529, Literature and Resources for Music Education, 2 Units**

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

## **GMUS 530, Applied Voice, 1-3 Units**

Individual instruction in voice is given in this course. Additional fee is required.

**Prerequisite:** Admission to the graduate program in vocal performance or instructor's permission

## **GMUS 534, Vocal Literature A, 2 Units**

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

## **GMUS 535, Vocal Literature B, 2 Units**

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

## **GMUS 536, Seminar in Professional Preparation, 1 Unit**

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

## **GMUS 537, Operatic History and Performance Practice, 3 Units**

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

## **GMUS 540, Advanced Vocal Pedagogy, 2 Units**

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.

**Prerequisite:** GMUS 500

## **GMUS 541A, Professional Vocal Coaching, 1 Unit**

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

## **GMUS 541B, Advanced Vocal Coaching, 1 Unit**

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

## **GMUS 544, Music Technology Seminar, 3 Units**

To broaden students' preparation in using Logic Pro, Finale, and Pro Tools, students learn music software that is new to them. Proficient students deepen their skills and/or learn another software system.

**Prerequisite:** MUS 296 or equivalent, MUS 327 or equivalent, and MUS 423; not required but highly recommended: MUS 322 or equivalent

## **GMUS 550, Vocal Collaboration for Pianists, 2 Units**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation.

## **GMUS 551, Instrumental Collaboration for Pianists, 2 Units**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. The repertoire is predominately instrumental sonatas.

## **GMUS 561, History of Congregational Song, 2 Units**

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

## **GMUS 562, Survey of Contemporary Worship Styles, 2 Units**

This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

## **GMUS 563, Introduction to Technology and Worship, 2 Units**

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

## **GMUS 565, Aesthetics of Worship, 2 Units**

This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

## **GMUS 567, Arranging: Choral and Instrumental, 2 Units**

This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

## **GMUS 570, Artist Certificate Applied Lesson, 2 Units**

Guided Applied Music lessons serve to develop a student's musical aptitude and accomplishment in study and performance. Subjects addressed may include performance and practice techniques, interpretation of musical styles, and the study of theory and history, all in relation to performance of repertoire on the student's instrument. Each student is expected to devote significant time between lessons in practice and preparation in order to progress. May be repeated.

**Prerequisite:** Acceptance in the Artist Certificate Program

## **GMUS 571, Artist Certificate Chamber Music, 2 Units**

Premier chamber ensembles focus on refining performance practice and high-level musicianship in learning, rehearsing, and performing chamber music literature. This prepares students to engage in various musical landscapes at the professional level.

**Prerequisite:** Acceptance in the Artist Certificate Program

## **GMUS 572, Artist Certificate Large Ensemble, 1 Unit**

The Artist Certificate Large Ensemble gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the ensemble. May be repeated for credit.

**Prerequisite:** Acceptance in the Artist Certificate Program

## **GMUS 573, Artist Certificate Seminar, 1 Unit**

The Artist Certificate Seminar utilizes discussions and individual meetings devoted to the interdisciplinary study of music, faith, and society. Students are introduced to key ideas, important thinkers, and influential practitioners, and are invited to explore the intersecting roles of culture, cognition and creativity, belief, and how musical behaviors relate to matters of ethics, the music industry, and performance practice. May be repeated for credit.

**Prerequisite:** Acceptance in the Artist Certificate Program

## **GMUS 588, Ensemble, 0-1 Units**

This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which students participate is determined by their emphasis.

**Prerequisite:** The 0-unit option can be taken only with the permission of the associate dean of graduate studies.

## **GMUS 590, Directed Research, 1-3 Units**

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

## **GMUS 591, Thesis, 2 Units**

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.

**Prerequisite:** Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

## **GMUS 599, Readings in Music, 1-4 Units**

### **MUS 1B1, Applied Brass, 1-4 Units**

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1B2, Applied Brass, 1-4 Units**

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1C1, Applied Composition Class, 1-4 Units**

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions.

Special Fee Applies

**Prerequisite:** MUS 121 and MUS 296 (may be taken concurrently)

### **MUS 1D1, Applied Percussion, 1-4 Units**

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1D2, Applied Percussion, 1-4 Units**

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1S1, Applied Strings, 1-4 Units**

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1S2, Applied Strings, 1-4 Units**

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1W1, Applied Woodwinds, 1-4 Units**

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1W2, Applied Woodwinds, 1-4 Units**

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 1B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 1D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 1S1. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies



### **MUS 2S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 2W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 1W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 2W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 2B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 2D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 2S1. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 2W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 3B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 3D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 3S1. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

## **MUS 4S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

## **MUS 4W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 3W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

## **MUS 4W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

## **MUS 99, Beginning Musicianship, 1 Unit**

This course offers beginning experiences in music reading and dictation, stressing pitch centering-matching, pitch memory, and recognition with an introduction to simple solfege. This course does not count toward total units needed for graduation.

## **MUS 100, Preparatory Organ, 1-3 Units**

This course is for the student who requires additional study to reach the college level of performance. This course does not meet the curriculum requirements for the music major or minor.

## **MUS 101, Beginning Voice Class, 1 Unit**

Students learn the basic principles of effective singing and performing in a group setting. By actively participating in warm-up exercises, carefully observing other performers, and taking advantage of solo opportunities, students learn how to sing with greater freedom, power, and resonance. A study of vocal literature is also included.

## **MUS 102, Intermediate Voice Class, 1 Unit**

This is a continuation of MUS 101. This course may be repeated for credit.

**Prerequisite:** MUS 101

## **MUS 103, Beginning Piano Class, 1 Unit**

This course offers an introductory study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

## **MUS 104, Elementary Piano Class, 1 Unit**

This course continues the study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 103 or by audition

## **MUS 105, Intermediate Piano Class, 1 Unit**

Students receive a functional study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 104 or by audition

## **MUS 106, Advanced - Intermediate Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 105 or by audition

## **MUS 107, Advanced - Intermediate Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 106 or by audition

## **MUS 108, Advanced Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 107 or by audition

## **MUS 110, Elementary Guitar Methods, 1 Unit**

This course is designed to teach the fundamentals of guitar in order to equip students to use the guitar in a classroom situation to teach music. Students must supply their own instruments.

## **MUS 111, Applied Voice, 1-4 Units**

This course provides study in correct posture, breathing, and vocal technique.  
Special Fee Applies

## MUS 112, Applied Voice, 1-4 Units

This is a continuation of MUS 111.

Special Fee Applies

**Prerequisite:** MUS 111

## MUS 113, Applied Piano, 1-4 Units

Major and minor scales and corresponding arpeggios in four octaves at moderate tempo are studied. Exercises such as Hanon's, Bach Inventions, earlier sonatas by Viennese classicists, Chopin Preludes, and comparable works from Romantic and 20th century composers are included. Entrance is gained by audition only.

Special Fee Applies

## MUS 114, Applied Piano, 1-4 Units

This is a continuation of MUS 113. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 113

## MUS 115, Applied Organ, 1-4 Units

This course provides technical studies of Gleason; simple compositions of the Renaissance and Baroque periods; Bach, easier preludes and fugues; and chorales from the Orgelbuchlein.

Special Fee Applies

**Prerequisite:** Instructor Consent

## MUS 116, Applied Organ, 1-4 Units

This is a continuation of MUS 115.

Special Fee Applies

**Prerequisite:** MUS 115

## MUS 118, Semi-Private Voice, 1 Unit

This course provides vocal instruction in a small-group setting (maximum of four students per class). Emphasis is on basic vocal technique, vocal exercises, vocal health, and song literature of various styles (classical, Christian contemporary, Broadway, popular, etc.). Literature studies is chosen at the instructor's discretion, but with the students' specific needs in mind. Solo performance is required within the class setting. This class is designed primarily for the non-music major, particularly APU choral singers, but may be used by nonvocal emphasis music majors to fulfill core requirement in voice class or applied voice.

Special Fee Applies

## MUS 119, Semi-Private Voice, 1 Unit

This is a continuation of MUS 118.

Special Fee Applies

## MUS 120, Music Fundamentals, 3 Units

This is an introductory course in the materials of basic music theory, involving music reading, writing, and relating notation to the musical keyboard. Topics include the musical staff, bass and treble clefs, time signatures, key signatures, intervals, scales, rhythm, chords, and musical listening. This course prepares students for MUS 121. *Meets the General Education Requirement: Humanities: Fine Arts.*

## MUS 121, Music Theory I, 3 Units

Students in this course study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course also covers ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I or higher is expected, and concurrent enrollment in MUS 296 Introduction to Music Technology is highly recommended. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** MUS 120 with a grade of C or better, or a score of at least 80% on the music theory placement pretest.

## MUS 122, Music Theory II, 3 Units

This course is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended.

**Prerequisite:** Grade of C or better in MUS 121 (C- does not qualify) or instructor consent.

## MUS 130, Jubilant Song Ladies' Choir, 1 Unit

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required.

## MUS 131, Jubilant Song Ladies' Choir, 1 Unit

This is a continuation of MUS 130.

## **MUS 133, Practical Musicianship I, 1 Unit**

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, the Kodaly method, computer-based approaches, and self-dictation.

**Prerequisite:** MUS 121, 122, 221, or 222 (any of which may be taken concurrently).

## **MUS 134, Practical Musicianship II, 1 Unit**

This course is a continuation of MUS 133, covering fully diatonic materials.

**Prerequisite:** Grade of C or better in MUS 133 (C- does not qualify) or instructor consent.

## **MUS 140, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 141, University Choir, 1 Unit**

This is a continuation of MUS 140.

Special Fee Applies

## **MUS 142, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

## **MUS 143, Symphonic Band, 1 Unit**

This is a continuation of MUS 142.

## **MUS 144, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

## **MUS 145, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 144.

Special Fee Applies

## **MUS 146, Gospel Choir, 1 Unit**

Members perform music for the historical African American sacred and contemporary repertoire, including spirituals, Gospel, church songs, community choir songs, contemporary Gospel, and original compositions and arrangements. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 147, Gospel Choir, 1 Unit**

This is a continuation of MUS 146. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 151, Chamber Ensemble - Strings, 1 Unit**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small group experience for the music student. A minimum GPA of 2.0 is required.

## **MUS 152, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 151.

## **MUS 153, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## **MUS 154, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 153.

**MUS 155, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

**MUS 156, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 155.

**MUS 157, Chamber Ensemble - Percussion, 1 Unit**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. A minimum GPA of 2.0 is required.

**MUS 158, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 157.

**MUS 160, Worship Leadership Formation, 3 Units**

This course introduces students to the field of music and worship within various ministry contexts. By surveying the historical practice of and philosophical foundations for music ministry, students are encouraged to explore the relationship between their individual strengths, abilities, and passions and this field of ministry. Students are introduced to vocational options in music and worship ministry and presented with a holistic picture of the musician as minister.

**MUS 170, Oratorio Choir, 1 Unit**

This choir is composed of all music majors and minors. A public performance of major choral works is given each semester.

**MUS 172, Recorder Lab, 1 Unit**

Music of the Renaissance and Baroque periods is performed on ancient instruments, including recorders, krumm horns, gambas, sackbuts, and natural trumpets.

**MUS 173, Men's Chorale, 0-1 Units**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

**MUS 174, Men's Chorale, 1 Unit**

This is a continuation of MUS 173.

Special Fee Applies

**MUS 180, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

Special Fee Applies

**MUS 181, Handbell Choir, 1 Unit**

This is a continuation of MUS 180.

Special Fee Applies

**MUS 182, Jazz and Commercial Ensemble, 1 Unit**

This is an 'augmented' big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. A minimum GPA of 2.0 is required.

**MUS 183, Jazz and Commercial Ensemble, 1 Unit**

This is a continuation of MUS 182.

**MUS 187, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 188, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required. This course is a continuation of MUS 187.

Special Fee Applies

## **MUS 191, Jazz Improvisation Workshop, 1 Unit**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit.

**Prerequisite:** MUS 122

## **MUS 192, Jazz Improvisation Workshop, 1 Unit**

This is a continuation of MUS 191.

## **MUS 195, Studio Orchestra, 1 Unit**

The APU Studio Orchestra prepares students to successfully engage in the multifaceted studio and live-performance environments of working professional musicians. This ensemble equips students with the broad palette of skills required of today's professional instrumental performers. Entrance is gained by audition only. May be repeated for credit.

## **MUS 201, Introduction to World Music, 3 Units**

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions focus on the interactions between music and belief systems, contexts, aesthetics, and history, and examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology are utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

## **MUS 202, Singing The Faith, 3 Units**

This course provides a broad overview of the history of Christian congregational singing and various forms, styles, and expressions included in their development. Emphasis is placed on early Christian worship, chant, hymnody, global hymnody, contemporary worship music, and foundational elements of congregational musical practice.

## **MUS 203, Languages of Worship, 2 Units**

This research seminar focuses on the use of sacred action and art forms used in worship, such as music, visual arts, literature, drama, film, architecture, and dance. Students study the creation of sacred space, time, language, movement, symbol, and their theological, historical, and practical applications.

## **MUS 204, Music of Latin America, 3 Units**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about Latin music traditions of the Caribbean and North, Central, and South America. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

## **MUS 205, Music of Asia, 3 Units**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about the classical, popular, and folk music traditions of Asia. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

## **MUS 206, Introduction to Music Education, 2 Units**

Designed for the prospective public school music specialist, the course consists of a study of the objectives, scope, and content of the public school's entire music program. Specific attention is given to music development through choral and instrumental ensembles and specialized music classes for K-12.

## **MUS 210, Performance Forum, 0 Units**

This course allows students to participate with major performing artists in conversational dialogue, and symposiums with area professionals on topics and disciplines that students are actively involved in. In addition, the Performance Forum gives students the opportunity to gain performance experience on stage in front of the music faculty and fellow students.

## **MUS 211, Applied Voice, 1-4 Units**

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefer, Concone and others.

Special Fee Applies

**Prerequisite:** MUS 111 and MUS 112

## **MUS 212, Applied Voice, 1-4 Units**

This is a continuation of MUS 211.

Special Fee Applies

**Prerequisite:** MUS 111 and MUS 112

## **MUS 213, Applied Piano, 1-4 Units**

Scales and arpeggios at rapid tempo are studied. Exercises such as Czerny's, Bach Sinfonias, intermediate sonatas by Viennese classicists, Chopin Nocturnes, and comparable works from 19th and 20th century composers are stressed. The course offers preparation for upper-division qualifying examination. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 114

## **MUS 214, Applied Piano, 1-4 Units**

This is a continuation of MUS 213. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 213

## **MUS 215, Applied Organ, 1-4 Units**

This course offers continued technical studies, Bach chorale, preludes and fugues, compositions of romantic and contemporary periods, and hymn playing for congregational singing.

Special Fee Applies

**Prerequisite:** MUS 115 and MUS 116

## **MUS 216, Applied Organ, 1-4 Units**

This is a continuation of MUS 215.

Special Fee Applies

**Prerequisite:** MUS 215

## **MUS 217, Practical Musicianship III, 1 Unit**

This course is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms.

**Prerequisite:** Grade of C or better in MUS 134 (C- does not qualify) or instructor consent.

## **MUS 218, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 119.

Special Fee Applies

## **MUS 219, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 218.

Special Fee Applies

## **MUS 220, Practical Musicianship IV, 1 Unit**

This course is a continuation of MUS 217, using more chromatic materials and more complex rhythms.

**Prerequisite:** Grade of C or better in MUS 217 (C- does not qualify) or instructor consent.

## **MUS 221, Music Theory III, 3 Units**

This course explores Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended.

**Prerequisite:** Grade of C or better in MUS 122 (C- does not qualify) or instructor consent.

## **MUS 222, Music Theory IV, 3 Units**

This course explores chromatic nonharmonic tones; chromatically altered chords; harmonic texture; 9th, 11th, and 13th chords; modal harmony; and exercises in analysis. Concurrent enrollment in MUS 220 Practical Musicianship IV is recommended.

**Prerequisite:** Grade of C or better (C- does not qualify) in MUS 221 or instructor consent.

## **MUS 223, Web-Based Tools, 2 Units**

This course gives students practical experience in using Web-based technologies for tasks related to the commercial music industry. Students learn to use Internet tools for remote collaboration, gain experience in Web-based project management, and use Web design tools for creating online portfolios.

**Prerequisite:** C or higher in MUS 296

## **MUS 224, Diction for Singers I, 1 Unit**

Students study the principles for the International Phonetic Alphabet and apply the principles for the correct pronunciation of Italian and Latin. This class cannot be repeated for credit.

**Prerequisite:** Sophomore Standing

## **MUS 225, Madrigal Singers, 1 Unit**

Students have the opportunity to participate in an ensemble that performs acapella chamber music from various time periods beginning with the Renaissance. Entrance is gained by audition only.

## **MUS 227, Diction for Singers II, 1 Unit**

This is a continuation of MUS 224. Students employ the International Phonetic Alphabet and apply the principles for the correct pronunciation of German, French, English, and Spanish.

**Prerequisite:** MUS 224

## **MUS 230, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 231, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 230.

## **MUS 232, Guitar Techniques, 1 Unit**

This course is designed to prepare music education students to teach guitar in public schools. The course will cover basic guitar techniques as well as problems related to the guitar. Pedagogy, general maintenance, and guitar repair will also be discussed. This course is required for a music education emphasis at Azusa Pacific University.

**Prerequisite:** MUS 121, MUS 122, or instructor consent

## **MUS 233, Improvisation for Music Education, 1 Unit**

This course is designed to provide music education students with a study of methods and materials for teaching improvisation in K-12 schools including general music, bands, choirs, orchestras, pop groups, and world music ensembles. Students engage in improvisation exercises using their principal instrument or voice.

**Prerequisite:** MUS 122, MUS 134

## **MUS 242, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Special fee applies. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 243, University Choir, 1 Unit**

This is a continuation of MUS 242.

Special Fee Applies

## **MUS 244, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

## **MUS 245, Symphonic Band, 1 Unit**

This is a continuation of MUS 244.

## **MUS 246, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

## **MUS 247, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 246.

Special Fee Applies

## **MUS 248, Gospel Choir, 1 Unit**

This is a continuation of MUS 147. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 249, Gospel Choir, 1 Unit**

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies



## **MUS 250, Music and Civilization, 3 Units**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

## **MUS 250H, Music and Civilization - Honors, 3 Units**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

## **MUS 251, Chamber Ensemble: Strings, 1 Unit**

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## **MUS 252, Chamber Ensemble: Strings, 1 Unit**

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 251.

## **MUS 253, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## **MUS 254, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 253.

## **MUS 255, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## **MUS 256, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 255.

## **MUS 257, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 158.

## **MUS 258, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 257.

## **MUS 270, Guitar Ensemble, 1 Unit**

This course emphasizes performance of guitar music in quartets, trios, duos, and larger ensembles, with students performing music along with other instruments as well as vocalists. Music from the Renaissance to the present day is explored in any number of styles from contemporary to classical, including original student-written arrangements. The course develops musicianship, focusing on experience in performance practice, engaging in the wide canon of literature, and deepening aesthetic enjoyment through vast expressions of the Christian faith. Students must know how to read music and apply it directly to the guitar fingerboard, and this course fulfills the ensemble requirement for music majors whose primary instrument is guitar.

## **MUS 271, Symphony Orchestra, 1 Unit**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is also open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

## **MUS 272, Symphony Orchestra, 1 Unit**

This is a continuation of MUS 271. Entrance is gained by audition only. May be repeated for credit.

## **MUS 275, Men's Chorale, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 276, Men's Chorale, 1 Unit**

This is a continuation of MUS 275.

Special Fee Applies

### **MUS 281, Chamber Singers, 1 Unit**

Students performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

### **MUS 282, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 283, Handbell Choir, 1 Unit**

This is a continuation of MUS 282.

Special Fee Applies

### **MUS 285, Music Theater: Minor Roles and Chorus, 1 Unit**

Admission to this class is determined by the director. Students study, prepare, and publicly perform entire Broadway musicals or selected portions and receive coaching in the dramatic and musical aspects of performance.

### **MUS 289, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 290, Wind Ensemble, 1 Unit**

This is a continuation of MUS 289.

Special Fee Applies

### **MUS 296, Introduction to Music Technology, 2 Units**

In this course, students will study the basic concepts pertaining to audio recording, MIDI programming, and music notation software. Students will apply this knowledge by completing a series of musical projects.

**Prerequisite:** MUS 121 (May be taken concurrently)

### **MUS 297, Marching Band, 1 Unit**

The Marching Band performs pregame and half-time shows at all five home football games. Additionally, the band may perform at other events representing the university such as the Azusa Golden Days Parade and high school marching band performances. The marching band offers an opportunity for music education majors to take leadership positions and have hands-on experience preparing them for future jobs as band directors. The band meets on Mondays from 7-10 p.m. and Saturdays from 9 a.m.-12 p.m. Football games occur on Saturday evenings beginning at 6 p.m. The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.

Special Fee Applies

### **MUS 301, Music of Africa, 3 Units**

This is a survey of sub-Saharan traditional and contemporary music cultures of Africa. It examines the musical and extra musical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusicological approach to the organization of musical sound and its meaning are emphasized. This class provides an overview of the musical sounds that are prevalent in each geographic region. Students develop ethnomusicological listening skills and the ability to identify aspects of the unity and diversity within the music cultures of traditional and contemporary Africa. This course is appropriate for majors and nonmajors.

### **MUS 302, Soul Music, 3 Units**

This course traces the history and development of African American popular music from the early 17th century to the 21st century with a focus on the concept of soul as an essential aspect of American popular culture, encouraging intercultural competence by providing students with a foundation of knowledge and aural analytical skill through which they can identify, understand, and appreciate the contributions of soul music to the aesthetic values of contemporary music culture - sacred (Gospel) and secular (rhythm and blues). This course is appropriate for majors and non-majors. *Meets the General Education Requirement: Intercultural Competence.*

### **MUS 311, Applied Voice, 1-4 Units**

Students study phrasing, style, and interpretation of vocal literature from the classic through romantic periods, including the song literature of the Church. Selected arias from oratorio and opera are examined.

Special Fee Applies

**Prerequisite:** MUS 212

## **MUS 312, Applied Voice, 1-4 Units**

This is a continuation of MUS 311.

Special Fee Applies

**Prerequisite:** MUS 212

## **MUS 313, Applied Piano, 1-4 Units**

Students study scales in thirds, sixths, and tenths, contrary motion, and the corresponding arpeggios. Exercises such as Cortot's, Bach's Well-tempered Clavier, easier Etudes of Chopin, romantic Beethoven Sonatas, and other works of comparable difficulty are explored. The course prepares piano performance majors for their junior recitals.

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 314, Applied Piano, 1-4 Units**

This is a continuation of MUS 313. The course prepares piano performance majors for their junior recitals. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 315, Applied Organ, 1-4 Units**

This course offers a study of works of all periods and preparation for the student's junior recital.

Special Fee Applies

## **MUS 316, Applied Organ, 1-4 Units**

This is a continuation of MUS 315.

Special Fee Applies

## **MUS 318, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 219.

Special Fee Applies

## **MUS 319, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 318.

Special Fee Applies

## **MUS 320, Keyboard Improvisation, 2 Units**

Students study the practical applications of music theory to keyboard playing, including playing from chord charts and 'by ear,' improvisation of solos and accompaniments, and making appropriate changes to published piano parts. Melody harmonization in various styles are examined, as well as elements of jazz, pop, and Gospel keyboard styles. Primary emphasis is placed on voicing chords idiomatically, rhythmic 'feels,' and melodic styles.

## **MUS 321, Counterpoint, 3 Units**

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided.

**Prerequisite:** MUS 221 and MUS 222

## **MUS 322, Score Preparation and Printing, 2 Units**

Students study music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale.

Special Fee Applies

**Prerequisite:** MUS 121, MUS 122, MUS 296

## **MUS 323, Arranging and Rehearsal Technique, 3 Units**

Students study elements of common commercial styles, acoustic versus synthesizer arranging, score/part preparation, vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222, including reharmonization, texture, countermelody, and voicing. In addition to smaller assignments, student complete 3 large projects, for which the student directs rehearsals in collaboration with Commercial Styles classes, which perform the arrangements.

Special Fee Applies

**Prerequisite:** MUS 222 and MUS 296, or instructor consent

## **MUS 324, Songwriting, 2 Units**

The course teaches the process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production.

**Prerequisite:** C grade in one of the following: MUS 121, MUS 122, MUS 221, or MUS 222. MUS 296

## **MUS 325, Madrigal Singers, 1 Unit**

This is a continuation of MUS 225.

## **MUS 326, Live Sound Reinforcement, 2 Units**

The course is part of the B.M. in Commercial Music emphasis core. Basic signal flow, microphones, mixing consoles, processors, speakers, mixing techniques, problem solving, and team applications are covered. Students complete a live sound reinforcement project where they are responsible for a musical concert/event.

**Prerequisite:** MUS 327 or instructor consent

## **MUS 327, Audio I, 2 Units**

Basic acoustics review, mixers, microphones, digital audio, monitoring systems, studio acoustics, mixing concepts, outboard effects, with applications to audio recording and live sound reinforcement.

Special Fee Applies

**Prerequisite:** MUS 296 or instructor consent

## **MUS 328, Audio II, 3 Units**

This course covers digital audio systems, recording, mixing and editing, mastering, etc. Students complete a multitrack recording using a computer-based audio recording system.

Special Fee Applies

**Prerequisite:** MUS 327 or instructor consent

## **MUS 329, Keyboard Improvisation, 2 Units**

The practical applications of music theory to keyboard playing, including playing from chord charts and 'by ear,' improvisation of solos and accompaniments, and making appropriate changes to published piano parts are covered in detail. Melodic harmonization in various styles; elements of jazz, pop, and gospel keyboard; voicing chords idiomatically; and rhythmic 'feels' are explored.

## **MUS 330, Elementary Music Methods, 3 Units**

This course introduces students to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Students will explore various teaching methods through singing, playing, movement, composition, and listening experiences, instructional techniques including Orff, Kodaly, Dalcroze, as well as learning strategies.

**Prerequisite:** MUS 206

## **MUS 331, String Instrument Techniques, 1 Unit**

The curriculum offers elementary instruction in the stringed instruments. Careful consideration is given to tone production, bowing, technique, study materials, care of instruments, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 332, Woodwind Instrument Techniques, 1 Unit**

This course provides elementary instruction in the woodwind instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 333, Brass Instrument Techniques, 1 Unit**

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 334, Percussion Instrument Techniques, 1 Unit**

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 335, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 336, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 335.

## **MUS 337, Music Business I, 2 Units**

This course is part of the commercial music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development, and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. Recommended for first-semester sophomores.

## **MUS 338, Music Business II, 2 Units**

Selected advanced topics in the music business, including copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc., are covered.

**Prerequisite:** MUS 337

### **MUS 339, Hymnology, 2 Units**

The great Christian hymns and hymn tunes are studied in their historical settings. Analysis and interpretation of hymns are offered. Standard hymnals are evaluated.

### **MUS 340, University Choir & Orchestra, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 341, University Choir & Orchestra, 1 Unit**

This is a continuation of MUS 340.

Special Fee Applies

### **MUS 342, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

### **MUS 343, Symphonic Band, 1 Unit**

This is a continuation of MUS 342.

### **MUS 344, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 345, Bel Canto Women's Choir, 1 Unit**

This ensemble ministers to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 346, Gospel Choir, 1 Unit**

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 347, Gospel Choir, 1 Unit**

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 348, Song Literature Survey, 2 Units**

This class surveys solo vocal music from the German, French, Italian, Russian, British, American, Spanish, and South American art song repertoire spanning from the Renaissance through the 21st-century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations, and performance. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of our times during the semester from this literature.

### **MUS 349, Intermediate Logic Pro, 3 Units**

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins environment window and real-time MIDI processing.

Special Fee Applies

**Prerequisite:** MUS 296

### **MUS 350, History and Literature of Commercial Music, 3 Units**

This course provides a study of commercial music since 1900, with particular emphasis on music in recording for conventional distribution, music for broadcast, music for film, TV and video, etc. Jazz, rock, country-western, hip hop, film music, Christian, and gospel music receive particular attention. Important songwriters, performers, and producers are studied, along with the impact of technology and mass distribution on musical style and the public taste. Students are exposed to the broad array of contemporary musical styles that are 'commercial.'

**Prerequisite:** A grade of 'B' or better in both MUS 327 and MUS 337

### **MUS 351, Ancient, Renaissance, and World Music Literature, 3 Units**

This course provides a historical and stylistic study of the repertoire of serious Western music from ancient Greece through the Renaissance, plus other music of people and cultures from around the world. The course includes lectures, reading, listening, reports, and analysis.

### **MUS 352, Writing 3: Baroque, Classical, and Early Romantic Music Literature, 3 Units**

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time-frames. Students will examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western and non-Western cultures to facilitate the development of a mature and educated philosophy of music. The course also includes instruction in writing about music and music history. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **MUS 352H, Baroque, Classical, and Early Romantic Music Literature - Honors, 3 Units**

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. Meets the upper-division writing intensive course requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### **MUS 353, Concert Music, 1 Unit**

Students are guided through listening by attending concerts.

### **MUS 354, Church Music and Worship, 2 Units**

This course acquaints students with current worship practices and trends and provides an analysis of current issues facing church musicians and worship leaders. The curriculum and reading for the course aids students in the critical evaluation of today's worship issues and challenges.

**Prerequisite:** Junior Standing and completion of MUS 202 and MUS 203

### **MUS 355, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 252.

### **MUS 356, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 355.

### **MUS 357, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 254.

### **MUS 358, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 357.

### **MUS 359, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 256.

### **MUS 360, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 359.

### **MUS 361, Introduction to Conducting, 2 Units**

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music.

**Prerequisite:** MUS 221 and MUS 222

### **MUS 362, Choral Conducting, 2 Units**

Students receive instruction in principles and techniques of conducting choral groups. Attention is given to interpretation, literature, and rehearsal skills. This is a practical course designed to give each student continuing training and experience in choral conducting.

**Prerequisite:** MUS 361

### **MUS 363, Instrumental Conducting, 2 Units**

The principles, techniques, and methods of conducting orchestral and band groups using standard instrumental literature are covered.

**Prerequisite:** MUS 361

### **MUS 364, Critical Audio Listening Skills, 2 Units**

This course covers recording environment terminology, sonic characteristics of microphones, processed audio signals, instruments and sections of instruments. Analysis and study of audio recordings, recording consoles, and variety of acoustic environments is also discussed.

**Prerequisite:** MUS 296 and MUS 327

### **MUS 365, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 258.

### **MUS 366, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 365.

## **MUS 367, Technology for Worship, 3 Units**

This course provides students with an understanding of technologies used for worship arts ministry, including digital and analog audio, lighting, video systems, presentation software, and assorted web-based tools for the worship leader. Philosophical and practical issues in the use of worship arts technology are discussed.

## **MUS 371, Symphony Orchestra, 1 Unit**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

## **MUS 372, Symphony Orchestra, 1 Unit**

This is a continuation of MUS 371. May be repeated for credit. Entrance is gained by audition only.

## **MUS 373, Men's Chorale, 0-1 Units**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 374, Men's Chorale, 1 Unit**

This is a continuation of MUS 373.

Special Fee Applies

## **MUS 375, Worship Arts Leadership, 3 Units**

This course examines organizational structures for worship arts ministries in the Church and parachurch organizations. Attention is given to processes and structures that effectively organize musicians and artists for worship arts ministry and give space for God's work through His people. Topics include pastoral leadership, artistic team development, information management, facilities, budgets, scheduling, and ministry resources.

**Prerequisite:** MUS 160

## **MUS 376, Worship Design, 3 Units**

This course provides the student with a beginning framework for planning and designing a service of worship. Both artistic and practical issues are considered as various worship traditions (liturgical, Taize, free church, emergent, traditional, blended, etc.) and related musical styles are examined. Students have an opportunity to lead worship services they have planned and designed and gain experience with the practical components of worship (basic sound reinforcement, acoustics, rehearsal techniques, worship leading, etc.).

**Prerequisite:** MUS 202, MUS 203

## **MUS 377, Worship Studio I, 1 Unit**

This course is an in-depth study of the performance skills and abilities in music direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Gospel style and interpretation are stressed, and performance opportunities are given throughout the semester.

## **MUS 378, Worship Studio II, 1 Unit**

This course is a continuation of Worship Studio I, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practices and interpretation of folk and ethnic styles are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 379, Guitar Fingerboard Harmony, 2 Units**

This is a course in direct application of principles of diatonic and chromatic harmony as they are relevant to the guitar fingerboard. Students must have a thorough knowledge of reading music and a basic understanding of fundamentals of harmony and how chords are constructed.

**Prerequisite:** MUS 121, MUS 122, or instructor consent

## **MUS 380, Chamber Singers, 1 Unit**

Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

## **MUS 381, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 382, Jazz and Commercial Ensemble, 1 Unit**

This is an 'augmented' big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles, and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the Commercial Music emphasis. A minimum GPA of 2.0 is required.

## **MUS 383, Jazz and Commercial Ensemble, 1 Unit**

This is a continuation of MUS 382.

## **MUS 384, Handbell Choir, 1 Unit**

This is a continuation of MUS 381.

Special Fee Applies

## **MUS 387, Wind Ensemble, 1 Unit**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 388, Wind Ensemble, 1 Unit**

This is a continuation of MUS 387.

Special Fee Applies

## **MUS 389, Commercial Styles I, 1 Unit**

This class is an in-depth study of jazz vocal styles which prepares performers for a wide range of jazz performance situations including live and recording venues. Jazz style and interpretation are stressed and performance opportunities are given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 390, Commercial Styles II, 1 Unit**

A continuation of Commercial Styles I, this course offers an in-depth study of Broadway and pop music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Broadway and pop music style and interpretation are stressed and performance opportunities will be given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 391, Jazz Improvisation Workshop, 1 Unit**

This course covers small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., with students grouped in combos by experience level. Student-performers prepare for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for in unusual circumstances, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only 2 upper-division units may count toward the commercial music concentration.

## **MUS 392, Jazz Improvisation Workshop, 1 Unit**

This is a continuation of MUS 391.

## **MUS 393, Junior Recital, 0 Units**

Preparation and presentation of the junior recital program (approximately 30 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the junior recital is presented. Topics include program preparation and research, recital protocol, advanced performance preparation, working with a collaborative performer/accompanist (when applicable). This course is taught by the student's major applied instructor.

**Prerequisite:** Performance majors to have completed 8 units of major applied area; permission of the applied instructor. Student must be concurrently enrolled in Applied Music in the term that the Junior Recital is presented.

## **MUS 394, Critical Listening Skills For Audio Recording Professionals, 2 Units**

Students study recording environment terminology and sonic manipulation including; sonic characteristics of microphones, processed audio signals, individual musical instruments and sections of instruments. Study and analysis of representative audio recordings, recording consoles, and a variety of acoustic environments is included.

**Prerequisite:** C or better in both MUS 220 and MUS 326



## **MUS 396, Advanced Music Technology, 2 Units**

Advanced sequencing techniques, orchestral simulation, advanced editing and automated mixing, synthesizer program editing, and system exclusive and program editor/librarian software are covered. The course provides an introduction to MIDI/digital audio hybrid systems and synchronization using LTC, VITC, MIDI clock, and MIDI Timecode. Students complete a large project using these techniques.

Special Fee Applies

**Prerequisite:** MUS 296 and MUS 327

## **MUS 397, Instrumental Collaboration for Pianists, 2 Units**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

## **MUS 398, Vocal Collaboration for Pianists, 2 Units**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

## **MUS 399, Keyboard Ensemble, 2 Units**

This course offers guided experience in performance of keyboard literature for more than one performer. The class is open to students majoring in piano performance, organ performance, and to other qualified students upon audition and with permission of the instructor. Each student performs six times during the semester.

## **MUS 401, Worship Studio III, 1 Unit**

This course serves as a continuation of Worship Studio I and II, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Jazz interpretation and style are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 402, Worship Studio IV, 1 Unit**

This course serves as a continuation of Worship Studio I, II, and III, offering in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practice and interpretation of pop and rock styles are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 404, Instrumental Music Methods, 3 Units**

This course is designed to provide music education students with a study of methods and materials for teaching instrumental music in K-12 schools, including concert bands, marching bands, orchestra, jazz and pop groups, and world music ensembles. Students engage in 15 hours of observation as well as practice teaching.

**Prerequisite:** MUS 206

## **MUS 405, Choral Music Methods, 3 Units**

Designed for the prospective school music specialist, the course will consist of a study of choral methods used in school music programs. Special attention will be given to developing musicality and musicianship through choral ensembles and specialized music classes, including all periods and genres of music.

**Prerequisite:** MUS 206

## **MUS 407, Commercial Styles III, 1 Unit**

A continuation of Commercial Styles I and II, this course offers an in-depth study of country western, folk and contemporary Christian music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Country, folk and contemporary Christian music performance style and interpretation are stressed and performance opportunities will be given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 408, Commercial Styles IV, 1 Unit**

A continuation of Commercial Styles I, II and III, this course offers an in-depth study of rock and rhythm & blues (R&B) vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Rock and R&B musical performance style and interpretation are stressed and performance opportunities are given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 409, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 410, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 409.

## **MUS 411, Applied Voice, 1-4 Units**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation.

Special Fee Applies

**Prerequisite:** MUS 311 and MUS 312

## **MUS 412, Applied Voice, 1-4 Units**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. Appearances in recitals comprising literature from the above mentioned may be required at the discretion of the instructor. This may be in addition to the senior recital for the voice major.

Special Fee Applies

**Prerequisite:** MUS 411

## **MUS 413, Applied Piano, 1-4 Units**

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20th-century composers are explored. A study of selected concerti is offered. This course prepares piano performance majors for their senior recitals.

Special Fee Applies

**Prerequisite:** MUS 314

## **MUS 414, Applied Piano, 1-4 Units**

This is a continuation of MUS 413. The course prepares piano performance majors for their senior recitals. In addition to weekly private lessons, students attend a group master class each week. **Prerequisite:** upper-division qualifying examination or by audition

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 415, Applied Organ, 1-4 Units**

This course offers advanced study of major works of all periods and intense preparation for the student's senior recital.

Special Fee Applies

## **MUS 416, Applied Organ, 1-4 Units**

This is a continuation of MUS 415.

Special Fee Applies

## **MUS 417, Organ Literature I, 2 Units**

This course is a survey of the historical development of the literature for the organ from the Middle Ages through the classical period. Organ builders from these centuries are also discussed. Class sessions consist of listening and discussing repertoire from these periods and sight reading some of the representative literature.

## **MUS 418, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 319.

Special Fee Applies

## **MUS 419, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 418.

Special Fee Applies

## **MUS 420, Organ Literature II, 2 Units**

This course is a survey of the historical development of the literature for the organ from the Romantic period through the 20th-century as well as contemporary works. Discussions include the study of major organ builders during this time.

**Prerequisite:** 2 units of Applied Organ

## **MUS 421, Choral Arranging, 2 Units**

Students learn the techniques of arranging and adapting song materials for choral ensembles of various sizes and compositions.

**Prerequisite:** MUS 222

## **MUS 422, 20th Century Compositional Techniques, 3 Units**

The stylistic techniques of major composers are reviewed. A major thrust of the class is the presentation of students' compositions.

**Prerequisite:** MUS 222

### **MUS 423, Orchestration I, 3 Units**

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

**Prerequisite:** MUS 221; MUS 222 (may be taken concurrently) or instructor consent

### **MUS 424, Projects in Music Theory, 2 Units**

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student.

**Prerequisite:** MUS 221 and MUS 222

### **MUS 425, Collegium, 1 Unit**

The course emphasizes rehearsal and performance of chamber music, especially pre-19th century music. The course is open to students with instructor's permission only.

### **MUS 426, Collegium, 1 Unit**

This is a continuation of MUS 425.

### **MUS 427, Form and Analysis, 3 Units**

The forms of music from the 18th century to the present are covered. An analysis of both large and small forms is included.

**Prerequisite:** MUS 222

### **MUS 428, Arranging II, 2 Units**

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, and textures and melodic procedures is covered. Students complete several small assignments in various styles, and one large project which is recorded by the Audio Recording class(es) or the Production Techniques class.

Special Fee Applies

**Prerequisite:** MUS 323 and MUS 423

### **MUS 429, Piano Literature I, 2 Units**

This course surveys the broad scope of piano literature from the invention of the piano to the early Romantic period. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature. Students are required to read the primary literature (or excerpts) as well as to listen, sight-read, analyze, and recognize, and prepare additional topics from books of secondary literature.

### **MUS 430, Piano Literature II, 2 Units**

This course surveys the broad scope of piano literature from the early Romantic period to the present day. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature.

**Prerequisite:** MUS 429

### **MUS 432, Music in the Elementary Schools, 3 Units**

Designed for the prospective elementary school teacher, the course consists of the objectives, scope, and content of the elementary school music program as described in the Visual and Performing Arts Framework for California Public School. Active participation in the skills of music and movement are required in order to understand the components and concepts in these performing arts. The course includes supervised practice teaching and opportunities for observation of teaching professionals.

### **MUS 433, Music Methods for the Elementary and Secondary Schools, 3 Units**

This course offers a sequential presentation of methods and materials available for the prospective music teacher of the spectrum of K-12. Widely accepted approaches and philosophies are discussed, including Dalcroze, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

### **MUS 434, Piano Pedagogy, 2 Units**

Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of the professor.

**Prerequisite:** MUS 313 or instructor consent

### **MUS 435, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 436, University Choir, 1 Unit**

This is a continuation of MUS 435.

Special Fee Applies

### **MUS 437, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 438, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 437.

Special Fee Applies

### **MUS 440, Instrumental Pedagogy, 2 Units**

Students study the methods and materials used in teaching brass, woodwind, string, or percussion instruments. The area of emphasis is determined by the student's specialization.

### **MUS 441, Music in Worship, 3 Units**

Students survey the history and practice of the use of music in worship services. Emphasis is given to the development of both liturgical and nonliturgical forms of worship. Students are involved in learning effective worship planning as they study the role of the minister, director of music, and organist.

### **MUS 442, Church Music Administration, 2 Units**

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

### **MUS 443, Vocal Pedagogy, 2 Units**

This course covers the study of teaching methods and practices in voice, detailed study of the vocal instrument, and sessions working one-on-one with a beginning voice student.

### **MUS 444, Seminar in Church Music, 2 Units**

This course is a research seminar dealing with contemporary problems in church music. An in-depth investigation of specific church music programs and supervised student assignments involving leadership in the music program of local churches is offered.

### **MUS 445, Service Playing, 2 Units**

This course shows the church musician how to handle the keyboard instruments in various church situations, including weddings, funerals, communions, and aspects of traditional services.

### **MUS 446, Issues in Church Music, 2 Units**

This course provides an analysis of current issues in church music and acquaints students with contemporary worship practices. The curriculum aids students in the evaluation of today's issues from an historical perspective.

### **MUS 447, Music and Worship Internship I, 2 Units**

Students who desire experience in a church music program should take this practicum. Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs.

**Prerequisite:** MUS 375; MUS 376 (may be taken concurrently)

### **MUS 449, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

### **MUS 450, Symphonic Band, 1 Unit**

This is a continuation of MUS 449.

### **MUS 451, Repertoire for the Instrumental Music Classroom, 2 Units**

This course equips students with a comprehensive knowledge of repertoire to be used as curriculum in the secondary instrumental music classroom through the context of band, orchestra, jazz band, and string orchestra.

**Prerequisite:** MUS 222 and MUS 361

### **MUS 452, Instrumental Music Literature, 2 Units**

This course offers a survey of string, woodwind, brass, guitar, or percussion literature considered from its historical, formal, stylistic, and aesthetic aspects. It also includes study of the history and development of the instruments. The course content varies according to the applied performance area of the student.

### **MUS 453, American Music, 3 Units**

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and the Church is explored. A survey of the music of prominent American composers from William Billings to John Cage is included. The course is open to nonmusic majors with the instructor's consent.

### **MUS 454, Music and Worship Internship II/Capstone, 2 Units**

Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. This course concludes with a 'capstone project,' coordinated between student and faculty. The project will include a sophisticated level of research, collaboration, creativity, and synthesis of learning acquired through previous coursework in the major. With approval, the project may serve as portfolio material. This course is a continuation of MUS 447.

**Prerequisite:** MUS 447

### **MUS 455, Late Romantic and 20th-Century Music Literature, 3 Units**

This course provides a study of Western music of the late Romantic and 20th century periods in historical context of broader developments in culture. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the General Education Requirement: Humanities: History.*

**Prerequisite:** MUS 121

### **MUS 456, Choral Literature, 2 Units**

Students survey choral compositions from the Renaissance to the present. The course emphasizes the representative works from each of the major historical periods.

### **MUS 457, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 356.

### **MUS 458, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 457.

### **MUS 459, Chamber Ensemble: Brass, 1 Unit**

Premier chamber ensembles focus on refining performance practice and high-level musicianship in chamber music, and this course prepares students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 460, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 459.

### **MUS 462, Seminar in Conducting, 2 Units**

Students study special problems in conducting, conduct choral and instrumental ensembles, observe rehearsals and performances under a master conductor, and research the historical aspects of conducting.

**Prerequisite:** MUS 361 and MUS 362

### **MUS 464, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 360.

### **MUS 465, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 464.

### **MUS 466, Audio and Acoustics, 3 Units**

This survey course is geared toward students who seek knowledge with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

### **MUS 467, Advanced Pro Tools, 2 Units**

This course is a continuation of MUS 471. Additional topics covered include mixing and mastering principles.

**Prerequisite:** MUS 328 or instructor consent

### **MUS 469, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 366.

### **MUS 470, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 469.

### **MUS 471, Intermediate Pro Tools, 3 Units**

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring.

**Prerequisite:** MUS 327 or instructor consent

## **MUS 472, Audio For Post Production, 2 Units**

This course focuses on practical and aesthetic considerations relating to audio post-production. Topics covered include voice-over, ADR, dialogue and music editing, noise reduction, effects, mixing and lay-back.

Special Fee Applies

**Prerequisite:** MUS 467 (may be taken concurrently) or instructor consent

## **MUS 473, Composing for Film and Television, 3 Units**

An introduction to scoring and producing music for films and television, this course covers synchronization, software, compositional approaches; overview of history of film composition; synthetic, 'live', and 'mixed' approaches. 'spotting' a film; and collaborating with a director. Students will score several short scenes and at least one short student film or other film.

**Prerequisite:** MUS 323, MUS 468, MUS 423

## **MUS 474, Music Career Development, 2 Units**

This course provides an in-depth study of music career planning, networking, promotion, advertising, and marketing, with special emphasis on using the internet. Social media, iTunes, internet collaboration and YouTube are covered. Career paths and combinations are explored. An important component of the course is appearance by diverse guest lecturers.

**Prerequisite:** MUS 223

## **MUS 475, Men's Chorale, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 476, Men's Chorale, 1 Unit**

This is a continuation of MUS 475.

Special Fee Applies

## **MUS 478, Gospel Choir, 1 Unit**

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 479, Gospel Choir, 1 Unit**

This is a continuation of MUS 478. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 481, Orchestration II, 3 Units**

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro.

**Prerequisite:** MUS 349 and MUS 423

## **MUS 483, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 484, Preparing the Total Performer, 1 Unit**

This class provides students with the principles necessary to achieve complete freedom to communicate before audiences. This is accomplished through class participation, performance, and group interaction. Students study essential principles and learn to master the skills necessary to present themselves in any situation. The course includes study of the release of body tension through the Alexander technique, the affect of body movement on an audience, and methods to overcoming fear and anxiety. Students learn to communicate the subtext of a piece/presentation through expressive use of the voice, body, and instrument. A student enrolling in this class should have some skill and experience in the performing or dramatic arts.

## **MUS 486, Opera Workshop: Lead Roles and Minor Roles, 1 Unit**

Students study, prepare, and perform entire operas or selected portions and receive coaching in the dramatic and musical aspects of performance.

Admission to this class is determined by the director.

## **MUS 487, Handbell Choir, 1 Unit**

This is a continuation of MUS 483.

Special Fee Applies

### **MUS 489, Wind Ensemble, 1 Unit**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 490, Wind Ensemble, 1 Unit**

This ensemble engages the most challenging music for collegiate musicians by the foremost composers of the genre, preparing students to engage various musical landscapes at the professional level. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 491, Senior Recital, 0 Units**

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music. This course must be taken during the semester in which the senior recital is presented. Topics include program preparation and research, stage presence, recital protocol, advanced performance preparation, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Music majors who have completed 12 units of major applied area; permission of instructor. Student must be concurrently enrolled in Applied Music in the term that the Senior Recital is presented.

### **MUS 492, Senior Project in Commercial Music, 0 Units**

This is a capstone course in the Commercial Music Program. Students complete a major project apropos to their track, and equivalent in effort to a senior recital. The project will reflect the student's ability to synthesize and integrate knowledge and skills gained and developed in the course of their Commercial Music studies. Each project will be planned and executed with the assistance and oversight of a faculty advisor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing and instructor consent

### **MUS 494, Commercial Music Internship, 2 Units**

This course offers monitored and evaluated professional work experience for the commercial music major. Under regular and periodic faculty supervision, students are placed in a music business environment related to their area of career interest. Placement is limited to situations available from or approved by the supervising instructor. (Note: Credit for prior experience is not available to fulfill the requirements of this course.)

**Prerequisite:** MUS 337 and 1 course of BUSI 110, MUS 338, MUS 328, or MUS 428 and instructor consent

### **MUS 495, Production Techniques, 2 Units**

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, tape costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team.

Special Fee Applies

**Prerequisite:** MUS 327 & MUS 428; or MUS 323 & MUS 328; or BUSI 110 & MUS 338; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation

### **MUS 496, Senior Seminar: Ethics in Music, 3 Units**

This senior seminar serves musicians planning to work in the private and/or public sectors, including future full-time church musicians, school music educators, private teachers, performers, and freelance musicians. The course focuses on the integration of Christian faith, ethical issues and professional concerns that confront musicians in the work environment.

**Prerequisite:** Senior standing, completion of Writing 3

### **MUS 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### **MUS 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## MUS 499, Thesis/Project, 1-4 Units

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of creative output or research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing. The thesis or project may result in formal thesis, published article, electronic media, or annotated recital. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## MUS 777, Private Piano, 1 Unit

## PRMU 201, Introduction to World Music, 3 Units

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions focus on the interactions between music and belief systems, contexts, aesthetics, and history, and examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology are utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

## PRMU 337, Music Business I, 2 Units

This course is part of the commercial music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development, and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. Recommended for first-semester sophomores.

## Faculty

### Dean

Stephen P. Johnson (<http://www.apu.edu/faculty/stephenjohnson/>), DMA

### Associate Dean

John E. Simons (<http://www.apu.edu/faculty/jesimons/>), DMA

### Professors

Joel Clift (<http://www.apu.edu/faculty/jclift/>), DMA

Claire Fedoruk (<http://www.apu.edu/faculty/cfedoruk/>), DMA

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### Assistant Professors

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# Department of Commercial Music

## Mission

To prepare students personally and professionally for careers in the music industry, the Department of Commercial Music focuses on development and integration of skills in the areas of music business, composition and arranging, live and studio performance, and audio recording and production. The combination of internship opportunities, an ever-growing network of working APU alumni, and faculty who are experienced professionals offers students access to strategic links within the Los Angeles music industry.

## Department Overview

The department emphasizes preparation for careers in the ever-changing music industry. The department's commercial music major (p. 315) program prepares students for careers in the Christian and secular commercial music industries, producing broadly prepared musicians who possess the skills required for a variety of careers in commercial music and who are able to learn and adapt to new skills and practices in an ever-changing field. Coursework focuses on music business, commercial composition and arranging, audio recording technology, and instrumental and vocal performance. Students pursuing this degree select from one of five tracks: Audio Recording, Composing/Arranging, Instrumental Performance, Music Business, and Vocal Performance.

The department offers a Master of Arts in Music Entrepreneurial Studies (p. 323) program, emphasizing preparation for careers in the ever-changing music industry. Coursework focuses on music business, commercial composition and arranging, audio recording technology, and instrumental and vocal performance.

## Experiential Learning Expectation

The integration of academic learning and practical experience is an essential component of earning an undergraduate or graduate degree in the Department of Commercial Music. Domestic and international undergraduate and graduate students are encouraged to work as professional musicians (e.g., choral and instrumental directors, vocal and instrumental performers, private teachers, etc.) while completing their degree, and all students are required to gain performing experience each semester. On- and off-campus performances are acceptable

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC) (<http://www.wscuc.org>).
- Azusa Pacific University's School of Music is an accredited institutional member of the National Association of Schools of Music (NASM) (<https://nasm.arts-accredit.org/>).

## Programs

### Undergraduate Program

- Bachelor of Music in Commercial Music (p. 315)

### Graduate Program

- Master of Arts in Music Entrepreneurial Studies (p. 323)

## Courses

### CMUS 500, Foundations of Music Entrepreneurship, 3 Units

This course examines the fundamentals of a startup as it pertains to the music industry. Topics include record label business structures, strategic improvisation and innovation, your fans as your customers, the power of collaboration (DIY vs. DIT?), building a production and promotion team, contracts, taxes, intellectual property law, and leadership styles.

### CMUS 501, Commercial Music Strategic Marketing, 3 Units

This course covers music marketing, strategic marketing management, and an examination of the relationship between marketing, innovation, and entrepreneurship. The curriculum also reviews tools and methods used for understanding entertainment market environments, marketing implications of new models of distribution, and delivery to customers.

### CMUS 502, Entrepreneurship and Media-Based Streams in Commercial Music, 3 Units

This course analyzes rapid changes in technology, demographics, and music distribution as they challenge musicians and music business organizations to become more entrepreneurial in their planning and practice. This course examines basic principles of entrepreneurship as well as several entrepreneurial models in commercial music streams, with an emphasis on new income streams from the internet and through social networking (content ID and monetization).

### **CMUS 503, Commercial Music Structure and Global Industry Issues, 3 Units**

This seminar course examines how different organizations are structured to exploit and manage entertainment assets, internationally as well as domestically. Topics include management of copyrights, master recordings and artists, and issues regarding problems in international music distribution and protection of intellectual property.

### **CMUS 504, Finance and Accounting for Music Entrepreneurs, 3 Units**

This course draws on many areas, including economics, finance, and accounting concepts, encompassing the details of knowing how to discern different types of royalty statements (national and international) and exploring various kinds of music funding (traditional and nontraditional) such as venture capital and crowdfunding.

### **CMUS 505, Music and Media, 3 Units**

This course is a survey of the creative, business, and technological media systems and entities within the music industry, including entertainment unions, agents, attorneys, concert production, audio engineers, producers, record companies, online distribution, music in film and television, radio promotions and advertising, album and artist registration, IMDb, NARAS, LARAS, CMA, and GMA.

### **CMUS 600, Comprehensive Artistic Management, 3 Units**

This course is an introduction to creative and business management as it pertains to artists in the sound recording industry. Subjects include execution and evaluation of various management strategies, branding, public relations, and various media types.

### **CMUS 601, Public Policy and Strategic Planning in the Music Industry, 3 Units**

This seminar course covers government policies that directly affect the music industry, and also focuses on the strategic planning process of decision making, and allocation of resources to fortify a plan of action. It features an application of principles and techniques that make up the music entertainment sector of the U.S. economy, and uses the business-related tenets of law and economics to generate a modern, consistent, and formal framework for strategic decision making.

### **CMUS 602, Music Publishing, 3 Units**

This course covers performance rights organizations (ASCAP, BMI, SESAC), publishing deals, mechanical licensing, synchronization licensing, music reports, SoundExchange, and Christian Copyright Licensing International (CCLI).

### **CMUS 603, Ethics and Faith in Music Industry Management, 3 Units**

This course examines the role of faith and ethics within the music industry, exploring Christian beliefs and values that influence business practices. Emphasis is placed on the growth of faith-based entertainment, as well as the historical context of spirituality within the music industry.

### **CMUS 604, Music Entrepreneurship Project, 2 Units**

This capstone project highlights the knowledge gained from the entire program. In conjunction with the professor/instructor, the student chooses an area of research and presentation focused on the student's particular career specialty, such as publishing, music marketing, touring, artist management, and album/single release coordination.

**Prerequisite:** Completion of 24 units of CMUS courses

### **MUS 1B1, Applied Brass, 1-4 Units**

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 1B2, Applied Brass, 1-4 Units**

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 1C1, Applied Composition Class, 1-4 Units**

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions.

Special Fee Applies

**Prerequisite:** MUS 121 and MUS 296 (may be taken concurrently)

### **MUS 1D1, Applied Percussion, 1-4 Units**

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 1D2, Applied Percussion, 1-4 Units**

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 1S1, Applied Strings, 1-4 Units**

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 1S2, Applied Strings, 1-4 Units**

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1W1, Applied Woodwinds, 1-4 Units**

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1W2, Applied Woodwinds, 1-4 Units**

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 1B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 1D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 1S1. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 1W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 2B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 2D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 2S1. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 2W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 3B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 3D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 3S1. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 3W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 99, Beginning Musicianship, 1 Unit**

This course offers beginning experiences in music reading and dictation, stressing pitch centering-matching, pitch memory, and recognition with an introduction to simple solfege. This course does not count toward total units needed for graduation.

### **MUS 100, Preparatory Organ, 1-3 Units**

This course is for the student who requires additional study to reach the college level of performance. This course does not meet the curriculum requirements for the music major or minor.

### **MUS 101, Beginning Voice Class, 1 Unit**

Students learn the basic principles of effective singing and performing in a group setting. By actively participating in warm-up exercises, carefully observing other performers, and taking advantage of solo opportunities, students learn how to sing with greater freedom, power, and resonance. A study of vocal literature is also included.

### **MUS 102, Intermediate Voice Class, 1 Unit**

This is a continuation of MUS 101. This course may be repeated for credit.  
**Prerequisite:** MUS 101

### **MUS 103, Beginning Piano Class, 1 Unit**

This course offers an introductory study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

## **MUS 104, Elementary Piano Class, 1 Unit**

This course continues the study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 103 or by audition

## **MUS 105, Intermediate Piano Class, 1 Unit**

Students receive a functional study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 104 or by audition

## **MUS 106, Advanced - Intermediate Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 105 or by audition

## **MUS 107, Advanced - Intermediate Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 106 or by audition

## **MUS 108, Advanced Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 107 or by audition

## **MUS 110, Elementary Guitar Methods, 1 Unit**

This course is designed to teach the fundamentals of guitar in order to equip students to use the guitar in a classroom situation to teach music. Students must supply their own instruments.

## **MUS 111, Applied Voice, 1-4 Units**

This course provides study in correct posture, breathing, and vocal technique.

Special Fee Applies

## **MUS 112, Applied Voice, 1-4 Units**

This is a continuation of MUS 111.

Special Fee Applies

**Prerequisite:** MUS 111

## **MUS 113, Applied Piano, 1-4 Units**

Major and minor scales and corresponding arpeggios in four octaves at moderate tempo are studied. Exercises such as Hanon's, Bach Inventions, earlier sonatas by Viennese classicists, Chopin Preludes, and comparable works from Romantic and 20th century composers are included. Entrance is gained by audition only.

Special Fee Applies

## **MUS 114, Applied Piano, 1-4 Units**

This is a continuation of MUS 113. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 113

## **MUS 115, Applied Organ, 1-4 Units**

This course provides technical studies of Gleason; simple compositions of the Renaissance and Baroque periods; Bach, easier preludes and fugues; and chorales from the Orgelbuchlein.

Special Fee Applies

**Prerequisite:** Instructor Consent

## **MUS 116, Applied Organ, 1-4 Units**

This is a continuation of MUS 115.

Special Fee Applies

**Prerequisite:** MUS 115

## MUS 118, Semi-Private Voice, 1 Unit

This course provides vocal instruction in a small-group setting (maximum of four students per class). Emphasis is on basic vocal technique, vocal exercises, vocal health, and song literature of various styles (classical, Christian contemporary, Broadway, popular, etc.). Literature studies is chosen at the instructor's discretion, but with the students' specific needs in mind. Solo performance is required within the class setting. This class is designed primarily for the non-music major, particularly APU choral singers, but may be used by nonvocal emphasis music majors to fulfill core requirement in voice class or applied voice.

Special Fee Applies

## MUS 119, Semi-Private Voice, 1 Unit

This is a continuation of MUS 118.

Special Fee Applies

## MUS 120, Music Fundamentals, 3 Units

This is an introductory course in the materials of basic music theory, involving music reading, writing, and relating notation to the musical keyboard. Topics include the musical staff, bass and treble clefs, time signatures, key signatures, intervals, scales, rhythm, chords, and musical listening. This course prepares students for MUS 121. *Meets the General Education Requirement: Humanities: Fine Arts.*

## MUS 121, Music Theory I, 3 Units

Students in this course study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course also covers ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I or higher is expected, and concurrent enrollment in MUS 296 Introduction to Music Technology is highly recommended. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** MUS 120 with a grade of C or better, or a score of at least 80% on the music theory placement pretest.

## MUS 122, Music Theory II, 3 Units

This course is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended.

**Prerequisite:** Grade of C or better in MUS 121 (C- does not qualify) or instructor consent.

## MUS 130, Jubilant Song Ladies' Choir, 1 Unit

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required.

## MUS 131, Jubilant Song Ladies' Choir, 1 Unit

This is a continuation of MUS 130.

## MUS 133, Practical Musicianship I, 1 Unit

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, the Kodaly method, computer-based approaches, and self-dictation.

**Prerequisite:** MUS 121, 122, 221, or 222 (any of which may be taken concurrently).

## MUS 134, Practical Musicianship II, 1 Unit

This course is a continuation of MUS 133, covering fully diatonic materials.

**Prerequisite:** Grade of C or better in MUS 133 (C- does not qualify) or instructor consent.

## MUS 140, University Choir, 1 Unit

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## MUS 141, University Choir, 1 Unit

This is a continuation of MUS 140.

Special Fee Applies

## MUS 142, Symphonic Band, 1 Unit

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

## MUS 143, Symphonic Band, 1 Unit

This is a continuation of MUS 142.

## MUS 144, Bel Canto Women's Choir, 1 Unit

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 145, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 144. Special Fee Applies

### **MUS 146, Gospel Choir, 1 Unit**

Members perform music for the historical African American sacred and contemporary repertoire, including spirituals, Gospel, church songs, community choir songs, contemporary Gospel, and original compositions and arrangements. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required. Special Fee Applies

### **MUS 147, Gospel Choir, 1 Unit**

This is a continuation of MUS 146. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required. Special Fee Applies

### **MUS 151, Chamber Ensemble - Strings, 1 Unit**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small group experience for the music student. A minimum GPA of 2.0 is required.

### **MUS 152, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 151.

### **MUS 153, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 154, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 153.

### **MUS 155, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 156, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 155.

### **MUS 157, Chamber Ensemble - Percussion, 1 Unit**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. A minimum GPA of 2.0 is required.

### **MUS 158, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 157.

### **MUS 160, Worship Leadership Formation, 3 Units**

This course introduces students to the field of music and worship within various ministry contexts. By surveying the historical practice of and philosophical foundations for music ministry, students are encouraged to explore the relationship between their individual strengths, abilities, and passions and this field of ministry. Students are introduced to vocational options in music and worship ministry and presented with a holistic picture of the musician as minister.

### **MUS 170, Oratorio Choir, 1 Unit**

This choir is composed of all music majors and minors. A public performance of major choral works is given each semester.

### **MUS 172, Recorder Lab, 1 Unit**

Music of the Renaissance and Baroque periods is performed on ancient instruments, including recorders, krumm horns, gambas, sackbuts, and natural trumpets.

### **MUS 173, Men's Chorale, 0-1 Units**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies



**MUS 174, Men's Chorale, 1 Unit**

This is a continuation of MUS 173.

Special Fee Applies

**MUS 180, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

Special Fee Applies

**MUS 181, Handbell Choir, 1 Unit**

This is a continuation of MUS 180.

Special Fee Applies

**MUS 182, Jazz and Commercial Ensemble, 1 Unit**

This is an 'augmented' big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. A minimum GPA of 2.0 is required.

**MUS 183, Jazz and Commercial Ensemble, 1 Unit**

This is a continuation of MUS 182.

**MUS 187, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

**MUS 188, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required. This course is a continuation of MUS 187.

Special Fee Applies

**MUS 191, Jazz Improvisation Workshop, 1 Unit**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit.

**Prerequisite:** MUS 122

**MUS 192, Jazz Improvisation Workshop, 1 Unit**

This is a continuation of MUS 191.

**MUS 195, Studio Orchestra, 1 Unit**

The APU Studio Orchestra prepares students to successfully engage in the multifaceted studio and live-performance environments of working professional musicians. This ensemble equips students with the broad palette of skills required of today's professional instrumental performers. Entrance is gained by audition only. May be repeated for credit.

**MUS 201, Introduction to World Music, 3 Units**

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions focus on the interactions between music and belief systems, contexts, aesthetics, and history, and examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology are utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

**MUS 202, Singing The Faith, 3 Units**

This course provides a broad overview of the history of Christian congregational singing and various forms, styles, and expressions included in their development. Emphasis is placed on early Christian worship, chant, hymnody, global hymnody, contemporary worship music, and foundational elements of congregational musical practice.

## **MUS 203, Languages of Worship, 2 Units**

This research seminar focuses on the use of sacred action and art forms used in worship, such as music, visual arts, literature, drama, film, architecture, and dance. Students study the creation of sacred space, time, language, movement, symbol, and their theological, historical, and practical applications.

## **MUS 204, Music of Latin America, 3 Units**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about Latin music traditions of the Caribbean and North, Central, and South America. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

## **MUS 205, Music of Asia, 3 Units**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about the classical, popular, and folk music traditions of Asia. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

## **MUS 206, Introduction to Music Education, 2 Units**

Designed for the prospective public school music specialist, the course consists of a study of the objectives, scope, and content of the public school's entire music program. Specific attention is given to music development through choral and instrumental ensembles and specialized music classes for K-12.

## **MUS 210, Performance Forum, 0 Units**

This course allows students to participate with major performing artists in conversational dialogue, and symposiums with area professionals on topics and disciplines that students are actively involved in. In addition, the Performance Forum gives students the opportunity to gain performance experience on stage in front of the music faculty and fellow students.

## **MUS 211, Applied Voice, 1-4 Units**

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefert, Concone and others.

Special Fee Applies

**Prerequisite:** MUS 111 and MUS 112

## **MUS 212, Applied Voice, 1-4 Units**

This is a continuation of MUS 211.

Special Fee Applies

**Prerequisite:** MUS 111 and MUS 112

## **MUS 213, Applied Piano, 1-4 Units**

Scales and arpeggios at rapid tempo are studied. Exercises such as Czerny's, Bach Sinfonias, intermediate sonatas by Viennese classicists, Chopin Nocturnes, and comparable works from 19th and 20th century composers are stressed. The course offers preparation for upper-division qualifying examination. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 114

## **MUS 214, Applied Piano, 1-4 Units**

This is a continuation of MUS 213. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 213

## **MUS 215, Applied Organ, 1-4 Units**

This course offers continued technical studies, Bach chorale, preludes and fugues, compositions of romantic and contemporary periods, and hymn playing for congregational singing.

Special Fee Applies

**Prerequisite:** MUS 115 and MUS 116

## **MUS 216, Applied Organ, 1-4 Units**

This is a continuation of MUS 215.

Special Fee Applies

**Prerequisite:** MUS 215

## **MUS 217, Practical Musicianship III, 1 Unit**

This course is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms.

**Prerequisite:** Grade of C or better in MUS 134 (C- does not qualify) or instructor consent.

## **MUS 218, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 119.

Special Fee Applies

## **MUS 219, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 218.

Special Fee Applies

## **MUS 220, Practical Musicianship IV, 1 Unit**

This course is a continuation of MUS 217, using more chromatic materials and more complex rhythms.

**Prerequisite:** Grade of C or better in MUS 217 (C- does not qualify) or instructor consent.

## **MUS 221, Music Theory III, 3 Units**

This course explores Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended.

**Prerequisite:** Grade of C or better in MUS 122 (C- does not qualify) or instructor consent.

## **MUS 222, Music Theory IV, 3 Units**

This course explores chromatic nonharmonic tones; chromatically altered chords; harmonic texture; 9th, 11th, and 13th chords; modal harmony; and exercises in analysis. Concurrent enrollment in MUS 220 Practical Musicianship IV is recommended.

**Prerequisite:** Grade of C or better (C- does not qualify) in MUS 221 or instructor consent.

## **MUS 223, Web-Based Tools, 2 Units**

This course gives students practical experience in using Web-based technologies for tasks related to the commercial music industry. Students learn to use Internet tools for remote collaboration, gain experience in Web-based project management, and use Web design tools for creating online portfolios.

**Prerequisite:** C or higher in MUS 296

## **MUS 224, Diction for Singers I, 1 Unit**

Students study the principles for the International Phonetic Alphabet and apply the principles for the correct pronunciation of Italian and Latin. This class cannot be repeated for credit.

**Prerequisite:** Sophomore Standing

## **MUS 225, Madrigal Singers, 1 Unit**

Students have the opportunity to participate in an ensemble that performs acapella chamber music from various time periods beginning with the Renaissance. Entrance is gained by audition only.

## **MUS 227, Diction for Singers II, 1 Unit**

This is a continuation of MUS 224. Students employ the International Phonetic Alphabet and apply the principles for the correct pronunciation of German, French, English, and Spanish.

**Prerequisite:** MUS 224

## **MUS 230, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 231, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 230.

## **MUS 232, Guitar Techniques, 1 Unit**

This course is designed to prepare music education students to teach guitar in public schools. The course will cover basic guitar techniques as well as problems related to the guitar. Pedagogy, general maintenance, and guitar repair will also be discussed. This course is required for a music education emphasis at Azusa Pacific University.

**Prerequisite:** MUS 121, MUS 122, or instructor consent

## **MUS 233, Improvisation for Music Education, 1 Unit**

This course is designed to provide music education students with a study of methods and materials for teaching improvisation in K-12 schools including general music, bands, choirs, orchestras, pop groups, and world music ensembles. Students engage in improvisation exercises using their principal instrument or voice.

**Prerequisite:** MUS 122, MUS 134

## **MUS 242, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Special free applies. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 243, University Choir, 1 Unit**

This is a continuation of MUS 242.

Special Fee Applies

### **MUS 244, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

### **MUS 245, Symphonic Band, 1 Unit**

This is a continuation of MUS 244.

### **MUS 246, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 247, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 246.

Special Fee Applies

### **MUS 248, Gospel Choir, 1 Unit**

This is a continuation of MUS 147. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 249, Gospel Choir, 1 Unit**

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 250, Music and Civilization, 3 Units**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

### **MUS 250H, Music and Civilization - Honors, 3 Units**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### **MUS 251, Chamber Ensemble: Strings, 1 Unit**

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 252, Chamber Ensemble: Strings, 1 Unit**

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 251.

### **MUS 253, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 254, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 253.

### **MUS 255, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 256, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 255.

### **MUS 257, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 158.

### **MUS 258, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 257.

### **MUS 270, Guitar Ensemble, 1 Unit**

This course emphasizes performance of guitar music in quartets, trios, duos, and larger ensembles, with students performing music along with other instruments as well as vocalists. Music from the Renaissance to the present day is explored in any number of styles from contemporary to classical, including original student-written arrangements. The course develops musicianship, focusing on experience in performance practice, engaging in the wide canon of literature, and deepening aesthetic enjoyment through vast expressions of the Christian faith. Students must know how to read music and apply it directly to the guitar fingerboard, and this course fulfills the ensemble requirement for music majors whose primary instrument is guitar.

### **MUS 271, Symphony Orchestra, 1 Unit**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is also open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

### **MUS 272, Symphony Orchestra, 1 Unit**

This is a continuation of MUS 271. Entrance is gained by audition only. May be repeated for credit.

### **MUS 275, Men's Chorale, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 276, Men's Chorale, 1 Unit**

This is a continuation of MUS 275.

Special Fee Applies

### **MUS 281, Chamber Singers, 1 Unit**

Students performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

### **MUS 282, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 283, Handbell Choir, 1 Unit**

This is a continuation of MUS 282.

Special Fee Applies

### **MUS 285, Music Theater: Minor Roles and Chorus, 1 Unit**

Admission to this class is determined by the director. Students study, prepare, and publicly perform entire Broadway musicals or selected portions and receive coaching in the dramatic and musical aspects of performance.

### **MUS 289, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 290, Wind Ensemble, 1 Unit**

This is a continuation of MUS 289.

Special Fee Applies

### **MUS 296, Introduction to Music Technology, 2 Units**

In this course, students will study the basic concepts pertaining to audio recording, MIDI programming, and music notation software. Students will apply this knowledge by completing a series of musical projects.

**Prerequisite:** MUS 121 (May be taken concurrently)

## **MUS 297, Marching Band, 1 Unit**

The Marching Band performs pregame and half-time shows at all five home football games. Additionally, the band may perform at other events representing the university such as the Azusa Golden Days Parade and high school marching band performances. The marching band offers an opportunity for music education majors to take leadership positions and have hands-on experience preparing them for future jobs as band directors. The band meets on Mondays from 7-10 p.m. and Saturdays from 9 a.m.-12 p.m. Football games occur on Saturday evenings beginning at 6 p.m. The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.

Special Fee Applies

## **MUS 301, Music of Africa, 3 Units**

This is a survey of sub-Saharan traditional and contemporary music cultures of Africa. It examines the musical and extra musical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusicological approach to the organization of musical sound and its meaning are emphasized. This class provides an overview of the musical sounds that are prevalent in each geographic region. Students develop ethnomusicological listening skills and the ability to identify aspects of the unity and diversity within the music cultures of traditional and contemporary Africa. This course is appropriate for majors and nonmajors.

## **MUS 302, Soul Music, 3 Units**

This course traces the history and development of African American popular music from the early 17th century to the 21st century with a focus on the concept of soul as an essential aspect of American popular culture, encouraging intercultural competence by providing students with a foundation of knowledge and aural analytical skill through which they can identify, understand, and appreciate the contributions of soul music to the aesthetic values of contemporary music culture - sacred (Gospel) and secular (rhythm and blues). This course is appropriate for majors and non-majors. *Meets the General Education Requirement: Intercultural Competence.*

## **MUS 311, Applied Voice, 1-4 Units**

Students study phrasing, style, and interpretation of vocal literature from the classic through romantic periods, including the song literature of the Church. Selected arias from oratorio and opera are examined.

Special Fee Applies

**Prerequisite:** MUS 212

## **MUS 312, Applied Voice, 1-4 Units**

This is a continuation of MUS 311.

Special Fee Applies

**Prerequisite:** MUS 212

## **MUS 313, Applied Piano, 1-4 Units**

Students study scales in thirds, sixths, and tenths, contrary motion, and the corresponding arpeggios. Exercises such as Cortot's, Bach's Well-tempered Clavier, easier Etudes of Chopin, romantic Beethoven Sonatas, and other works of comparable difficulty are explored. The course prepares piano performance majors for their junior recitals.

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 314, Applied Piano, 1-4 Units**

This is a continuation of MUS 313. The course prepares piano performance majors for their junior recitals. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 315, Applied Organ, 1-4 Units**

This course offers a study of works of all periods and preparation for the student's junior recital.

Special Fee Applies

## **MUS 316, Applied Organ, 1-4 Units**

This is a continuation of MUS 315.

Special Fee Applies

## **MUS 318, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 219.

Special Fee Applies

## **MUS 319, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 318.

Special Fee Applies

## **MUS 320, Keyboard Improvisation, 2 Units**

Students study the practical applications of music theory to keyboard playing, including playing from chord charts and 'by ear,' improvisation of solos and accompaniments, and making appropriate changes to published piano parts. Melody harmonization in various styles are examined, as well as elements of jazz, pop, and Gospel keyboard styles. Primary emphasis is placed on voicing chords idiomatically, rhythmic 'feels,' and melodic styles.

## **MUS 321, Counterpoint, 3 Units**

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided.

**Prerequisite:** MUS 221 and MUS 222

## **MUS 322, Score Preparation and Printing, 2 Units**

Students study music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale.

Special Fee Applies

**Prerequisite:** MUS 121, MUS 122, MUS 296

## **MUS 323, Arranging and Rehearsal Technique, 3 Units**

Students study elements of common commercial styles, acoustic versus synthesizer arranging, score/part preparation, vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222, including reharmonization, texture, countermelody, and voicing. In addition to smaller assignments, student complete 3 large projects, for which the student directs rehearsals in collaboration with Commercial Styles classes, which perform the arrangements.

Special Fee Applies

**Prerequisite:** MUS 222 and MUS 296, or instructor consent

## **MUS 324, Songwriting, 2 Units**

The course teaches the process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production.

**Prerequisite:** C grade in one of the following: MUS 121, MUS 122, MUS 221, or MUS 222. MUS 296

## **MUS 325, Madrigal Singers, 1 Unit**

This is a continuation of MUS 225.

## **MUS 326, Live Sound Reinforcement, 2 Units**

The course is part of the B.M. in Commercial Music emphasis core. Basic signal flow, microphones, mixing consoles, processors, speakers, mixing techniques, problem solving, and team applications are covered. Students complete a live sound reinforcement project where they are responsible for a musical concert/event.

**Prerequisite:** MUS 327 or instructor consent

## **MUS 327, Audio I, 2 Units**

Basic acoustics review, mixers, microphones, digital audio, monitoring systems, studio acoustics, mixing concepts, outboard effects, with applications to audio recording and live sound reinforcement.

Special Fee Applies

**Prerequisite:** MUS 296 or instructor consent

## **MUS 328, Audio II, 3 Units**

This course covers digital audio systems, recording, mixing and editing, mastering, etc. Students complete a multitrack recording using a computer-based audio recording system.

Special Fee Applies

**Prerequisite:** MUS 327 or instructor consent

## **MUS 329, Keyboard Improvisation, 2 Units**

The practical applications of music theory to keyboard playing, including playing from chord charts and 'by ear,' improvisation of solos and accompaniments, and making appropriate changes to published piano parts are covered in detail. Melodic harmonization in various styles; elements of jazz, pop, and gospel keyboard; voicing chords idiomatically; and rhythmic 'feels' are explored.

## **MUS 330, Elementary Music Methods, 3 Units**

This course introduces students to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Students will explore various teaching methods through singing, playing, movement, composition, and listening experiences, instructional techniques including Orff, Kodaly, Dalcroze, as well as learning strategies.

**Prerequisite:** MUS 206

## **MUS 331, String Instrument Techniques, 1 Unit**

The curriculum offers elementary instruction in the stringed instruments. Careful consideration is given to tone production, bowing, technique, study materials, care of instruments, and teaching procedures. Open to junior and senior music education majors only.

### **MUS 332, Woodwind Instrument Techniques, 1 Unit**

This course provides elementary instruction in the woodwind instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

### **MUS 333, Brass Instrument Techniques, 1 Unit**

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

### **MUS 334, Percussion Instrument Techniques, 1 Unit**

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

### **MUS 335, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

### **MUS 336, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 335.

### **MUS 337, Music Business I, 2 Units**

This course is part of the commercial music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development, and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. Recommended for first-semester sophomores.

### **MUS 338, Music Business II, 2 Units**

Selected advanced topics in the music business, including copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc., are covered.

**Prerequisite:** MUS 337

### **MUS 339, Hymnology, 2 Units**

The great Christian hymns and hymn tunes are studied in their historical settings. Analysis and interpretation of hymns are offered. Standard hymnals are evaluated.

### **MUS 340, University Choir & Orchestra, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 341, University Choir & Orchestra, 1 Unit**

This is a continuation of MUS 340.

Special Fee Applies

### **MUS 342, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

### **MUS 343, Symphonic Band, 1 Unit**

This is a continuation of MUS 342.

### **MUS 344, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 345, Bel Canto Women's Choir, 1 Unit**

This ensemble ministers to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies



**MUS 346, Gospel Choir, 1 Unit**

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

**MUS 347, Gospel Choir, 1 Unit**

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

**MUS 348, Song Literature Survey, 2 Units**

This class surveys solo vocal music from the German, French, Italian, Russian, British, American, Spanish, and South American art song repertoire spanning from the Renaissance through the 21st-century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations, and performance. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of our times during the semester from this literature.

**MUS 349, Intermediate Logic Pro, 3 Units**

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins environment window and real-time MIDI processing.

Special Fee Applies

**Prerequisite:** MUS 296

**MUS 350, History and Literature of Commercial Music, 3 Units**

This course provides a study of commercial music since 1900, with particular emphasis on music in recording for conventional distribution, music for broadcast, music for film, TV and video, etc. Jazz, rock, country-western, hip hop, film music, Christian, and gospel music receive particular attention. Important songwriters, performers, and producers are studied, along with the impact of technology and mass distribution on musical style and the public taste. Students are exposed to the broad array of contemporary musical styles that are 'commercial.'

**Prerequisite:** A grade of 'B' or better in both MUS 327 and MUS 337

**MUS 351, Ancient, Renaissance, and World Music Literature, 3 Units**

This course provides a historical and stylistic study of the repertoire of serious Western music from ancient Greece through the Renaissance, plus other music of people and cultures from around the world. The course includes lectures, reading, listening, reports, and analysis.

**MUS 352, Writing 3: Baroque, Classical, and Early Romantic Music Literature, 3 Units**

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time-frames. Students will examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western and non-Western cultures to facilitate the development of a mature and educated philosophy of music.

The course also includes instruction in writing about music and music history. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

**MUS 352H, Baroque, Classical, and Early Romantic Music Literature - Honors, 3 Units**

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. Meets the upper-division writing intensive course requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

**MUS 353, Concert Music, 1 Unit**

Students are guided through listening by attending concerts.

**MUS 354, Church Music and Worship, 2 Units**

This course acquaints students with current worship practices and trends and provides an analysis of current issues facing church musicians and worship leaders. The curriculum and reading for the course aids students in the critical evaluation of today's worship issues and challenges.

**Prerequisite:** Junior Standing and completion of MUS 202 and MUS 203

**MUS 355, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 252.

**MUS 356, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 355.

**MUS 357, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 254.

**MUS 358, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 357.

## **MUS 359, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 256.

## **MUS 360, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 359.

## **MUS 361, Introduction to Conducting, 2 Units**

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music.

**Prerequisite:** MUS 221 and MUS 222

## **MUS 362, Choral Conducting, 2 Units**

Students receive instruction in principles and techniques of conducting choral groups. Attention is given to interpretation, literature, and rehearsal skills. This is a practical course designed to give each student continuing training and experience in choral conducting.

**Prerequisite:** MUS 361

## **MUS 363, Instrumental Conducting, 2 Units**

The principles, techniques, and methods of conducting orchestral and band groups using standard instrumental literature are covered.

**Prerequisite:** MUS 361

## **MUS 364, Critical Audio Listening Skills, 2 Units**

This course covers recording environment terminology, sonic characteristics of microphones, processed audio signals, instruments and sections of instruments. Analysis and study of audio recordings, recording consoles, and variety of acoustic environments is also discussed.

**Prerequisite:** MUS 296 and MUS 327

## **MUS 365, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 258.

## **MUS 366, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 365.

## **MUS 367, Technology for Worship, 3 Units**

This course provides students with an understanding of technologies used for worship arts ministry, including digital and analog audio, lighting, video systems, presentation software, and assorted web-based tools for the worship leader. Philosophical and practical issues in the use of worship arts technology are discussed.

## **MUS 371, Symphony Orchestra, 1 Unit**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

## **MUS 372, Symphony Orchestra, 1 Unit**

This is a continuation of MUS 371. May be repeated for credit. Entrance is gained by audition only.

## **MUS 373, Men's Chorale, 0-1 Units**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 374, Men's Chorale, 1 Unit**

This is a continuation of MUS 373.

Special Fee Applies

## **MUS 375, Worship Arts Leadership, 3 Units**

This course examines organizational structures for worship arts ministries in the Church and parachurch organizations. Attention is given to processes and structures that effectively organize musicians and artists for worship arts ministry and give space for God's work through His people. Topics include pastoral leadership, artistic team development, information management, facilities, budgets, scheduling, and ministry resources.

**Prerequisite:** MUS 160

## **MUS 376, Worship Design, 3 Units**

This course provides the student with a beginning framework for planning and designing a service of worship. Both artistic and practical issues are considered as various worship traditions (liturgical, Taize, free church, emergent, traditional, blended, etc.) and related musical styles are examined. Students have an opportunity to lead worship services they have planned and designed and gain experience with the practical components of worship (basic sound reinforcement, acoustics, rehearsal techniques, worship leading, etc.).

**Prerequisite:** MUS 202, MUS 203

### **MUS 377, Worship Studio I, 1 Unit**

This course is an in-depth study of the performance skills and abilities in music direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Gospel style and interpretation are stressed, and performance opportunities are given throughout the semester.

### **MUS 378, Worship Studio II, 1 Unit**

This course is a continuation of Worship Studio I, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practices and interpretation of folk and ethnic styles are the primary focus. Performance opportunities are given throughout the semester.

### **MUS 379, Guitar Fingerboard Harmony, 2 Units**

This is a course in direct application of principles of diatonic and chromatic harmony as they are relevant to the guitar fingerboard. Students must have a thorough knowledge of reading music and a basic understanding of fundamentals of harmony and how chords are constructed.

**Prerequisite:** MUS 121, MUS 122, or instructor consent

### **MUS 380, Chamber Singers, 1 Unit**

Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

### **MUS 381, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 382, Jazz and Commercial Ensemble, 1 Unit**

This is an 'augmented' big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles, and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the Commercial Music emphasis. A minimum GPA of 2.0 is required.

### **MUS 383, Jazz and Commercial Ensemble, 1 Unit**

This is a continuation of MUS 382.

### **MUS 384, Handbell Choir, 1 Unit**

This is a continuation of MUS 381.

Special Fee Applies

### **MUS 387, Wind Ensemble, 1 Unit**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 388, Wind Ensemble, 1 Unit**

This is a continuation of MUS 387.

Special Fee Applies

### **MUS 389, Commercial Styles I, 1 Unit**

This class is an in-depth study of jazz vocal styles which prepares performers for a wide range of jazz performance situations including live and recording venues. Jazz style and interpretation are stressed and performance opportunities are given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

### **MUS 390, Commercial Styles II, 1 Unit**

A continuation of Commercial Styles I, this course offers an in-depth study of Broadway and pop music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Broadway and pop music style and interpretation are stressed and performance opportunities will be given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 391, Jazz Improvisation Workshop, 1 Unit**

This course covers small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., with students grouped in combos by experience level. Student-performers prepare for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for in unusual circumstances, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only 2 upper-division units may count toward the commercial music concentration.

## **MUS 392, Jazz Improvisation Workshop, 1 Unit**

This is a continuation of MUS 391.

## **MUS 393, Junior Recital, 0 Units**

Preparation and presentation of the junior recital program (approximately 30 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the junior recital is presented. Topics include program preparation and research, recital protocol, advanced performance preparation, working with a collaborative performer/accompanist (when applicable). This course is taught by the student's major applied instructor.

**Prerequisite:** Performance majors to have completed 8 units of major applied area; permission of the applied instructor. Student must be concurrently enrolled in Applied Music in the term that the Junior Recital is presented.

## **MUS 394, Critical Listening Skills For Audio Recording Professionals, 2 Units**

Students study recording environment terminology and sonic manipulation including; sonic characteristics of microphones, processed audio signals, individual musical instruments and sections of instruments. Study and analysis of representative audio recordings, recording consoles, and a variety of acoustic environments is included.

**Prerequisite:** C or better in both MUS 220 and MUS 326

## **MUS 396, Advanced Music Technology, 2 Units**

Advanced sequencing techniques, orchestral simulation, advanced editing and automated mixing, synthesizer program editing, and system exclusive and program editor/librarian software are covered. The course provides an introduction to MIDI/digital audio hybrid systems and synchronization using LTC, VITC, MIDI clock, and MIDI Timecode. Students complete a large project using these techniques.

Special Fee Applies

**Prerequisite:** MUS 296 and MUS 327

## **MUS 397, Instrumental Collaboration for Pianists, 2 Units**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

## **MUS 398, Vocal Collaboration for Pianists, 2 Units**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

## **MUS 399, Keyboard Ensemble, 2 Units**

This course offers guided experience in performance of keyboard literature for more than one performer. The class is open to students majoring in piano performance, organ performance, and to other qualified students upon audition and with permission of the instructor. Each student performs six times during the semester.

## **MUS 401, Worship Studio III, 1 Unit**

This course serves as a continuation of Worship Studio I and II, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Jazz interpretation and style are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 402, Worship Studio IV, 1 Unit**

This course serves as a continuation of Worship Studio I, II, and III, offering in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practice and interpretation of pop and rock styles are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 404, Instrumental Music Methods, 3 Units**

This course is designed to provide music education students with a study of methods and materials for teaching instrumental music in K-12 schools, including concert bands, marching bands, orchestra, jazz and pop groups, and world music ensembles. Students engage in 15 hours of observation as well as practice teaching.

**Prerequisite:** MUS 206

## **MUS 405, Choral Music Methods, 3 Units**

Designed for the prospective school music specialist, the course will consist of a study of choral methods used in school music programs. Special attention will be given to developing musicality and musicianship through choral ensembles and specialized music classes, including all periods and genres of music.

**Prerequisite:** MUS 206

## **MUS 407, Commercial Styles III, 1 Unit**

A continuation of Commercial Styles I and II, this course offers an in-depth study of country western, folk and contemporary Christian music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Country, folk and contemporary Christian music performance style and interpretation are stressed and performance opportunities will be given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 408, Commercial Styles IV, 1 Unit**

A continuation of Commercial Styles I, II and III, this course offers an in-depth study of rock and rhythm & blues (R&B) vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Rock and R&B musical performance style and interpretation are stressed and performance opportunities are given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 409, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 410, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 409.

## **MUS 411, Applied Voice, 1-4 Units**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation.

Special Fee Applies

**Prerequisite:** MUS 311 and MUS 312

## **MUS 412, Applied Voice, 1-4 Units**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. Appearances in recitals comprising literature from the above mentioned may be required at the discretion of the instructor. This may be in addition to the senior recital for the voice major.

Special Fee Applies

**Prerequisite:** MUS 411

## **MUS 413, Applied Piano, 1-4 Units**

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20th-century composers are explored. A study of selected concerti is offered. This course prepares piano performance majors for their senior recitals.

Special Fee Applies

**Prerequisite:** MUS 314

## **MUS 414, Applied Piano, 1-4 Units**

This is a continuation of MUS 413. The course prepares piano performance majors for their senior recitals. In addition to weekly private lessons, students attend a group master class each week. Prerequisite: upper-division qualifying examination or by audition

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 415, Applied Organ, 1-4 Units**

This course offers advanced study of major works of all periods and intense preparation for the student's senior recital.

Special Fee Applies

## **MUS 416, Applied Organ, 1-4 Units**

This is a continuation of MUS 415.

Special Fee Applies

## **MUS 417, Organ Literature I, 2 Units**

This course is a survey of the historical development of the literature for the organ from the Middle Ages through the classical period. Organ builders from these centuries are also discussed. Class sessions consist of listening and discussing repertoire from these periods and sight reading some of the representative literature.

### **MUS 418, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 319.

Special Fee Applies

### **MUS 419, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 418.

Special Fee Applies

### **MUS 420, Organ Literature II, 2 Units**

This course is a survey of the historical development of the literature for the organ from the Romantic period through the 20th-century as well as contemporary works. Discussions include the study of major organ builders during this time.

**Prerequisite:** 2 units of Applied Organ

### **MUS 421, Choral Arranging, 2 Units**

Students learn the techniques of arranging and adapting song materials for choral ensembles of various sizes and compositions.

**Prerequisite:** MUS 222

### **MUS 422, 20th Century Compositional Techniques, 3 Units**

The stylistic techniques of major composers are reviewed. A major thrust of the class is the presentation of students' compositions.

**Prerequisite:** MUS 222

### **MUS 423, Orchestration I, 3 Units**

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

**Prerequisite:** MUS 221; MUS 222 (may be taken concurrently) or instructor consent

### **MUS 424, Projects in Music Theory, 2 Units**

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student.

**Prerequisite:** MUS 221 and MUS 222

### **MUS 425, Collegium, 1 Unit**

The course emphasizes rehearsal and performance of chamber music, especially pre-19th century music. The course is open to students with instructor's permission only.

### **MUS 426, Collegium, 1 Unit**

This is a continuation of MUS 425.

### **MUS 427, Form and Analysis, 3 Units**

The forms of music from the 18th century to the present are covered. An analysis of both large and small forms is included.

**Prerequisite:** MUS 222

### **MUS 428, Arranging II, 2 Units**

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, and textures and melodic procedures is covered. Students complete several small assignments in various styles, and one large project which is recorded by the Audio Recording class(es) or the Production Techniques class.

Special Fee Applies

**Prerequisite:** MUS 323 and MUS 423

### **MUS 429, Piano Literature I, 2 Units**

This course surveys the broad scope of piano literature from the invention of the piano to the early Romantic period. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature. Students are required to read the primary literature (or excerpts) as well as to listen, sight-read, analyze, and recognize, and prepare additional topics from books of secondary literature.

### **MUS 430, Piano Literature II, 2 Units**

This course surveys the broad scope of piano literature from the early Romantic period to the present day. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature.

**Prerequisite:** MUS 429

### **MUS 432, Music in the Elementary Schools, 3 Units**

Designed for the prospective elementary school teacher, the course consists of the objectives, scope, and content of the elementary school music program as described in the Visual and Performing Arts Framework for California Public School. Active participation in the skills of music and movement are required in order to understand the components and concepts in these performing arts. The course includes supervised practice teaching and opportunities for observation of teaching professionals.

### **MUS 433, Music Methods for the Elementary and Secondary Schools, 3 Units**

This course offers a sequential presentation of methods and materials available for the prospective music teacher of the spectrum of K-12. Widely accepted approaches and philosophies are discussed, including Dalcroze, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

### **MUS 434, Piano Pedagogy, 2 Units**

Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of the professor.

**Prerequisite:** MUS 313 or instructor consent

### **MUS 435, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 436, University Choir, 1 Unit**

This is a continuation of MUS 435.

Special Fee Applies

### **MUS 437, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 438, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 437.

Special Fee Applies

### **MUS 440, Instrumental Pedagogy, 2 Units**

Students study the methods and materials used in teaching brass, woodwind, string, or percussion instruments. The area of emphasis is determined by the student's specialization.

### **MUS 441, Music in Worship, 3 Units**

Students survey the history and practice of the use of music in worship services. Emphasis is given to the development of both liturgical and nonliturgical forms of worship. Students are involved in learning effective worship planning as they study the role of the minister, director of music, and organist.

### **MUS 442, Church Music Administration, 2 Units**

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

### **MUS 443, Vocal Pedagogy, 2 Units**

This course covers the study of teaching methods and practices in voice, detailed study of the vocal instrument, and sessions working one-on-one with a beginning voice student.

### **MUS 444, Seminar in Church Music, 2 Units**

This course is a research seminar dealing with contemporary problems in church music. An in-depth investigation of specific church music programs and supervised student assignments involving leadership in the music program of local churches is offered.

### **MUS 445, Service Playing, 2 Units**

This course shows the church musician how to handle the keyboard instruments in various church situations, including weddings, funerals, communions, and aspects of traditional services.

### **MUS 446, Issues in Church Music, 2 Units**

This course provides an analysis of current issues in church music and acquaints students with contemporary worship practices. The curriculum aids students in the evaluation of today's issues from an historical perspective.

### **MUS 447, Music and Worship Internship I, 2 Units**

Students who desire experience in a church music program should take this practicum. Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs.

**Prerequisite:** MUS 375; MUS 376 (may be taken concurrently)

**MUS 449, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

**MUS 450, Symphonic Band, 1 Unit**

This is a continuation of MUS 449.

**MUS 451, Repertoire for the Instrumental Music Classroom, 2 Units**

This course equips students with a comprehensive knowledge of repertoire to be used as curriculum in the secondary instrumental music classroom through the context of band, orchestra, jazz band, and string orchestra.

**Prerequisite:** MUS 222 and MUS 361

**MUS 452, Instrumental Music Literature, 2 Units**

This course offers a survey of string, woodwind, brass, guitar, or percussion literature considered from its historical, formal, stylistic, and aesthetic aspects. It also includes study of the history and development of the instruments. The course content varies according to the applied performance area of the student.

**MUS 453, American Music, 3 Units**

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and the Church is explored. A survey of the music of prominent American composers from William Billings to John Cage is included. The course is open to nonmusic majors with the instructor's consent.

**MUS 454, Music and Worship Internship II/Capstone, 2 Units**

Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. This course concludes with a 'capstone project,' coordinated between student and faculty. The project will include a sophisticated level of research, collaboration, creativity, and synthesis of learning acquired through previous coursework in the major. With approval, the project may serve as portfolio material. This course is a continuation of MUS 447.

**Prerequisite:** MUS 447

**MUS 455, Late Romantic and 20th-Century Music Literature, 3 Units**

This course provides a study of Western music of the late Romantic and 20th century periods in historical context of broader developments in culture. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the General Education Requirement: Humanities: History.*

**Prerequisite:** MUS 121

**MUS 456, Choral Literature, 2 Units**

Students survey choral compositions from the Renaissance to the present. The course emphasizes the representative works from each of the major historical periods.

**MUS 457, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 356.

**MUS 458, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 457.

**MUS 459, Chamber Ensemble: Brass, 1 Unit**

Premier chamber ensembles focus on refining performance practice and high-level musicianship in chamber music, and this course prepares students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

**MUS 460, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 459.

**MUS 462, Seminar in Conducting, 2 Units**

Students study special problems in conducting, conduct choral and instrumental ensembles, observe rehearsals and performances under a master conductor, and research the historical aspects of conducting.

**Prerequisite:** MUS 361 and MUS 362

**MUS 464, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 360.

**MUS 465, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 464.



### **MUS 466, Audio and Acoustics, 3 Units**

This survey course is geared toward students who seek knowledge with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

### **MUS 467, Advanced Pro Tools, 2 Units**

This course is a continuation of MUS 471. Additional topics covered include mixing and mastering principles.

**Prerequisite:** MUS 328 or instructor consent

### **MUS 469, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 366.

### **MUS 470, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 469.

### **MUS 471, Intermediate Pro Tools, 3 Units**

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring.

**Prerequisite:** MUS 327 or instructor consent

### **MUS 472, Audio For Post Production, 2 Units**

This course focuses on practical and aesthetic considerations relating to audio post-production. Topics covered include voice-over, ADR, dialogue and music editing, noise reduction, effects, mixing and lay-back.

Special Fee Applies

**Prerequisite:** MUS 467 (may be taken concurrently) or instructor consent

### **MUS 473, Composing for Film and Television, 3 Units**

An introduction to scoring and producing music for films and television, this course covers synchronization, software, compositional approaches; overview of history of film composition; synthetic, 'live', and 'mixed' approaches. 'spotting' a film; and collaborating with a director. Students will score several short scenes and at least one short student film or other film.

**Prerequisite:** MUS 323, MUS 468, MUS 423

### **MUS 474, Music Career Development, 2 Units**

This course provides an in-depth study of music career planning, networking, promotion, advertising, and marketing, with special emphasis on using the internet. Social media, iTunes, internet collaboration and YouTube are covered. Career paths and combinations are explored. An important component of the course is appearance by diverse guest lecturers.

**Prerequisite:** MUS 223

### **MUS 475, Men's Chorale, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 476, Men's Chorale, 1 Unit**

This is a continuation of MUS 475.

Special Fee Applies

### **MUS 478, Gospel Choir, 1 Unit**

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 479, Gospel Choir, 1 Unit**

This is a continuation of MUS 478. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 481, Orchestration II, 3 Units**

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro.

**Prerequisite:** MUS 349 and MUS 423

### **MUS 483, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

## MUS 484, Preparing the Total Performer, 1 Unit

This class provides students with the principles necessary to achieve complete freedom to communicate before audiences. This is accomplished through class participation, performance, and group interaction. Students study essential principles and learn to master the skills necessary to present themselves in any situation. The course includes study of the release of body tension through the Alexander technique, the affect of body movement on an audience, and methods to overcoming fear and anxiety. Students learn to communicate the subtext of a piece/presentation through expressive use of the voice, body, and instrument. A student enrolling in this class should have some skill and experience in the performing or dramatic arts.

## MUS 486, Opera Workshop: Lead Roles and Minor Roles, 1 Unit

Students study, prepare, and perform entire operas or selected portions and receive coaching in the dramatic and musical aspects of performance. Admission to this class is determined by the director.

## MUS 487, Handbell Choir, 1 Unit

This is a continuation of MUS 483.

Special Fee Applies

## MUS 489, Wind Ensemble, 1 Unit

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## MUS 490, Wind Ensemble, 1 Unit

This ensemble engages the most challenging music for collegiate musicians by the foremost composers of the genre, preparing students to engage various musical landscapes at the professional level. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## MUS 491, Senior Recital, 0 Units

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music. This course must be taken during the semester in which the senior recital is presented. Topics include program preparation and research, stage presence, recital protocol, advanced performance preparation, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Music majors who have completed 12 units of major applied area; permission of instructor. Student must be concurrently enrolled in Applied Music in the term that the Senior Recital is presented.

## MUS 492, Senior Project in Commercial Music, 0 Units

This is a capstone course in the Commercial Music Program. Students complete a major project apropos to their track, and equivalent in effort to a senior recital. The project will reflect the student's ability to synthesize and integrate knowledge and skills gained and developed in the course of their Commercial Music studies. Each project will be planned and executed with the assistance and oversight of a faculty advisor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing and instructor consent

## MUS 494, Commercial Music Internship, 2 Units

This course offers monitored and evaluated professional work experience for the commercial music major. Under regular and periodic faculty supervision, students are placed in a music business environment related to their area of career interest. Placement is limited to situations available from or approved by the supervising instructor. (Note: Credit for prior experience is not available to fulfill the requirements of this course.)

**Prerequisite:** MUS 337 and 1 course of BUSI 110, MUS 338, MUS 328, or MUS 428 and instructor consent

## MUS 495, Production Techniques, 2 Units

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team.

Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, tape costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team.

Special Fee Applies

**Prerequisite:** MUS 327 & MUS 428; or MUS 323 & MUS 328; or BUSI 110 & MUS 338; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation

## **MUS 496, Senior Seminar: Ethics in Music, 3 Units**

This senior seminar serves musicians planning to work in the private and/or public sectors, including future full-time church musicians, school music educators, private teachers, performers, and freelance musicians. The course focuses on the integration of Christian faith, ethical issues and professional concerns that confront musicians in the work environment.

**Prerequisite:** Senior standing, completion of Writing 3

## **MUS 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **MUS 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## **MUS 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of creative output or research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing. The thesis or project may result in formal thesis, published article, electronic media, or annotated recital. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## **MUS 777, Private Piano, 1 Unit**

### **Faculty**

#### **Department Chair**

David Beatty (<http://www.apu.edu/faculty/dbeatty/>), M.M., MBA

#### **Program Director, M.A. in Music Entrepreneurial Studies**

Henry Alonzo (<http://www.apu.edu/faculty/halonzo/>), MBA

#### **Professor**

Michael Lee (<http://www.apu.edu/faculty/mlee/>), M.M.

#### **Assistant Professors**

Henry Alonzo (<http://www.apu.edu/faculty/halonzo/>), MBA

Thomas Hynes (<http://www.apu.edu/faculty/thynes/>), M.A.

# B.M. in Commercial Music

89 units

To prepare students personally and professionally for careers in the music industry, the Department of Commercial Music focuses on integrating skills in the areas of music business, composition and arranging, live and studio performance, audio recording, and production. The combination of internship opportunities, a growing network of working APU alumni, and a faculty of experienced professionals offers students access to strategic links within the Los Angeles music industry.

The Bachelor of Music in Commercial Music (<https://www.apu.edu/music/programs/commercial-music-major/>) program seeks to produce broadly prepared musicians with the skills required for a variety of careers in commercial music, and who are able to teach themselves skills and practices in an ever-changing commercial music industry.

Students pursuing this program select from one of five tracks: Audio Recording, Composing/Arranging, Instrumental Performance, Music Business, or Vocal Performance.

## Requirements

### General Education Requirements for the Bachelor of Music in Commercial Music

| Code  | Title   | Units                    |
|---|---|--------------------------|
| GE 100  | First-Year Seminar                                      | 3                        |
| WRIT 110  | Writing 1: The Art and Craft of Writing                 | 3                        |
|   | Writing 2   | 3                        |
|   | Humanities: Literature                                  | 3                        |
|   | Social Science  | 3                        |
|   | Natural Science   | 4                        |
| <b>Biblical, Theological, and Philosophical Formation</b> |   |                          |
| MIN 108   | Christian Life, Faith, and Ministry                     | 3                        |
| UBBL 100  | Introduction to Biblical Literature: Exodus/Deuteronomy | 3                        |
| UBBL 230  | Luke/Acts   | 3                        |
| PHIL 100  | Introduction to Philosophy                              | 3                        |
|   | or HUM 224  | Core Texts in Philosophy |
|   | or HUM 324  | Core Texts in Philosophy |
|   | Upper-Division Bible Elective                           | 3                        |
|   | Theology  | 3                        |
| <b>Personal and Social Responsibility</b>                 |   |                          |
|   | Intercultural Competence                                | 3                        |
| Total Units   |   | 40                       |

### Commercial Music Tracks

Students must select one of the tracks listed below; they may select more than one track but should be aware that doing so will almost certainly require more than 8 semesters to complete. There is a minimum grade requirement for certain courses in each track. See the appropriate footnote.

#### Audio Recording Track

| Code                          | Title                                     | Units     |
|-------------------------------|---|-----------|
| <b>Piano Proficiency</b>      |   | <b>4</b>  |
| <b>Music Theory</b>           |   | <b>12</b> |
| MUS 121                       | Music Theory I (F/S, Fr, So) <sup>1</sup> |           |
| MUS 122                       | Music Theory II (F/S, Fr, So)             |           |
| MUS 221                       | Music Theory III (F/S, So, Jr)            |           |
| MUS 222                       | Music Theory IV (F/S, So, Jr)             |           |
| <b>Practical Musicianship</b> |   | <b>4</b>  |
| MUS 133                       | Practical Musicianship I (F/S, Fr, So)    |           |
| MUS 134                       | Practical Musicianship II (F/S, Fr, So)   |           |
| MUS 217                       | Practical Musicianship III (F/S, So, Jr)  |           |

|  |   |           |
|--|---|-----------|
| MUS 220                                      | Practical Musicianship IV (F/S, So, Jr)   |           |
| <b>Music History</b>                         |   | <b>9</b>  |
| MUS 352                                      | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup> |           |
| MUS 350                                      | History and Literature of Commercial Music (F, Jr)  |           |
| MUS 455                                      | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>                    |           |
| <b>Applied Music</b>                         |   | <b>16</b> |
| <b>Ensemble Requirement <sup>4</sup></b>     |   | <b>8</b>  |
| <b>Other Requirements</b>                    |   |           |
| MUS 296                                      | Introduction to Music Technology (F/S, Fr)  | 2         |
| MUS 441                                      | Music in Worship (F/S, Jr, Sr)  | 3         |
| MUS 210                                      | Performance Forum (F/S, 8 semesters)  | 0         |
| <b>Commercial Music Courses <sup>5</sup></b> |   |           |
| MUS 107                                      | Advanced - Intermediate Piano Class   | 1         |
| MUS 223                                      | Web-Based Tools (S, Jr)   | 2         |
| MUS 323                                      | Arranging and Rehearsal Technique   | 3         |
| MUS 327                                      | Audio I   | 2         |
| MUS 328                                      | Audio II  | 3         |
| MUS 337                                      | Music Business I  | 2         |
| MUS 349                                      | Intermediate Logic Pro  | 3         |
| MUS 467                                      | Advanced Pro Tools  | 2         |
| MUS 472                                      | Audio For Post Production   | 2         |
| MUS 474                                      | Music Career Development (F, Sr)  | 2         |
| MUS 494                                      | Commercial Music Internship   | 2         |
| MUS 491                                      | Senior Recital (Students may take either MUS 491 or 492, F/S, Sr) <sup>6</sup>            | 0         |
| or MUS 492                                   | Senior Project in Commercial Music  |           |
| MUS 495                                      | Production Techniques   | 2         |
| MUS 394                                      | Critical Listening Skills For Audio Recording Professionals                               | 2         |
| Commercial Music Elective <sup>7</sup>       |   | 3         |
| Total Units                                  |   | 89        |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Humanities: History requirement.

<sup>4</sup> See details on the APU website (<http://www.apu.edu/cma/music/ensembles/>).

<sup>5</sup> A grade of C or better is required for all commercial music courses or the course must be repeated.

<sup>6</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>7</sup> Commercial music electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321, MUS 422, MUS 320, MUS 423, and 3 units of additional applied lessons. Students may petition to have other upper-division music courses count as commercial music electives.

## Composing/Arranging Track

| Code                          | Title                                     | Units     |
|-------------------------------|---|-----------|
| <b>Piano Proficiency</b>      |   | <b>4</b>  |
| <b>Music Theory</b>           |   | <b>12</b> |
| MUS 121                       | Music Theory I (F/S, Fr, So) <sup>1</sup> |           |
| MUS 122                       | Music Theory II (F/S, Fr, So)             |           |
| MUS 221                       | Music Theory III (F/S, So, Jr)            |           |
| MUS 222                       | Music Theory IV (F/S, So, Jr)             |           |
| <b>Practical Musicianship</b> |   | <b>4</b>  |
| MUS 133                       | Practical Musicianship I (F/S, Fr, So)    |           |
| MUS 134                       | Practical Musicianship II (F/S, Fr, So)   |           |
| MUS 217                       | Practical Musicianship III (F/S, So, Jr)  |           |
| MUS 220                       | Practical Musicianship IV (F/S, So, Jr)   |           |

|  |  |           |
|--|--|-----------|
| <b>Music History</b>   |  | <b>9</b>  |
| MUS 352  | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup>                            |           |
| MUS 350<br>or MUS 351  | History and Literature of Commercial Music (F, Jr)<br>Ancient, Renaissance, and World Music Literature               |           |
| MUS 455  | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>   |           |
| <b>Applied Music</b>   |  | <b>18</b> |
| (8 units in applied performance and 10 units of applied composition) |  |           |
| <b>Ensemble Requirement</b> <sup>4</sup>                             |  | <b>8</b>  |
| <b>Other Requirements</b>  |  |           |
| MUS 296  | Introduction to Music Technology (F/S, Fr)   | 2         |
| MUS 441  | Music in Worship (F/S, Jr, Sr)   | 3         |
| MUS 210  | Performance Forum (F/S, 8 semesters)   | 0         |
| <b>Commercial Music Courses</b> <sup>5</sup>                         |  |           |
| MUS 107  | Advanced - Intermediate Piano Class  | 1         |
| MUS 223  | Web-Based Tools (S, Jr)  | 2         |
| MUS 322  | Score Preparation and Printing   | 2         |
| MUS 323  | Arranging and Rehearsal Technique  | 3         |
| MUS 327  | Audio I  | 2         |
| MUS 337  | Music Business I   | 2         |
| MUS 349  | Intermediate Logic Pro   | 3         |
| MUS 423  | Orchestration I  | 3         |
| MUS 428  | Arranging II   | 2         |
| MUS 473  | Composing for Film and Television  | 3         |
| MUS 474  | Music Career Development (F, Sr)   | 2         |
| MUS 491<br>or MUS 492  | Senior Recital (Students may take either MUS 491 or 492, F/S, Sr) <sup>6</sup><br>Senior Project in Commercial Music | 0         |
| MUS 494  | Commercial Music Internship  | 2         |
| MUS 495  | Production Techniques  | 2         |
| Total Units  |  | 89        |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Humanities: History requirement.

<sup>4</sup> See details on the APU website (<http://www.apu.edu/cma/music/ensembles/>).

<sup>5</sup> A grade of C or better is required for all commercial music courses or the course must be repeated.

<sup>6</sup> Meets the General Education Integrative and Applied Learning requirement.

## Instrumental Performance Track

| Code                          | Title   | Units     |
|-------------------------------|---|-----------|
| <b>Piano Proficiency</b>      |   | <b>4</b>  |
| <b>Music Theory</b>           |   | <b>12</b> |
| MUS 121                       | Music Theory I (F/S, Fr, So) <sup>1</sup>   |           |
| MUS 122                       | Music Theory II (F/S, Fr, So)   |           |
| MUS 221                       | Music Theory III (F/S, So, Jr)  |           |
| MUS 222                       | Music Theory IV (F/S, So, Jr)   |           |
| <b>Practical Musicianship</b> |   | <b>4</b>  |
| MUS 133                       | Practical Musicianship I (F/S, Fr, So)  |           |
| MUS 134                       | Practical Musicianship II (F/S, Fr, So)   |           |
| MUS 217                       | Practical Musicianship III (F/S, So, Jr)  |           |
| MUS 220                       | Practical Musicianship IV (F/S, So, Jr)   |           |
| <b>Music History</b>          |   | <b>9</b>  |
| MUS 352                       | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup> |           |
| MUS 350                       | History and Literature of Commercial Music (F, Jr)  |           |

|  |  |           |
|--|--|-----------|
| MUS 455  | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup> |           |
| <b>Applied Music</b>   |  | <b>16</b> |
| <b>Ensemble Requirement <sup>4</sup></b>                                 |  | <b>8</b>  |
| <b>Other Requirements</b>  |  |           |
| MUS 296  | Introduction to Music Technology (F/S, Fr)                             | 2         |
| MUS 361  | Introduction to Conducting (F, Jr)                                     | 2         |
| MUS 441  | Music in Worship (F/S, Jr, Sr)   | 3         |
| MUS 210  | Performance Forum (F/S, 8 semesters)                                   | 0         |
| <b>Commercial Music Courses <sup>5</sup></b>                             |  |           |
| MUS 107  | Advanced - Intermediate Piano Class                                    | 1         |
| MUS 223  | Web-Based Tools (S, Jr)  | 2         |
| MUS 323  | Arranging and Rehearsal Technique                                      | 3         |
| MUS 324  | Songwriting  | 2         |
| MUS 327  | Audio I  | 2         |
| MUS 337  | Music Business I   | 2         |
| MUS 423  | Orchestration I  | 3         |
| MUS 474  | Music Career Development (F, Sr)                                       | 2         |
| MUS 491  | Senior Recital (F/S, Sr) <sup>6</sup>                                  | 0         |
| MUS 494  | Commercial Music Internship  | 2         |
| MUS 495  | Production Techniques  | 2         |
| Commercial Music Elective <sup>7</sup>                                   |  | 2         |
| Additional Ensemble Requirement (select from the following four options) |  | 6         |
| MUS 382<br>& MUS 383   | Jazz and Commercial Ensemble<br>and Jazz and Commercial Ensemble       |           |
| MUS 389<br>& MUS 390   | Commercial Styles I<br>and Commercial Styles II                        |           |
| MUS 391<br>& MUS 392   | Jazz Improvisation Workshop<br>and Jazz Improvisation Workshop         |           |
| MUS 407<br>& MUS 408   | Commercial Styles III<br>and Commercial Styles IV                      |           |
| Total Units  |  | 89        |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Humanities: History requirement.

<sup>4</sup> See details on the APU website (<http://www.apu.edu/cma/music/ensembles/>).

<sup>5</sup> A grade of C or better is required for all commercial music courses or the course must be repeated.

<sup>6</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>7</sup> Commercial music electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321 and MUS 422.

## Music Business Track

| Code                          | Title                                     | Units     |
|-------------------------------|---|-----------|
| <b>Piano Proficiency</b>      |   | <b>4</b>  |
| <b>Music Theory</b>           |   | <b>12</b> |
| MUS 121                       | Music Theory I (F/S, Fr, So) <sup>1</sup> |           |
| MUS 122                       | Music Theory II (F/S, Fr, So)             |           |
| MUS 221                       | Music Theory III (F/S, So, Jr)            |           |
| MUS 222                       | Music Theory IV (F/S, So, Jr)             |           |
| <b>Practical Musicianship</b> |   | <b>4</b>  |
| MUS 133                       | Practical Musicianship I (F/S, Fr, So)    |           |
| MUS 134                       | Practical Musicianship II (F/S, Fr, So)   |           |
| MUS 217                       | Practical Musicianship III (F/S, So, Jr)  |           |

|   |   |           |
|---|---|-----------|
| MUS 220   | Practical Musicianship IV (F/S, So, Jr)   |           |
| <b>Music History</b>                                |   | <b>9</b>  |
| MUS 352   | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup> |           |
| MUS 350   | History and Literature of Commercial Music (F, Jr)  |           |
| MUS 455   | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>                    |           |
| <b>Applied Music</b>                                |   | <b>16</b> |
| <b>Ensemble Requirement <sup>4</sup></b>            |   | <b>8</b>  |
| <b>Other Requirements</b>                           |   |           |
| MUS 296   | Introduction to Music Technology (F/S, Fr)  | 2         |
| MUS 441   | Music in Worship (F/S, Jr, Sr)  | 3         |
| MUS 210   | Performance Forum (F/S, 8 semesters)  | 0         |
| <b>Commercial Music Courses <sup>5</sup></b>        |   |           |
| MUS 107   | Advanced - Intermediate Piano Class   | 1         |
| MUS 223   | Web-Based Tools (S, Jr)   | 2         |
| MUS 323   | Arranging and Rehearsal Technique   | 3         |
| MUS 324   | Songwriting   | 2         |
| MUS 327   | Audio I   | 2         |
| MUS 337   | Music Business I  | 2         |
| MUS 338   | Music Business II   | 2         |
| MUS 474   | Music Career Development (F, Sr)  | 2         |
| MUS 491   | Senior Recital (Students may take either MUS 491 or 492, F/S, Sr) <sup>6</sup>            | 0         |
| or MUS 492  | Senior Project in Commercial Music  |           |
| MUS 494   | Commercial Music Internship (Must be taken twice)   | 2         |
| MUS 495   | Production Techniques   | 2         |
| BUSI 110  | Business and Entrepreneurship   | 3         |
| Business or Commercial Music Electives <sup>7</sup> |   | 6         |
| Total Units   |   | 89        |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Humanities: History requirement.

<sup>4</sup> See details on the APU website (<http://www.apu.edu/cma/music/ensembles/>).

<sup>5</sup> A grade of C or better is required for all commercial music courses or the course must be repeated.

<sup>6</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>7</sup> Commercial music electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321, MUS 422, MUS 320, MUS 423, and 3 units of additional applied lessons. Students may petition to have other upper-division music courses count as commercial music electives. Music Business track students may also select electives from BUSI 100, MGMT 210, and ECON 251.

## Vocal Performance Track

| Code                          | Title                                     | Units     |
|-------------------------------|---|-----------|
| <b>Piano Proficiency</b>      |   | <b>4</b>  |
| <b>Music Theory</b>           |   | <b>12</b> |
| MUS 121                       | Music Theory I (F/S, Fr, So) <sup>1</sup> |           |
| MUS 122                       | Music Theory II (F/S, Fr, So)             |           |
| MUS 221                       | Music Theory III (F/S, So, Jr)            |           |
| MUS 222                       | Music Theory IV (F/S, So, Jr)             |           |
| <b>Practical Musicianship</b> |   | <b>4</b>  |
| MUS 133                       | Practical Musicianship I (F/S, Fr, So)    |           |
| MUS 134                       | Practical Musicianship II (F/S, Fr, So)   |           |
| MUS 217                       | Practical Musicianship III (F/S, So, Jr)  |           |
| MUS 220                       | Practical Musicianship IV (F/S, So, Jr)   |           |
| <b>Music History</b>          |   | <b>9</b>  |



|  |   |           |
|--|---|-----------|
| MUS 352                                      | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup> |           |
| MUS 350                                      | History and Literature of Commercial Music (F, Jr)  |           |
| MUS 455                                      | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>                    |           |
| <b>Applied Music</b>                         |   | <b>16</b> |
| <b>Ensemble Requirement <sup>4</sup></b>     |   | <b>8</b>  |
| <b>Other Requirements</b>                    |   |           |
| MUS 296                                      | Introduction to Music Technology (F/S, Fr)  | 2         |
| MUS 361                                      | Introduction to Conducting (F, Jr)  | 2         |
| MUS 441                                      | Music in Worship (F/S, Jr, Sr)  | 3         |
| MUS 210                                      | Performance Forum (F/S, 8 semesters)  | 0         |
| <b>Commercial Music Courses <sup>5</sup></b> |   |           |
| MUS 107                                      | Advanced - Intermediate Piano Class   | 1         |
| MUS 223                                      | Web-Based Tools (S, Jr)   | 2         |
| MUS 323                                      | Arranging and Rehearsal Technique   | 3         |
| MUS 324                                      | Songwriting   | 2         |
| MUS 327                                      | Audio I   | 2         |
| MUS 337                                      | Music Business I  | 2         |
| MUS 474                                      | Music Career Development (F, Sr)  | 2         |
| MUS 491                                      | Senior Recital (F/S, Sr) <sup>6</sup>   | 0         |
| MUS 494                                      | Commercial Music Internship   | 2         |
| MUS 495                                      | Production Techniques   | 2         |
| Commercial Music Electives <sup>7</sup>      |   | 5         |
| Additional Applied Music                     |   |           |
| MUS 389<br>& MUS 390                         | Commercial Styles I<br>and Commercial Styles II   | 2         |
| MUS 407<br>& MUS 408                         | Commercial Styles III<br>and Commercial Styles IV   | 2         |
| Select one of the following                  |   | 2         |
| MUS 382<br>& MUS 383                         | Jazz and Commercial Ensemble<br>and Jazz and Commercial Ensemble                          |           |
| MUS 391<br>& MUS 392                         | Jazz Improvisation Workshop<br>and Jazz Improvisation Workshop                            |           |
| Total Units                                  |   | 89        |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Humanities: History requirement.

<sup>4</sup> See details on the APU website (<http://www.apu.edu/cma/music/ensembles/>).

<sup>5</sup> A grade of C or better is required for all commercial music courses or the course must be repeated.

<sup>6</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>7</sup> Commercial music electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321, MUS 422, MUS 320, MUS 423, and 3 units of additional applied lessons. Students may petition to have other upper-division music courses count as commercial music electives.

## Course Requirements Legend

### Course Requirement Availability:

F = Offered every fall

S = Offered every spring

E = Even year

O = Odd year

### Recommended Year:

Fr = Freshman

So = Sophomore

Jr = Junior

Sr = Senior

## Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination

may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Introduction to Music Technology

A grade of C or better is required in MUS 296 Introduction to Music Technology, or the course must be repeated.

## Piano Proficiency

Commercial music students are required to take the five-semester piano proficiency sequence, MUS 103-107, at the beginning of their commercial music program. A grade of C or better is required at each level or the course must be repeated. Students may, by audition, be allowed to waive one or more of these courses because of previous piano experience.

## Grade-Point Average and Minimum Grade Requirements

Music students must maintain a 2.5 GPA for all upper-division music courses (those classified as 300 and 400 level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale. A grade of C or better is required in all courses listed under the subheading Commercial Music Courses, or the course must be repeated. See appropriate footnote.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## Recital Performance

Each performance major must present a solo performance annually in a student recital. This requirement can be met through either a Performance Forum student recital, junior recital, or senior recital. Non-performance majors must present a solo performance annually in either a studio recital, typically scheduled by the applied music instructor, or Performance Forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Senior recitals are required of all performance majors during their senior year. Bachelor of Music students pursuing either the Instrumental Performance track or Vocal Performance track must present a junior *and* a senior recital and register for MUS 491 when preparing their senior recital.

Students giving junior or senior recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

## Applied Music

1. Students must take at least 16 units in their primary applied area.
2. Students must take 2 units of applied lessons the semester of their senior recital.
3. Jury examinations are required each semester for all students taking applied lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for securing an accompanist for juries by the indicated deadlines. There are three ways to secure an accompanist:
  - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to secure an accompanist for their students.
5. Applied lessons:
  - a. Grades for applied lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the annual mandatory solo performance requirement, an *F* will be assigned for the spring semester applied grade.
  - b. The area director will assign an instructor.
  - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. Students should consult their Applied Music course syllabus to determine what constitutes sufficient advanced notice. "No-show" students do not receive makeup lessons.

## **Voice Class**

All music majors without voice as their major performance area must take one semester of Voice Class or Applied Voice.

## **Ensemble Requirement**

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. **Command of Skills:** Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. **Contextual Understanding:** Demonstrate understanding of music in historical, cultural, and stylistic context.
3. **Creative or Interpretive Utilization:** Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. **Career-Oriented Application:** Demonstrate career-oriented application of skills.
5. **Music and Faith:** Demonstrate appropriate understanding of the intersection of music and faith.

# M.A. in Music Entrepreneurial Studies

Learn more about the Master of Arts in Music Entrepreneurial Studies program. (<https://www.apu.edu/music/programs/masters-in-music-entrepreneurship/>)

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| CMUS 500    | Foundations of Music Entrepreneurship                        | 3     |
| CMUS 501    | Commercial Music Strategic Marketing                         | 3     |
| CMUS 502    | Entrepreneurship and Media-Based Streams in Commercial Music | 3     |
| CMUS 503    | Commercial Music Structure and Global Industry Issues        | 3     |
| CMUS 504    | Finance and Accounting for Music Entrepreneurs               | 3     |
| CMUS 505    | Music and Media  | 3     |
| CMUS 600    | Comprehensive Artistic Management                            | 3     |
| CMUS 601    | Public Policy and Strategic Planning in the Music Industry   | 3     |
| CMUS 602    | Music Publishing   | 3     |
| CMUS 603    | Ethics and Faith in Music Industry Management                | 3     |
| CMUS 604    | Music Entrepreneurship Project                               | 2     |
| Total Units |  | 32    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop advanced research skills and use of data that enhance the work of a music entrepreneur.
2. Display an understanding of skills related to leading music entrepreneurial entities.
3. Articulate how faith and ethics impacts music entrepreneurial activities.
4. Integrate a musical artistic posture with creating or leading a music entrepreneurial project.
5. Practice and engage the field through projects in music entrepreneurial studies.

# Department of Music Performance

## Mission

With a conservatory focus, the Department of Music Performance provides student-musicians the opportunity to work with outstanding professional faculty-artists in solo and ensemble settings. Through such engagement, students refine their craft for a lifetime of expression and individual creativity that reflects the creative and transformative nature of God.

## Department Overview

The Department of Music Performance encompasses the Music Performance (B.A.) (p. 355) and the Music Performance (B.M.) (p. 358), as well as the Master of Music in Conducting (p. 365), the Master of Music in Performance (p. 367), and the Artist Certificate Program (<http://www.apu.edu/cma/music/certificate/>).

## Experiential Learning Expectation

The integration of academic learning and practical experience is an essential component of earning an undergraduate or graduate degree in the Department of Music Performance. Domestic and international undergraduate and graduate students are encouraged to work as professional musicians (e.g., choral and instrumental directors, vocal and instrumental performers, private teachers, etc.) while completing their degree, and all students are required to gain performing experience each semester. On- and off-campus performances are acceptable.

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC) (<http://www.wscuc.org>).
- Azusa Pacific University's School of Music is an accredited institutional member of the National Association of Schools of Music (NASM) (<https://nasm.arts-accredit.org/>).

## Requirements Common to All Master's Degree Candidates

### Comprehensive Master's Degree Exit Exam

A comprehensive master's-level exit exam must be taken and passed in the last semester of a student's degree coursework in order to graduate with a master's degree from Azusa Pacific University's School of Music.

### Grade-Point Average

Degree candidates must maintain a 3.0 GPA for the duration of their time in the master's degree program.

### Recital Performance

Degree candidates in performance, conducting, and composition must present a graduate recital. Performances (other than those presented at Azusa Pacific University) proposed to meet this requirement must be requested through the petition process and submitted to the graduate associate dean of the School of Music. Degree candidates in music education are not required to present a graduate recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

## Applied Music

1. Degree candidates in conducting, performance, and composition are required to take at least 8 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.
3. Any student wishing to take more than 2 units of applied lessons in one semester must have written permission from the associate dean or dean of the School of Music in the form of an in-house petition.
4. Jury examinations are required each semester for all students taking private lessons.
5. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
  - a. Faculty may request an accompanist, with the Accompanist Request Form available in the School of Music office, by the indicated deadlines.
  - b. Faculty may request a specific accompanist, with the Accompanist Request Form available in the School of Music office, by the indicated deadlines.
  - c. If no Accompanist Request Form is submitted, or is requested after the indicated deadlines, faculty are responsible to make arrangements for their students.
6. Private Lessons:
  - a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the annual mandatory solo performance requirement, an *F* will be assigned for the spring semester applied grade.

- b. A department representative will assign an instructor.
- c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

Learn more about the School of Music. (<http://www.apu.edu/cma/music/>)

## Programs

### Majors

- Music Performance (B.A.) (p. 355)
- Music Performance (B.M.) (p. 358)

### Graduate Programs

- Master of Music in Conducting (p. 365)
- Master of Music in Performance (p. 367)
- Artist Certificate Program (<http://www.apu.edu/cma/music/certificate/>)

## Courses

### GMUS 500, Introduction to Graduate Research Methods, 3 Units

In this course, students assess and evaluate various research methods and fields of research in music, achieving mastery of the resources available in academic libraries and online databases. Students employ research tools to develop academic research projects, including abstracts, annotated bibliographies, research papers, and grant proposals. Emphasis and subjects of relevance apply to composers, performers, musicologists, educators, conductors, and researchers. Students interpret the major historical themes, events, and personalities in current academic research.

### GMUS 501A, Seminar in Musicology: The Renaissance, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.

**Prerequisite:** GMUS 500

### GMUS 501B, Seminar in Musicology: The Baroque, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.

**Prerequisite:** GMUS 500

### GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.

**Prerequisite:** GMUS 500

### GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.

**Prerequisite:** GMUS 500

### GMUS 503, Advanced Analysis of Form and Style, 3 Units

The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation.

**Prerequisite:** MUS 427 or equivalent

### GMUS 504, Advanced Orchestration, 3 Units

This course offers discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.

**Prerequisite:** MUS 423 or equivalent

### GMUS 505, Advanced Choral Arranging, 3 Units

This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.

**Prerequisite:** MUS 421 or equivalent

## **GMUS 506, Special Topics in Musicology, 3 Units**

This course addresses special topics from any period of musicology as decided by the instructor and department.

**Prerequisite:** GMUS 500

## **GMUS 507A, Seminar A: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

## **GMUS 507B, Seminar B: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

## **GMUS 507C, Seminar C: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

## **GMUS 507D, Seminar D: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

## **GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit**

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

## **GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit**

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

## **GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit**

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

## **GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit**

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

## **GMUS 509A, Conducting I (Choral), 3 Units**

Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

## **GMUS 510, Conducting II (Instrumental), 3 Units**

Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

## **GMUS 511, Applied Conducting, 1-3 Units**

Each student in this course studies privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this course.

## **GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units**

The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

## **GMUS 514, Issues in Music Classroom Pedagogy, 2 Units**

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

## **GMUS 515, Instrumental Pedagogy, 2 Units**

Students survey method books and repertoires appropriate for elementary, middle school, and high school settings, and study beginning and intermediate instrumental development in schools, communities, and churches.

## **GMUS 516, Social and Historical Foundations of Music Education, 2 Units**

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

## **GMUS 518A, Seminar A: Choral Conducting, 1 Unit**

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

## **GMUS 518B, Seminar B: Choral Conducting Literature, 1 Unit**

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and 'historic informed performance' practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

## **GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit**

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and 'historic informed performance' practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

## **GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit**

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

## **GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit**

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

## **GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit**

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

## **GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit**

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and 'historic informed performance' practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

## **GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit**

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

## **GMUS 520, Applied Instruction I, 1-3 Units**

Individual instruction in an instrument or composition is given in this course. Additional fee is required.

**Prerequisite:** Admission to the graduate program or instructor's permission

## **GMUS 524, Keyboard Literature, 2 Units**

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

## **GMUS 525, Chamber Ensemble, 2 Units**

This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.



## **GMUS 526, Fingerboard Harmony, 2 Units**

This course directly applies the principles of diatonic and chromatic harmony to the guitar fingerboard. Students learn to harmonize melodies on the guitar fingerboard by creating arrangements of various styles. The course also makes realizations of ancient tablature so that the student can make arrangements that adapt to the modern guitar.

**Prerequisite:** Bachelor of Music in guitar performance or Bachelor of Arts with an emphasis in music

## **GMUS 527, Guitar Ensemble, 1 Unit**

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

## **GMUS 528, Organ Literature, 2 Units**

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

## **GMUS 529, Literature and Resources for Music Education, 2 Units**

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

## **GMUS 530, Applied Voice, 1-3 Units**

Individual instruction in voice is given in this course. Additional fee is required.

**Prerequisite:** Admission to the graduate program in vocal performance or instructor's permission

## **GMUS 534, Vocal Literature A, 2 Units**

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

## **GMUS 535, Vocal Literature B, 2 Units**

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

## **GMUS 536, Seminar in Professional Preparation, 1 Unit**

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

## **GMUS 537, Operatic History and Performance Practice, 3 Units**

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

## **GMUS 540, Advanced Vocal Pedagogy, 2 Units**

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.

**Prerequisite:** GMUS 500

## **GMUS 541A, Professional Vocal Coaching, 1 Unit**

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

### **GMUS 541B, Advanced Vocal Coaching, 1 Unit**

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

### **GMUS 544, Music Technology Seminar, 3 Units**

To broaden students' preparation in using Logic Pro, Finale, and Pro Tools, students learn music software that is new to them. Proficient students deepen their skills and/or learn another software system.

**Prerequisite:** MUS 296 or equivalent, MUS 327 or equivalent, and MUS 423; not required but highly recommended: MUS 322 or equivalent

### **GMUS 550, Vocal Collaboration for Pianists, 2 Units**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation.

### **GMUS 551, Instrumental Collaboration for Pianists, 2 Units**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. The repertoire is predominately instrumental sonatas.

### **GMUS 561, History of Congregational Song, 2 Units**

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

### **GMUS 562, Survey of Contemporary Worship Styles, 2 Units**

This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

### **GMUS 563, Introduction to Technology and Worship, 2 Units**

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

### **GMUS 565, Aesthetics of Worship, 2 Units**

This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

### **GMUS 567, Arranging: Choral and Instrumental, 2 Units**

This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

### **GMUS 570, Artist Certificate Applied Lesson, 2 Units**

Guided Applied Music lessons serve to develop a student's musical aptitude and accomplishment in study and performance. Subjects addressed may include performance and practice techniques, interpretation of musical styles, and the study of theory and history, all in relation to performance of repertoire on the student's instrument. Each student is expected to devote significant time between lessons in practice and preparation in order to progress. May be repeated.

**Prerequisite:** Acceptance in the Artist Certificate Program

### **GMUS 571, Artist Certificate Chamber Music, 2 Units**

Premier chamber ensembles focus on refining performance practice and high-level musicianship in learning, rehearsing, and performing chamber music literature. This prepares students to engage in various musical landscapes at the professional level.

**Prerequisite:** Acceptance in the Artist Certificate Program

### **GMUS 572, Artist Certificate Large Ensemble, 1 Unit**

The Artist Certificate Large Ensemble gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the ensemble. May be repeated for credit.

**Prerequisite:** Acceptance in the Artist Certificate Program

### **GMUS 573, Artist Certificate Seminar, 1 Unit**

The Artist Certificate Seminar utilizes discussions and individual meetings devoted to the interdisciplinary study of music, faith, and society. Students are introduced to key ideas, important thinkers, and influential practitioners, and are invited to explore the intersecting roles of culture, cognition and creativity, belief, and how musical behaviors relate to matters of ethics, the music industry, and performance practice. May be repeated for credit.

**Prerequisite:** Acceptance in the Artist Certificate Program

### **GMUS 588, Ensemble, 0-1 Units**

This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which students participate is determined by their emphasis.

**Prerequisite:** The 0-unit option can be taken only with the permission of the associate dean of graduate studies.

### **GMUS 590, Directed Research, 1-3 Units**

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

### **GMUS 591, Thesis, 2 Units**

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.

**Prerequisite:** Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

### **GMUS 599, Readings in Music, 1-4 Units**

### **MUS 1B1, Applied Brass, 1-4 Units**

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1B2, Applied Brass, 1-4 Units**

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1C1, Applied Composition Class, 1-4 Units**

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions.

Special Fee Applies

**Prerequisite:** MUS 121 and MUS 296 (may be taken concurrently)

### **MUS 1D1, Applied Percussion, 1-4 Units**

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1D2, Applied Percussion, 1-4 Units**

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1S1, Applied Strings, 1-4 Units**

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1S2, Applied Strings, 1-4 Units**

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1W1, Applied Woodwinds, 1-4 Units**

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1W2, Applied Woodwinds, 1-4 Units**

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 1B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 1D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 2D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 2S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 1S1. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 2S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 2W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 1W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 2W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 2B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 2D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 2S1. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 2W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 3W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 3B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.  
Special Fee Applies

### **MUS 4D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 3D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 3S1. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 3W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 99, Beginning Musicianship, 1 Unit**

This course offers beginning experiences in music reading and dictation, stressing pitch centering-matching, pitch memory, and recognition with an introduction to simple solfege. This course does not count toward total units needed for graduation.

### **MUS 100, Preparatory Organ, 1-3 Units**

This course is for the student who requires additional study to reach the college level of performance. This course does not meet the curriculum requirements for the music major or minor.

### **MUS 101, Beginning Voice Class, 1 Unit**

Students learn the basic principles of effective singing and performing in a group setting. By actively participating in warm-up exercises, carefully observing other performers, and taking advantage of solo opportunities, students learn how to sing with greater freedom, power, and resonance. A study of vocal literature is also included.

### **MUS 102, Intermediate Voice Class, 1 Unit**

This is a continuation of MUS 101. This course may be repeated for credit.

**Prerequisite:** MUS 101

### **MUS 103, Beginning Piano Class, 1 Unit**

This course offers an introductory study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

### **MUS 104, Elementary Piano Class, 1 Unit**

This course continues the study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 103 or by audition

### **MUS 105, Intermediate Piano Class, 1 Unit**

Students receive a functional study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 104 or by audition

### **MUS 106, Advanced - Intermediate Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 105 or by audition

### **MUS 107, Advanced - Intermediate Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 106 or by audition

## **MUS 108, Advanced Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 107 or by audition

## **MUS 110, Elementary Guitar Methods, 1 Unit**

This course is designed to teach the fundamentals of guitar in order to equip students to use the guitar in a classroom situation to teach music. Students must supply their own instruments.

## **MUS 111, Applied Voice, 1-4 Units**

This course provides study in correct posture, breathing, and vocal technique.

Special Fee Applies

## **MUS 112, Applied Voice, 1-4 Units**

This is a continuation of MUS 111.

Special Fee Applies

**Prerequisite:** MUS 111

## **MUS 113, Applied Piano, 1-4 Units**

Major and minor scales and corresponding arpeggios in four octaves at moderate tempo are studied. Exercises such as Hanon's, Bach Inventions, earlier sonatas by Viennese classicists, Chopin Preludes, and comparable works from Romantic and 20th century composers are included. Entrance is gained by audition only.

Special Fee Applies

## **MUS 114, Applied Piano, 1-4 Units**

This is a continuation of MUS 113. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 113

## **MUS 115, Applied Organ, 1-4 Units**

This course provides technical studies of Gleason; simple compositions of the Renaissance and Baroque periods; Bach, easier preludes and fugues; and chorales from the Orgelbuchlein.

Special Fee Applies

**Prerequisite:** Instructor Consent

## **MUS 116, Applied Organ, 1-4 Units**

This is a continuation of MUS 115.

Special Fee Applies

**Prerequisite:** MUS 115

## **MUS 118, Semi-Private Voice, 1 Unit**

This course provides vocal instruction in a small-group setting (maximum of four students per class). Emphasis is on basic vocal technique, vocal exercises, vocal health, and song literature of various styles (classical, Christian contemporary, Broadway, popular, etc.). Literature studies is chosen at the instructor's discretion, but with the students' specific needs in mind. Solo performance is required within the class setting. This class is designed primarily for the non-music major, particularly APU choral singers, but may be used by nonvocal emphasis music majors to fulfill core requirement in voice class or applied voice.

Special Fee Applies

## **MUS 119, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 118.

Special Fee Applies

## **MUS 120, Music Fundamentals, 3 Units**

This is an introductory course in the materials of basic music theory, involving music reading, writing, and relating notation to the musical keyboard. Topics include the musical staff, bass and treble clefs, time signatures, key signatures, intervals, scales, rhythm, chords, and musical listening. This course prepares students for MUS 121. *Meets the General Education Requirement: Humanities: Fine Arts.*

## **MUS 121, Music Theory I, 3 Units**

Students in this course study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course also covers ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I or higher is expected, and concurrent enrollment in MUS 296 Introduction to Music Technology is highly recommended. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** MUS 120 with a grade of C or better, or a score of at least 80% on the music theory placement pretest.

### **MUS 122, Music Theory II, 3 Units**

This course is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended.

**Prerequisite:** Grade of C or better in MUS 121 (C- does not qualify) or instructor consent.

### **MUS 130, Jubilant Song Ladies' Choir, 1 Unit**

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required.

### **MUS 131, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 130.

### **MUS 133, Practical Musicianship I, 1 Unit**

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, the Kodaly method, computer-based approaches, and self-dictation.

**Prerequisite:** MUS 121, 122, 221, or 222 (any of which may be taken concurrently).

### **MUS 134, Practical Musicianship II, 1 Unit**

This course is a continuation of MUS 133, covering fully diatonic materials.

**Prerequisite:** Grade of C or better in MUS 133 (C- does not qualify) or instructor consent.

### **MUS 140, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 141, University Choir, 1 Unit**

This is a continuation of MUS 140.

Special Fee Applies

### **MUS 142, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

### **MUS 143, Symphonic Band, 1 Unit**

This is a continuation of MUS 142.

### **MUS 144, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 145, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 144.

Special Fee Applies

### **MUS 146, Gospel Choir, 1 Unit**

Members perform music for the historical African American sacred and contemporary repertoire, including spirituals, Gospel, church songs, community choir songs, contemporary Gospel, and original compositions and arrangements. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 147, Gospel Choir, 1 Unit**

This is a continuation of MUS 146. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 151, Chamber Ensemble - Strings, 1 Unit**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small group experience for the music student. A minimum GPA of 2.0 is required.

### **MUS 152, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 151.

### **MUS 153, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 154, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 153.

### **MUS 155, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 156, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 155.

### **MUS 157, Chamber Ensemble - Percussion, 1 Unit**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. A minimum GPA of 2.0 is required.

### **MUS 158, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 157.

### **MUS 160, Worship Leadership Formation, 3 Units**

This course introduces students to the field of music and worship within various ministry contexts. By surveying the historical practice of and philosophical foundations for music ministry, students are encouraged to explore the relationship between their individual strengths, abilities, and passions and this field of ministry. Students are introduced to vocational options in music and worship ministry and presented with a holistic picture of the musician as minister.

### **MUS 170, Oratorio Choir, 1 Unit**

This choir is composed of all music majors and minors. A public performance of major choral works is given each semester.

### **MUS 172, Recorder Lab, 1 Unit**

Music of the Renaissance and Baroque periods is performed on ancient instruments, including recorders, krumm horns, gambas, sackbuts, and natural trumpets.

### **MUS 173, Men's Chorale, 0-1 Units**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 174, Men's Chorale, 1 Unit**

This is a continuation of MUS 173.

Special Fee Applies

### **MUS 180, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 181, Handbell Choir, 1 Unit**

This is a continuation of MUS 180.

Special Fee Applies

### **MUS 182, Jazz and Commercial Ensemble, 1 Unit**

This is an 'augmented' big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. A minimum GPA of 2.0 is required.

### **MUS 183, Jazz and Commercial Ensemble, 1 Unit**

This is a continuation of MUS 182.



### **MUS 187, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 188, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required. This course is a continuation of MUS 187.

Special Fee Applies

### **MUS 191, Jazz Improvisation Workshop, 1 Unit**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required.

May be repeated for credit.

**Prerequisite:** MUS 122

### **MUS 192, Jazz Improvisation Workshop, 1 Unit**

This is a continuation of MUS 191.

### **MUS 195, Studio Orchestra, 1 Unit**

The APU Studio Orchestra prepares students to successfully engage in the multifaceted studio and live-performance environments of working professional musicians. This ensemble equips students with the broad palette of skills required of today's professional instrumental performers. Entrance is gained by audition only. May be repeated for credit.

### **MUS 201, Introduction to World Music, 3 Units**

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions focus on the interactions between music and belief systems, contexts, aesthetics, and history, and examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology are utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

### **MUS 202, Singing The Faith, 3 Units**

This course provides a broad overview of the history of Christian congregational singing and various forms, styles, and expressions included in their development. Emphasis is placed on early Christian worship, chant, hymnody, global hymnody, contemporary worship music, and foundational elements of congregational musical practice.

### **MUS 203, Languages of Worship, 2 Units**

This research seminar focuses on the use of sacred action and art forms used in worship, such as music, visual arts, literature, drama, film, architecture, and dance. Students study the creation of sacred space, time, language, movement, symbol, and their theological, historical, and practical applications.

### **MUS 204, Music of Latin America, 3 Units**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about Latin music traditions of the Caribbean and North, Central, and South America. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

### **MUS 205, Music of Asia, 3 Units**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about the classical, popular, and folk music traditions of Asia. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

### **MUS 206, Introduction to Music Education, 2 Units**

Designed for the prospective public school music specialist, the course consists of a study of the objectives, scope, and content of the public school's entire music program. Specific attention is given to music development through choral and instrumental ensembles and specialized music classes for K-12.

### **MUS 210, Performance Forum, 0 Units**

This course allows students to participate with major performing artists in conversational dialogue, and symposiums with area professionals on topics and disciplines that students are actively involved in. In addition, the Performance Forum gives students the opportunity to gain performance experience on stage in front of the music faculty and fellow students.

## **MUS 211, Applied Voice, 1-4 Units**

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefert, Concone and others.

Special Fee Applies

**Prerequisite:** MUS 111 and MUS 112

## **MUS 212, Applied Voice, 1-4 Units**

This is a continuation of MUS 211.

Special Fee Applies

**Prerequisite:** MUS 111 and MUS 112

## **MUS 213, Applied Piano, 1-4 Units**

Scales and arpeggios at rapid tempo are studied. Exercises such as Czerny's, Bach Sinfonias, intermediate sonatas by Viennese classicists, Chopin Nocturnes, and comparable works from 19th and 20th century composers are stressed. The course offers preparation for upper-division qualifying examination. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 114

## **MUS 214, Applied Piano, 1-4 Units**

This is a continuation of MUS 213. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 213

## **MUS 215, Applied Organ, 1-4 Units**

This course offers continued technical studies, Bach chorale, preludes and fugues, compositions of romantic and contemporary periods, and hymn playing for congregational singing.

Special Fee Applies

**Prerequisite:** MUS 115 and MUS 116

## **MUS 216, Applied Organ, 1-4 Units**

This is a continuation of MUS 215.

Special Fee Applies

**Prerequisite:** MUS 215

## **MUS 217, Practical Musicianship III, 1 Unit**

This course is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms.

**Prerequisite:** Grade of C or better in MUS 134 (C- does not qualify) or instructor consent.

## **MUS 218, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 119.

Special Fee Applies

## **MUS 219, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 218.

Special Fee Applies

## **MUS 220, Practical Musicianship IV, 1 Unit**

This course is a continuation of MUS 217, using more chromatic materials and more complex rhythms.

**Prerequisite:** Grade of C or better in MUS 217 (C- does not qualify) or instructor consent.

## **MUS 221, Music Theory III, 3 Units**

This course explores Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended.

**Prerequisite:** Grade of C or better in MUS 122 (C- does not qualify) or instructor consent.

## **MUS 222, Music Theory IV, 3 Units**

This course explores chromatic nonharmonic tones; chromatically altered chords; harmonic texture; 9th, 11th, and 13th chords; modal harmony; and exercises in analysis. Concurrent enrollment in MUS 220 Practical Musicianship IV is recommended.

**Prerequisite:** Grade of C or better (C- does not qualify) in MUS 221 or instructor consent.

## **MUS 223, Web-Based Tools, 2 Units**

This course gives students practical experience in using Web-based technologies for tasks related to the commercial music industry. Students learn to use Internet tools for remote collaboration, gain experience in Web-based project management, and use Web design tools for creating online portfolios.

**Prerequisite:** C or higher in MUS 296

**MUS 224, Diction for Singers I, 1 Unit**

Students study the principles for the International Phonetic Alphabet and apply the principles for the correct pronunciation of Italian and Latin. This class cannot be repeated for credit.

**Prerequisite:** Sophomore Standing

**MUS 225, Madrigal Singers, 1 Unit**

Students have the opportunity to participate in an ensemble that performs acapella chamber music from various time periods beginning with the Renaissance. Entrance is gained by audition only.

**MUS 227, Diction for Singers II, 1 Unit**

This is a continuation of MUS 224. Students employ the International Phonetic Alphabet and apply the principles for the correct pronunciation of German, French, English, and Spanish.

**Prerequisite:** MUS 224

**MUS 230, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

**MUS 231, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 230.

**MUS 232, Guitar Techniques, 1 Unit**

This course is designed to prepare music education students to teach guitar in public schools. The course will cover basic guitar techniques as well as problems related to the guitar. Pedagogy, general maintenance, and guitar repair will also be discussed. This course is required for a music education emphasis at Azusa Pacific University.

**Prerequisite:** MUS 121, MUS 122, or instructor consent

**MUS 233, Improvisation for Music Education, 1 Unit**

This course is designed to provide music education students with a study of methods and materials for teaching improvisation in K-12 schools including general music, bands, choirs, orchestras, pop groups, and world music ensembles. Students engage in improvisation exercises using their principal instrument or voice.

**Prerequisite:** MUS 122, MUS 134

**MUS 242, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Special fee applies. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

**MUS 243, University Choir, 1 Unit**

This is a continuation of MUS 242.

Special Fee Applies

**MUS 244, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

**MUS 245, Symphonic Band, 1 Unit**

This is a continuation of MUS 244.

**MUS 246, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

**MUS 247, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 246.

Special Fee Applies

**MUS 248, Gospel Choir, 1 Unit**

This is a continuation of MUS 147. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 249, Gospel Choir, 1 Unit**

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 250, Music and Civilization, 3 Units**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

### **MUS 250H, Music and Civilization - Honors, 3 Units**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### **MUS 251, Chamber Ensemble: Strings, 1 Unit**

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 252, Chamber Ensemble: Strings, 1 Unit**

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 251.

### **MUS 253, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 254, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 253.

### **MUS 255, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 256, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 255.

### **MUS 257, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 158.

### **MUS 258, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 257.

### **MUS 270, Guitar Ensemble, 1 Unit**

This course emphasizes performance of guitar music in quartets, trios, duos, and larger ensembles, with students performing music along with other instruments as well as vocalists. Music from the Renaissance to the present day is explored in any number of styles from contemporary to classical, including original student-written arrangements. The course develops musicianship, focusing on experience in performance practice, engaging in the wide canon of literature, and deepening aesthetic enjoyment through vast expressions of the Christian faith. Students must know how to read music and apply it directly to the guitar fingerboard, and this course fulfills the ensemble requirement for music majors whose primary instrument is guitar.

### **MUS 271, Symphony Orchestra, 1 Unit**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is also open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

### **MUS 272, Symphony Orchestra, 1 Unit**

This is a continuation of MUS 271. Entrance is gained by audition only. May be repeated for credit.

### **MUS 275, Men's Chorale, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 276, Men's Chorale, 1 Unit**

This is a continuation of MUS 275.

Special Fee Applies

### **MUS 281, Chamber Singers, 1 Unit**

Students performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

### **MUS 282, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 283, Handbell Choir, 1 Unit**

This is a continuation of MUS 282.

Special Fee Applies

### **MUS 285, Music Theater: Minor Roles and Chorus, 1 Unit**

Admission to this class is determined by the director. Students study, prepare, and publicly perform entire Broadway musicals or selected portions and receive coaching in the dramatic and musical aspects of performance.

### **MUS 289, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 290, Wind Ensemble, 1 Unit**

This is a continuation of MUS 289.

Special Fee Applies

### **MUS 296, Introduction to Music Technology, 2 Units**

In this course, students will study the basic concepts pertaining to audio recording, MIDI programming, and music notation software. Students will apply this knowledge by completing a series of musical projects.

**Prerequisite:** MUS 121 (May be taken concurrently)

### **MUS 297, Marching Band, 1 Unit**

The Marching Band performs pregame and half-time shows at all five home football games. Additionally, the band may perform at other events representing the university such as the Azusa Golden Days Parade and high school marching band performances. The marching band offers an opportunity for music education majors to take leadership positions and have hands-on experience preparing them for future jobs as band directors. The band meets on Mondays from 7-10 p.m. and Saturdays from 9 a.m.-12 p.m. Football games occur on Saturday evenings beginning at 6 p.m. The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.

Special Fee Applies

### **MUS 301, Music of Africa, 3 Units**

This is a survey of sub-Saharan traditional and contemporary music cultures of Africa. It examines the musical and extra musical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusicological approach to the organization of musical sound and its meaning are emphasized. This class provides an overview of the musical sounds that are prevalent in each geographic region. Students develop ethnomusicological listening skills and the ability to identify aspects of the unity and diversity within the music cultures of traditional and contemporary Africa. This course is appropriate for majors and nonmajors.

### **MUS 302, Soul Music, 3 Units**

This course traces the history and development of African American popular music from the early 17th century to the 21st century with a focus on the concept of soul as an essential aspect of American popular culture, encouraging intercultural competence by providing students with a foundation of knowledge and aural analytical skill through which they can identify, understand, and appreciate the contributions of soul music to the aesthetic values of contemporary music culture - sacred (Gospel) and secular (rhythm and blues). This course is appropriate for majors and non-majors. *Meets the General Education Requirement: Intercultural Competence.*

### **MUS 311, Applied Voice, 1-4 Units**

Students study phrasing, style, and interpretation of vocal literature from the classic through romantic periods, including the song literature of the Church. Selected arias from oratorio and opera are examined.

Special Fee Applies

**Prerequisite:** MUS 212

## **MUS 312, Applied Voice, 1-4 Units**

This is a continuation of MUS 311.

Special Fee Applies

**Prerequisite:** MUS 212

## **MUS 313, Applied Piano, 1-4 Units**

Students study scales in thirds, sixths, and tenths, contrary motion, and the corresponding arpeggios. Exercises such as Cortot's, Bach's Well-tempered Clavier, easier Etudes of Chopin, romantic Beethoven Sonatas, and other works of comparable difficulty are explored. The course prepares piano performance majors for their junior recitals.

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 314, Applied Piano, 1-4 Units**

This is a continuation of MUS 313. The course prepares piano performance majors for their junior recitals. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 315, Applied Organ, 1-4 Units**

This course offers a study of works of all periods and preparation for the student's junior recital.

Special Fee Applies

## **MUS 316, Applied Organ, 1-4 Units**

This is a continuation of MUS 315.

Special Fee Applies

## **MUS 318, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 219.

Special Fee Applies

## **MUS 319, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 318.

Special Fee Applies

## **MUS 320, Keyboard Improvisation, 2 Units**

Students study the practical applications of music theory to keyboard playing, including playing from chord charts and 'by ear,' improvisation of solos and accompaniments, and making appropriate changes to published piano parts. Melody harmonization in various styles are examined, as well as elements of jazz, pop, and Gospel keyboard styles. Primary emphasis is placed on voicing chords idiomatically, rhythmic 'feels,' and melodic styles.

## **MUS 321, Counterpoint, 3 Units**

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided.

**Prerequisite:** MUS 221 and MUS 222

## **MUS 322, Score Preparation and Printing, 2 Units**

Students study music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale.

Special Fee Applies

**Prerequisite:** MUS 121, MUS 122, MUS 296

## **MUS 323, Arranging and Rehearsal Technique, 3 Units**

Students study elements of common commercial styles, acoustic versus synthesizer arranging, score/part preparation, vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222, including reharmonization, texture, countermelody, and voicing. In addition to smaller assignments, student complete 3 large projects, for which the student directs rehearsals in collaboration with Commercial Styles classes, which perform the arrangements.

Special Fee Applies

**Prerequisite:** MUS 222 and MUS 296, or instructor consent

## **MUS 324, Songwriting, 2 Units**

The course teaches the process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production.

**Prerequisite:** C grade in one of the following: MUS 121, MUS 122, MUS 221, or MUS 222. MUS 296

## **MUS 325, Madrigal Singers, 1 Unit**

This is a continuation of MUS 225.

## **MUS 326, Live Sound Reinforcement, 2 Units**

The course is part of the B.M. in Commercial Music emphasis core. Basic signal flow, microphones, mixing consoles, processors, speakers, mixing techniques, problem solving, and team applications are covered. Students complete a live sound reinforcement project where they are responsible for a musical concert/event.

**Prerequisite:** MUS 327 or instructor consent

## **MUS 327, Audio I, 2 Units**

Basic acoustics review, mixers, microphones, digital audio, monitoring systems, studio acoustics, mixing concepts, outboard effects, with applications to audio recording and live sound reinforcement.

Special Fee Applies

**Prerequisite:** MUS 296 or instructor consent

## **MUS 328, Audio II, 3 Units**

This course covers digital audio systems, recording, mixing and editing, mastering, etc. Students complete a multitrack recording using a computer-based audio recording system.

Special Fee Applies

**Prerequisite:** MUS 327 or instructor consent

## **MUS 329, Keyboard Improvisation, 2 Units**

The practical applications of music theory to keyboard playing, including playing from chord charts and 'by ear,' improvisation of solos and accompaniments, and making appropriate changes to published piano parts are covered in detail. Melodic harmonization in various styles; elements of jazz, pop, and gospel keyboard; voicing chords idiomatically; and rhythmic 'feels' are explored.

## **MUS 330, Elementary Music Methods, 3 Units**

This course introduces students to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Students will explore various teaching methods through singing, playing, movement, composition, and listening experiences, instructional techniques including Orff, Kodaly, Dalcroze, as well as learning strategies.

**Prerequisite:** MUS 206

## **MUS 331, String Instrument Techniques, 1 Unit**

The curriculum offers elementary instruction in the stringed instruments. Careful consideration is given to tone production, bowing, technique, study materials, care of instruments, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 332, Woodwind Instrument Techniques, 1 Unit**

This course provides elementary instruction in the woodwind instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 333, Brass Instrument Techniques, 1 Unit**

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 334, Percussion Instrument Techniques, 1 Unit**

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 335, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 336, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 335.

## **MUS 337, Music Business I, 2 Units**

This course is part of the commercial music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development, and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. Recommended for first-semester sophomores.

## **MUS 338, Music Business II, 2 Units**

Selected advanced topics in the music business, including copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc., are covered.

**Prerequisite:** MUS 337

### **MUS 339, Hymnology, 2 Units**

The great Christian hymns and hymn tunes are studied in their historical settings. Analysis and interpretation of hymns are offered. Standard hymnals are evaluated.

### **MUS 340, University Choir & Orchestra, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 341, University Choir & Orchestra, 1 Unit**

This is a continuation of MUS 340.

Special Fee Applies

### **MUS 342, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

### **MUS 343, Symphonic Band, 1 Unit**

This is a continuation of MUS 342.

### **MUS 344, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 345, Bel Canto Women's Choir, 1 Unit**

This ensemble ministers to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 346, Gospel Choir, 1 Unit**

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 347, Gospel Choir, 1 Unit**

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 348, Song Literature Survey, 2 Units**

This class surveys solo vocal music from the German, French, Italian, Russian, British, American, Spanish, and South American art song repertoire spanning from the Renaissance through the 21st-century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations, and performance. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of our times during the semester from this literature.

### **MUS 349, Intermediate Logic Pro, 3 Units**

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins environment window and real-time MIDI processing.

Special Fee Applies

**Prerequisite:** MUS 296

### **MUS 350, History and Literature of Commercial Music, 3 Units**

This course provides a study of commercial music since 1900, with particular emphasis on music in recording for conventional distribution, music for broadcast, music for film, TV and video, etc. Jazz, rock, country-western, hip hop, film music, Christian, and gospel music receive particular attention. Important songwriters, performers, and producers are studied, along with the impact of technology and mass distribution on musical style and the public taste. Students are exposed to the broad array of contemporary musical styles that are 'commercial.'

**Prerequisite:** A grade of 'B' or better in both MUS 327 and MUS 337

### **MUS 351, Ancient, Renaissance, and World Music Literature, 3 Units**

This course provides a historical and stylistic study of the repertoire of serious Western music from ancient Greece through the Renaissance, plus other music of people and cultures from around the world. The course includes lectures, reading, listening, reports, and analysis.



### **MUS 352, Writing 3: Baroque, Classical, and Early Romantic Music Literature, 3 Units**

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time-frames. Students will examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western and non-Western cultures to facilitate the development of a mature and educated philosophy of music. The course also includes instruction in writing about music and music history. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **MUS 352H, Baroque, Classical, and Early Romantic Music Literature - Honors, 3 Units**

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. Meets the upper-division writing intensive course requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### **MUS 353, Concert Music, 1 Unit**

Students are guided through listening by attending concerts.

### **MUS 354, Church Music and Worship, 2 Units**

This course acquaints students with current worship practices and trends and provides an analysis of current issues facing church musicians and worship leaders. The curriculum and reading for the course aids students in the critical evaluation of today's worship issues and challenges.

**Prerequisite:** Junior Standing and completion of MUS 202 and MUS 203

### **MUS 355, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 252.

### **MUS 356, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 355.

### **MUS 357, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 254.

### **MUS 358, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 357.

### **MUS 359, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 256.

### **MUS 360, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 359.

### **MUS 361, Introduction to Conducting, 2 Units**

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music.

**Prerequisite:** MUS 221 and MUS 222

### **MUS 362, Choral Conducting, 2 Units**

Students receive instruction in principles and techniques of conducting choral groups. Attention is given to interpretation, literature, and rehearsal skills. This is a practical course designed to give each student continuing training and experience in choral conducting.

**Prerequisite:** MUS 361

### **MUS 363, Instrumental Conducting, 2 Units**

The principles, techniques, and methods of conducting orchestral and band groups using standard instrumental literature are covered.

**Prerequisite:** MUS 361

### **MUS 364, Critical Audio Listening Skills, 2 Units**

This course covers recording environment terminology, sonic characteristics of microphones, processed audio signals, instruments and sections of instruments. Analysis and study of audio recordings, recording consoles, and variety of acoustic environments is also discussed.

**Prerequisite:** MUS 296 and MUS 327

### **MUS 365, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 258.

### **MUS 366, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 365.

## **MUS 367, Technology for Worship, 3 Units**

This course provides students with an understanding of technologies used for worship arts ministry, including digital and analog audio, lighting, video systems, presentation software, and assorted web-based tools for the worship leader. Philosophical and practical issues in the use of worship arts technology are discussed.

## **MUS 371, Symphony Orchestra, 1 Unit**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

## **MUS 372, Symphony Orchestra, 1 Unit**

This is a continuation of MUS 371. May be repeated for credit. Entrance is gained by audition only.

## **MUS 373, Men's Chorale, 0-1 Units**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 374, Men's Chorale, 1 Unit**

This is a continuation of MUS 373.

Special Fee Applies

## **MUS 375, Worship Arts Leadership, 3 Units**

This course examines organizational structures for worship arts ministries in the Church and parachurch organizations. Attention is given to processes and structures that effectively organize musicians and artists for worship arts ministry and give space for God's work through His people. Topics include pastoral leadership, artistic team development, information management, facilities, budgets, scheduling, and ministry resources.

**Prerequisite:** MUS 160

## **MUS 376, Worship Design, 3 Units**

This course provides the student with a beginning framework for planning and designing a service of worship. Both artistic and practical issues are considered as various worship traditions (liturgical, Taize, free church, emergent, traditional, blended, etc.) and related musical styles are examined. Students have an opportunity to lead worship services they have planned and designed and gain experience with the practical components of worship (basic sound reinforcement, acoustics, rehearsal techniques, worship leading, etc.).

**Prerequisite:** MUS 202, MUS 203

## **MUS 377, Worship Studio I, 1 Unit**

This course is an in-depth study of the performance skills and abilities in music direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Gospel style and interpretation are stressed, and performance opportunities are given throughout the semester.

## **MUS 378, Worship Studio II, 1 Unit**

This course is a continuation of Worship Studio I, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practices and interpretation of folk and ethnic styles are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 379, Guitar Fingerboard Harmony, 2 Units**

This is a course in direct application of principles of diatonic and chromatic harmony as they are relevant to the guitar fingerboard. Students must have a thorough knowledge of reading music and a basic understanding of fundamentals of harmony and how chords are constructed.

**Prerequisite:** MUS 121, MUS 122, or instructor consent

## **MUS 380, Chamber Singers, 1 Unit**

Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

## **MUS 381, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 382, Jazz and Commercial Ensemble, 1 Unit**

This is an 'augmented' big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles, and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the Commercial Music emphasis. A minimum GPA of 2.0 is required.

## **MUS 383, Jazz and Commercial Ensemble, 1 Unit**

This is a continuation of MUS 382.

## **MUS 384, Handbell Choir, 1 Unit**

This is a continuation of MUS 381.

Special Fee Applies

## **MUS 387, Wind Ensemble, 1 Unit**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 388, Wind Ensemble, 1 Unit**

This is a continuation of MUS 387.

Special Fee Applies

## **MUS 389, Commercial Styles I, 1 Unit**

This class is an in-depth study of jazz vocal styles which prepares performers for a wide range of jazz performance situations including live and recording venues. Jazz style and interpretation are stressed and performance opportunities are given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 390, Commercial Styles II, 1 Unit**

A continuation of Commercial Styles I, this course offers an in-depth study of Broadway and pop music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Broadway and pop music style and interpretation are stressed and performance opportunities will be given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 391, Jazz Improvisation Workshop, 1 Unit**

This course covers small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., with students grouped in combos by experience level. Student-performers prepare for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for in unusual circumstances, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only 2 upper-division units may count toward the commercial music concentration.

## **MUS 392, Jazz Improvisation Workshop, 1 Unit**

This is a continuation of MUS 391.

## **MUS 393, Junior Recital, 0 Units**

Preparation and presentation of the junior recital program (approximately 30 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the junior recital is presented. Topics include program preparation and research, recital protocol, advanced performance preparation, working with a collaborative performer/accompanist (when applicable). This course is taught by the student's major applied instructor.

**Prerequisite:** Performance majors to have completed 8 units of major applied area; permission of the applied instructor. Student must be concurrently enrolled in Applied Music in the term that the Junior Recital is presented.

## **MUS 394, Critical Listening Skills For Audio Recording Professionals, 2 Units**

Students study recording environment terminology and sonic manipulation including; sonic characteristics of microphones, processed audio signals, individual musical instruments and sections of instruments. Study and analysis of representative audio recordings, recording consoles, and a variety of acoustic environments is included.

**Prerequisite:** C or better in both MUS 220 and MUS 326

## **MUS 396, Advanced Music Technology, 2 Units**

Advanced sequencing techniques, orchestral simulation, advanced editing and automated mixing, synthesizer program editing, and system exclusive and program editor/librarian software are covered. The course provides an introduction to MIDI/digital audio hybrid systems and synchronization using LTC, VITC, MIDI clock, and MIDI Timecode. Students complete a large project using these techniques.

Special Fee Applies

**Prerequisite:** MUS 296 and MUS 327

## **MUS 397, Instrumental Collaboration for Pianists, 2 Units**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

## **MUS 398, Vocal Collaboration for Pianists, 2 Units**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

## **MUS 399, Keyboard Ensemble, 2 Units**

This course offers guided experience in performance of keyboard literature for more than one performer. The class is open to students majoring in piano performance, organ performance, and to other qualified students upon audition and with permission of the instructor. Each student performs six times during the semester.

## **MUS 401, Worship Studio III, 1 Unit**

This course serves as a continuation of Worship Studio I and II, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Jazz interpretation and style are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 402, Worship Studio IV, 1 Unit**

This course serves as a continuation of Worship Studio I, II, and III, offering in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practice and interpretation of pop and rock styles are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 404, Instrumental Music Methods, 3 Units**

This course is designed to provide music education students with a study of methods and materials for teaching instrumental music in K-12 schools, including concert bands, marching bands, orchestra, jazz and pop groups, and world music ensembles. Students engage in 15 hours of observation as well as practice teaching.

**Prerequisite:** MUS 206

## **MUS 405, Choral Music Methods, 3 Units**

Designed for the prospective school music specialist, the course will consist of a study of choral methods used in school music programs. Special attention will be given to developing musicality and musicianship through choral ensembles and specialized music classes, including all periods and genres of music.

**Prerequisite:** MUS 206

## **MUS 407, Commercial Styles III, 1 Unit**

A continuation of Commercial Styles I and II, this course offers an in-depth study of country western, folk and contemporary Christian music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Country, folk and contemporary Christian music performance style and interpretation are stressed and performance opportunities will be given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 408, Commercial Styles IV, 1 Unit**

A continuation of Commercial Styles I, II and III, this course offers an in-depth study of rock and rhythm & blues (R&B) vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Rock and R&B musical performance style and interpretation are stressed and performance opportunities are given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 409, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 410, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 409.

## **MUS 411, Applied Voice, 1-4 Units**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation.

Special Fee Applies

**Prerequisite:** MUS 311 and MUS 312

## **MUS 412, Applied Voice, 1-4 Units**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. Appearances in recitals comprising literature from the above mentioned may be required at the discretion of the instructor. This may be in addition to the senior recital for the voice major.

Special Fee Applies

**Prerequisite:** MUS 411

## **MUS 413, Applied Piano, 1-4 Units**

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20th-century composers are explored. A study of selected concerti is offered. This course prepares piano performance majors for their senior recitals.

Special Fee Applies

**Prerequisite:** MUS 314

## **MUS 414, Applied Piano, 1-4 Units**

This is a continuation of MUS 413. The course prepares piano performance majors for their senior recitals. In addition to weekly private lessons, students attend a group master class each week. **Prerequisite:** upper-division qualifying examination or by audition

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 415, Applied Organ, 1-4 Units**

This course offers advanced study of major works of all periods and intense preparation for the student's senior recital.

Special Fee Applies

## **MUS 416, Applied Organ, 1-4 Units**

This is a continuation of MUS 415.

Special Fee Applies

## **MUS 417, Organ Literature I, 2 Units**

This course is a survey of the historical development of the literature for the organ from the Middle Ages through the classical period. Organ builders from these centuries are also discussed. Class sessions consist of listening and discussing repertoire from these periods and sight reading some of the representative literature.

## **MUS 418, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 319.

Special Fee Applies

## **MUS 419, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 418.

Special Fee Applies

## **MUS 420, Organ Literature II, 2 Units**

This course is a survey of the historical development of the literature for the organ from the Romantic period through the 20th-century as well as contemporary works. Discussions include the study of major organ builders during this time.

**Prerequisite:** 2 units of Applied Organ

## **MUS 421, Choral Arranging, 2 Units**

Students learn the techniques of arranging and adapting song materials for choral ensembles of various sizes and compositions.

**Prerequisite:** MUS 222

## **MUS 422, 20th Century Compositional Techniques, 3 Units**

The stylistic techniques of major composers are reviewed. A major thrust of the class is the presentation of students' compositions.

**Prerequisite:** MUS 222

### **MUS 423, Orchestration I, 3 Units**

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

**Prerequisite:** MUS 221; MUS 222 (may be taken concurrently) or instructor consent

### **MUS 424, Projects in Music Theory, 2 Units**

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student.

**Prerequisite:** MUS 221 and MUS 222

### **MUS 425, Collegium, 1 Unit**

The course emphasizes rehearsal and performance of chamber music, especially pre-19th century music. The course is open to students with instructor's permission only.

### **MUS 426, Collegium, 1 Unit**

This is a continuation of MUS 425.

### **MUS 427, Form and Analysis, 3 Units**

The forms of music from the 18th century to the present are covered. An analysis of both large and small forms is included.

**Prerequisite:** MUS 222

### **MUS 428, Arranging II, 2 Units**

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, and textures and melodic procedures is covered. Students complete several small assignments in various styles, and one large project which is recorded by the Audio Recording class(es) or the Production Techniques class.

Special Fee Applies

**Prerequisite:** MUS 323 and MUS 423

### **MUS 429, Piano Literature I, 2 Units**

This course surveys the broad scope of piano literature from the invention of the piano to the early Romantic period. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature. Students are required to read the primary literature (or excerpts) as well as to listen, sight-read, analyze, and recognize, and prepare additional topics from books of secondary literature.

### **MUS 430, Piano Literature II, 2 Units**

This course surveys the broad scope of piano literature from the early Romantic period to the present day. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature.

**Prerequisite:** MUS 429

### **MUS 432, Music in the Elementary Schools, 3 Units**

Designed for the prospective elementary school teacher, the course consists of the objectives, scope, and content of the elementary school music program as described in the Visual and Performing Arts Framework for California Public School. Active participation in the skills of music and movement are required in order to understand the components and concepts in these performing arts. The course includes supervised practice teaching and opportunities for observation of teaching professionals.

### **MUS 433, Music Methods for the Elementary and Secondary Schools, 3 Units**

This course offers a sequential presentation of methods and materials available for the prospective music teacher of the spectrum of K-12. Widely accepted approaches and philosophies are discussed, including Dalcroze, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

### **MUS 434, Piano Pedagogy, 2 Units**

Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of the professor.

**Prerequisite:** MUS 313 or instructor consent

### **MUS 435, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 436, University Choir, 1 Unit**

This is a continuation of MUS 435.

Special Fee Applies

**MUS 437, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

**MUS 438, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 437.

Special Fee Applies

**MUS 440, Instrumental Pedagogy, 2 Units**

Students study the methods and materials used in teaching brass, woodwind, string, or percussion instruments. The area of emphasis is determined by the student's specialization.

**MUS 441, Music in Worship, 3 Units**

Students survey the history and practice of the use of music in worship services. Emphasis is given to the development of both liturgical and nonliturgical forms of worship. Students are involved in learning effective worship planning as they study the role of the minister, director of music, and organist.

**MUS 442, Church Music Administration, 2 Units**

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

**MUS 443, Vocal Pedagogy, 2 Units**

This course covers the study of teaching methods and practices in voice, detailed study of the vocal instrument, and sessions working one-on-one with a beginning voice student.

**MUS 444, Seminar in Church Music, 2 Units**

This course is a research seminar dealing with contemporary problems in church music. An in-depth investigation of specific church music programs and supervised student assignments involving leadership in the music program of local churches is offered.

**MUS 445, Service Playing, 2 Units**

This course shows the church musician how to handle the keyboard instruments in various church situations, including weddings, funerals, communions, and aspects of traditional services.

**MUS 446, Issues in Church Music, 2 Units**

This course provides an analysis of current issues in church music and acquaints students with contemporary worship practices. The curriculum aids students in the evaluation of today's issues from an historical perspective.

**MUS 447, Music and Worship Internship I, 2 Units**

Students who desire experience in a church music program should take this practicum. Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs.

**Prerequisite:** MUS 375; MUS 376 (may be taken concurrently)

**MUS 449, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

**MUS 450, Symphonic Band, 1 Unit**

This is a continuation of MUS 449.

**MUS 451, Repertoire for the Instrumental Music Classroom, 2 Units**

This course equips students with a comprehensive knowledge of repertoire to be used as curriculum in the secondary instrumental music classroom through the context of band, orchestra, jazz band, and string orchestra.

**Prerequisite:** MUS 222 and MUS 361

**MUS 452, Instrumental Music Literature, 2 Units**

This course offers a survey of string, woodwind, brass, guitar, or percussion literature considered from its historical, formal, stylistic, and aesthetic aspects. It also includes study of the history and development of the instruments. The course content varies according to the applied performance area of the student.

### **MUS 453, American Music, 3 Units**

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and the Church is explored. A survey of the music of prominent American composers from William Billings to John Cage is included. The course is open to nonmusic majors with the instructor's consent.

### **MUS 454, Music and Worship Internship II/Capstone, 2 Units**

Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. This course concludes with a 'capstone project,' coordinated between student and faculty. The project will include a sophisticated level of research, collaboration, creativity, and synthesis of learning acquired through previous coursework in the major. With approval, the project may serve as portfolio material. This course is a continuation of MUS 447.

**Prerequisite:** MUS 447

### **MUS 455, Late Romantic and 20th-Century Music Literature, 3 Units**

This course provides a study of Western music of the late Romantic and 20th century periods in historical context of broader developments in culture. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the General Education Requirement: Humanities: History.*

**Prerequisite:** MUS 121

### **MUS 456, Choral Literature, 2 Units**

Students survey choral compositions from the Renaissance to the present. The course emphasizes the representative works from each of the major historical periods.

### **MUS 457, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 356.

### **MUS 458, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 457.

### **MUS 459, Chamber Ensemble: Brass, 1 Unit**

Premier chamber ensembles focus on refining performance practice and high-level musicianship in chamber music, and this course prepares students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 460, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 459.

### **MUS 462, Seminar in Conducting, 2 Units**

Students study special problems in conducting, conduct choral and instrumental ensembles, observe rehearsals and performances under a master conductor, and research the historical aspects of conducting.

**Prerequisite:** MUS 361 and MUS 362

### **MUS 464, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 360.

### **MUS 465, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 464.

### **MUS 466, Audio and Acoustics, 3 Units**

This survey course is geared toward students who seek knowledge with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

### **MUS 467, Advanced Pro Tools, 2 Units**

This course is a continuation of MUS 471. Additional topics covered include mixing and mastering principles.

**Prerequisite:** MUS 328 or instructor consent

### **MUS 469, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 366.

### **MUS 470, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 469.

### **MUS 471, Intermediate Pro Tools, 3 Units**

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring.

**Prerequisite:** MUS 327 or instructor consent



## **MUS 472, Audio For Post Production, 2 Units**

This course focuses on practical and aesthetic considerations relating to audio post-production. Topics covered include voice-over, ADR, dialogue and music editing, noise reduction, effects, mixing and lay-back.

Special Fee Applies

**Prerequisite:** MUS 467 (may be taken concurrently) or instructor consent

## **MUS 473, Composing for Film and Television, 3 Units**

An introduction to scoring and producing music for films and television, this course covers synchronization, software, compositional approaches; overview of history of film composition; synthetic, 'live', and 'mixed' approaches. 'spotting' a film; and collaborating with a director. Students will score several short scenes and at least one short student film or other film.

**Prerequisite:** MUS 323, MUS 468, MUS 423

## **MUS 474, Music Career Development, 2 Units**

This course provides an in-depth study of music career planning, networking, promotion, advertising, and marketing, with special emphasis on using the internet. Social media, iTunes, internet collaboration and YouTube are covered. Career paths and combinations are explored. An important component of the course is appearance by diverse guest lecturers.

**Prerequisite:** MUS 223

## **MUS 475, Men's Chorale, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 476, Men's Chorale, 1 Unit**

This is a continuation of MUS 475.

Special Fee Applies

## **MUS 478, Gospel Choir, 1 Unit**

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 479, Gospel Choir, 1 Unit**

This is a continuation of MUS 478. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 481, Orchestration II, 3 Units**

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro.

**Prerequisite:** MUS 349 and MUS 423

## **MUS 483, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 484, Preparing the Total Performer, 1 Unit**

This class provides students with the principles necessary to achieve complete freedom to communicate before audiences. This is accomplished through class participation, performance, and group interaction. Students study essential principles and learn to master the skills necessary to present themselves in any situation. The course includes study of the release of body tension through the Alexander technique, the affect of body movement on an audience, and methods to overcoming fear and anxiety. Students learn to communicate the subtext of a piece/presentation through expressive use of the voice, body, and instrument. A student enrolling in this class should have some skill and experience in the performing or dramatic arts.

## **MUS 486, Opera Workshop: Lead Roles and Minor Roles, 1 Unit**

Students study, prepare, and perform entire operas or selected portions and receive coaching in the dramatic and musical aspects of performance.

Admission to this class is determined by the director.

## **MUS 487, Handbell Choir, 1 Unit**

This is a continuation of MUS 483.

Special Fee Applies

## MUS 489, Wind Ensemble, 1 Unit

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## MUS 490, Wind Ensemble, 1 Unit

This ensemble engages the most challenging music for collegiate musicians by the foremost composers of the genre, preparing students to engage various musical landscapes at the professional level. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## MUS 491, Senior Recital, 0 Units

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music. This course must be taken during the semester in which the senior recital is presented. Topics include program preparation and research, stage presence, recital protocol, advanced performance preparation, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Music majors who have completed 12 units of major applied area; permission of instructor. Student must be concurrently enrolled in Applied Music in the term that the Senior Recital is presented.

## MUS 492, Senior Project in Commercial Music, 0 Units

This is a capstone course in the Commercial Music Program. Students complete a major project apropos to their track, and equivalent in effort to a senior recital. The project will reflect the student's ability to synthesize and integrate knowledge and skills gained and developed in the course of their Commercial Music studies. Each project will be planned and executed with the assistance and oversight of a faculty advisor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing and instructor consent

## MUS 494, Commercial Music Internship, 2 Units

This course offers monitored and evaluated professional work experience for the commercial music major. Under regular and periodic faculty supervision, students are placed in a music business environment related to their area of career interest. Placement is limited to situations available from or approved by the supervising instructor. (Note: Credit for prior experience is not available to fulfill the requirements of this course.)

**Prerequisite:** MUS 337 and 1 course of BUSI 110, MUS 338, MUS 328, or MUS 428 and instructor consent

## MUS 495, Production Techniques, 2 Units

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, tape costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team.

Special Fee Applies

**Prerequisite:** MUS 327 & MUS 428; or MUS 323 & MUS 328; or BUSI 110 & MUS 338; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation

## MUS 496, Senior Seminar: Ethics in Music, 3 Units

This senior seminar serves musicians planning to work in the private and/or public sectors, including future full-time church musicians, school music educators, private teachers, performers, and freelance musicians. The course focuses on the integration of Christian faith, ethical issues and professional concerns that confront musicians in the work environment.

**Prerequisite:** Senior standing, completion of Writing 3

## MUS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## MUS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## **MUS 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of creative output or research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing. The thesis or project may result in formal thesis, published article, electronic media, or annotated recital. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## **MUS 777, Private Piano, 1 Unit**

### **Faculty**

#### **Department Chair**

Christopher Russell (<http://www.apu.edu/faculty/cprussell/>), M.M.

#### **Professors**

Joel Clift (<http://www.apu.edu/faculty/jclift/>), DMA

Claire Fedoruk (<http://www.apu.edu/faculty/cfedoruk/>), DMA

John Sutton (<http://www.apu.edu/faculty/jsutton/>), DMA

#### **Associate Professors**

Melanie Galloway (<http://www.apu.edu/faculty/mgalloway/>), DMA

Michael Kozubek (<http://www.apu.edu/faculty/mkozubek/>), M.M.

Christopher Russell (<http://www.apu.edu/faculty/cprussell/>), M.M.

#### **Assistant Professors**

David Hughes (<http://www.apu.edu/faculty/dhughes/>), DMA

Michelle Jensen (<http://www.apu.edu/faculty/mjensen/>), M.M.

Crystal Rivette (<http://www.apu.edu/music/faculty/crivette/>), M.M.

Alexander Russell (<http://www.apu.edu/faculty/arussell/>), DMA

#### **Instructor**

Patricia Edwards (<http://www.apu.edu/faculty/pedwards/>), DMA

#### **Lecturers (part time)**

William Boocock (<http://www.apu.edu/faculty/bboocock/>), M.A.

Jeffrey Williams, M.M.

# B.A. in Music: Performance

60-67 units

The Bachelor of Arts in Music with a performance emphasis (<https://www.apu.edu/music/programs/music-major/>) prepares students for applied teaching and for advanced study in the performance area of their choice. In addition to music performance, courses in theory, music history, literature, and conducting give students thorough preparation in comprehensive musicianship. Students with an applied music emphasis, such as performance, must pass an examination at the end of their lower-division applied studies to qualify for placement in upper-division applied studies.

## Requirements

| Code   | Title   | Units |
|--|---|-------|
| <b>School of Music Core Requirements</b>   |   |       |
| Piano Proficiency (if needed)  |   | 0-4   |
| MUS 103  | Beginning Piano Class (F/S)   |       |
| MUS 104  | Elementary Piano Class (F/S)  |       |
| MUS 105  | Intermediate Piano Class (F/S)  |       |
| MUS 106  | Advanced - Intermediate Piano Class (F/S)   |       |
| MUS 107  | Advanced - Intermediate Piano Class (F/S)   |       |
| MUS 108  | Advanced Piano Class (F/S)  |       |
| MUS 121  | Music Theory I (F/S, Fr, So) <sup>1</sup>   | 3     |
| MUS 122  | Music Theory II (F/S, Fr, So)   | 3     |
| MUS 133  | Practical Musicianship I (F/S, Fr, So)  | 1     |
| MUS 134  | Practical Musicianship II (F/S, Fr, So)   | 1     |
| MUS 210  | Performance Forum (F/S 8 semesters)   | 0     |
| MUS 217  | Practical Musicianship III (F/S So, Jr)   | 1     |
| MUS 220  | Practical Musicianship IV (F/S So, Jr)  | 1     |
| MUS 221  | Music Theory III (F/S So, Jr)   | 3     |
| MUS 222  | Music Theory IV (F/S So, Jr)  | 3     |
| MUS 296  | Introduction to Music Technology (F/S, Fr)  | 2     |
| MUS 352  | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup> | 3     |
| MUS 361  | Introduction to Conducting (F, Jr)  | 2     |
| MUS 441  | Music in Worship (F/S, Jr, Sr)  | 3     |
| MUS 455  | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>                    | 3     |
| Applied Music (must be in one instrument (voice counts as an instrument); must be enrolled in applied lessons each semester until degree is complete, minimum of 8 units, F/S) |   | 8     |
| Ensemble Requirement <sup>4</sup>  |   | 8     |
| Select one of the following if not enrolled in Applied Voice:  |   | 0-1   |
| MUS 101  | Beginning Voice Class (F/S)   |       |
| MUS 102  | Intermediate Voice Class (F/S)  |       |
| Select one of the following:   |   | 3     |
| MUS 350  | History and Literature of Commercial Music (F, Jr)  |       |
| MUS 351  | Ancient, Renaissance, and World Music Literature (F, Jr)                                  |       |
| Select one of the following:   |   | 2     |
| MUS 362  | Choral Conducting (S, Jr)   |       |
| MUS 363  | Instrumental Conducting (S, Jr)   |       |
| <b>Applied Music Requirements</b>  |   |       |
| Additional units of applied music (must be in the same instrument as listed in the Music Core)   |   | 8     |
| MUS 491  | Senior Recital (F/S, Sr) <sup>5</sup>   | 0     |
| MUS 224  | Diction for Singers I (F, So (vocal performance only))                                    | 1     |
| MUS 227  | Diction for Singers II (S, So (vocal performance only))                                   | 1     |
| Select one of the following:   |   | 2     |
| MUS 440  | Instrumental Pedagogy (OF, Jr, Sr (instrumental emphasis))                                |       |

MUS 443

Vocal Pedagogy (S, Jr, Sr (vocal emphasis))

Total Units

60-67

- 1 Meets the General Education Humanities: Fine Arts requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Humanities: History requirement.
- 4 Taking four semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

**Course Requirement Availability:**

F = Offered every fall

S = Offered every spring

E = Even Year

O = Odd Year

**Recommended Year:**

Fr = Freshman

So = Sophomore

Jr = Junior

Sr = Senior

## Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Piano Proficiency

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination, which is usually met at the conclusion of MUS 106.

## Grade-point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300 and 400 level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## Recital Performance

Each performance major must present a solo performance annually in a student recital. This requirement can be met through performance forum student recitals, a junior recital, or a senior recital. Any other performances proposed to meet this requirement must be requested through the petition process and submitted to the associate dean for undergraduate studies of the School of Music.

Non-performance majors must present a solo performance annually in either a studio recital or performance forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester. Music majors with a performance concentration in applied music present a recital during their junior year<sup>1</sup> (shorter program) and an additional recital in their senior year<sup>2</sup> (full-length program). Only Bachelor of Music in Performance students must register for MUS 491. Students giving recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

<sup>1</sup> Traditionally, students in the Bachelor of Arts in Music program may prepare a junior recital at the discretion of the applied professor involved. Students in the Bachelor of Music in Performance program are required to present a junior recital.

<sup>2</sup> Recitals are required of all performance majors during their senior year. Seniors in the Bachelor of Arts in Music program with a performance concentration must present a senior recital but are not required to register for MUS 491. Bachelor of Music in Performance students must present a senior recital and register for MUS 491.

## Applied Music

1. Each student is required to take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons in the semester of their Senior Recital.
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
  - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. Private lessons:
  - a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
  - b. The area director will assign an instructor.
  - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

## Voice Class

All Bachelor of Arts in Music majors without voice as their major performance area must take one semester of Voice Class or Private Voice.

## Upper-division Concentration

Each student in the music program is required to select an upper-division concentration in at least one of the following areas: for the B.A. in Music—performance or music theory; for the Bachelor of Music—commercial music, composition, music education, music and worship, or performance. Students must earn a grade of *C* or higher in all of their upper-division concentration courses; otherwise, the course(s) must be repeated.

## Ensemble Requirement

In each of eight semesters as a music major, students must participate in an appropriate performance ensemble. Transfer students must participate each semester until they graduate or accumulate eight semesters. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Each degree concentration designates specific appropriate ensembles that count toward fulfilling the ensemble requirement. The information for each degree concentration is clearly articulated in the Undergraduate Music Student Handbook.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

# B.M. in Music Performance

85 units

The music performance major (B.M.) (<https://www.apu.edu/music/programs/music-performance-major/>) prepares musicians for careers in performance and pedagogy (private teaching), or to pursue advanced degrees in performance. The four-year curriculum spans voice, piano, organ, guitar, and all instruments found in the standard orchestra. In addition to music performance, courses in theory, music history, literature, and conducting give the student a thorough preparation in comprehensive musicianship. Students with applied music emphasis must pass an examination at the end of their lower-division applied studies to qualify for placement in upper-division applied music.

## General Education Requirements for the Bachelor of Music in Performance

| Code  | Title   | Units |
|---|---|-------|
| GE 100  | First-Year Seminar                                      | 3     |
| WRIT 110  | Writing 1: The Art and Craft of Writing                 | 3     |
| Writing 2   |   | 3     |
| Social Science  |   | 3     |
| Humanities: Literature                                    |   | 3     |
| Natural Sciences  |   | 4     |
| <b>Biblical, Theological, and Philosophical Formation</b> |   |       |
| MIN 108   | Christian Life, Faith, and Ministry                     | 3     |
| UBBL 100  | Introduction to Biblical Literature: Exodus/Deuteronomy | 3     |
| UBBL 230  | Luke/Acts   | 3     |
| PHIL 100  | Introduction to Philosophy                              | 3     |
| or HUM 224  | Core Texts in Philosophy                                |       |
| or HUM 324  | Core Texts in Philosophy                                |       |
| Upper-Division Bible Elective                             |   | 3     |
| Theology  |   | 3     |
| <b>Personal and Social Responsibility</b>                 |   |       |
| Intercultural Competence                                  |   | 3     |
| Total Units   |   | 40    |

## Music Performance Core Requirements

| Code                          | Title   | Units     |
|-------------------------------|---|-----------|
| <b>Piano Proficiency</b>      |   | <b>4</b>  |
| <b>Music Theory</b>           |   | <b>12</b> |
| MUS 121                       | Music Theory I (F/S, Fr, So) <sup>1</sup>   |           |
| MUS 122                       | Music Theory II (F/S, Fr, So)   |           |
| MUS 221                       | Music Theory III (F/S, So, Jr)  |           |
| MUS 222                       | Music Theory IV (F/S, So, Jr)   |           |
| <b>Practical Musicianship</b> |   | <b>4</b>  |
| MUS 133                       | Practical Musicianship I (F/S, Fr, So)  |           |
| MUS 134                       | Practical Musicianship II (F/S, Fr, So)   |           |
| MUS 217                       | Practical Musicianship III (F/S, So, Jr)  |           |
| MUS 220                       | Practical Musicianship IV (F/S, So, Jr)   |           |
| <b>Conducting</b>             |   | <b>4</b>  |
| MUS 361                       | Introduction to Conducting (F, Jr)  |           |
| MUS 362                       | Choral Conducting (S, Jr)   |           |
| or MUS 363                    | Instrumental Conducting   |           |
| <b>Music History</b>          |   | <b>9</b>  |
| MUS 351                       | Ancient, Renaissance, and World Music Literature (F, Jr)                                  |           |
| MUS 352                       | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup> |           |
| MUS 455                       | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>                    |           |

**Applied Music 16**

(Must be in primary instrument; 2 units must be taken each semester of full-time status, F/S)

**Ensemble Requirement <sup>4</sup> 8****Other Requirements**

|         |  |   |
|---------|--|---|
| MUS 296 | Introduction to Music Technology (F/S, Fr) | 2 |
| MUS 441 | Music in Worship (F/S, Jr, Sr)             | 3 |
| MUS 210 | Performance Forum (F/S, 8 semesters)       | 0 |

**Performance Courses**

|         |                                       |   |
|---------|---------------------------------------|---|
| MUS 427 | Form and Analysis (F, Jr, Sr)         | 3 |
| MUS 393 | Junior Recital                        | 0 |
| MUS 491 | Senior Recital (F/S, Sr) <sup>5</sup> | 0 |

**Performance Area 20**

Total Units 85

- <sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.
- <sup>2</sup> Meets the General Education Writing 3 requirement.
- <sup>3</sup> Meets the General Education Humanities: History requirement.
- <sup>4</sup> See details on the APU website (<http://www.apu.edu/cma/music/ensembles/>).
- <sup>5</sup> Meets the General Education Integrative and Applied Learning requirement.

**Performance Areas****Brass, Wind, or Percussion Performance**

| Code  | Title                                      | Units    |
|---|--|----------|
| MUS 452   | Instrumental Music Literature (ES, Jr, Sr) | 2        |
| MUS 440   | Instrumental Pedagogy (OF, Jr, Sr)         | 2        |
| <b>Select one of the options listed below to complete a total of 16 applied music units counted above in Music Performance Core</b> |  | <b>0</b> |

## Applied Brass

|                      |                                    |  |
|----------------------|------------------------------------|--|
| MUS 1B1<br>& MUS 1B2 | Applied Brass<br>and Applied Brass |  |
| MUS 2B1<br>& MUS 2B2 | Applied Brass<br>and Applied Brass |  |
| MUS 3B1<br>& MUS 3B2 | Applied Brass<br>and Applied Brass |  |
| MUS 4B1<br>& MUS 4B2 | Applied Brass<br>and Applied Brass |  |

## Applied Woodwinds

|                      |  |  |
|----------------------|--|--|
| MUS 1W1<br>& MUS 1W2 | Applied Woodwinds<br>and Applied Woodwinds |  |
| MUS 2W1<br>& MUS 2W2 | Applied Woodwinds<br>and Applied Woodwinds |  |
| MUS 3W1<br>& MUS 3W2 | Applied Woodwinds<br>and Applied Woodwinds |  |
| MUS 4W1<br>& MUS 4W2 | Applied Woodwinds<br>and Applied Woodwinds |  |

## Applied Percussion

|                      |  |  |
|----------------------|--|--|
| MUS 1D1<br>& MUS 1D2 | Applied Percussion<br>and Applied Percussion |  |
| MUS 2D1<br>& MUS 2D2 | Applied Percussion<br>and Applied Percussion |  |
| MUS 3D1<br>& MUS 3D2 | Applied Percussion<br>and Applied Percussion |  |
| MUS 4D1<br>& MUS 4D2 | Applied Percussion<br>and Applied Percussion |  |

**Ensemble**



|  |  |
|--|--|
| Select one of the options listed below | 8  |
| <b>Brass Chamber Ensemble</b>          |  |
| MUS 153<br>& MUS 154                   | Chamber Ensemble: Brass<br>and Chamber Ensemble: Brass             |
| MUS 253<br>& MUS 254                   | Chamber Ensemble: Brass<br>and Chamber Ensemble: Brass             |
| MUS 357<br>& MUS 358                   | Chamber Ensemble - Brass<br>and Chamber Ensemble - Brass           |
| MUS 459<br>& MUS 460                   | Chamber Ensemble: Brass<br>and Chamber Ensemble - Brass            |
| <b>Wind Chamber Ensemble</b>           |  |
| MUS 155<br>& MUS 156                   | Chamber Ensemble: Woodwind<br>and Chamber Ensemble: Woodwind       |
| MUS 255<br>& MUS 256                   | Chamber Ensemble: Woodwind<br>and Chamber Ensemble: Woodwind       |
| MUS 359<br>& MUS 360                   | Chamber Ensemble - Woodwind<br>and Chamber Ensemble - Woodwind     |
| MUS 464<br>& MUS 465                   | Chamber Ensemble - Woodwind<br>and Chamber Ensemble - Woodwind     |
| <b>Percussion Chamber Ensemble</b>     |  |
| MUS 157<br>& MUS 158                   | Chamber Ensemble - Percussion<br>and Chamber Ensemble - Percussion |
| MUS 257<br>& MUS 258                   | Chamber Ensemble - Percussion<br>and Chamber Ensemble - Percussion |
| MUS 365<br>& 365                       | Chamber Ensemble - Percussion<br>and Chamber Ensemble - Percussion |
| MUS 469<br>& MUS 470                   | Chamber Ensemble - Percussion<br>and Chamber Ensemble - Percussion |
| <b>Music Electives</b>                 | 8  |
| <b>Total Units</b>                     | <b>20</b>  |

## Guitar Performance

| Code   | Title  | Units    |
|--|--|----------|
| Applied Guitar (F/S, all years; units counted in Music Performance Core) |  |          |
| MUS 1S1<br>& MUS 1S2   | Applied Strings<br>and Applied Strings                         |          |
| MUS 2S1<br>& MUS 2S2   | Applied Strings<br>and Applied Strings                         |          |
| MUS 3S1<br>& MUS 3S2   | Applied Strings<br>and Applied Strings                         |          |
| MUS 4S1<br>& MUS 4S2   | Applied Strings<br>and Applied Strings                         |          |
| <b>Chamber Ensemble Strings (Guitar) (F/S) (all years)</b>               |  | <b>6</b> |
| MUS 151<br>& MUS 152   | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings   |          |
| MUS 251<br>& MUS 252   | Chamber Ensemble: Strings<br>and Chamber Ensemble: Strings     |          |
| MUS 355<br>& MUS 356   | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings   |          |
| MUS 457<br>& MUS 458   | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings   |          |
| MUS 270  | Guitar Ensemble (F/S, One unit a semester for eight semesters) | 1        |
| MUS 452  | Instrumental Music Literature (ES, JR)                         | 2        |
| MUS 440  | Instrumental Pedagogy (OF, Jr, Sr)                             | 2        |

|             |   |    |
|-------------|---|----|
| MUS 379     | Guitar Fingerboard Harmony (OF, Jr, Sr) | 2  |
| Total Units |   | 20 |

## Harp Performance

| Code   | Title  | Units |
|--|--|-------|
| Applied Harp (F/S, all years; units counted above in Music Performance Core) |  |       |
| MUS 1S1<br>& MUS 1S2   | Applied Strings<br>and Applied Strings                       |       |
| MUS 2S1<br>& MUS 2S2   | Applied Strings<br>and Applied Strings                       |       |
| MUS 3S1<br>& MUS 3S2   | Applied Strings<br>and Applied Strings                       |       |
| MUS 4S1<br>& MUS 4S2   | Applied Strings<br>and Applied Strings                       |       |
| Chamber Ensemble Strings (Harp) (F/S, all years)                             |  | 2     |
| MUS 151<br>& MUS 153   | Chamber Ensemble - Strings<br>and Chamber Ensemble: Brass    |       |
| MUS 251<br>& MUS 252   | Chamber Ensemble: Strings<br>and Chamber Ensemble: Strings   |       |
| MUS 355<br>& MUS 356   | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings |       |
| MUS 457<br>& MUS 458   | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings |       |
| MUS 452  | Instrumental Music Literature (ES, Jr)                       | 2     |
| MUS 440  | Instrumental Pedagogy (OF, Jr, Sr)                           | 2     |
| Music Electives  |  | 14    |
| Total Units  |  | 20    |

## Organ Performance

| Code  | Title  | Units |
|---|--|-------|
| Applied Organ (F/S, all years; units counted above in Music Performance Core) |  |       |
| MUS 115<br>& MUS 116  | Applied Organ<br>and Applied Organ                   |       |
| MUS 215<br>& MUS 216  | Applied Organ<br>and Applied Organ                   |       |
| MUS 315<br>& MUS 316  | Applied Organ<br>and Applied Organ                   |       |
| MUS 415<br>& MUS 416  | Applied Organ<br>and Applied Organ                   |       |
| MUS 417   | Organ Literature I (ES, Jr, Sr)                      | 2     |
| MUS 420   | Organ Literature II (OF, Jr, Sr)                     | 2     |
| MUS 440   | Instrumental Pedagogy (EF, Jr, Sr)                   | 2     |
| MUS 397   | Instrumental Collaboration for Pianists (ES, Jr, Sr) | 2     |
| MUS 398   | Vocal Collaboration for Pianists (OF, Jr, Sr)        | 2     |
| MUS 399   | Keyboard Ensemble (ES, Jr, Sr)                       | 2     |
| Chamber Music (2 Semesters)   |  | 2     |
| Music Electives   |  | 6     |
| Total Units   |  | 20    |

## Piano Performance

| Code  | Title                              | Units |
|---|------------------------------------|-------|
| Applied Piano (F/S, all years; units counted above in Music Performance Core) |                                    |       |
| MUS 113<br>& MUS 114  | Applied Piano<br>and Applied Piano |       |

|                             |  |    |
|-----------------------------|--|----|
| MUS 213<br>& MUS 214        | Applied Piano<br>and Applied Piano                   |    |
| MUS 313<br>& MUS 314        | Applied Piano<br>and Applied Piano                   |    |
| MUS 413<br>& MUS 414        | Applied Piano<br>and Applied Piano                   |    |
| MUS 429                     | Piano Literature I (EF, Jr, Sr)                      | 2  |
| MUS 430                     | Piano Literature II (OS, Jr, Sr)                     | 2  |
| MUS 434                     | Piano Pedagogy (OS, Jr, Sr)                          | 2  |
| MUS 397                     | Instrumental Collaboration for Pianists (ES, Jr, Sr) | 2  |
| MUS 398                     | Vocal Collaboration for Pianists (OF, Jr, Sr)        | 2  |
| MUS 399                     | Keyboard Ensemble (ES, Jr, Sr)                       | 2  |
| Chamber Music (2 Semesters) |  | 2  |
| Music Electives             |  | 6  |
| Total Units                 |  | 20 |

## Violin, Viola, Cello, or Bass Performance

| Code  | Title  | Units |
|---|--|-------|
| Applied Lessons (F/S, all years; units counted above in Music Performance Core) |  |       |
| MUS 1S1<br>& MUS 1S2  | Applied Strings<br>and Applied Strings                       |       |
| MUS 2S1<br>& MUS 2S2  | Applied Strings<br>and Applied Strings                       |       |
| MUS 3S1<br>& MUS 3S2  | Applied Strings<br>and Applied Strings                       |       |
| MUS 4S1<br>& MUS 4S2  | Applied Strings<br>and Applied Strings                       |       |
| Chamber Ensemble Strings (four semesters) (F/S) (all years)                     |  | 4     |
| MUS 151<br>& MUS 152  | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings |       |
| MUS 251<br>& MUS 252  | Chamber Ensemble: Strings<br>and Chamber Ensemble: Strings   |       |
| MUS 355<br>& MUS 356  | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings |       |
| MUS 457<br>& MUS 458  | Chamber Ensemble - Strings<br>and Chamber Ensemble - Strings |       |
| MUS 452   | Instrumental Music Literature (ES, Jr)                       | 2     |
| MUS 440   | Instrumental Pedagogy (OF, Jr, Sr)                           | 2     |
| Music Electives   |  | 12    |
| Total Units   |  | 20    |

## Vocal Performance

| Code  | Title                              | Units |
|---|------------------------------------|-------|
| Applied Voice (F/S, all years; units counted above in Music Performance Core) |                                    |       |
| MUS 111<br>& MUS 112  | Applied Voice<br>and Applied Voice |       |
| MUS 211<br>& MUS 212  | Applied Voice<br>and Applied Voice |       |
| MUS 311<br>& MUS 312  | Applied Voice<br>and Applied Voice |       |
| MUS 411<br>& MUS 412  | Applied Voice<br>and Applied Voice |       |
| MUS 348   | Song Literature Survey (F, Jr)     | 2     |
| MUS 443   | Vocal Pedagogy (S, Jr, Sr)         | 2     |

|                               |  |    |
|-------------------------------|--|----|
| MUS 224                       | Diction for Singers I (F, So)                            | 1  |
| MUS 227                       | Diction for Singers II (S, So)                           | 1  |
| MUS 484                       | Preparing the Total Performer (F, Jr, Sr)                | 1  |
| MUS 486                       | Opera Workshop: Lead Roles and Minor Roles (F/S, So, Sr) | 1  |
| Foreign Language <sup>1</sup> |  | 12 |
| Total Units                   |  | 20 |

<sup>1</sup> Must be 8 units of French and 4 units of German, or 8 units of German and 4 units of French. If student already demonstrates acceptable proficiency (as determined by the foreign language faculty) in either German or French, then 4 units of Italian may be substituted for the 4-unit language requirement. Student must petition for this exception in advance.

## Course Requirements Legend

| Course Requirement Availability: | Recommended Year: |
|----------------------------------|-------------------|
| F = Offered every fall           | Fr = Freshman     |
| S = Offered every spring         | So = Sophomore    |
| E = Even Year                    | Jr = Junior       |
| O = Odd Year                     | Sr = Senior       |

## Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Piano Proficiency

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination, which is usually met at the conclusion of MUS 106.

## Grade-Point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300- and 400-level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## Recital Performance

Each performance major must present a solo performance annually in a student recital. This requirement can be met through performance forum student recitals, a junior recital, or a senior recital. Any other performances proposed to meet this requirement must be requested through the petition process and submitted to the associate dean of undergraduate studies of the School of Music.

Non-performance majors must present a solo performance annually in either a studio recital or performance forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester. Music majors with a concentration in applied music present a recital during their junior year<sup>1</sup> (shorter program) and an additional recital in their senior year<sup>2</sup> (full-length program). Only Bachelor of Music in Performance students must register for MUS 491. Students giving recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

<sup>1</sup> Traditionally, those students in the Bachelor of Arts in Music program may prepare a junior recital at the discretion of the applied professor involved. Students in the Bachelor of Music in Performance program are required to present a junior recital.

<sup>2</sup> Senior recitals are required of all performance majors during their senior year. Seniors in the Bachelor of Arts in Music with an applied music concentration must present a senior recital but are not required to register for MUS 491. Bachelor of Music in Performance students must present a senior recital and register for MUS 491.

## Applied Music

1. Each student is required to take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons the semester of their senior recital.
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
  - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. Private lessons:
  - a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
  - b. The area director will assign an instructor.
  - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. “No-show” students do not receive makeup lessons.

## Upper-Division Concentration

Each student in the music program is required to select an upper-division concentration in at least one of the following areas: for the B.A. in Music—performance or music theory; for the Bachelor of Music—commercial music, composition, music education, music and worship, or performance. Students must earn a grade of *C* or higher in all of their upper-division concentration courses; otherwise, the course(s) must be repeated.

## Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

# M.M. in Conducting

The Master of Music in Conducting (<https://www.apu.edu/music/programs/masters-in-conducting/>) prepares musicians for professional careers in the specialized and competitive field of conducting.

## Requirements

| Code  | Title   | Units      |
|---|---|------------|
| Comprehensive Master's-Level Exit Exam (0 Units) <sup>1</sup>                           |   |            |
| <b>Core Courses</b>   |   | <b>12</b>  |
| GMUS 500  | Introduction to Graduate Research Methods                             |            |
| GMUS 503  | Advanced Analysis of Form and Style                                   |            |
| Students will enroll in GMUS 501A or B depending upon diagnostic entrance exam results. |   |            |
| GMUS 501A   | Seminar in Musicology: The Renaissance                                |            |
| GMUS 501B   | Seminar in Musicology: The Baroque                                    |            |
| Students will enroll in GMUS 502A or B depending upon diagnostic entrance exam results. |   |            |
| GMUS 502A   | Seminar in Musicology: The Nineteenth Century                         |            |
| GMUS 502B   | Seminar in Musicology: The Twentieth Century                          |            |
| <b>Major Area (Choose Emphasis)</b>   |   | <b>20</b>  |
| <b>Instrumental Emphasis <sup>2</sup></b>   |   |            |
| GMUS 504  | Advanced Orchestration  |            |
| GMUS 509A   | Conducting I (Choral)   |            |
| GMUS 519A   | Seminar A: Instrumental Conducting                                    |            |
| GMUS 519B   | Seminar B: Instrumental Conducting Literature                         |            |
| GMUS 519C   | Seminar C: Instrumental Performance Practice and Rehearsal Techniques |            |
| GMUS 519D   | Seminar D: Professional and Current Issues in Instrumental Conducting |            |
| GMUS 511  | Applied Conducting <sup>2</sup>                                       |            |
| <b>Choral Emphasis <sup>3</sup></b>   |   |            |
| GMUS 505  | Advanced Choral Arranging   |            |
| GMUS 510  | Conducting II (Instrumental)  |            |
| GMUS 518A   | Seminar A: Choral Conducting  |            |
| GMUS 518B   | Seminar B: Choral Conducting Literature                               |            |
| GMUS 518C   | Seminar C: Choral Performance Practice and Rehearsal Techniques       |            |
| GMUS 518D   | Seminar D: Professional and Current Issues in Choral Conducting       |            |
| GMUS 540  | Advanced Vocal Pedagogy   |            |
| GMUS 511  | Applied Conducting <sup>3</sup>                                       |            |
| <b>Ensemble <sup>4</sup></b>  |   | <b>2</b>   |
| GMUS 588  | Ensemble  |            |
| <b>Graduate Recital</b>   |   | <b>N/C</b> |
| <b>Electives <sup>5</sup></b>   |   | <b>2</b>   |
| Total Units   |   | 36         |

<sup>1</sup> Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

<sup>2</sup> Candidates in the Instrumental Emphasis enroll in a total of 10 units of applied conducting lessons, of which 8 units are taken with their primary professor, depending on their primary interest area (wind or orchestral), and the remaining 2 units are in the alternative area (wind for orchestral interest, and orchestral for wind interest). Candidates taking applied instrumental conducting lessons are required to attend a weekly instrumental conducting lab/master class.

<sup>3</sup> Candidates in the Choral Emphasis enroll in 8 units of applied conducting lessons with their primary professor, and are required to attend a weekly instrumental conducting lab/master class. Entering candidates must have an earned bachelor's degree in music with one semester of undergraduate conducting, two semesters of undergraduate diction (including German, Italian, French, Latin, and English), at least two semesters of undergraduate applied voice lessons, and a history of participation in collegiate choral ensembles during the graduate degree. Deficiency in conducting study, voice, and diction hours may be resolved with appropriate enrollment during M.M. degree progress, but these undergraduate hours will not count toward the graduate degree.

- 4 Candidates are to be in an appropriate instrumental or choral ensemble, as assigned by the supervising conductor or program director, for two terms of full-time residence. Candidates must enroll in 2 units of an instrumental ensemble to fulfill this requirement for instrumental conducting, or 2 units of a choral ensemble for choral conducting.
- 5 Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement will generate an additional fee.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# M.M. in Performance

The Master of Music in Performance (<https://www.apu.edu/music/programs/masters-in-music-performance/>) allows emphasis in several areas, including instrumental performance, piano and organ performance, vocal performance, and keyboard collaborative arts.

## Requirements

| Code  | Title   | Units |
|---|---|-------|
| Comprehensive Master's-Level Exit Exam (0 Units) <sup>1</sup>   |   |       |
| <b>Piano and Organ Emphasis Core Courses</b>  |   |       |
| GMUS 500  | Introduction to Graduate Research Methods   | 3     |
| Students will enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results. |   |       |
| GMUS 501A<br>or GMUS 501B   | Seminar in Musicology: The Renaissance<br>Seminar in Musicology: The Baroque                  | 3     |
| GMUS 502A<br>or GMUS 502B   | Seminar in Musicology: The Nineteenth Century<br>Seminar in Musicology: The Twentieth Century | 3     |
| GMUS 503  | Advanced Analysis of Form and Style   | 3     |
| <b>Additional Courses</b>   |   |       |
| GMUS 509A<br>or GMUS 510  | Conducting I (Choral)<br>Conducting II (Instrumental)   | 3     |
| GMUS 520  | Applied Instruction I (2 units each for 4 terms: 8 units total)                               | 2     |
| GMUS 524  | Keyboard Literature   | 2     |
| GMUS 525  | Chamber Ensemble  | 2     |
| Electives <sup>2,3</sup>  |   | 3     |
| Graduate Recital (N/C)  |   |       |
| Total Units   |   | 30    |

<sup>1</sup> A Comprehensive Master's-Level Exit Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

<sup>2</sup> Private lessons taken for elective units require an additional fee.

<sup>3</sup> Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Courses must be numbered 500 or higher.

| Code  | Title   | Units     |
|---|---|-----------|
| Comprehensive Master's-Level Exit Exam (0 Units) <sup>1</sup>                       |   |           |
| <b>Vocal Emphasis Core Courses</b>  |   | <b>12</b> |
| GMUS 500  | Introduction to Graduate Research Methods   |           |
| GMUS 503  | Advanced Analysis of Form and Style   |           |
| Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results. |   |           |
| GMUS 501A<br>GMUS 501B  | Seminar in Musicology: The Renaissance<br>Seminar in Musicology: The Baroque                  |           |
| Students enroll in GMUS 502A or B, depending upon diagnostic entrance exam results. |   |           |
| GMUS 502A<br>GMUS 502B  | Seminar in Musicology: The Nineteenth Century<br>Seminar in Musicology: The Twentieth Century |           |
| <b>Major Area</b>   |   | <b>22</b> |
| GMUS 530  | Applied Voice <sup>2</sup>  |           |
| GMUS 534  | Vocal Literature A  |           |
| GMUS 535  | Vocal Literature B  |           |
| GMUS 536  | Seminar in Professional Preparation   |           |
| GMUS 537  | Operatic History and Performance Practice   |           |
| GMUS 540  | Advanced Vocal Pedagogy   |           |
| GMUS 541A   | Professional Vocal Coaching   |           |
| GMUS 541B   | Advanced Vocal Coaching   |           |
| GMUS 588  | Ensemble <sup>3</sup>   |           |



|                               |          |
|-------------------------------|----------|
| <b>Electives</b> <sup>4</sup> | <b>2</b> |
| <b>Graduate Recital (N/C)</b> |          |
| Total Units                   | 36       |

- <sup>1</sup> Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.
- <sup>2</sup> Students take a total of 8 units of applied lessons with their primary professor. This includes a weekly studio/master class.
- <sup>3</sup> Opera is recommended for these two units. If chosen, opera must be taken as a yearlong commitment of 1 unit each in the fall and spring terms, consecutively.
- <sup>4</sup> Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement generate an additional fee.

| Code  | Title   | Units     |
|---|---|-----------|
| Comprehensive Master's-Level Exit Exam (0 Units) <sup>1</sup>   |   |           |
| <b>Instrumental Emphasis Core Courses</b>   |   |           |
| GMUS 500  | Introduction to Graduate Research Methods   | 3         |
| Students will enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results. |   |           |
| GMUS 501A<br>or GMUS 501B   | Seminar in Musicology: The Renaissance<br>Seminar in Musicology: The Baroque                  | 3         |
| GMUS 502A<br>or GMUS 502B   | Seminar in Musicology: The Nineteenth Century<br>Seminar in Musicology: The Twentieth Century | 3         |
| GMUS 503  | Advanced Analysis of Form and Style   | 3         |
| GMUS 509A<br>or GMUS 510  | Conducting I (Choral)<br>Conducting II (Instrumental)   | 3         |
| <b>Additional Courses</b>   |   | <b>15</b> |
| GMUS 520  | Applied Instruction I (2 units per term for 4 terms; 8 units total)                           |           |
| GMUS 525  | Chamber Ensemble (2)  |           |
| GMUS 526  | Fingerboard Harmony (For guitar performance majors only; 2)                                   |           |
| GMUS 588  | Ensemble (2 units required)   |           |
| Electives (1-3 units) <sup>2, 3, 4</sup>  |   |           |
| Graduate Recital (N/C)  |   |           |
| Total Units   |   | 30        |

- <sup>1</sup> A Comprehensive Master's-Level Exit Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.
- <sup>2</sup> Private lessons taken for elective or required units require an additional fee.
- <sup>3</sup> Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Courses must be numbered 500 or higher.
- <sup>4</sup> 1 unit of elective credit for guitar, 3 units for all others.

| Code  | Title   | Units     |
|---|---|-----------|
| <b>Keyboard Collaborative Arts Emphasis Core Courses</b>                            |   |           |
| Comprehensive Master's-Level Exit Exam (0 Units) <sup>1</sup>                       |   |           |
| GMUS 500  | Introduction to Graduate Research Methods   |           |
| GMUS 503  | Advanced Analysis of Form and Style   |           |
| Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results. |   |           |
| GMUS 501A<br>or GMUS 501B   | Seminar in Musicology: The Renaissance<br>Seminar in Musicology: The Baroque                  |           |
| Students enroll in GMUS 502A or B, depending upon diagnostic entrance exam results. |   |           |
| GMUS 502A<br>or GMUS 502B   | Seminar in Musicology: The Nineteenth Century<br>Seminar in Musicology: The Twentieth Century |           |
| <b>Major Area</b>   |   | <b>19</b> |
| GMUS 525  | Chamber Ensemble <sup>2</sup>   |           |
| GMUS 508A   | Seminar A: Keyboard Collaborative Arts  |           |

|  |   |          |
|--|---|----------|
| GMUS 508B  | Seminar B: KCA Instrumental Collaboration       |          |
| GMUS 508C  | Seminar C: KCA Issues in Keyboard Collaboration |          |
| GMUS 508D  | Seminar D: KCA Professional Preparation         |          |
| Applied Lessons <sup>3</sup>   |   |          |
| GMUS 520   | Applied Instruction I (2 units per term)        |          |
| Students enroll in GMUS 509A or 510, depending upon personal preference. |   |          |
| GMUS 509A  | Conducting I (Choral)                           |          |
| GMUS 510   | Conducting II (Instrumental)                    |          |
| <b>Electives</b> <sup>4</sup>  |   | <b>2</b> |
| <b>Graduate Recital (N/C)</b>  |   |          |
| Total Units  |   | 33       |

<sup>1</sup> Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

<sup>2</sup> This course is taken twice for a total of 4 units.

<sup>3</sup> Students take a total of 8 units of applied lessons with their primary professor. This includes a weekly studio/master class.

<sup>4</sup> Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement generate an additional fee.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Department of Music Studies

## Mission

The Department of Music Studies prepares students to be complete musicians with transformative programs of study that emphasize integrative practices for the analysis and synthesis of musical concepts as they apply to music itself, to the relation of music and culture, and to the musical vocations.

## Department Overview

The Department of Music Studies encompasses programs in music composition and theory, music education, and worship. Coursework in musicianship and musicology is required of all music majors. The department offers the composition major (p. 404), music education (pre-teacher certification) major (p. 414), music major with an emphasis in music theory (p. 401), music and worship major (p. 408), and the worship leadership minor (p. 422).

The Department of Music Studies also houses the Master of Music in Composition (p. 419) and Master of Music Education (p. 420) programs.

## Experiential Learning

The integration of academic learning and practical experience is an essential component of earning an undergraduate or graduate degree in the Department of Music Studies. Domestic and international undergraduate and graduate students are encouraged to work as professional musicians (e.g., choral and instrumental directors, composers, teaching assistants, worship leaders, vocal and instrumental performers, private teachers, etc.) while completing their degree, and all students are required to gain performing experience each semester. On- and off-campus performances are acceptable.

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC) (<http://www.wscuc.org>).
- Azusa Pacific University's School of Music is an accredited institutional member of the National Association of Schools of Music (NASM) (<https://nasm.arts-accredit.org/>).

## Requirements Common to All Master's Degree Candidates

### Comprehensive Master's Degree Exit Exam

A comprehensive master's-level exit exam must be taken and passed in the last semester of a student's degree coursework in order to graduate with a master's degree from Azusa Pacific University's School of Music.

### Grade-Point Average

Degree candidates must maintain a 3.0 GPA for the duration of their time in the master's degree program.

### Recital Performance

Degree candidates in performance, conducting, and composition must present a graduate recital. Performances (other than those presented at Azusa Pacific University) proposed to meet this requirement must be requested through the petition process and submitted to the graduate associate dean of the School of Music. Degree candidates in music education are not required to present a graduate recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

### Applied Music

1. Degree candidates in conducting, performance, and composition are required to take at least 8 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.
3. Any student wishing to take more than 2 units of applied lessons in one semester must have written permission from the associate dean or dean of the School of Music in the form of an in-house petition.
4. Jury examinations are required each semester for all students taking private lessons.
5. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
  - a. Faculty may request an accompanist, with the Accompanist Request Form available in the School of Music office, by the indicated deadlines.
  - b. Faculty may request a specific accompanist, with the Accompanist Request Form available in the School of Music office, by the indicated deadlines.
  - c. If no Accompanist Request Form is submitted, or is requested after the indicated deadlines, faculty are responsible to make arrangements for their students.
6. Private Lessons:

- a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the annual mandatory solo performance requirement, an *F* will be assigned for the spring semester applied grade.
- b. A department representative will assign an instructor.
- c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. “No-show” students do not receive makeup lessons.

Learn more about the School of Music. (<http://www.apu.edu/cma/music/>)

## Programs

### Majors

- Bachelor of Music in Composition (p. 404)
- Bachelor of Music in Music Education (Pre-Teacher Certification) (p. 414)
- Bachelor of Arts in Music: Music Theory (p. 401)
- Bachelor of Music in Music and Worship (p. 408)

### Minor

- Worship Leadership (p. 422)

### Graduate Programs

- Master of Music in Composition (p. 419)
- Master of Music Education (p. 420)

## Courses

### GMUS 500, Introduction to Graduate Research Methods, 3 Units

In this course, students assess and evaluate various research methods and fields of research in music, achieving mastery of the resources available in academic libraries and online databases. Students employ research tools to develop academic research projects, including abstracts, annotated bibliographies, research papers, and grant proposals. Emphasis and subjects of relevance apply to composers, performers, musicologists, educators, conductors, and researchers. Students interpret the major historical themes, events, and personalities in current academic research.

### GMUS 501A, Seminar in Musicology: The Renaissance, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.

**Prerequisite:** GMUS 500

### GMUS 501B, Seminar in Musicology: The Baroque, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.

**Prerequisite:** GMUS 500

### GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.

**Prerequisite:** GMUS 500

### GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.

**Prerequisite:** GMUS 500

### GMUS 503, Advanced Analysis of Form and Style, 3 Units

The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation.

**Prerequisite:** MUS 427 or equivalent

### **GMUS 504, Advanced Orchestration, 3 Units**

This course offers discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.

**Prerequisite:** MUS 423 or equivalent

### **GMUS 505, Advanced Choral Arranging, 3 Units**

This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.

**Prerequisite:** MUS 421 or equivalent

### **GMUS 506, Special Topics in Musicology, 3 Units**

This course addresses special topics from any period of musicology as decided by the instructor and department.

**Prerequisite:** GMUS 500

### **GMUS 507A, Seminar A: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

### **GMUS 507B, Seminar B: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

### **GMUS 507C, Seminar C: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

### **GMUS 507D, Seminar D: Music Education, 1 Unit**

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

**Prerequisite:** GMUS 500

### **GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit**

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

### **GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit**

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

### **GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit**

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

### **GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit**

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

**GMUS 509A, Conducting I (Choral), 3 Units**

Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

**GMUS 510, Conducting II (Instrumental), 3 Units**

Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

**GMUS 511, Applied Conducting, 1-3 Units**

Each student in this course studies privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this course.

**GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units**

The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

**GMUS 514, Issues in Music Classroom Pedagogy, 2 Units**

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

**GMUS 515, Instrumental Pedagogy, 2 Units**

Students survey method books and repertoires appropriate for elementary, middle school, and high school settings, and study beginning and intermediate instrumental development in schools, communities, and churches.

**GMUS 516, Social and Historical Foundations of Music Education, 2 Units**

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

**GMUS 518A, Seminar A: Choral Conducting, 1 Unit**

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

**GMUS 518B, Seminar B: Choral Conducting Literature, 1 Unit**

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and 'historic informed performance' practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

**GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit**

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and 'historic informed performance' practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

**GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit**

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

**GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit**

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

**GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit**

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

**GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit**

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and 'historic informed performance' practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

**GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit**

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

## **GMUS 520, Applied Instruction I, 1-3 Units**

Individual instruction in an instrument or composition is given in this course. Additional fee is required.

**Prerequisite:** Admission to the graduate program or instructor's permission

## **GMUS 524, Keyboard Literature, 2 Units**

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

## **GMUS 525, Chamber Ensemble, 2 Units**

This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

## **GMUS 526, Fingerboard Harmony, 2 Units**

This course directly applies the principles of diatonic and chromatic harmony to the guitar fingerboard. Students learn to harmonize melodies on the guitar fingerboard by creating arrangements of various styles. The course also makes realizations of ancient tablature so that the student can make arrangements that adapt to the modern guitar.

**Prerequisite:** Bachelor of Music in guitar performance or Bachelor of Arts with an emphasis in music

## **GMUS 527, Guitar Ensemble, 1 Unit**

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

## **GMUS 528, Organ Literature, 2 Units**

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

## **GMUS 529, Literature and Resources for Music Education, 2 Units**

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

## **GMUS 530, Applied Voice, 1-3 Units**

Individual instruction in voice is given in this course. Additional fee is required.

**Prerequisite:** Admission to the graduate program in vocal performance or instructor's permission

## **GMUS 534, Vocal Literature A, 2 Units**

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

## **GMUS 535, Vocal Literature B, 2 Units**

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

## **GMUS 536, Seminar in Professional Preparation, 1 Unit**

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

## **GMUS 537, Operatic History and Performance Practice, 3 Units**

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

## **GMUS 540, Advanced Vocal Pedagogy, 2 Units**

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.

**Prerequisite:** GMUS 500

## **GMUS 541A, Professional Vocal Coaching, 1 Unit**

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

## **GMUS 541B, Advanced Vocal Coaching, 1 Unit**

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

## **GMUS 544, Music Technology Seminar, 3 Units**

To broaden students' preparation in using Logic Pro, Finale, and Pro Tools, students learn music software that is new to them. Proficient students deepen their skills and/or learn another software system.

**Prerequisite:** MUS 296 or equivalent, MUS 327 or equivalent, and MUS 423; not required but highly recommended: MUS 322 or equivalent

## **GMUS 550, Vocal Collaboration for Pianists, 2 Units**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation.

## **GMUS 551, Instrumental Collaboration for Pianists, 2 Units**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. The repertoire is predominately instrumental sonatas.

## **GMUS 561, History of Congregational Song, 2 Units**

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

## **GMUS 562, Survey of Contemporary Worship Styles, 2 Units**

This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

## **GMUS 563, Introduction to Technology and Worship, 2 Units**

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

## **GMUS 565, Aesthetics of Worship, 2 Units**

This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

## **GMUS 567, Arranging: Choral and Instrumental, 2 Units**

This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

## **GMUS 570, Artist Certificate Applied Lesson, 2 Units**

Guided Applied Music lessons serve to develop a student's musical aptitude and accomplishment in study and performance. Subjects addressed may include performance and practice techniques, interpretation of musical styles, and the study of theory and history, all in relation to performance of repertoire on the student's instrument. Each student is expected to devote significant time between lessons in practice and preparation in order to progress. May be repeated.

**Prerequisite:** Acceptance in the Artist Certificate Program



### **GMUS 571, Artist Certificate Chamber Music, 2 Units**

Premier chamber ensembles focus on refining performance practice and high-level musicianship in learning, rehearsing, and performing chamber music literature. This prepares students to engage in various musical landscapes at the professional level.

**Prerequisite:** Acceptance in the Artist Certificate Program

### **GMUS 572, Artist Certificate Large Ensemble, 1 Unit**

The Artist Certificate Large Ensemble gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the ensemble. May be repeated for credit.

**Prerequisite:** Acceptance in the Artist Certificate Program

### **GMUS 573, Artist Certificate Seminar, 1 Unit**

The Artist Certificate Seminar utilizes discussions and individual meetings devoted to the interdisciplinary study of music, faith, and society. Students are introduced to key ideas, important thinkers, and influential practitioners, and are invited to explore the intersecting roles of culture, cognition and creativity, belief, and how musical behaviors relate to matters of ethics, the music industry, and performance practice. May be repeated for credit.

**Prerequisite:** Acceptance in the Artist Certificate Program

### **GMUS 588, Ensemble, 0-1 Units**

This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which students participate is determined by their emphasis.

**Prerequisite:** The 0-unit option can be taken only with the permission of the associate dean of graduate studies.

### **GMUS 590, Directed Research, 1-3 Units**

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

### **GMUS 591, Thesis, 2 Units**

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.

**Prerequisite:** Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

### **GMUS 599, Readings in Music, 1-4 Units**

### **MUS 1B1, Applied Brass, 1-4 Units**

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1B2, Applied Brass, 1-4 Units**

This course offers applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1C1, Applied Composition Class, 1-4 Units**

This course offers beginning experiences in composition, basic elements of texture, analytical listening, writing melody, simple harmony, and notational conventions.

Special Fee Applies

**Prerequisite:** MUS 121 and MUS 296 (may be taken concurrently)

### **MUS 1D1, Applied Percussion, 1-4 Units**

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1D2, Applied Percussion, 1-4 Units**

This course offers applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1S1, Applied Strings, 1-4 Units**

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1S2, Applied Strings, 1-4 Units**

This course offers applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1W1, Applied Woodwinds, 1-4 Units**

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 1W2, Applied Woodwinds, 1-4 Units**

This course offers applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 1B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 1B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 1D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 1D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 1S1. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 1S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 1W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 2W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 1W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 2B1. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 2B2. Applied instruction in brass instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 2D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 2D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 2S1. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 2S2. Applied instruction in string instruments; open to music majors and nonmusic majors.

Special Fee Applies

### **MUS 3W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 2W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 3W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 2W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4B1, Applied Brass, 1-4 Units**

This course is a continuation of MUS 3B1. Applied instruction in brass instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4B2, Applied Brass, 1-4 Units**

This course is a continuation of MUS 3B2. Applied instruction in brass instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4D1, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 3D1. Applied instruction in percussion instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4D2, Applied Percussion, 1-4 Units**

This course is a continuation of MUS 3D2. Applied instruction in percussion instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4S1, Applied Strings, 1-4 Units**

This course is a continuation of MUS 3S1. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4S2, Applied Strings, 1-4 Units**

This course is a continuation of MUS 3S2. Applied instruction in string instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4W1, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 3W1. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 4W2, Applied Woodwinds, 1-4 Units**

This course is a continuation of MUS 3W2. Applied instruction in woodwind instruments; open to music majors and nonmusic majors. Special Fee Applies

### **MUS 99, Beginning Musicianship, 1 Unit**

This course offers beginning experiences in music reading and dictation, stressing pitch centering-matching, pitch memory, and recognition with an introduction to simple solfege. This course does not count toward total units needed for graduation.

### **MUS 100, Preparatory Organ, 1-3 Units**

This course is for the student who requires additional study to reach the college level of performance. This course does not meet the curriculum requirements for the music major or minor.

### **MUS 101, Beginning Voice Class, 1 Unit**

Students learn the basic principles of effective singing and performing in a group setting. By actively participating in warm-up exercises, carefully observing other performers, and taking advantage of solo opportunities, students learn how to sing with greater freedom, power, and resonance. A study of vocal literature is also included.

### **MUS 102, Intermediate Voice Class, 1 Unit**

This is a continuation of MUS 101. This course may be repeated for credit.

**Prerequisite:** MUS 101

### **MUS 103, Beginning Piano Class, 1 Unit**

This course offers an introductory study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

### **MUS 104, Elementary Piano Class, 1 Unit**

This course continues the study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 103 or by audition

## **MUS 105, Intermediate Piano Class, 1 Unit**

Students receive a functional study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 104 or by audition

## **MUS 106, Advanced - Intermediate Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 105 or by audition

## **MUS 107, Advanced - Intermediate Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 106 or by audition

## **MUS 108, Advanced Piano Class, 1 Unit**

This is a continued study of the piano keyboard, including keyboard harmony, piano technique, transposition, sight-reading, improvisation, and ensemble playing.

**Prerequisite:** MUS 107 or by audition

## **MUS 110, Elementary Guitar Methods, 1 Unit**

This course is designed to teach the fundamentals of guitar in order to equip students to use the guitar in a classroom situation to teach music. Students must supply their own instruments.

## **MUS 111, Applied Voice, 1-4 Units**

This course provides study in correct posture, breathing, and vocal technique.

Special Fee Applies

## **MUS 112, Applied Voice, 1-4 Units**

This is a continuation of MUS 111.

Special Fee Applies

**Prerequisite:** MUS 111

## **MUS 113, Applied Piano, 1-4 Units**

Major and minor scales and corresponding arpeggios in four octaves at moderate tempo are studied. Exercises such as Hanon's, Bach Inventions, earlier sonatas by Viennese classicists, Chopin Preludes, and comparable works from Romantic and 20th century composers are included. Entrance is gained by audition only.

Special Fee Applies

## **MUS 114, Applied Piano, 1-4 Units**

This is a continuation of MUS 113. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 113

## **MUS 115, Applied Organ, 1-4 Units**

This course provides technical studies of Gleason; simple compositions of the Renaissance and Baroque periods; Bach, easier preludes and fugues; and chorales from the Orgelbuchlein.

Special Fee Applies

**Prerequisite:** Instructor Consent

## **MUS 116, Applied Organ, 1-4 Units**

This is a continuation of MUS 115.

Special Fee Applies

**Prerequisite:** MUS 115

## **MUS 118, Semi-Private Voice, 1 Unit**

This course provides vocal instruction in a small-group setting (maximum of four students per class). Emphasis is on basic vocal technique, vocal exercises, vocal health, and song literature of various styles (classical, Christian contemporary, Broadway, popular, etc.). Literature studies is chosen at the instructor's discretion, but with the students' specific needs in mind. Solo performance is required within the class setting. This class is designed primarily for the non-music major, particularly APU choral singers, but may be used by nonvocal emphasis music majors to fulfill core requirement in voice class or applied voice.

Special Fee Applies

## **MUS 119, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 118.

Special Fee Applies

## **MUS 120, Music Fundamentals, 3 Units**

This is an introductory course in the materials of basic music theory, involving music reading, writing, and relating notation to the musical keyboard. Topics include the musical staff, bass and treble clefs, time signatures, key signatures, intervals, scales, rhythm, chords, and musical listening. This course prepares students for MUS 121. *Meets the General Education Requirement: Humanities: Fine Arts.*

## **MUS 121, Music Theory I, 3 Units**

Students in this course study scales, modes, melody, phrase, cadence, intervals, simple two-part counterpoint, primary and secondary chords, and inversions. The course also covers ear training, simple keyboard harmony, and four-part writing. Concurrent enrollment in MUS 133 Practical Musicianship I or higher is expected, and concurrent enrollment in MUS 296 Introduction to Music Technology is highly recommended. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** MUS 120 with a grade of C or better, or a score of at least 80% on the music theory placement pretest.

## **MUS 122, Music Theory II, 3 Units**

This course is a continuation of MUS 121. Concurrent enrollment in MUS 134 Practical Musicianship II is recommended.

**Prerequisite:** Grade of C or better in MUS 121 (C- does not qualify) or instructor consent.

## **MUS 130, Jubilant Song Ladies' Choir, 1 Unit**

Entrance is gained by audition only. Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required.

## **MUS 131, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 130.

## **MUS 133, Practical Musicianship I, 1 Unit**

This course focuses on sight singing and dictation of primarily diatonic music using a variety of instructional techniques, including solfege, the Kodaly method, computer-based approaches, and self-dictation.

**Prerequisite:** MUS 121, 122, 221, or 222 (any of which may be taken concurrently).

## **MUS 134, Practical Musicianship II, 1 Unit**

This course is a continuation of MUS 133, covering fully diatonic materials.

**Prerequisite:** Grade of C or better in MUS 133 (C- does not qualify) or instructor consent.

## **MUS 140, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 141, University Choir, 1 Unit**

This is a continuation of MUS 140.

Special Fee Applies

## **MUS 142, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

## **MUS 143, Symphonic Band, 1 Unit**

This is a continuation of MUS 142.

## **MUS 144, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

## **MUS 145, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students in the course develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 144.

Special Fee Applies

### **MUS 146, Gospel Choir, 1 Unit**

Members perform music for the historical African American sacred and contemporary repertoire, including spirituals, Gospel, church songs, community choir songs, contemporary Gospel, and original compositions and arrangements. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 147, Gospel Choir, 1 Unit**

This is a continuation of MUS 146. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 151, Chamber Ensemble - Strings, 1 Unit**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small group experience for the music student. A minimum GPA of 2.0 is required.

### **MUS 152, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 151.

### **MUS 153, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 154, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 153.

### **MUS 155, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 156, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 155.

### **MUS 157, Chamber Ensemble - Percussion, 1 Unit**

Formed and rehearsed under faculty guidance, the ensemble performs at various times throughout the semester. This elective course provides small-group experience for the music student. A minimum GPA of 2.0 is required.

### **MUS 158, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 157.

### **MUS 160, Worship Leadership Formation, 3 Units**

This course introduces students to the field of music and worship within various ministry contexts. By surveying the historical practice of and philosophical foundations for music ministry, students are encouraged to explore the relationship between their individual strengths, abilities, and passions and this field of ministry. Students are introduced to vocational options in music and worship ministry and presented with a holistic picture of the musician as minister.

### **MUS 170, Oratorio Choir, 1 Unit**

This choir is composed of all music majors and minors. A public performance of major choral works is given each semester.

### **MUS 172, Recorder Lab, 1 Unit**

Music of the Renaissance and Baroque periods is performed on ancient instruments, including recorders, krumm horns, gambas, sackbuts, and natural trumpets.

### **MUS 173, Men's Chorale, 0-1 Units**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 174, Men's Chorale, 1 Unit**

This is a continuation of MUS 173.

Special Fee Applies

### **MUS 180, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 181, Handbell Choir, 1 Unit**

This is a continuation of MUS 180.

Special Fee Applies

### **MUS 182, Jazz and Commercial Ensemble, 1 Unit**

This is an 'augmented' big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the commercial music concentration. A minimum GPA of 2.0 is required.

### **MUS 183, Jazz and Commercial Ensemble, 1 Unit**

This is a continuation of MUS 182.

### **MUS 187, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 188, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required. This course is a continuation of MUS 187.

Special Fee Applies

### **MUS 191, Jazz Improvisation Workshop, 1 Unit**

This class is normally taken by students who have completed MUS 122 Music Theory II, though the instructor may make exceptions. Small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., are covered. Students are grouped by experience level in combos. This class is intended to prepare performers for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit.

**Prerequisite:** MUS 122

### **MUS 192, Jazz Improvisation Workshop, 1 Unit**

This is a continuation of MUS 191.

### **MUS 195, Studio Orchestra, 1 Unit**

The APU Studio Orchestra prepares students to successfully engage in the multifaceted studio and live-performance environments of working professional musicians. This ensemble equips students with the broad palette of skills required of today's professional instrumental performers. Entrance is gained by audition only. May be repeated for credit.

### **MUS 201, Introduction to World Music, 3 Units**

This course is an introduction to classical, popular, and folk music traditions from around the world, with case studies drawn from Africa, Asia, Eastern Europe, India, Indonesia, Latin America, the Middle East, and native North America. Course discussions focus on the interactions between music and belief systems, contexts, aesthetics, and history, and examine the social organization of music, the components of musical repertoire, and the impact of material culture. Basic theories and methodologies of ethnomusicology are utilized. The course includes lectures, reading, extensive listening, and a group fieldwork project, and is appropriate for majors and nonmajors. *Meets the General Education Requirement: Intercultural Competence.*

### **MUS 202, Singing The Faith, 3 Units**

This course provides a broad overview of the history of Christian congregational singing and various forms, styles, and expressions included in their development. Emphasis is placed on early Christian worship, chant, hymnody, global hymnody, contemporary worship music, and foundational elements of congregational musical practice.

### **MUS 203, Languages of Worship, 2 Units**

This research seminar focuses on the use of sacred action and art forms used in worship, such as music, visual arts, literature, drama, film, architecture, and dance. Students study the creation of sacred space, time, language, movement, symbol, and their theological, historical, and practical applications.

## **MUS 204, Music of Latin America, 3 Units**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about Latin music traditions of the Caribbean and North, Central, and South America. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

## **MUS 205, Music of Asia, 3 Units**

This ethnomusicology course teaches students how to listen to, think about, identify, and write about the classical, popular, and folk music traditions of Asia. Students interested in world missions, world geography, anthropology, global studies, sociology, history, ethnic diversity, and geopolitics may find this course useful.

## **MUS 206, Introduction to Music Education, 2 Units**

Designed for the prospective public school music specialist, the course consists of a study of the objectives, scope, and content of the public school's entire music program. Specific attention is given to music development through choral and instrumental ensembles and specialized music classes for K-12.

## **MUS 210, Performance Forum, 0 Units**

This course allows students to participate with major performing artists in conversational dialogue, and symposiums with area professionals on topics and disciplines that students are actively involved in. In addition, the Performance Forum gives students the opportunity to gain performance experience on stage in front of the music faculty and fellow students.

## **MUS 211, Applied Voice, 1-4 Units**

This course provides advanced study in correct vocal technique using various vocalise like Vaccai, Marchesi, Siefert, Concone and others.

Special Fee Applies

**Prerequisite:** MUS 111 and MUS 112

## **MUS 212, Applied Voice, 1-4 Units**

This is a continuation of MUS 211.

Special Fee Applies

**Prerequisite:** MUS 111 and MUS 112

## **MUS 213, Applied Piano, 1-4 Units**

Scales and arpeggios at rapid tempo are studied. Exercises such as Czerny's, Bach Sinfonias, intermediate sonatas by Viennese classicists, Chopin Nocturnes, and comparable works from 19th and 20th century composers are stressed. The course offers preparation for upper-division qualifying examination. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 114

## **MUS 214, Applied Piano, 1-4 Units**

This is a continuation of MUS 213. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** MUS 213

## **MUS 215, Applied Organ, 1-4 Units**

This course offers continued technical studies, Bach chorale, preludes and fugues, compositions of romantic and contemporary periods, and hymn playing for congregational singing.

Special Fee Applies

**Prerequisite:** MUS 115 and MUS 116

## **MUS 216, Applied Organ, 1-4 Units**

This is a continuation of MUS 215.

Special Fee Applies

**Prerequisite:** MUS 215

## **MUS 217, Practical Musicianship III, 1 Unit**

This course is a continuation of MUS 134, using mixed diatonic and chromatic materials and more complex rhythms.

**Prerequisite:** Grade of C or better in MUS 134 (C- does not qualify) or instructor consent.

## **MUS 218, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 119.

Special Fee Applies

## **MUS 219, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 218.

Special Fee Applies



## **MUS 220, Practical Musicianship IV, 1 Unit**

This course is a continuation of MUS 217, using more chromatic materials and more complex rhythms.

**Prerequisite:** Grade of C or better in MUS 217 (C- does not qualify) or instructor consent.

## **MUS 221, Music Theory III, 3 Units**

This course explores Renaissance and Baroque compositional techniques, modulation, chromatic harmony, classical formal structures, and exercises in analysis. Concurrent enrollment in MUS 217 Practical Musicianship III is recommended.

**Prerequisite:** Grade of C or better in MUS 122 (C- does not qualify) or instructor consent.

## **MUS 222, Music Theory IV, 3 Units**

This course explores chromatic nonharmonic tones; chromatically altered chords; harmonic texture; 9th, 11th, and 13th chords; modal harmony; and exercises in analysis. Concurrent enrollment in MUS 220 Practical Musicianship IV is recommended.

**Prerequisite:** Grade of C or better (C- does not qualify) in MUS 221 or instructor consent.

## **MUS 223, Web-Based Tools, 2 Units**

This course gives students practical experience in using Web-based technologies for tasks related to the commercial music industry. Students learn to use Internet tools for remote collaboration, gain experience in Web-based project management, and use Web design tools for creating online portfolios.

**Prerequisite:** C or higher in MUS 296

## **MUS 224, Diction for Singers I, 1 Unit**

Students study the principles for the International Phonetic Alphabet and apply the principles for the correct pronunciation of Italian and Latin. This class cannot be repeated for credit.

**Prerequisite:** Sophomore Standing

## **MUS 225, Madrigal Singers, 1 Unit**

Students have the opportunity to participate in an ensemble that performs acapella chamber music from various time periods beginning with the Renaissance. Entrance is gained by audition only.

## **MUS 227, Diction for Singers II, 1 Unit**

This is a continuation of MUS 224. Students employ the International Phonetic Alphabet and apply the principles for the correct pronunciation of German, French, English, and Spanish.

**Prerequisite:** MUS 224

## **MUS 230, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 231, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 230.

## **MUS 232, Guitar Techniques, 1 Unit**

This course is designed to prepare music education students to teach guitar in public schools. The course will cover basic guitar techniques as well as problems related to the guitar. Pedagogy, general maintenance, and guitar repair will also be discussed. This course is required for a music education emphasis at Azusa Pacific University.

**Prerequisite:** MUS 121, MUS 122, or instructor consent

## **MUS 233, Improvisation for Music Education, 1 Unit**

This course is designed to provide music education students with a study of methods and materials for teaching improvisation in K-12 schools including general music, bands, choirs, orchestras, pop groups, and world music ensembles. Students engage in improvisation exercises using their principal instrument or voice.

**Prerequisite:** MUS 122, MUS 134

## **MUS 242, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Special fee applies. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

## **MUS 243, University Choir, 1 Unit**

This is a continuation of MUS 242.

Special Fee Applies

## **MUS 244, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

## **MUS 245, Symphonic Band, 1 Unit**

This is a continuation of MUS 244.

## **MUS 246, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

## **MUS 247, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 246.

Special Fee Applies

## **MUS 248, Gospel Choir, 1 Unit**

This is a continuation of MUS 147. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 249, Gospel Choir, 1 Unit**

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 250, Music and Civilization, 3 Units**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

## **MUS 250H, Music and Civilization - Honors, 3 Units**

This course is designed for nonmusic majors and promotes intelligent listening to music of all historical periods. Composers and their music are studied in relation to historical developments of their times. Students are also introduced to elements of music including orchestral instruments. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

## **MUS 251, Chamber Ensemble: Strings, 1 Unit**

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## **MUS 252, Chamber Ensemble: Strings, 1 Unit**

Students in this course focus on refining performance practice and high-level musicianship in chamber music, preparing them to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 251.

## **MUS 253, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## **MUS 254, Chamber Ensemble: Brass, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 253.

## **MUS 255, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

## **MUS 256, Chamber Ensemble: Woodwind, 1 Unit**

This course focuses on refining performance practice and high-level musicianship in chamber music, preparing students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required. This course is a continuation of MUS 255.

## **MUS 257, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 158.

## **MUS 258, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 257.

## **MUS 270, Guitar Ensemble, 1 Unit**

This course emphasizes performance of guitar music in quartets, trios, duos, and larger ensembles, with students performing music along with other instruments as well as vocalists. Music from the Renaissance to the present day is explored in any number of styles from contemporary to classical, including original student-written arrangements. The course develops musicianship, focusing on experience in performance practice, engaging in the wide canon of literature, and deepening aesthetic enjoyment through vast expressions of the Christian faith. Students must know how to read music and apply it directly to the guitar fingerboard, and this course fulfills the ensemble requirement for music majors whose primary instrument is guitar.

## **MUS 271, Symphony Orchestra, 1 Unit**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is also open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

## **MUS 272, Symphony Orchestra, 1 Unit**

This is a continuation of MUS 271. Entrance is gained by audition only. May be repeated for credit.

## **MUS 275, Men's Chorale, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 276, Men's Chorale, 1 Unit**

This is a continuation of MUS 275.

Special Fee Applies

## **MUS 281, Chamber Singers, 1 Unit**

Students performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

## **MUS 282, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 283, Handbell Choir, 1 Unit**

This is a continuation of MUS 282.

Special Fee Applies

## **MUS 285, Music Theater: Minor Roles and Chorus, 1 Unit**

Admission to this class is determined by the director. Students study, prepare, and publicly perform entire Broadway musicals or selected portions and receive coaching in the dramatic and musical aspects of performance.

## **MUS 289, Wind Ensemble, 1 Unit**

Students in this course encounter the most challenging music for collegiate musicians by the foremost composers of the genre, preparing them to engage various musical landscapes at the professional level. Open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 290, Wind Ensemble, 1 Unit**

This is a continuation of MUS 289.

Special Fee Applies

## **MUS 296, Introduction to Music Technology, 2 Units**

In this course, students will study the basic concepts pertaining to audio recording, MIDI programming, and music notation software. Students will apply this knowledge by completing a series of musical projects.

**Prerequisite:** MUS 121 (May be taken concurrently)

## **MUS 297, Marching Band, 1 Unit**

The Marching Band performs pregame and half-time shows at all five home football games. Additionally, the band may perform at other events representing the university such as the Azusa Golden Days Parade and high school marching band performances. The marching band offers an opportunity for music education majors to take leadership positions and have hands-on experience preparing them for future jobs as band directors. The band meets on Mondays from 7-10 p.m. and Saturdays from 9 a.m.-12 p.m. Football games occur on Saturday evenings beginning at 6 p.m. The ensemble is open to qualified students by audition. May be repeated for credit. Required minimum GPA is a 2.0.

Special Fee Applies

## **MUS 301, Music of Africa, 3 Units**

This is a survey of sub-Saharan traditional and contemporary music cultures of Africa. It examines the musical and extra musical forces that shape, maintain, and perpetuate Africa's musical and cultural expression. Discussion on the general characteristics, concepts, and ethnomusicological approach to the organization of musical sound and its meaning are emphasized. This class provides an overview of the musical sounds that are prevalent in each geographic region. Students develop ethnomusicological listening skills and the ability to identify aspects of the unity and diversity within the music cultures of traditional and contemporary Africa. This course is appropriate for majors and nonmajors.

## **MUS 302, Soul Music, 3 Units**

This course traces the history and development of African American popular music from the early 17th century to the 21st century with a focus on the concept of soul as an essential aspect of American popular culture, encouraging intercultural competence by providing students with a foundation of knowledge and aural analytical skill through which they can identify, understand, and appreciate the contributions of soul music to the aesthetic values of contemporary music culture - sacred (Gospel) and secular (rhythm and blues). This course is appropriate for majors and non-majors. *Meets the General Education Requirement: Intercultural Competence.*

## **MUS 311, Applied Voice, 1-4 Units**

Students study phrasing, style, and interpretation of vocal literature from the classic through romantic periods, including the song literature of the Church. Selected arias from oratorio and opera are examined.

Special Fee Applies

**Prerequisite:** MUS 212

## **MUS 312, Applied Voice, 1-4 Units**

This is a continuation of MUS 311.

Special Fee Applies

**Prerequisite:** MUS 212

## **MUS 313, Applied Piano, 1-4 Units**

Students study scales in thirds, sixths, and tenths, contrary motion, and the corresponding arpeggios. Exercises such as Cortot's, Bach's Well-tempered Clavier, easier Etudes of Chopin, romantic Beethoven Sonatas, and other works of comparable difficulty are explored. The course prepares piano performance majors for their junior recitals.

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 314, Applied Piano, 1-4 Units**

This is a continuation of MUS 313. The course prepares piano performance majors for their junior recitals. In addition to weekly private lessons, students attend a group master class each week.

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

## **MUS 315, Applied Organ, 1-4 Units**

This course offers a study of works of all periods and preparation for the student's junior recital.

Special Fee Applies

## **MUS 316, Applied Organ, 1-4 Units**

This is a continuation of MUS 315.

Special Fee Applies

## **MUS 318, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 219.

Special Fee Applies

## **MUS 319, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 318.

Special Fee Applies

## **MUS 320, Keyboard Improvisation, 2 Units**

Students study the practical applications of music theory to keyboard playing, including playing from chord charts and 'by ear,' improvisation of solos and accompaniments, and making appropriate changes to published piano parts. Melody harmonization in various styles are examined, as well as elements of jazz, pop, and Gospel keyboard styles. Primary emphasis is placed on voicing chords idiomatically, rhythmic 'feels,' and melodic styles.

## **MUS 321, Counterpoint, 3 Units**

Strict counterpoint in two, three, and four parts in all species is studied; an introduction to free counterpoint is also provided.

**Prerequisite:** MUS 221 and MUS 222

## **MUS 322, Score Preparation and Printing, 2 Units**

Students study music copying and manuscript preparation using pen and triangle; printing parts and scores using Logic Audio and Finale.

Special Fee Applies

**Prerequisite:** MUS 121, MUS 122, MUS 296

## **MUS 323, Arranging and Rehearsal Technique, 3 Units**

Students study elements of common commercial styles, acoustic versus synthesizer arranging, score/part preparation, vocal arranging techniques, and arranging for rhythm section. This course is an extension of concepts from MUS 221/222, including reharmonization, texture, countermelody, and voicing. In addition to smaller assignments, student complete 3 large projects, for which the student directs rehearsals in collaboration with Commercial Styles classes, which perform the arrangements.

Special Fee Applies

**Prerequisite:** MUS 222 and MUS 296, or instructor consent

## **MUS 324, Songwriting, 2 Units**

The course teaches the process of songwriting, including lyrical concept, musical style, structure, and an introduction to demo production.

**Prerequisite:** C grade in one of the following: MUS 121, MUS 122, MUS 221, or MUS 222. MUS 296

## **MUS 325, Madrigal Singers, 1 Unit**

This is a continuation of MUS 225.

## **MUS 326, Live Sound Reinforcement, 2 Units**

The course is part of the B.M. in Commercial Music emphasis core. Basic signal flow, microphones, mixing consoles, processors, speakers, mixing techniques, problem solving, and team applications are covered. Students complete a live sound reinforcement project where they are responsible for a musical concert/event.

**Prerequisite:** MUS 327 or instructor consent

## **MUS 327, Audio I, 2 Units**

Basic acoustics review, mixers, microphones, digital audio, monitoring systems, studio acoustics, mixing concepts, outboard effects, with applications to audio recording and live sound reinforcement.

Special Fee Applies

**Prerequisite:** MUS 296 or instructor consent

## **MUS 328, Audio II, 3 Units**

This course covers digital audio systems, recording, mixing and editing, mastering, etc. Students complete a multitrack recording using a computer-based audio recording system.

Special Fee Applies

**Prerequisite:** MUS 327 or instructor consent

## **MUS 329, Keyboard Improvisation, 2 Units**

The practical applications of music theory to keyboard playing, including playing from chord charts and 'by ear,' improvisation of solos and accompaniments, and making appropriate changes to published piano parts are covered in detail. Melodic harmonization in various styles; elements of jazz, pop, and gospel keyboard; voicing chords idiomatically; and rhythmic 'feels' are explored.

## **MUS 330, Elementary Music Methods, 3 Units**

This course introduces students to methods and materials for planning and implementing general music experiences for all ages, with concentration on Pre-K through sixth grade children. Students will explore various teaching methods through singing, playing, movement, composition, and listening experiences, instructional techniques including Orff, Kodaly, Dalcroze, as well as learning strategies.

**Prerequisite:** MUS 206

## **MUS 331, String Instrument Techniques, 1 Unit**

The curriculum offers elementary instruction in the stringed instruments. Careful consideration is given to tone production, bowing, technique, study materials, care of instruments, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 332, Woodwind Instrument Techniques, 1 Unit**

This course provides elementary instruction in the woodwind instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 333, Brass Instrument Techniques, 1 Unit**

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

## **MUS 334, Percussion Instrument Techniques, 1 Unit**

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures. Open to junior and senior music education majors only.

### **MUS 335, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

### **MUS 336, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 335.

### **MUS 337, Music Business I, 2 Units**

This course is part of the commercial music emphasis core. Students study careers in commercial music, journals of the business, and networking and career development, and receive an overview of the production process for music and post production, and introduction to: A&R, touring, contracting, copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc. Recommended for first-semester sophomores.

### **MUS 338, Music Business II, 2 Units**

Selected advanced topics in the music business, including copyright law, licenses, royalties, mechanicals, publishing and distribution, performing rights organizations, contracts, legal issues, etc., are covered.

**Prerequisite:** MUS 337

### **MUS 339, Hymnology, 2 Units**

The great Christian hymns and hymn tunes are studied in their historical settings. Analysis and interpretation of hymns are offered. Standard hymnals are evaluated.

### **MUS 340, University Choir & Orchestra, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 341, University Choir & Orchestra, 1 Unit**

This is a continuation of MUS 340.

Special Fee Applies

### **MUS 342, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

### **MUS 343, Symphonic Band, 1 Unit**

This is a continuation of MUS 342.

### **MUS 344, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 345, Bel Canto Women's Choir, 1 Unit**

This ensemble ministers to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 346, Gospel Choir, 1 Unit**

This is a continuation of MUS 248. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 347, Gospel Choir, 1 Unit**

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 348, Song Literature Survey, 2 Units**

This class surveys solo vocal music from the German, French, Italian, Russian, British, American, Spanish, and South American art song repertoire spanning from the Renaissance through the 21st-century (not including opera arias). Class sessions consist of listening and discussing appropriate repertoire, student presentations, and performance. Emphasis is placed on both musical and poetic interpretation. Each student performs a minimum of our times during the semester from this literature.

### **MUS 349, Intermediate Logic Pro, 3 Units**

This course features instruction in plug-in synthesizers, custom instrument creation, keyswitching methods, looping techniques, basic automated mixing, audio editing techniques, audio plug-ins environment window and real-time MIDI processing.

Special Fee Applies

**Prerequisite:** MUS 296

### **MUS 350, History and Literature of Commercial Music, 3 Units**

This course provides a study of commercial music since 1900, with particular emphasis on music in recording for conventional distribution, music for broadcast, music for film, TV and video, etc. Jazz, rock, country-western, hip hop, film music, Christian, and gospel music receive particular attention. Important songwriters, performers, and producers are studied, along with the impact of technology and mass distribution on musical style and the public taste. Students are exposed to the broad array of contemporary musical styles that are 'commercial.'

**Prerequisite:** A grade of 'B' or better in both MUS 327 and MUS 337

### **MUS 351, Ancient, Renaissance, and World Music Literature, 3 Units**

This course provides a historical and stylistic study of the repertoire of serious Western music from ancient Greece through the Renaissance, plus other music of people and cultures from around the world. The course includes lectures, reading, listening, reports, and analysis.

### **MUS 352, Writing 3: Baroque, Classical, and Early Romantic Music Literature, 3 Units**

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time-frames. Students will examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western and non-Western cultures to facilitate the development of a mature and educated philosophy of music.

The course also includes instruction in writing about music and music history. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **MUS 352H, Baroque, Classical, and Early Romantic Music Literature - Honors, 3 Units**

Course content provides a continuation of MUS 351 with emphasis upon the baroque, classical, and early romantic periods. Meets the upper-division writing intensive course requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### **MUS 353, Concert Music, 1 Unit**

Students are guided through listening by attending concerts.

### **MUS 354, Church Music and Worship, 2 Units**

This course acquaints students with current worship practices and trends and provides an analysis of current issues facing church musicians and worship leaders. The curriculum and reading for the course aids students in the critical evaluation of today's worship issues and challenges.

**Prerequisite:** Junior Standing and completion of MUS 202 and MUS 203

### **MUS 355, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 252.

### **MUS 356, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 355.

### **MUS 357, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 254.

### **MUS 358, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 357.

### **MUS 359, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 256.

### **MUS 360, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 359.

### **MUS 361, Introduction to Conducting, 2 Units**

Students receive instruction and drills in basic conducting skills, principles of interpretation, and rehearsal techniques for both choral and instrumental music.

**Prerequisite:** MUS 221 and MUS 222

### **MUS 362, Choral Conducting, 2 Units**

Students receive instruction in principles and techniques of conducting choral groups. Attention is given to interpretation, literature, and rehearsal skills. This is a practical course designed to give each student continuing training and experience in choral conducting.

**Prerequisite:** MUS 361

## **MUS 363, Instrumental Conducting, 2 Units**

The principles, techniques, and methods of conducting orchestral and band groups using standard instrumental literature are covered.

**Prerequisite:** MUS 361

## **MUS 364, Critical Audio Listening Skills, 2 Units**

This course covers recording environment terminology, sonic characteristics of microphones, processed audio signals, instruments and sections of instruments. Analysis and study of audio recordings, recording consoles, and variety of acoustic environments is also discussed.

**Prerequisite:** MUS 296 and MUS 327

## **MUS 365, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 258.

## **MUS 366, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 365.

## **MUS 367, Technology for Worship, 3 Units**

This course provides students with an understanding of technologies used for worship arts ministry, including digital and analog audio, lighting, video systems, presentation software, and assorted web-based tools for the worship leader. Philosophical and practical issues in the use of worship arts technology are discussed.

## **MUS 371, Symphony Orchestra, 1 Unit**

The Symphony Orchestra gives musicians practical ensemble experience through rehearsal and public performance. The scope of the literature used is determined by the technical proficiency of the class. The class is open to the public by audition. A minimum GPA of 2.0 is required. Entrance is gained by audition only. May be repeated for credit.

## **MUS 372, Symphony Orchestra, 1 Unit**

This is a continuation of MUS 371. May be repeated for credit. Entrance is gained by audition only.

## **MUS 373, Men's Chorale, 0-1 Units**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 374, Men's Chorale, 1 Unit**

This is a continuation of MUS 373.

Special Fee Applies

## **MUS 375, Worship Arts Leadership, 3 Units**

This course examines organizational structures for worship arts ministries in the Church and parachurch organizations. Attention is given to processes and structures that effectively organize musicians and artists for worship arts ministry and give space for God's work through His people. Topics include pastoral leadership, artistic team development, information management, facilities, budgets, scheduling, and ministry resources.

**Prerequisite:** MUS 160

## **MUS 376, Worship Design, 3 Units**

This course provides the student with a beginning framework for planning and designing a service of worship. Both artistic and practical issues are considered as various worship traditions (liturgical, Taize, free church, emergent, traditional, blended, etc.) and related musical styles are examined. Students have an opportunity to lead worship services they have planned and designed and gain experience with the practical components of worship (basic sound reinforcement, acoustics, rehearsal techniques, worship leading, etc.).

**Prerequisite:** MUS 202, MUS 203

## **MUS 377, Worship Studio I, 1 Unit**

This course is an in-depth study of the performance skills and abilities in music direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Gospel style and interpretation are stressed, and performance opportunities are given throughout the semester.

## **MUS 378, Worship Studio II, 1 Unit**

This course is a continuation of Worship Studio I, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practices and interpretation of folk and ethnic styles are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 379, Guitar Fingerboard Harmony, 2 Units**

This is a course in direct application of principles of diatonic and chromatic harmony as they are relevant to the guitar fingerboard. Students must have a thorough knowledge of reading music and a basic understanding of fundamentals of harmony and how chords are constructed.

**Prerequisite:** MUS 121, MUS 122, or instructor consent



### **MUS 380, Chamber Singers, 1 Unit**

Performance of a variety of choral works from all periods of music literature, from early chant through vocal jazz mediums. A minimum GPA of 2.0 is required. Entrance by audition only.

Special Fee Applies

### **MUS 381, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 382, Jazz and Commercial Ensemble, 1 Unit**

This is an 'augmented' big band ensemble and intended to prepare performers for a wide range of performance situations, including live and recording venues. Reading and musical interpretation are stressed. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for unusual situations, concurrent enrollment in other ensembles, and/or private lessons may be required. May be repeated for credit, though only two upper-division units may count toward the Commercial Music emphasis. A minimum GPA of 2.0 is required.

### **MUS 383, Jazz and Commercial Ensemble, 1 Unit**

This is a continuation of MUS 382.

### **MUS 384, Handbell Choir, 1 Unit**

This is a continuation of MUS 381.

Special Fee Applies

### **MUS 387, Wind Ensemble, 1 Unit**

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

### **MUS 388, Wind Ensemble, 1 Unit**

This is a continuation of MUS 387.

Special Fee Applies

### **MUS 389, Commercial Styles I, 1 Unit**

This class is an in-depth study of jazz vocal styles which prepares performers for a wide range of jazz performance situations including live and recording venues. Jazz style and interpretation are stressed and performance opportunities are given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

### **MUS 390, Commercial Styles II, 1 Unit**

A continuation of Commercial Styles I, this course offers an in-depth study of Broadway and pop music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Broadway and pop music style and interpretation are stressed and performance opportunities will be given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

### **MUS 391, Jazz Improvisation Workshop, 1 Unit**

This course covers small combo-based approaches to jazz improvisation, jazz chords and scales, blues, various styles, etc., with students grouped in combos by experience level. Student-performers prepare for a wide range of performance situations, including live and recording venues, particularly casuals and small session work. This group is recorded by the Audio Recording class(es), and students learn professional attitudes and techniques toward performance in all situations. Except for in unusual circumstances, concurrent enrollment in other ensembles and/or private lessons may be required. May be repeated for credit, though only 2 upper-division units may count toward the commercial music concentration.

### **MUS 392, Jazz Improvisation Workshop, 1 Unit**

This is a continuation of MUS 391.

### **MUS 393, Junior Recital, 0 Units**

Preparation and presentation of the junior recital program (approximately 30 minutes of music) as a requirement of the Bachelor of Music in Performance. This course must be taken during the semester in which the junior recital is presented. Topics include program preparation and research, recital protocol, advanced performance preparation, working with a collaborative performer/accompanist (when applicable). This course is taught by the student's major applied instructor.

**Prerequisite:** Performance majors to have completed 8 units of major applied area; permission of the applied instructor. Student must be concurrently enrolled in Applied Music in the term that the Junior Recital is presented.

## **MUS 394, Critical Listening Skills For Audio Recording Professionals, 2 Units**

Students study recording environment terminology and sonic manipulation including; sonic characteristics of microphones, processed audio signals, individual musical instruments and sections of instruments. Study and analysis of representative audio recordings, recording consoles, and a variety of acoustic environments is included.

**Prerequisite:** C or better in both MUS 220 and MUS 326

## **MUS 396, Advanced Music Technology, 2 Units**

Advanced sequencing techniques, orchestral simulation, advanced editing and automated mixing, synthesizer program editing, and system exclusive and program editor/librarian software are covered. The course provides an introduction to MIDI/digital audio hybrid systems and synchronization using LTC, VITC, MIDI clock, and MIDI Timecode. Students complete a large project using these techniques.

Special Fee Applies

**Prerequisite:** MUS 296 and MUS 327

## **MUS 397, Instrumental Collaboration for Pianists, 2 Units**

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. Most of the repertoire is sonatas written by prominent composers. Students perform six times during the semester.

## **MUS 398, Vocal Collaboration for Pianists, 2 Units**

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation. Students perform six times during the semester.

## **MUS 399, Keyboard Ensemble, 2 Units**

This course offers guided experience in performance of keyboard literature for more than one performer. The class is open to students majoring in piano performance, organ performance, and to other qualified students upon audition and with permission of the instructor. Each student performs six times during the semester.

## **MUS 401, Worship Studio III, 1 Unit**

This course serves as a continuation of Worship Studio I and II, offering an in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Jazz interpretation and style are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 402, Worship Studio IV, 1 Unit**

This course serves as a continuation of Worship Studio I, II, and III, offering in-depth study of the performance skills and abilities in musical direction necessary for worship leadership. Students develop fluency in performance practices, rehearsal techniques, platform leadership skills, and the roles of instrumental and vocal music directors in the context of small ensembles. Performance practice and interpretation of pop and rock styles are the primary focus. Performance opportunities are given throughout the semester.

## **MUS 404, Instrumental Music Methods, 3 Units**

This course is designed to provide music education students with a study of methods and materials for teaching instrumental music in K-12 schools, including concert bands, marching bands, orchestra, jazz and pop groups, and world music ensembles. Students engage in 15 hours of observation as well as practice teaching.

**Prerequisite:** MUS 206

## **MUS 405, Choral Music Methods, 3 Units**

Designed for the prospective school music specialist, the course will consist of a study of choral methods used in school music programs. Special attention will be given to developing musicality and musicianship through choral ensembles and specialized music classes, including all periods and genres of music.

**Prerequisite:** MUS 206

## **MUS 407, Commercial Styles III, 1 Unit**

A continuation of Commercial Styles I and II, this course offers an in-depth study of country western, folk and contemporary Christian music vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Country, folk and contemporary Christian music performance style and interpretation are stressed and performance opportunities will be given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

## **MUS 408, Commercial Styles IV, 1 Unit**

A continuation of Commercial Styles I, II and III, this course offers an in-depth study of rock and rhythm & blues (R&B) vocal styles intended to prepare performers for a wide range of commercial performance situations, including live and recording venues. Rock and R&B musical performance style and interpretation are stressed and performance opportunities are given throughout the semester.

**Prerequisite:** C grade or better in one of the following: MUS 121, MUS 122, MUS 221, MUS 222; AND C grade or better in one of the following MUS 133, MUS 134, MUS 217, MUS 220

**MUS 409, Jubilant Song Ladies' Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

**MUS 410, Jubilant Song Ladies' Choir, 1 Unit**

This is a continuation of MUS 409.

**MUS 411, Applied Voice, 1-4 Units**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation.

Special Fee Applies

**Prerequisite:** MUS 311 and MUS 312

**MUS 412, Applied Voice, 1-4 Units**

This course offers continued studies in phrasing and interpretation. Emphasis is placed on repertoire, both sacred and secular, and platform presentation. Appearances in recitals comprising literature from the above mentioned may be required at the discretion of the instructor. This may be in addition to the senior recital for the voice major.

Special Fee Applies

**Prerequisite:** MUS 411

**MUS 413, Applied Piano, 1-4 Units**

Virtuoso studies such as Chopin's or Liszt's are examined, and advanced compositions by Bach, Beethoven, Romantic, and 20th-century composers are explored. A study of selected concerti is offered. This course prepares piano performance majors for their senior recitals.

Special Fee Applies

**Prerequisite:** MUS 314

**MUS 414, Applied Piano, 1-4 Units**

This is a continuation of MUS 413. The course prepares piano performance majors for their senior recitals. In addition to weekly private lessons, students attend a group master class each week. **Prerequisite:** upper-division qualifying examination or by audition

Special Fee Applies

**Prerequisite:** Upper-division qualifying examination or by audition

**MUS 415, Applied Organ, 1-4 Units**

This course offers advanced study of major works of all periods and intense preparation for the student's senior recital.

Special Fee Applies

**MUS 416, Applied Organ, 1-4 Units**

This is a continuation of MUS 415.

Special Fee Applies

**MUS 417, Organ Literature I, 2 Units**

This course is a survey of the historical development of the literature for the organ from the Middle Ages through the classical period. Organ builders from these centuries are also discussed. Class sessions consist of listening and discussing repertoire from these periods and sight reading some of the representative literature.

**MUS 418, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 319.

Special Fee Applies

**MUS 419, Semi-Private Voice, 1 Unit**

This is a continuation of MUS 418.

Special Fee Applies

**MUS 420, Organ Literature II, 2 Units**

This course is a survey of the historical development of the literature for the organ from the Romantic period through the 20th-century as well as contemporary works. Discussions include the study of major organ builders during this time.

**Prerequisite:** 2 units of Applied Organ

**MUS 421, Choral Arranging, 2 Units**

Students learn the techniques of arranging and adapting song materials for choral ensembles of various sizes and compositions.

**Prerequisite:** MUS 222

**MUS 422, 20th Century Compositional Techniques, 3 Units**

The stylistic techniques of major composers are reviewed. A major thrust of the class is the presentation of students' compositions.

**Prerequisite:** MUS 222

### **MUS 423, Orchestration I, 3 Units**

This course provides an introduction to orchestral and symphonic wind ensemble instruments. Scoring exercises for full ensembles and smaller combinations are emphasized.

**Prerequisite:** MUS 221; MUS 222 (may be taken concurrently) or instructor consent

### **MUS 424, Projects in Music Theory, 2 Units**

Personalized arranging, composition, and analytical projects are assigned according to the interest and capabilities of the student.

**Prerequisite:** MUS 221 and MUS 222

### **MUS 425, Collegium, 1 Unit**

The course emphasizes rehearsal and performance of chamber music, especially pre-19th century music. The course is open to students with instructor's permission only.

### **MUS 426, Collegium, 1 Unit**

This is a continuation of MUS 425.

### **MUS 427, Form and Analysis, 3 Units**

The forms of music from the 18th century to the present are covered. An analysis of both large and small forms is included.

**Prerequisite:** MUS 222

### **MUS 428, Arranging II, 2 Units**

Arranging for larger ensembles, more musical styles, arranging for live ensembles versus arranging for recording, advanced harmonic techniques, and textures and melodic procedures is covered. Students complete several small assignments in various styles, and one large project which is recorded by the Audio Recording class(es) or the Production Techniques class.

Special Fee Applies

**Prerequisite:** MUS 323 and MUS 423

### **MUS 429, Piano Literature I, 2 Units**

This course surveys the broad scope of piano literature from the invention of the piano to the early Romantic period. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature. Students are required to read the primary literature (or excerpts) as well as to listen, sight-read, analyze, and recognize, and prepare additional topics from books of secondary literature.

### **MUS 430, Piano Literature II, 2 Units**

This course surveys the broad scope of piano literature from the early Romantic period to the present day. Class sessions consist of listening to and discussing appropriate repertoire and sight-reading of various pieces of the literature.

**Prerequisite:** MUS 429

### **MUS 432, Music in the Elementary Schools, 3 Units**

Designed for the prospective elementary school teacher, the course consists of the objectives, scope, and content of the elementary school music program as described in the Visual and Performing Arts Framework for California Public School. Active participation in the skills of music and movement are required in order to understand the components and concepts in these performing arts. The course includes supervised practice teaching and opportunities for observation of teaching professionals.

### **MUS 433, Music Methods for the Elementary and Secondary Schools, 3 Units**

This course offers a sequential presentation of methods and materials available for the prospective music teacher of the spectrum of K-12. Widely accepted approaches and philosophies are discussed, including Dalcroze, Kodaly, Orff-Schuwerk, Yamaha, and Susuki. Students engage in guided observation and practice teaching.

### **MUS 434, Piano Pedagogy, 2 Units**

Students study various piano teaching methods and materials. The course includes supervised practice teaching and opportunities for observation of the professor.

**Prerequisite:** MUS 313 or instructor consent

### **MUS 435, University Choir, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

### **MUS 436, University Choir, 1 Unit**

This is a continuation of MUS 435.

Special Fee Applies

### **MUS 437, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only.

Special Fee Applies

### **MUS 438, Bel Canto Women's Choir, 1 Unit**

Students in this course minister to the local church and broader community, performing sacred classics, hymn arrangements, spirituals, and contemporary Christian music. Students develop choral musicianship and a deepening aesthetic enjoyment through diverse choral expressions of the Christian faith. A minimum GPA of 2.0 is required. Entrance gained by audition only. This course is a continuation of MUS 437.

Special Fee Applies

### **MUS 440, Instrumental Pedagogy, 2 Units**

Students study the methods and materials used in teaching brass, woodwind, string, or percussion instruments. The area of emphasis is determined by the student's specialization.

### **MUS 441, Music in Worship, 3 Units**

Students survey the history and practice of the use of music in worship services. Emphasis is given to the development of both liturgical and nonliturgical forms of worship. Students are involved in learning effective worship planning as they study the role of the minister, director of music, and organist.

### **MUS 442, Church Music Administration, 2 Units**

Students explore the process of developing the music program of the local church and the relationship of the minister of music to the congregation, music committee, and pastor. A graded choir program, equipment, and general organization are examined.

### **MUS 443, Vocal Pedagogy, 2 Units**

This course covers the study of teaching methods and practices in voice, detailed study of the vocal instrument, and sessions working one-on-one with a beginning voice student.

### **MUS 444, Seminar in Church Music, 2 Units**

This course is a research seminar dealing with contemporary problems in church music. An in-depth investigation of specific church music programs and supervised student assignments involving leadership in the music program of local churches is offered.

### **MUS 445, Service Playing, 2 Units**

This course shows the church musician how to handle the keyboard instruments in various church situations, including weddings, funerals, communions, and aspects of traditional services.

### **MUS 446, Issues in Church Music, 2 Units**

This course provides an analysis of current issues in church music and acquaints students with contemporary worship practices. The curriculum aids students in the evaluation of today's issues from an historical perspective.

### **MUS 447, Music and Worship Internship I, 2 Units**

Students who desire experience in a church music program should take this practicum. Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs.

**Prerequisite:** MUS 375; MUS 376 (may be taken concurrently)

### **MUS 449, Symphonic Band, 1 Unit**

As part of APU's Symphonic Band, students gain instrumental experience through rehearsal and public performance. The ensemble is open to qualified students by audition. A minimum GPA of 2.0 is required.

### **MUS 450, Symphonic Band, 1 Unit**

This is a continuation of MUS 449.

### **MUS 451, Repertoire for the Instrumental Music Classroom, 2 Units**

This course equips students with a comprehensive knowledge of repertoire to be used as curriculum in the secondary instrumental music classroom through the context of band, orchestra, jazz band, and string orchestra.

**Prerequisite:** MUS 222 and MUS 361

### **MUS 452, Instrumental Music Literature, 2 Units**

This course offers a survey of string, woodwind, brass, guitar, or percussion literature considered from its historical, formal, stylistic, and aesthetic aspects. It also includes study of the history and development of the instruments. The course content varies according to the applied performance area of the student.

### **MUS 453, American Music, 3 Units**

Students study the development of American music from early psalmody to contemporary expressions. Music on the frontier, in urban culture, American education, and the Church is explored. A survey of the music of prominent American composers from William Billings to John Cage is included. The course is open to nonmusic majors with the instructor's consent.

### **MUS 454, Music and Worship Internship II/Capstone, 2 Units**

Under close faculty supervision, students are assigned specific leadership responsibilities in local churches' music programs. This course concludes with a 'capstone project,' coordinated between student and faculty. The project will include a sophisticated level of research, collaboration, creativity, and synthesis of learning acquired through previous coursework in the major. With approval, the project may serve as portfolio material. This course is a continuation of MUS 447.

**Prerequisite:** MUS 447

### **MUS 455, Late Romantic and 20th-Century Music Literature, 3 Units**

This course provides a study of Western music of the late Romantic and 20th century periods in historical context of broader developments in culture. American music and implications of recent developments, including computer and experimental music, are also included. *Meets the General Education Requirement: Humanities: History.*

**Prerequisite:** MUS 121

### **MUS 456, Choral Literature, 2 Units**

Students survey choral compositions from the Renaissance to the present. The course emphasizes the representative works from each of the major historical periods.

### **MUS 457, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 356.

### **MUS 458, Chamber Ensemble - Strings, 1 Unit**

This is a continuation of MUS 457.

### **MUS 459, Chamber Ensemble: Brass, 1 Unit**

Premier chamber ensembles focus on refining performance practice and high-level musicianship in chamber music, and this course prepares students to engage various musical landscapes at the professional level. A minimum GPA of 2.0 is required.

### **MUS 460, Chamber Ensemble - Brass, 1 Unit**

This is a continuation of MUS 459.

### **MUS 462, Seminar in Conducting, 2 Units**

Students study special problems in conducting, conduct choral and instrumental ensembles, observe rehearsals and performances under a master conductor, and research the historical aspects of conducting.

**Prerequisite:** MUS 361 and MUS 362

### **MUS 464, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 360.

### **MUS 465, Chamber Ensemble - Woodwind, 1 Unit**

This is a continuation of MUS 464.

### **MUS 466, Audio and Acoustics, 3 Units**

This survey course is geared toward students who seek knowledge with basic concepts of acoustical conditions, electronics, sound systems, and recording techniques.

### **MUS 467, Advanced Pro Tools, 2 Units**

This course is a continuation of MUS 471. Additional topics covered include mixing and mastering principles.

**Prerequisite:** MUS 328 or instructor consent

### **MUS 469, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 366.

### **MUS 470, Chamber Ensemble - Percussion, 1 Unit**

This is a continuation of MUS 469.

### **MUS 471, Intermediate Pro Tools, 3 Units**

This course explores methods for automation, audio editing, basic effects plugins, cue mix, synchronization, recording, and monitoring.

**Prerequisite:** MUS 327 or instructor consent

## **MUS 472, Audio For Post Production, 2 Units**

This course focuses on practical and aesthetic considerations relating to audio post-production. Topics covered include voice-over, ADR, dialogue and music editing, noise reduction, effects, mixing and lay-back.

Special Fee Applies

**Prerequisite:** MUS 467 (may be taken concurrently) or instructor consent

## **MUS 473, Composing for Film and Television, 3 Units**

An introduction to scoring and producing music for films and television, this course covers synchronization, software, compositional approaches; overview of history of film composition; synthetic, 'live', and 'mixed' approaches. 'spotting' a film; and collaborating with a director. Students will score several short scenes and at least one short student film or other film.

**Prerequisite:** MUS 323, MUS 468, MUS 423

## **MUS 474, Music Career Development, 2 Units**

This course provides an in-depth study of music career planning, networking, promotion, advertising, and marketing, with special emphasis on using the internet. Social media, iTunes, internet collaboration and YouTube are covered. Career paths and combinations are explored. An important component of the course is appearance by diverse guest lecturers.

**Prerequisite:** MUS 223

## **MUS 475, Men's Chorale, 1 Unit**

Students perform sacred classics, hymn arrangements, spirituals, and contemporary Christian music. A minimum GPA of 2.0 is required. Entrance is gained by audition only.

Special Fee Applies

## **MUS 476, Men's Chorale, 1 Unit**

This is a continuation of MUS 475.

Special Fee Applies

## **MUS 478, Gospel Choir, 1 Unit**

This is a continuation of MUS 346. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 479, Gospel Choir, 1 Unit**

This is a continuation of MUS 478. Membership is open to students, faculty, staff, and community members. Entrance is gained by audition only. For APU students, a minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 481, Orchestration II, 3 Units**

This course offers advanced study in orchestration, stressing the full orchestra and wind ensemble and includes scoring and demo creation using Logic Pro.

**Prerequisite:** MUS 349 and MUS 423

## **MUS 483, Handbell Choir, 1 Unit**

Handbells provide an opportunity for students to expand and refine their musical skills. Through traditional and contemporary music, students are exposed to an array of different styles of music. Performances are scheduled throughout the year. A minimum GPA of 2.0 is required.

Special Fee Applies

## **MUS 484, Preparing the Total Performer, 1 Unit**

This class provides students with the principles necessary to achieve complete freedom to communicate before audiences. This is accomplished through class participation, performance, and group interaction. Students study essential principles and learn to master the skills necessary to present themselves in any situation. The course includes study of the release of body tension through the Alexander technique, the affect of body movement on an audience, and methods to overcoming fear and anxiety. Students learn to communicate the subtext of a piece/presentation through expressive use of the voice, body, and instrument. A student enrolling in this class should have some skill and experience in the performing or dramatic arts.

## **MUS 486, Opera Workshop: Lead Roles and Minor Roles, 1 Unit**

Students study, prepare, and perform entire operas or selected portions and receive coaching in the dramatic and musical aspects of performance.

Admission to this class is determined by the director.

## **MUS 487, Handbell Choir, 1 Unit**

This is a continuation of MUS 483.

Special Fee Applies

## MUS 489, Wind Ensemble, 1 Unit

As part of APU's Wind Ensemble, students gain instrumental experience through rehearsal and public performance, including a yearly tour. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## MUS 490, Wind Ensemble, 1 Unit

This ensemble engages the most challenging music for collegiate musicians by the foremost composers of the genre, preparing students to engage various musical landscapes at the professional level. The ensemble is open to qualified students by audition or instructor's consent. A minimum GPA of 2.0 is required.

Special Fee Applies

## MUS 491, Senior Recital, 0 Units

This course includes preparation for and presentation of the senior recital (approximately 60 minutes of music) as a requirement of the Bachelor of Music. This course must be taken during the semester in which the senior recital is presented. Topics include program preparation and research, stage presence, recital protocol, advanced performance preparation, working with a collaborative accompanist (when appropriate). This course is taught by the student's applied instructor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Music majors who have completed 12 units of major applied area; permission of instructor. Student must be concurrently enrolled in Applied Music in the term that the Senior Recital is presented.

## MUS 492, Senior Project in Commercial Music, 0 Units

This is a capstone course in the Commercial Music Program. Students complete a major project apropos to their track, and equivalent in effort to a senior recital. The project will reflect the student's ability to synthesize and integrate knowledge and skills gained and developed in the course of their Commercial Music studies. Each project will be planned and executed with the assistance and oversight of a faculty advisor. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing and instructor consent

## MUS 494, Commercial Music Internship, 2 Units

This course offers monitored and evaluated professional work experience for the commercial music major. Under regular and periodic faculty supervision, students are placed in a music business environment related to their area of career interest. Placement is limited to situations available from or approved by the supervising instructor. (Note: Credit for prior experience is not available to fulfill the requirements of this course.)

**Prerequisite:** MUS 337 and 1 course of BUSI 110, MUS 338, MUS 328, or MUS 428 and instructor consent

## MUS 495, Production Techniques, 2 Units

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, tape costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team.

Special Fee Applies

**Prerequisite:** MUS 327 & MUS 428; or MUS 323 & MUS 328; or BUSI 110 & MUS 338; or 10 units applied study and 1 unit each Jazz Ensemble and Improvisation

## MUS 496, Senior Seminar: Ethics in Music, 3 Units

This senior seminar serves musicians planning to work in the private and/or public sectors, including future full-time church musicians, school music educators, private teachers, performers, and freelance musicians. The course focuses on the integration of Christian faith, ethical issues and professional concerns that confront musicians in the work environment.

**Prerequisite:** Senior standing, completion of Writing 3

## MUS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## MUS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing



## **MUS 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of creative output or research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing. The thesis or project may result in formal thesis, published article, electronic media, or annotated recital. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

## **MUS 777, Private Piano, 1 Unit**

### **Faculty**

#### **Interim Department Chair**

John Simons (<http://www.apu.edu/faculty/jesimons/>), DMA

#### **Professors**

Claire Fedoruk (<http://www.apu.edu/faculty/cfedoruk/>), DMA

Phil Shackleton (<http://www.apu.edu/faculty/pshackleton/>), DMA

John Simons (<http://www.apu.edu/faculty/jesimons/>), DMA

#### **Associate Professors**

Alexander Koops (<http://www.apu.edu/faculty/akoops/>), DMA

Don Neufeld (<http://www.apu.edu/faculty/dneufeld/>), M.A.

#### **Assistant Professors**

John Burdett (<http://www.apu.edu/faculty/jburdett/>), Ed.D.

Stephen Martin (<http://www.apu.edu/faculty/smartin/>), DCM

#### **Lecturer (part time)**

Eniko St. Clair (<http://www.apu.edu/faculty/eastclair/>), DMA

#### **Faculty Emeriti**

Dennis Royse (<http://www.apu.edu/faculty/droyse/>), Ph.D.

# B.A. in Music: Music Theory

60-65 units

The Bachelor of Arts in Music with a music theory emphasis (<https://www.apu.edu/music/programs/music-major/>) provides students with a music and General Education background appropriate for graduate studies in music theory or musicology.

## Requirements

| Code   | Title   | Units |
|--|---|-------|
| <b>School of Music Core Requirements</b>   |   |       |
| Piano Proficiency (if needed)  |   | 0-4   |
| MUS 103  | Beginning Piano Class (F/S)   |       |
| MUS 104  | Elementary Piano Class (F/S)  |       |
| MUS 105  | Intermediate Piano Class (F/S)  |       |
| MUS 106  | Advanced - Intermediate Piano Class (F/S)   |       |
| MUS 107  | Advanced - Intermediate Piano Class (F/S)   |       |
| MUS 108  | Advanced Piano Class (F/S)  |       |
| MUS 121  | Music Theory I (F/S, Fr, So) <sup>1</sup>   | 3     |
| MUS 122  | Music Theory II (F/S, Fr, So)   | 3     |
| MUS 133  | Practical Musicianship I (F/S, Fr, So)  | 1     |
| MUS 134  | Practical Musicianship II (F/S, Fr, So)   | 1     |
| MUS 210  | Performance Forum (F/S, 8 semesters)  | 0     |
| MUS 217  | Practical Musicianship III (F/S, So, Jr)  | 1     |
| MUS 220  | Practical Musicianship IV (F/S, So, Jr)   | 1     |
| MUS 221  | Music Theory III (F/S, So, Jr)  | 3     |
| MUS 222  | Music Theory IV (F/S, So, Jr)   | 3     |
| MUS 296  | Introduction to Music Technology (F/S, Fr)  | 2     |
| MUS 352  | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup> | 3     |
| MUS 361  | Introduction to Conducting (F, Jr)  | 2     |
| MUS 441  | Music in Worship (F/S, Jr, Sr)  | 3     |
| MUS 455  | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>                    | 3     |
| Applied Music (must be in one instrument (voice counts as an instrument); must be enrolled in applied lessons each semester until degree is complete, minimum of 8 units, F/S) |   | 8     |
| Ensemble Requirement <sup>4</sup>  |   | 8     |
| Select one of the following if not enrolled in Applied Voice:  |   | 0-1   |
| MUS 101  | Beginning Voice Class (F/S)   |       |
| MUS 102  | Intermediate Voice Class (F/S)  |       |
| Select one of the following:   |   | 3     |
| MUS 350  | History and Literature of Commercial Music (F)  |       |
| MUS 351  | Ancient, Renaissance, and World Music Literature (F, Jr)                                  |       |
| Select one of the following:   |   | 2     |
| MUS 362  | Choral Conducting (S, Jr)   |       |
| MUS 363  | Instrumental Conducting (S, Jr)   |       |
| <b>Music Theory Requirements</b>   |   |       |
| MUS 321  | Counterpoint (S, Jr, Sr)  | 3     |
| MUS 423  | Orchestration I (F/S, Jr, Sr)   | 3     |
| Select one of the following electives:   |   | 4     |
| MUS 323  | Arranging and Rehearsal Technique (F/S, Jr, Sr)   |       |
| MUS 421  | Choral Arranging (on demand, Jr, Sr)  |       |
| MUS 422  | 20th Century Compositional Techniques (S, Jr, Sr)   |       |
| MUS 424  | Projects in Music Theory (on demand, Jr, Sr)  |       |
| MUS 427  | Form and Analysis (F, Jr, Sr)   |       |

MUS 428

Arranging II (S, Jr, Sr)

Total Units

60-65

- 1 Meets the General Education Humanities: Fine Arts requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Humanities: History requirement.
- 4 Taking four semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.

**Course Requirement Availability:**

F = Offered every fall

S = Offered every spring

E = Even Year

O = Odd Year

**Recommended Year:**

Fr = Freshman

So = Sophomore

Jr = Junior

Sr = Senior

**Music Theory Proficiency**

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

**Practical Musicianship**

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

**Piano Proficiency**

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination, which is usually met at the conclusion of MUS 106.

**Grade-point Average**

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300- and 400-level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

**Performance Forum**

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

**Recital Performance**

Each performance major must present a solo performance annually in a student recital. This requirement can be met through performance forum student recitals, a junior recital, or a senior recital. Any other performances proposed to meet this requirement must be requested through the petition process and submitted to the associate dean for undergraduate studies of the School of Music.

Non-performance majors must present a solo performance annually in either a studio recital or performance forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester. Bachelor of Arts in Music students with a concentration in Applied Music may present a recital during their junior year (shorter program) and an additional recital in their senior year (full-length program). Only Bachelor of Music in Performance students must present a recital during the junior year as well as a recital in their senior year and register for MUS 491. Students giving recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

**Applied Music**

1. Each student is required to take at least 8 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.

3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
  - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. Private lessons:
  - a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
  - b. The area director will assign an instructor.
  - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. “No-show” students do not receive makeup lessons.

## Voice Class

All music majors without voice as their major performance area must take one semester of Voice Class or Private Voice.

## Upper-division Concentration

Each student in the music program is required to select an upper-division concentration in at least one of the following areas: for the B.A. in Music—performance or music theory; for the Bachelor of Music—commercial music, composition, music education, music and worship, or performance. Students must earn a grade of *C* or higher in all of their upper-division concentration courses; otherwise, the course(s) must be repeated.

## Ensemble Requirement

In each of eight semesters as a music major, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

# B.M. in Composition

88 units

The composition major (<https://www.apu.edu/music/programs/composition-major/>) is designed for students planning for graduate study in composition or work as a professional composer, helping them discover a distinctive voice and develop a portfolio of compositions. In addition to composition, courses in theory, music history, literature, conducting, and technology give the student thorough preparation in comprehensive musicianship.

Admission to the program is by audition and submission of previous compositions. Students with minimal compositional experience may be admitted at the discretion of the composition faculty, provided they show promise and strong general musicianship in other ways.

Applied composition students must submit their work to a jury at the end of each semester. Admission to upper-division status in the program is contingent upon:

- Successful completion of the first two years of composition study as determined, in part, by the jury following the sophomore year, at which point significant compositional progress and output must be shown.
- A grade-point average of at least 2.5 in the combination of courses in Music Theory, Practical Musicianship, Piano (class or applied), Introduction to Music Technology, and Applied Composition.
- Adequate progress in acquiring specific keyboard skills suitable for composers.
- Each student is required to have a composition performed in performance forum, studio recital, master class, reading session, or ensemble performance at least once per year. It is the student's responsibility to recruit performers and schedule adequate rehearsal to produce an acceptable performance. The composition and performance context must be approved in advance by the composition instructor. The student and instructor should begin planning this early in each school year.

## General Education Requirements for the Bachelor of Music in Composition

| Code  | Title   | Units                    |
|---|---|--------------------------|
| GE 100  | First-Year Seminar                                      | 3                        |
| WRIT 110  | Writing 1: The Art and Craft of Writing                 | 3                        |
|   | Writing 2   | 3                        |
|   | Social Science  | 3                        |
|   | Humanities: Literature                                  | 3                        |
|   | Natural Science   | 4                        |
| <b>Biblical, Theological, and Philosophical Formation</b> |   |                          |
| MIN 108   | Christian Life, Faith, and Ministry                     | 3                        |
| UBBL 100  | Introduction to Biblical Literature: Exodus/Deuteronomy | 3                        |
| UBBL 230  | Luke/Acts   | 3                        |
| PHIL 100  | Introduction to Philosophy                              | 3                        |
|   | or HUM 224  | Core Texts in Philosophy |
|   | or HUM 324  | Core Texts in Philosophy |
|   | Upper-Division Bible Elective                           | 3                        |
|   | Theology  | 3                        |
| <b>Personal and Social Responsibility</b>                 |   |                          |
|   | Intercultural Competence                                | 3                        |
| Total Units   |   | 40                       |

## School of Music Core Requirements

| Code                          | Title                                     | Units     |
|-------------------------------|---|-----------|
| <b>Piano Proficiency</b>      |   | <b>4</b>  |
| <b>Music Theory</b>           |   | <b>12</b> |
| MUS 121                       | Music Theory I (F/S, Fr, So) <sup>1</sup> |           |
| MUS 122                       | Music Theory II (F/S, Fr, So)             |           |
| MUS 221                       | Music Theory III (F/S, So, Jr)            |           |
| MUS 222                       | Music Theory IV (F/S, So, Jr)             |           |
| <b>Practical Musicianship</b> |   | <b>4</b>  |
| MUS 133                       | Practical Musicianship I (F/S, Fr, So)    |           |

|  |   |          |
|--|---|----------|
| MUS 134  | Practical Musicianship II (F/S, Fr, So)   |          |
| MUS 217  | Practical Musicianship III (F/S, So, Jr)  |          |
| MUS 220  | Practical Musicianship IV (F/S, So, Jr)   |          |
| <b>Conducting</b>  |   | <b>4</b> |
| MUS 361  | Introduction to Conducting (F, Jr)  |          |
| MUS 362<br>or MUS 363  | Choral Conducting (S, Jr)<br>Instrumental Conducting                                      |          |
| <b>Music History</b>   |   | <b>9</b> |
| MUS 351  | Ancient, Renaissance, and World Music Literature (F, Jr)                                  |          |
| MUS 352  | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup> |          |
| MUS 455  | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>                    |          |
| <b>Applied Music</b>   |   | <b>8</b> |
| (Must be in one area; must be enrolled in applied lessons each semester until degree is complete, minimum of 8 units, F/S) |   |          |
| <b>Ensemble Requirement <sup>4</sup></b>   |   | <b>8</b> |
| <b>Other Requirements</b>  |   |          |
| MUS 296  | Introduction to Music Technology (F/S, Fr)  | 2        |
| MUS 441  | Music in Worship (F/S, Jr, Sr)  | 3        |
| MUS 210  | Performance Forum (F/S, 8 semesters)  | 0        |
| Total Units  |   | 54       |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement

<sup>2</sup> Meets the General Education Writing 3 requirement

<sup>3</sup> Meets the General Education Humanities: History requirement

<sup>4</sup> See details on the APU website (<http://www.apu.edu/cma/music/ensembles/>).

## Composition Requirements

| Code                                 | Title   | Units |
|--------------------------------------|---|-------|
| <b>Composition Core Requirements</b> |   |       |
| MUS 321                              | Counterpoint (S, Jr, Sr)                            | 3     |
| MUS 423                              | Orchestration I (F/S, Jr, Sr)                       | 3     |
| <b>Composition Courses</b>           |   |       |
| MUS 1C1                              | Applied Composition Class (F/S - Total of 16 units) | 1-4   |
| MUS 349                              | Intermediate Logic Pro                              | 3     |
| MUS 422                              | 20th Century Compositional Techniques (S, Jr, Sr)   | 3     |
| MUS 491                              | Senior Recital (F/S, Sr) <sup>1</sup>               | 0     |
| MUS 473                              | Composing for Film and Television                   | 3     |
| Select one of the following:         |   | 3     |
| MUS 323                              | Arranging and Rehearsal Technique (F/S, Jr, Sr)     |       |
| MUS 427                              | Form and Analysis (F, Jr, Sr)                       |       |
| Total Units                          |   | 34    |

<sup>1</sup> Meets the General Education Integrative and Applied Learning requirement.

### Course Requirement Availability:

F = Offered every fall

S = Offered every spring

E = Even year

O = Odd year

### Recommended Year:

Fr = Freshman

So = Sophomore

Jr = Junior

Sr = Senior

## Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination may be taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music

theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Piano Proficiency

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination; students in the Bachelor of Music in Composition program have an extended Piano Proficiency Examination that is usually met at the conclusion of MUS 108.

## Grade-Point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300 and 400 level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This course is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters. Composition master classes that occur during Performance Forum are required for Bachelor of Music in Composition students, and suggested for all students taking applied composition lessons.

## Recital Performance

Composition students must present a solo performance annually in either a studio recital (arranged by the applied teacher) or performance forum student recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Composition students giving senior recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet available through the School of Music office.

## Applied Music

1. Students are required to take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons the semester of their senior recital.
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
  - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. Private lessons:
  - a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
  - b. The area director will assign an instructor.
  - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

## Voice Class

All music majors without voice as their major performance area must take one semester of Voice Class or Private Voice.

## Upper-Division Concentration

Bachelor of Music in Composition students must earn a grade of C or higher in all of their upper-division concentration classes. Otherwise, the course(s) must be repeated.

## Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.



# B.M. in Music and Worship

92 units

The music and worship major (<https://www.apu.edu/music/programs/music-worship-major/>) provides students with specialized training in the field of worship studies, and consists of preparation in music, worship, and theology. Graduates are given philosophical and practical tools needed to work effectively as vocational leaders in the field, while also being prepared for more specialized graduate studies. In addition to the music major core, coursework addresses worship arts leadership, technology, theology, culture, congregational song, worship design, and the practical tools needed for ensemble leadership and development. In addition, students choose from a variety of concentrations, including Vocal Performance, Instrumental Performance, Composing/Songwriting, Music Production, Global Worship and Culture, Biblical Studies, Christian Ministries, and Fine Arts.

Graduates with a degree in music and worship assume positions as pastoral musicians, worship leaders, artistic directors, technical artists; in Christian schools as teachers and administrators; and in artistic ministry positions for various parachurch organizations.

Those interested in this degree should contact the School of Music as soon as possible to obtain an advisor and begin academic planning, then contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) to declare music and worship as their major. Those who decide to major in music and worship should enroll in MUS 160 to begin their course of study.

## General Education Requirements for the Bachelor of Music in Music and Worship

| Code  | Title   | Units |
|---|---|-------|
| GE 100  | First-Year Seminar                                      | 3     |
| WRIT 110  | Writing 1: The Art and Craft of Writing                 | 3     |
| Writing 2   |   | 3     |
| Social Science  |   | 3     |
| Humanities: Literature                                    |   | 3     |
| Natural Science   |   | 4     |
| <b>Biblical, Theological, and Philosophical Formation</b> |   |       |
| MIN 108   | Christian Life, Faith, and Ministry                     | 3     |
| UBBL 100  | Introduction to Biblical Literature: Exodus/Deuteronomy | 3     |
| UBBL 230  | Luke/Acts   | 3     |
| Philosophy  |   | 3     |
| PHIL 100  | Introduction to Philosophy                              |       |
| or HUM 224  | Core Texts in Philosophy                                |       |
| or HUM 324  | Core Texts in Philosophy                                |       |
| Upper-Division Bible Elective                             |   | 3     |
| Doctrine Core   |   | 3     |
| <b>Personal and Social Responsibility</b>                 |   |       |
| Intercultural Competence                                  |   | 3     |
| MUS 201   | Introduction to World Music (F/S)                       |       |
| or MUS 302  | Soul Music  |       |
| Total Units   |   | 40    |

## Music and Worship Core Requirements

| Code                          | Title                                     | Units     |
|-------------------------------|---|-----------|
| <b>Piano Proficiency</b>      |   | <b>4</b>  |
| <b>Music Theory</b>           |   | <b>12</b> |
| MUS 121                       | Music Theory I (F/S, Fr, So) <sup>1</sup> |           |
| MUS 122                       | Music Theory II (F/S, Fr, So)             |           |
| MUS 221                       | Music Theory III (F/S, So, Jr)            |           |
| MUS 222                       | Music Theory IV (F/S, So, Jr)             |           |
| <b>Practical Musicianship</b> |   | <b>4</b>  |
| MUS 133                       | Practical Musicianship I (F/S, Fr, So)    |           |
| MUS 134                       | Practical Musicianship II (F/S, Fr, So)   |           |
| MUS 217                       | Practical Musicianship III (F/S, So, Jr)  |           |

|  |   |           |
|--|---|-----------|
| MUS 220  | Practical Musicianship IV (F/S, So, Jr)   |           |
| <b>Conducting</b>  |   | <b>2</b>  |
| MUS 361  | Introduction to Conducting (F, Jr)  |           |
| <b>Music History</b>   |   | <b>6</b>  |
| MUS 352  | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup> |           |
| Select one of the following                                      |   |           |
| MUS 351  | Ancient, Renaissance, and World Music Literature (F, Jr)                                  |           |
| MUS 455  | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>                    |           |
| <b>Applied Music</b>   |   | <b>16</b> |
| Two units must be taken each semester of full-time status, (F/S) |   |           |
| <b>Ensemble Requirement</b> <sup>4</sup>                         |   | <b>8</b>  |
| <b>Other Requirements</b>  |   |           |
| MUS 296  | Introduction to Music Technology (F/S, Fr)  | 2         |
| MUS 210  | Performance Forum (F/S, 8 semesters)  | 0         |
| <b>Music and Worship Courses</b>                                 |   |           |
| MUS 160  | Worship Leadership Formation (S, Fr)  | 3         |
| MUS 202  | Singing The Faith (F, Fr, So)   | 3         |
| MUS 323  | Arranging and Rehearsal Technique (F/S)   | 3         |
| or MUS 423   | Orchestration I   |           |
| MUS 367  | Technology for Worship (F, Jr, Sr)  | 3         |
| MUS 375  | Worship Arts Leadership (F, Jr)   | 3         |
| MUS 376  | Worship Design (S, Jr)  | 3         |
| MUS 447  | Music and Worship Internship I (F/S, Sr)  | 2         |
| MUS 491  | Senior Recital (F/S, Sr) <sup>5</sup>   | 0         |
| Select two of the following:                                     |   |           |
| MUS 377  | Worship Studio I  | 1         |
| MUS 378  | Worship Studio II   | 1         |
| MUS 401  | Worship Studio III  | 1         |
| MUS 402  | Worship Studio IV   | 1         |
| Total Units  |   | 80        |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Humanities: History requirement.

<sup>4</sup> See details on the APU website (<http://www.apu.edu/cma/music/ensembles/>). Taking 4 semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.

<sup>5</sup> Meets the General Education Integrative and Applied Learning requirement.

## Music and Worship Concentrations

Students must select one of the following concentrations.

### Biblical Studies Concentration

| Code   | Title | Units |
|--|-------|-------|
| Choose 12 units in UBBL 3XX-UBBL 4XX courses in addition to General Education requirements |       | 12    |
| Total Units  |       | 12    |

### Christian Ministries Concentration

| Code                         | Title  | Units |
|------------------------------|--|-------|
| WRIT 200                     | Writing 2: Writing for Christian Practice <sup>1</sup> | 3     |
| MINC 318                     | Theology and Practice of Ministry                      | 3     |
| Select two of the following: |  | 6     |
| MIN 300                      | Writing 3: Culture and Ministry <sup>2</sup>           |       |

|          |   |
|----------|---|
| MINC 467 | Spiritual Transformation                                |
| MINC 487 | Exegeting the City                                      |
| MINY 301 | Adolescent Development and Family Ministry              |
| MINY 403 | Adolescent Issues and Intervention                      |
| MIN 496  | Senior Seminar: Church and Society <sup>3</sup>         |
| THEO 496 | Senior Seminar: Theology and Social Issues <sup>3</sup> |

Total Units 12

- <sup>1</sup> Meets the General Education Writing 2 requirement.  
<sup>2</sup> Meets the General Education Writing 3 requirement.  
<sup>3</sup> Meets the General Education Integrative and Applied requirement.

## Fine Arts Concentration

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| Select four of the following: |   |       |
| ART 105                       | Ceramics I <sup>1</sup>   | 12    |
| ART 130                       | Two-Dimensional Design  |       |
| ART 145                       | Drawing I   |       |
| ART 146                       | Painting I  |       |
| ART 150                       | Introduction to Art <sup>1</sup>  |       |
| ART 160                       | Photography I   |       |
| ART 210                       | Printmaking: Relief   |       |
| ART 260                       | Photography II  |       |
| DSGN 281                      | Graphic Design I  |       |
| ART 356                       | Writing 3: History of Modern Art and Architecture <sup>2</sup>            |       |
| ART 361                       | History of Early Christian and Medieval Art and Architecture <sup>1</sup> |       |
| ART 362                       | History of Renaissance to Rococo Art and Architecture <sup>1</sup>        |       |
| DSGN 283                      | Graphic Design II   |       |
| CINE 101                      | Christianity and the Creative Process <sup>1</sup>                        |       |
| CINE 160                      | Introduction to Digital Filmmaking <sup>1</sup>                           |       |
| CINE 274                      | Story and Character   |       |
| CINE 280                      | Writing the Short Screenplay  |       |
| DSGN 120                      | Introduction to Computer Graphics   |       |
| THTR 110                      | Introduction to Acting  |       |
| THTR 115                      | Introduction to Theater <sup>1</sup>                                      |       |
| THTR 221                      | Theatrical Sets and Properties  |       |
| THTR 224                      | Introduction to Stage Management  |       |

Total Units 12

- <sup>1</sup> Meets the General Education Fine Arts requirement.  
<sup>2</sup> Meets the General Education Writing 3 requirement.

## Music Production Concentration

| Code                   | Title                          | Units |
|------------------------|--------------------------------|-------|
| MUS 223                | Web-Based Tools                | 2     |
| MUS 327                | Audio I                        | 2     |
| MUS 328                | Audio II                       | 3     |
| MUS 349                | Intermediate Logic Pro         | 3     |
| Electives <sup>1</sup> |                                | 2     |
| MUS 322                | Score Preparation and Printing |       |
| MUS 377                | Worship Studio I               |       |
| MUS 378                | Worship Studio II              |       |
| MUS 401                | Worship Studio III             |       |

|             |                          |    |
|-------------|--------------------------|----|
| MUS 402     | Worship Studio IV        |    |
| MUS 337     | Music Business I         |    |
| MUS 467     | Advanced Pro Tools       |    |
| MUS 474     | Music Career Development |    |
| MUS 495     | Production Techniques    |    |
| Total Units |                          | 12 |

<sup>1</sup> Music and worship electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 321, MUS 422, MUS 320, MUS 423, MUS 427, and additional applied lessons. Students may petition to have other upper-division music courses count as Music and Worship electives.

## Composing/Songwriting Concentration

| Code                                 | Title                          | Units |
|--------------------------------------|--------------------------------|-------|
| MUS 324                              | Songwriting                    | 2     |
| MUS 337                              | Music Business I               | 2     |
| MUS 474                              | Music Career Development       | 2     |
| MUS 1C1                              | Applied Composition Class      | 2     |
| Select two of the following:         |                                | 2     |
| MUS 377                              | Worship Studio I               |       |
| MUS 378                              | Worship Studio II              |       |
| MUS 401                              | Worship Studio III             |       |
| MUS 402                              | Worship Studio IV              |       |
| Electives <sup>1</sup>               |                                | 2     |
| MUS 322                              | Score Preparation and Printing |       |
| MUS 338                              | Music Business II              |       |
| MUS 389                              | Commercial Styles I            |       |
| MUS 390                              | Commercial Styles II           |       |
| MUS 407                              | Commercial Styles III          |       |
| MUS 408                              | Commercial Styles IV           |       |
| Additional Applied Composition Units |                                |       |
| Total Units                          |                                | 12    |

<sup>1</sup> Music and worship electives include all courses listed in the tracks not selected by the student as their primary track. Also included are MUS 320, MUS 321, MUS 422, MUS 423, MUS 427, and additional applied lessons. Students may petition to have other upper-division music courses count as Music and Worship electives.

## Vocal Performance Concentration

| Code                              | Title              | Units |
|-----------------------------------|--------------------|-------|
| Applied Music                     |                    | 4     |
| MUS 362                           | Choral Conducting  | 2     |
| Select two of the following:      |                    | 2     |
| MUS 377                           | Worship Studio I   |       |
| MUS 378                           | Worship Studio II  |       |
| MUS 401                           | Worship Studio III |       |
| MUS 402                           | Worship Studio IV  |       |
| Additional Ensembles <sup>1</sup> |                    | 4     |
| Total Units                       |                    | 12    |

<sup>1</sup> Students may include up to four semesters of MUS 151 Chamber Ensemble (Chapel Band). In addition, students may choose from any ensemble within the School of Music, including: MUS 389, MUS 390, MUS 391, MUS 392, MUS 407, and MUS 408.

## Instrumental Performance Concentration

| Code                              | Title                   | Units |
|-----------------------------------|-------------------------|-------|
| Applied Music                     |                         | 4     |
| MUS 363                           | Instrumental Conducting | 2     |
| Select two of the following:      |                         | 2     |
| MUS 377                           | Worship Studio I        |       |
| MUS 378                           | Worship Studio II       |       |
| MUS 401                           | Worship Studio III      |       |
| MUS 402                           | Worship Studio IV       |       |
| Additional Ensembles <sup>1</sup> |                         | 4     |
| Total Units                       |                         | 12    |

<sup>1</sup> Students may include up to four semesters of MUS 151 Chamber Ensemble (Chapel Band). In addition, students may choose from any ensemble within the School of Music, including: MUS 389, MUS 390, MUS 391, MUS 392, MUS 407, and MUS 408.

## Global Worship and Culture Concentration

| Code                        | Title                                       | Units |
|-----------------------------|---|-------|
| GLBL 201                    | Anthropology for Everyday Life <sup>1</sup> | 3     |
| MUS 201                     | Introduction to World Music <sup>1</sup>    | 3     |
| MUS 302                     | Soul Music <sup>1</sup>                     | 3     |
| Select one of the following |   | 3     |
| MUS 204                     | Music of Latin America                      |       |
| MUS 205                     | Music of Asia                               |       |
| MUS 301                     | Music of Africa                             |       |
| Total Units                 |   | 12    |

<sup>1</sup> Meets the General Education Intercultural Competence requirement.

## Course Requirements Legend

| Course Requirement Availability: | Recommended Year: |
|----------------------------------|-------------------|
| F = Offered every fall           | Fr = Freshman     |
| S = Offered every spring         | So = Sophomore    |
| E = Even Year                    | Jr = Junior       |
| O = Odd Year                     | Sr = Senior       |

## Music Theory Proficiency

The Music Theory Placement Examination is given to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. The examination is normally taken online. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Piano Proficiency

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination, which is usually met at the conclusion of MUS 106.

## Grade-Point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300- and 400-level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## Recital Performance

Music and worship majors must present a solo performance annually in either a studio recital, performance forum student recital, or senior recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester. Students giving senior recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

## Applied Music

1. Students must take at least 16 units of applied music study.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met. Students must take 2 units of applied lessons the semester of their senior recital (capstone project).
3. Jury examinations are required each semester for all students taking private lessons. Presentation of a junior or senior recital fulfills this requirement.
4. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
  - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
5. Private lessons:
  - a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
  - b. The area director will assign an instructor.
  - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

## Voice Class

All music majors without voice as their major performance area must take one semester of Voice Class or Private Voice.

## Upper-Division Concentration

Music and worship students must earn a grade of *C* or higher in all of their upper-division concentration classes. Otherwise, the course(s) must be repeated.

## Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Demonstrate understanding of music in historical, cultural and stylistic context.
3. Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Demonstrate career-oriented application of skills.
5. Demonstrate appropriate understanding of the intersection of music and faith.

# B.M. in Music Education (Pre-Teacher Certification)

89 units

The music education (pre-teacher certification) major (<https://www.apu.edu/music/programs/music-education-major/>) provides future vocal, instrumental, and general music teachers the necessary skills, knowledge, and appropriate methodologies for success at all levels of music education within California. The California Commission on Teacher Credentialing for public schools endorses this specialization. Certification for teaching music in California public schools requires additional coursework in the School of Education (see the Division of Teacher Education (p. 814) section in the Graduate and Professional Catalog for specific requirements), including clinical practice under supervision of a master teacher from the School of Music.

All music education students are required to pass a sophomore music education proficiency examination, which includes a solo performance on their main applied instrument or voice, an interview, and a review of their performance in the aural skills class, including individual critiques from the instructors of that class. If students do not pass this proficiency exam, they are not permitted to continue as a music education major. All music education emphasis students must join the student chapter of the National Association for Music Education (NAfME).

## General Education Requirements for the Bachelor of Music in Music Education

| Code  | Title  | Units                    |
|---|--|--------------------------|
| GE 100  | First-Year Seminar   | 3                        |
| WRIT 110  | Writing 1: The Art and Craft of Writing                    | 3                        |
|   | Writing 2  | 3                        |
|   | Humanities: Literature                                     | 3                        |
|   | Social Sciences  | 3                        |
|   | Natural Sciences   | 4                        |
| <b>Biblical, Theological, and Philosophical Formation</b> |  |                          |
| MIN 108   | Christian Life, Faith, and Ministry                        | 3                        |
| UBBL 100  | Introduction to Biblical Literature: Exodus/Deuteronomy    | 3                        |
| UBBL 230  | Luke/Acts  | 3                        |
| PHIL 100  | Introduction to Philosophy                                 | 3                        |
|   | or HUM 224   | Core Texts in Philosophy |
|   | or HUM 324   | Core Texts in Philosophy |
|   | Upper-Division Bible Elective                              | 3                        |
|   | Theology   | 3                        |
| <b>Personal and Social Responsibility</b>                 |  |                          |
|   | Intercultural Competence                                   |                          |
| MUS 201   | Introduction to World Music (F/S, So, Jr, Sr) <sup>1</sup> | 3                        |
|   | or MUS 302   | Soul Music               |
| Total Units   |  | 40                       |

<sup>1</sup> MUS 201 meets the General Education Intercultural Competence requirement.

## Music Education Requirements

| Code                          | Title                                     | Units     |
|-------------------------------|---|-----------|
| <b>Piano Proficiency</b>      |   | <b>4</b>  |
| <b>Music Theory</b>           |   | <b>12</b> |
| MUS 121                       | Music Theory I (F/S, Fr, So) <sup>1</sup> |           |
| MUS 122                       | Music Theory II (F/S, Fr, So)             |           |
| MUS 221                       | Music Theory III (F/S, So, Jr)            |           |
| MUS 222                       | Music Theory IV (F/S, So, Jr)             |           |
| <b>Practical Musicianship</b> |   | <b>4</b>  |
| MUS 133                       | Practical Musicianship I (F/S, Fr, So)    |           |
| MUS 134                       | Practical Musicianship II (F/S, Fr, So)   |           |
| MUS 217                       | Practical Musicianship III (F/S, So, Jr)  |           |

|  |   |           |
|--|---|-----------|
| MUS 220  | Practical Musicianship IV (F/S, So, Jr)   |           |
| <b>Conducting</b>  |   | <b>4</b>  |
| MUS 361  | Introduction to Conducting (F, Jr)  |           |
| MUS 362<br>or MUS 363  | Choral Conducting (S, Jr)<br>Instrumental Conducting  |           |
| <b>Music History</b>   |   | <b>9</b>  |
| MUS 351  | Ancient, Renaissance, and World Music Literature (F, Jr)  |           |
| MUS 352  | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S, Jr) <sup>2</sup>                           |           |
| MUS 455  | Late Romantic and 20th-Century Music Literature (F/S, Sr) <sup>3</sup>  |           |
| <b>Applied Music</b>   |   | <b>16</b> |
| Students must take 2 units on their primary instrument each semester of full-time status (F/S). Students whose primary instrument is voice must have at least 8 units of MUS 111 (section CV is required). |   |           |
| <b>Ensemble Requirement</b>  |   | <b>9</b>  |
| For ensemble credit, choose either the instrumental or choral emphasis listed below  |   |           |
| <b>Other Requirements</b>  |   |           |
| MUS 210  | Performance Forum (F/S, 8 semesters)  | 0         |
| MUS 296  | Introduction to Music Technology (F/S, Fr)  | 2         |
| MUS 441  | Music in Worship (F/S, Jr, Sr)  | 3         |
| <b>Music Education Courses</b>   |   |           |
| MUS 101<br>or MUS 102  | Beginning Voice Class (not required for students whose principal applied area is voice)<br>Intermediate Voice Class | 1         |
| MUS 206  | Introduction to Music Education (F, So)   | 2         |
| MUS 331  | String Instrument Techniques (ES, So, Jr, Sr)   | 1         |
| MUS 332  | Woodwind Instrument Techniques (EF, So, Jr, Sr)   | 1         |
| MUS 333  | Brass Instrument Techniques (OF, So, Jr, Sr)  | 1         |
| MUS 334  | Percussion Instrument Techniques (OS, So, Jr, Sr)   | 1         |
| MUS 232  | Guitar Techniques (OS, So, Jr, Sr)  | 1         |
| MUS 405  | Choral Music Methods (ES, Jr, Sr)   | 3         |
| MUS 451<br>or MUS 456  | Repertoire for the Instrumental Music Classroom (S, Jr, Sr)<br>Choral Literature                                    | 2         |
| MUS 404  | Instrumental Music Methods (OS, Jr, Sr)   | 3         |
| MUS 330  | Elementary Music Methods (EF, Jr, Sr)   | 3         |
| MUS 491  | Senior Recital (F/S, Jr, Sr) <sup>4</sup>   | 0         |
| MUS 423  | Orchestration I (F/S, Jr, Sr)   | 3         |
| MUS 427  | Form and Analysis (F, Jr, Sr)   | 3         |
| Choose one of the following:   |   | 1         |
| MUS 191  | Jazz Improvisation Workshop (F/S, So, Jr, Sr)   |           |
| MUS 192  | Jazz Improvisation Workshop (F/S, So, Jr, Sr)   |           |
| MUS 391  | Jazz Improvisation Workshop (F/S, So, Jr, Sr)   |           |
| MUS 392  | Jazz Improvisation Workshop (F/S, So, Jr, Sr)   |           |
| MUS 182  | Jazz and Commercial Ensemble (F/S, So, Jr, Sr)  |           |
| MUS 183  | Jazz and Commercial Ensemble (F/S, So, Jr, Sr)  |           |
| MUS 382  | Jazz and Commercial Ensemble (F/S, So, Jr, Sr)  |           |
| MUS 383  | Jazz and Commercial Ensemble (F/S, So, Jr, Sr)  |           |
| MUS 233  | Improvisation for Music Education   |           |

Total Units

89

- <sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.
- <sup>2</sup> Meets the General Education Writing 3 requirement.
- <sup>3</sup> Meets the General Education Humanities: History requirement.
- <sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.



## Instrumental Emphasis

| Code  | Title                              | Units |
|---|------------------------------------|-------|
| Students must take a total of 9 units of ensemble. For the instrumental emphasis, students should enroll in 8 units in any combination or order from the following: Symphonic Band, Wind Ensemble, and Symphony Orchestra. In addition, 1 unit must be completed in University Choir, Oratorio Choir, or Chamber Singers. |                                    | 8     |
| Symphonic Band  |                                    |       |
| MUS 142   | Symphonic Band (F/S)               |       |
| MUS 143   | Symphonic Band (F/S)               |       |
| MUS 244   | Symphonic Band (F/S)               |       |
| MUS 245   | Symphonic Band (F/S)               |       |
| MUS 342   | Symphonic Band (F/S)               |       |
| MUS 343   | Symphonic Band (F/S)               |       |
| MUS 449   | Symphonic Band (F/S)               |       |
| MUS 450   | Symphonic Band (F/S)               |       |
| Wind Ensemble   |                                    |       |
| MUS 187   | Wind Ensemble (F/S)                |       |
| MUS 188   | Wind Ensemble (F/S)                |       |
| MUS 289   | Wind Ensemble (F/S)                |       |
| MUS 290   | Wind Ensemble (F/S)                |       |
| MUS 387   | Wind Ensemble (F/S)                |       |
| MUS 388   | Wind Ensemble (F/S)                |       |
| MUS 489   | Wind Ensemble (F/S)                |       |
| MUS 490   | Wind Ensemble (F/S)                |       |
| Symphony Orchestra  |                                    |       |
| MUS 271   | Symphony Orchestra (F/S)           |       |
| MUS 272   | Symphony Orchestra (F/S)           |       |
| MUS 371   | Symphony Orchestra (F/S)           |       |
| MUS 372   | Symphony Orchestra (F/S)           |       |
| Students must also complete one from the following:   |                                    | 1     |
| MUS 140   | University Choir                   |       |
| MUS 170   | Oratorio Choir (F/S, One semester) |       |
| MUS 281   | Chamber Singers                    |       |
| Total Units   |                                    | 9     |

## Choral Emphasis

| Code  | Title            | Units |
|---|------------------|-------|
| Students must take a total of 9 units of ensemble. For the choral emphasis, students should enroll in 8 units in any combination or order from the following:   |                  | 8     |
| MUS 140   | University Choir |       |
| MUS 170   | Oratorio Choir   |       |
| MUS 281   | Chamber Singers  |       |
| Students must also take:  |                  |       |
| One semester of instrumental experience from Jazz Band, Jazz Improvisation Workshop, Symphonic Band, Wind Ensemble, or Symphony Orchestra. If a singer is unable to participate in an instrumental ensemble, they may choose to do 1 additional unit of applied lessons on an instrument of their choice. |                  | 1     |
| Total Units   |                  | 9     |

For admission to the APU credential program, students must complete one additional course from the following:

| Code                         | Title  | Units |
|------------------------------|--|-------|
| Select one of the following: |  | 3     |
| MUS 201                      | Introduction to World Music (F/S, So, Jr, Sr) <sup>1</sup> |       |
| MUS 204                      | Music of Latin America                                     |       |

|         |                 |
|---------|-----------------|
| MUS 205 | Music of Asia   |
| MUS 301 | Music of Africa |

<sup>1</sup> Meets the General Education Intercultural Competence requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

| Course Requirement Availability: | Recommended Year: |
|----------------------------------|-------------------|
| F = Offered every fall           | Fr = Freshman     |
| S = Offered every spring         | So = Sophomore    |
| E = Even Year                    | Jr = Junior       |
| O = Odd Year                     | Sr = Senior       |

## Music Theory Proficiency

The Music Theory Placement Examination is given online to incoming students who are not transferring credit for Music Theory I from another college or university. This examination measures the student's background in music theory and ensures placement at the appropriate level. Students who are not ready for Music Theory I take MUS 120, and upon successful completion of MUS 120, begin the music theory sequence in the next semester. Music theory is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Practical Musicianship

Practical musicianship is taken in sequential order (I, II, III, IV). Before advancing to the next level, a grade of C or better is required. If a C or better is not achieved at any level, the course must be repeated.

## Piano Proficiency

Each student must register for a piano class or Applied Piano until the Piano Proficiency Examination is passed. Examination fact sheets are available in the School of Music office. Students will not be cleared to graduate until they have passed the proficiency examination, which is usually met at the conclusion of MUS 106.

## Grade-Point Average

Music students must maintain a 2.5 GPA for all upper-division music classes (those classified as 300 and 400 level). Students with a cumulative GPA lower than 2.0 or who are on probation are not eligible to participate in a performing group other than Masterworks Chorale.

## Music Education Concentration Grade Requirement

Students must earn a grade of C or higher in all of their music education concentration courses. Otherwise, the course(s) must be repeated.

## Performance Forum

MUS 210 meets every Monday at 4:20 p.m. and features a variety of presentations including student recitals, guest artists, and lecturers. Music students must be continuously enrolled in Performance Forum for eight semesters. This class is graded pass/fail based on attendance. Students who do not pass the course will be required to take MUS 353 Concert Music to make up the deficiency. Transfer students must enroll in MUS 210 and an approved ensemble every semester in attendance, up to eight semesters.

## Recital Performance

Music education majors must present a solo performance annually in either a studio recital or performance forum student recital as well as a senior recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

All students must take applied jury each semester, unless presenting either a junior or senior recital in that semester.

Music education majors must register for MUS 491 in the semester in which the senior recital will be given. Students giving recitals should follow the guidelines in the Azusa Pacific University School of Music Recital Confirmation Packet (available through the School of Music office).

## Applied Music

1. Students must take at least 16 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.
3. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
  - a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - b. Faculty may request a specific accompanist by submitting an Accompanist Request Form available in the School of Music office by the indicated deadlines.
  - c. If no Accompanist Request Form is submitted, or is requested after the published deadlines, faculty members are responsible to make arrangements for their students.
4. Private lessons:
  - a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the mandatory annual solo performance requirement, an *F* will be assigned for the spring semester applied grade.
  - b. The area director will assign an instructor.
  - c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

## Voice Class

All music education majors without voice as their major performance area must take one semester of Voice Class or Private Voice.

## Ensemble Requirement

In each of eight semesters as music majors, students must participate in an appropriate performance ensemble. The information for the appropriate ensemble for each degree and concentration is clearly articulated in the Undergraduate Music Student Handbook and further communicated through the music student advisement process. Membership in multiple ensembles in a given semester counts as only one semester toward the ensemble requirement. Transfer students must participate in a performance ensemble each semester until they graduate or accumulate eight semesters.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Command of Skills: Demonstrate a command of skills required for comprehensive musicianship, including sight singing/ear training, functional keyboard, music technology, and analysis.
2. Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic context.
3. Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.
4. Career-Oriented Application: Demonstrate career-oriented application of skills.
5. Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

# M.M. in Composition

The Master of Music in Composition (<https://www.apu.edu/music/programs/masters-in-composition/>) prepares musicians for professional careers in the specialized and competitive field of composition and arranging.

## Requirements

| Code   | Title   | Units |
|--|---|-------|
| Comprehensive Master's-Level Exit Exam (0 Units) <sup>1</sup>  |   |       |
| <b>Core Courses</b>  |   |       |
| GMUS 500   | Introduction to Graduate Research Methods   | 3     |
| Students enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results. |   |       |
| GMUS 501A<br>or GMUS 501B  | Seminar in Musicology: The Renaissance<br>Seminar in Musicology: The Baroque                  | 3     |
| GMUS 502A<br>or GMUS 502B  | Seminar in Musicology: The Nineteenth Century<br>Seminar in Musicology: The Twentieth Century | 3     |
| GMUS 503   | Advanced Analysis of Form and Style   | 3     |
| <b>Additional Courses</b>  |   |       |
| GMUS 504   | Advanced Orchestration  | 3     |
| GMUS 505   | Advanced Choral Arranging   | 3     |
| GMUS 520   | Applied Instruction I (2 units each semester, 8 total units)                                  | 2     |
| GMUS 544   | Music Technology Seminar  | 3     |
| Electives or Piano <sup>2</sup>  |   | 4     |
| Composition Recital  |   | N/C   |
| Total Units  |   | 33    |

<sup>1</sup> This exam must be taken and passed by all master's degree candidates in the last semester of their degree coursework in order to graduate with the Master of Music in Composition from Azusa Pacific University.

<sup>2</sup> Students with adequate skills as determined by the diagnostic entrance exam may take electives other than piano. Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Courses must be numbered 500 or higher.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Master of Music Education

The Master of Music Education (<https://www.apu.edu/cma/music/programs/masters-in-music-education/>) broadens the scope and increases the expertise of current teaching professionals and those training as school music specialists. Students may select the choral emphasis or the instrumental emphasis.

## Requirements

| Code  | Title  | Units     |
|---|--|-----------|
| Comprehensive Master's-Level Exit Exam (0 Units) <sup>1</sup>                                     |  |           |
| <b>Core Courses</b>   |  | <b>12</b> |
| GMUS 500  | Introduction to Graduate Research Methods                      |           |
| GMUS 503  | Advanced Analysis of Form and Style                            |           |
| Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results.               |  |           |
| GMUS 501A   | Seminar in Musicology: The Renaissance                         |           |
| GMUS 501B   | Seminar in Musicology: The Baroque                             |           |
| Students enroll in GMUS 502A or B, depending upon diagnostic exam results.                        |  |           |
| GMUS 502A   | Seminar in Musicology: The Nineteenth Century                  |           |
| GMUS 502B   | Seminar in Musicology: The Twentieth Century                   |           |
| <b>Major Area</b>   |  | <b>18</b> |
| GMUS 507A   | Seminar A: Music Education                                     |           |
| GMUS 507B   | Seminar B: Music Education                                     |           |
| GMUS 507C   | Seminar C: Music Education                                     |           |
| GMUS 507D   | Seminar D: Music Education                                     |           |
| GMUS 513  | Philosophical and Psychological Foundations of Music Education |           |
| GMUS 516  | Social and Historical Foundations of Music Education           |           |
| GMUS 529  | Literature and Resources for Music Education                   |           |
| GMUS 590  | Directed Research <sup>2</sup>                                 |           |
| GMUS 591  | Thesis   |           |
| GMUS 588  | Ensemble   |           |
| Students enroll in GMUS 509A for the Choral Emphasis, and GMUS 510 for the Instrumental Emphasis. |  |           |
| GMUS 509A   | Conducting I (Choral)  |           |
| GMUS 510  | Conducting II (Instrumental)                                   |           |
| <b>Electives <sup>3</sup></b>   |  | <b>4</b>  |
| Total Units   |  | 34        |

<sup>1</sup> This exam must be taken and passed by all master's degree candidates in the last semester of their degree coursework in order to graduate with the Master of Music Education from Azusa Pacific University.

<sup>2</sup> Two units are required, but additional units may be taken each semester until completion of degree, and completion of research to the satisfaction of the advising professor.

<sup>3</sup> Four elective units are required for this degree. It is suggested that the student enroll in 2 units of any graduate-level music course and 2 units of applied lessons. Applied lessons used in this requirement generate an additional fee.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Minor in Music

25-28 units

Prospective music minors must meet all placement and proficiency examinations as required for the major. The theory pre-test includes key and meter signatures, major and minor scales, rhythms, note recognition, and intervals. Those who are deficient in theory are required to take MUS 120 before proceeding with first-year theory. Students with a keyboard deficiency must enroll in piano class or take private lessons until the piano proficiency exam is passed. The piano proficiency examination is modified for the minor. Placement auditions are held for all performance areas.

## Requirements

Music minors must maintain at least a 2.5 grade-point average in all upper-division music courses.

| Code  | Title   | Units |
|---|---|-------|
| <b>Core Courses</b>   |   |       |
| MUS 121   | Music Theory I (F/S, Fr, So) <sup>1</sup>   | 3     |
| MUS 122   | Music Theory II   | 3     |
| MUS 133   | Practical Musicianship I (F/S, Fr, So)  | 1     |
| MUS 134   | Practical Musicianship II   | 1     |
| MUS 210   | Performance Forum (4 semesters required)  | 0     |
| MUS 441   | Music in Worship (F/S)  | 3     |
| MUS 103   | Beginning Piano Class (F/S all)   | 1     |
| MUS 104   | Elementary Piano Class (F/S all)  | 1     |
| MUS 105   | Intermediate Piano Class (F/S all)  | 1     |
| MUS 106   | Advanced - Intermediate Piano Class (F/S all)   | 1     |
| Applied Music   | (Instrumental or Voice) (F/S all)   | 4     |
| Music Ensemble  | Four semesters required <sup>2</sup>  | 4     |
| Select one of the following:  |   | 4     |
| MUS 250   | Music and Civilization (F/S)  |       |
| MUS 351   | Ancient, Renaissance, and World Music Literature (F)                                  |       |
| MUS 352   | Writing 3: Baroque, Classical, and Early Romantic Music Literature (F/S) <sup>3</sup> |       |
| MUS 455   | Late Romantic and 20th-Century Music Literature (S) <sup>4</sup>                      |       |
| Select one of the following:  |   | 2     |
| Applied Music (Instrumental or Voice) (In addition to core requirement) |   |       |
| Music Ensemble (In addition to core requirement)                        |   |       |
| MUS 296   | Introduction to Music Technology  |       |
| Total Units   |   | 25-28 |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Taking four semesters of musical ensembles meets the General Education Civic Knowledge and Engagement requirement.

<sup>3</sup> Meets the General Education Writing 3 requirement.

<sup>4</sup> Meets the General Education Humanities: History requirement.

## Course Requirements Legend

### Course Requirement Availability:

F = Offered every fall

S = Offered every spring

E = Even year

O = Odd year

### Recommended Year:

Fr = Freshman

So = Sophomore

Jr = Junior

Sr = Senior

# Minor in Worship Leadership

23 units

The minor in worship leadership serves as a secondary academic program available to undergraduate students wishing to pursue the development of skills and abilities in worship leadership. The program provides studies in the history and theology of corporate worship, technological awareness, and practical tools for worship design and ensemble leadership. In addition, foundational studies in music theory, ear training, sight singing, and applied study are included, and the program fosters the musical awareness and leadership skills needed for competency in the field. Students are required to participate in a designated number of School of Music ensembles.

## Requirements

| Code  | Title                           | Units |
|---|---------------------------------|-------|
| <b>Introductory Course</b>                        |                                 |       |
| MUS 160   | Worship Leadership Formation    | 3     |
| <b>Foundational Music Proficiencies</b>           |                                 |       |
| MUS 120   | Music Fundamentals <sup>1</sup> | 3     |
| MUS 121   | Music Theory I <sup>1</sup>     | 3     |
| MUS 133   | Practical Musicianship I        | 1     |
| Ensemble Requirement (2 Semesters)                |                                 |       |
| MUS 210   | Performance Forum (4 Semesters) | 0     |
| Applied Study (1 Unit x 2 Semesters)              |                                 |       |
| 2   |                                 |       |
| <b>Foundational Courses in Worship Leadership</b> |                                 |       |
| MUS 202   | Singing The Faith               | 3     |
| MUS 375   | Worship Arts Leadership         | 3     |
| MUS 376   | Worship Design                  | 3     |
| Choose two of the following:                      |                                 |       |
| 2   |                                 |       |
| MUS 377   | Worship Studio I                |       |
| MUS 378   | Worship Studio II               |       |
| MUS 401   | Worship Studio III              |       |
| MUS 402   | Worship Studio IV               |       |
| Total Units                                       |                                 | 23    |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

# Artist Certificate

The Artist's Certificate in Music Performance is designed for aspiring professional musicians who demonstrate outstanding performance ability and seek to advance their performance career. The certificate complements a traditional degree, may prepare the student for additional formal study, and gives the performer the mentor, performance, and industry connections for a career in performing arts.

- Entrance is based on performance ability via an audition and application.
- Artist Certificate students may hold an undergraduate degree, but exceptions can be made for outstanding performers who hold at least a high school diploma.
- In accord with national accreditation standards, the curriculum is based on three primary areas: applied study, ensemble/chamber music participation, and public performances.

| Code                                 | Title                             | Units |
|--------------------------------------|-----------------------------------|-------|
| <b>All courses are taken 4 times</b> |                                   |       |
| GMUS 570                             | Artist Certificate Applied Lesson | 2     |
| GMUS 571                             | Artist Certificate Chamber Music  | 2     |
| GMUS 572                             | Artist Certificate Large Ensemble | 1     |
| GMUS 573                             | Artist Certificate Seminar        | 1     |
| Total Units                          |                                   | 24    |

Recital Requirements: Artist Certificate students are required to present two solo or collaborative arts recitals with the repertoire approved by the applied instructor and director of the artist certificate program.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate achievement of professional competence in their chosen instrument or voice, including significant technical mastery, capability to produce work and solve professional problems independently, and to establish a coherent set of artistic/intellectual goals which are evident in their work.
2. Demonstrate solo or collaborative arts competence by developing a body of work for evaluation in their specific repertory.
3. Communicate with professionals and laypersons musical ideas, concepts, and requirements related to the practice of their major instrument through musical and oral means.
4. Collaborate as a leader and in areas of musical interpretation and performance.
5. Articulate the ethical responsibility of a professional musician and the relationship between one's faith and one's art.



# School of Visual and Performing Arts

The School of Visual and Performing Arts (<https://www.apu.edu/vpa/>) offers students rich artistic experiences and training in the fields of visual art, cinematic arts, design studies, and theatrical arts. The school comprises the Department of Art (p. 425), the Department of Cinematic Arts (p. 449), the Department of Design (p. 478), and the Department of Theater Arts (p. 489), and offers undergraduate majors and minors as well as master's degree programs.

# Department of Art

## Mission

The mission of the Azusa Pacific University Department of Art (<https://www.apu.edu/vpa/art/>) is to prepare art students for a lifetime of artistic expression and to cultivate individual creativity through the study of history, technique, presentation, and social engagement as reflectors of the creative and transformative nature of God, the ultimate Creator.

Faculty hold the belief that art is a socially responsible calling that empowers students to act as transformers in the world. In human history, artists have been the vessels and vehicles for spiritual, social, political, and psychological definition and change. Therefore, art is presented as a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.

## Department Overview

### B.A. in Art

The Bachelor of Arts in Art (p. 436) program provides a solid foundation for those who wish to continue in the creative field. Students are encouraged to focus on the discipline of their choice. Disciplines include ceramics, drawing and painting, interdisciplinary, photography, printmaking, and sculpture.

### BFA in Art

The Bachelor of Fine Arts in Art (p. 439) is the professional undergraduate degree that is highly desired by serious students intent on pursuing careers or advanced degrees in the visual arts. The BFA in Art gives art students flexibility in constructing their program, allowing them to choose the concentration (ceramics, drawing and painting, interdisciplinary, photography, or sculpture) that is best suited to their academic and career goals. All students who wish to join the BFA program take the first 18 units of core courses, then apply to enter the program by portfolio review.

## Department Policies

The following policies apply to all art major and BFA students:

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division courses. The review dates are announced every term and are available in the Department of Art.
- Students must submit a portfolio application to be admitted into the BFA program. The application due dates are announced every term and are available in the Department of Art.
- BFA majors must install a capstone exhibition and create a final portfolio at the conclusion of their coursework to prove proficiency in their selected emphasis or concentration.

## Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (<https://www.wscuc.org/>).
- The Department of Art programs are accredited by the National Association of Schools of Art and Design (NASAD) (<https://nasad.arts-accredit.org/>).

Learn more about the Department of Art. (<https://www.apu.edu/vpa/art/>)

## Programs

### Majors in:

- Art (B.A.) (p. 436)
- Art (BFA) (p. 439)

### Minors in:

- Art (p. 447)
- Art History (p. 448)

## Graduate Programs

- Master of Fine Arts in Visual Art (p. 445)
- Master of Arts in Modern Art History, Theory, and Criticism (Online) (p. 443)
- Master of Arts in Art Education (p. 442)

## Courses

### ART 105, Ceramics I, 3 Units

In this introductory-level studio course, students learn about clay, glazes, firing, and studio procedures through the production of hand-built and wheel-formed projects. There is an emphasis on basic functional forms and their historical precedents. Meets six hours weekly. *Meets the General Education Requirement: Humanities: Fine Arts.*

Special Fee Applies

### ART 111, Printmaking: Serigraph, 3 Units

This studio course introduces students to the fine art of printmaking with an emphasis on serigraph (silk-screen) techniques. Attention is given to the origins and development of serigraph in the 20th century. Meets six hours weekly.

Special Fee Applies

### ART 125, New Genre Art Forms I, 3 Units

Students in this studio course explore art techniques of the contemporary age emphasizing three major art forms: performance, video, and installation. Course material introduces students to these three mediums and enables students to explore alternative processes in the art-making experience. Meets six hours weekly.

Special Fee Applies

### ART 130, Two-Dimensional Design, 3 Units

This studio course provides a variety of two-dimensional problem-solving experiences in composition. Students are required to apply Elements of Art and Principles of Design to original artworks, using materials and techniques related to their artistic goals. Oral and written art criticism are employed. Meets six hours weekly.

Special Fee Applies

### ART 135, Three-Dimensional Design, 3 Units

Basic spatial compositions are created to investigate concepts of form, light, texture, and motion, using a variety of materials such as cardboard, plaster, wood, plastic, and metal. Problems involving sculptural and environmental design concepts are studied. Meets six hours weekly.

Special Fee Applies

### ART 145, Drawing I, 3 Units

In this introductory-level studio course, students learn basic concepts and techniques including composition, gesture, contour, value marking, perspective, and observational rendering. Multiple media are explored in various styles and formats to develop skills and appreciation of the drawing media. Students are required to furnish art materials and tools. Meets six hours weekly. *Meets the General Education Requirement: Humanities: Fine Arts.*

Special Fee Applies

### ART 146, Painting I, 3 Units

Basic concepts and techniques of painting with multiple media and various styles and formats are considered to develop skills and appreciation of the painting media. Students are required to furnish art materials and tools. Meets six hours weekly.

Special Fee Applies

### ART 150, Introduction to Art, 3 Units

This combination lecture/studio course introduces students to fine art history and processes. Students develop a deeper understanding of the history, forms, and styles of architecture, painting, printmaking, and sculpture. The studio experiences expand students' personal awareness of art and themselves. *Meets the General Education Requirement: Humanities: Fine Arts.*

Special Fee Applies

### ART 160, Photography I, 3 Units

This studio course is an introduction to contemporary art photography using black-and-white film, darkroom, and digital photography processes, with students exploring technical, formal, and conceptual aspects of photography. Meets six hours weekly. Students must own or have access to a 35mm film camera.

Special Fee Applies

### ART 170, Sculpture I, 3 Units

A beginning-level studio course in sculpture, this class is hands-on, utilizing wood, plaster, and clay. Historical and formal aspects are an integral part of the course. Meets six hours weekly.

Special Fee Applies

### ART 206, Ceramics II, 3 Units

Students undertake intermediate projects in ceramics designed to increase basic skills and confidence on the potter's wheel. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 105

## **ART 210, Printmaking: Relief, 3 Units**

This studio course provides an introduction to the fine art of printmaking with an emphasis on relief techniques. Attention is given to the origins and development of printmaking in many cultures. Meets six hours weekly.

Special Fee Applies

## **ART 230, Figurative Lab, 3 Units**

This studio course focuses on rendering the human figure from live models in multiple media. The figure is explored as a universal form and unique personality. Students are required to furnish art materials and tools. Meets six hours weekly.

Special Fee Applies

## **ART 240, Drawing and Painting II, 3 Units**

Students develop and apply a personal approach to drawing and painting in various media using a variety of techniques. Emphasis is on independent exploration to prepare students for careers in studio art. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 145 and ART 146

## **ART 260, Photography II, 3 Units**

This intermediate-level studio course is the study in contemporary art photography. Emphasis placed on color theory, contemporary issues, and the technical skills of artificial lighting and professional digital printing workflow. Meets six hours weekly. Note: Students must own or have access to a digital SLR camera.

Special Fee Applies

**Prerequisite:** ART 160

## **ART 270, Sculpture II, 3 Units**

This intermediate-level course emphasizes aesthetics and appropriate technologies for executing ideas. Students are involved with formulating a conceptual and technical basis for ongoing work. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 170

## **ART 305, Ceramics III, 3 Units**

Students create advanced projects in ceramics. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 206

## **ART 306, Ceramics IV, 3 Units**

Students create advanced projects in ceramics. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 305

## **ART 310, Fundamental Art Experiences, 3 Units**

This introductory course explores the use of art production, integration with other subjects, and art development in children, and includes on-site service-learning experiences. *Meets the General Education Requirement: Humanities: Fine Arts.*

Special Fee Applies

## **ART 312, Secondary Art: Methods, Materials, and Curriculum, 3 Units**

Students study secondary curriculum and practices to learn effective and positive ways of providing a quality art program. Such issues as current trends, practices, aesthetic valuing, and classroom management are explored. Field trips may be required. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** Review of Artistic Competencies

## **ART 315, Printmaking II, 3 Units**

This intermediate-level studio course provides further study in the fine art of printmaking with an emphasis on intaglio techniques. The course includes the study of traditional as well as alternative processes. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 210 or ART 211 or instructor consent

## **ART 341, Painting III, 3 Units**

In this comprehensive studio course, students create advanced painting projects within the context of a major theme. Development of each student's personal style is encouraged.

Special Fee Applies

**Prerequisite:** ART 240 and review of artistic competencies, or instructor consent.

### **ART 345, Mixed Media, 3 Units**

This advanced-level studio course investigates the physical and aesthetic possibilities and limitations of contemporary mixed media materials. Projects encourage an inventive and experimental approach to a wide range of materials and techniques, followed by specialization in one or more specific mixed-media techniques. May be repeated for six units total. Meets six hours weekly.

### **ART 350, Illustration, 3 Units**

This course explores wet and dry media techniques and high-end rendering in the multiple uses of illustration. The class duplicates client/artist interactions to prepare students for the environment in the commercial arts field. Students are required to furnish art materials and tools. Meets six hours weekly.

**Prerequisite:** ART 145 and Review of Artistic Competencies

### **ART 354, History of Ancient Art and Architecture, 3 Units**

This lecture course surveys art forms, including painting, sculpture, and architecture, created during the period ranging from prehistory to the beginning of the Christian era. Students are introduced to the art of the Middle East, Africa, Asia, Europe, the Americas, and Oceania. *Meets the General Education Requirement: Humanities: Fine Arts.*

### **ART 356, Writing 3: History of Modern Art and Architecture, 3 Units**

This course covers the history of painting, sculpture, architecture, and other art forms from the late 1700s to the late 1900s, and students are introduced to the various styles and movements that determine the development of modern art. The aim of the course is to lead students to an understanding of how modern art has developed into its current state as influenced by its sociocultural, religious, and political contexts. Learning to write in-depth analyses of art is an integral part of this course. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **ART 357, History of Contemporary Art and Architecture, 3 Units**

This lecture course includes the study of the history of painting, sculpture, and architecture created from 1945 to the present, and explores the transition in art from Modernism to Postmodernism and beyond. Field trips to local galleries and museums allow students to experience current contemporary art in Southern California. *Meets the General Education Requirement: Humanities: Fine Arts.*

### **ART 359, Women In Art, 3 Units**

This lecture and activity course addresses women's contributions in visual art from the Middle Ages through the present. Representations of women from ancient art through the present are analyzed. Collaborative installation projects modeled after contemporary female artists are undertaken to further understand the processes utilized by female artists.

### **ART 360, Photography III, 3 Units**

This advanced-level studio course is a study in contemporary art photography. Emphasis is placed on advanced film technologies and digital processes. The course also explores historical, cultural and critical aspects of photography. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 260, and RAC (Review of Artistic Competencies) portfolio review, or instructor consent

### **ART 361, History of Early Christian and Medieval Art and Architecture, 3 Units**

This lecture/seminar course introduces students to developments in art from around the world in the period ranging from early Christian art to the Age of Cathedrals (1st to 14th centuries). The course explores the connection between artistic expression and the changing sociocultural, religious, and political systems of the Christian world and the cultures that came into contact with it. *Meets the General Education Requirement: Humanities: Fine Arts.*

### **ART 362, History of Renaissance to Rococo Art and Architecture, 3 Units**

This lecture/seminar course introduces students to developments in art from around the world in the period ranging from the Early Renaissance through the Mannerist, Baroque, and Rococo periods (15th-18th centuries). Students in this course explore the connection between art expression and the changing sociocultural, religious, and political systems of the expanding world of the Renaissance to the Revolution age. *Meets the General Education Requirement: Humanities: Fine Arts.*

### **ART 365, Printmaking III, 3 Units**

This advanced-level studio course provides further study in the fine art of printmaking with an emphasis on alternative techniques. The course includes the study of monotype and collagraph processes. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 210 or ART 111, and ART 315

### **ART 370, Sculpture III, 3 Units**

This is a three-dimensional studio course utilizing wood, plaster, metals, and clay. Historical aspects are an integral part of the course. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 270

### **ART 403, Multicultural Art, 3 Units**

This course introduces students to non-European craft techniques and traditions, and emphasizes building community through group projects, feasts, and celebrations. Meets six hours weekly. *Meets the General Education Requirement: Humanities: Fine Arts.*

Special Fee Applies

### **ART 406, Ceramic Studio Processes, 1-3 Units**

This course for the advanced student potter tailors experiences to meet the individual student's goal as a professional studio potter or ceramics instructor. It may be repeated for 6 units total.

Special Fee Applies

### **ART 413, Multicultural Art Processes, 3 Units**

This advanced-level studio course tailors experiences to meet the individual student's goals as a professional craftsman. One or two specific non-European craft techniques chosen by the student create the structure for the semester's work. Integration of craft techniques into personal forms of visual communication is emphasized. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 403

### **ART 418, Printmaking IV, 3 Units**

This advanced studio course concentrates on individual development, mastery of materials and processes, and the production of professional-quality printmaking.

Special Fee Applies

**Prerequisite:** ART 365

### **ART 431, Gallery Design, 3 Units**

This upper-division studio course is an in-depth study of professional gallery design and preparation for the senior exhibit. It should be taken as a junior or first-semester senior. Meets six hours weekly.

Special Fee Applies

### **ART 445, Drawing and Painting Processes, 1-3 Units**

This studio course for the advanced general studio art major tailors experiences to meet the individual student's goal as a professional artist. It may be repeated for 6 units total.

Special Fee Applies

**Prerequisite:** Review of Artistic Competencies

### **ART 450, Portfolio, 3 Units**

This is a required laboratory class for all senior art and graphic design majors and should be taken in the final semester of study. Instruction includes portfolio preparation, artist statements, gallery and client relations, graduate school options, business networking, and the role of the Christian artist in today's culture. Meets six hours weekly. *Meets the General Education Requirement: Integrative and Applied Learning.*

Special Fee Applies

**Prerequisite:** Review of Artistic Competencies

### **ART 452, Exhibition Capstone, 1 Unit**

This senior-level capstone course gives students the opportunity to create individual exhibitions centered around their own artwork.

Special Fee Applies

**Prerequisite:** ART 431, Writing 3, and senior standing or instructor's consent.

### **ART 460, Photography IV, 3 Units**

This advanced-level studio course is a further study in contemporary art photography. Emphasis is placed on developing significant personal imagery and critical analysis. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 360 and RAC (Review of Artistic Competencies) or instructor consent

### **ART 465, Advanced Photography Studio, 1-3 Units**

Under the mentorship of the professor, each student is guided toward exhibition-ready photographic work. Students must own or have access to a 35mm film camera and provide their own supplies. Course may be repeated for a total of 6 units.

Special Fee Applies

**Prerequisite:** ART 460

### **ART 466, Commercial Photography, 3 Units**

This advanced-level studio course concentrates on commercial photography. Emphasis is placed on location photography, lighting and equipment, studio and portrait photography, design, digital production, workflow, and post-production, client relations, and marketing. The course tailors experiences to meet student's goal as a professional photographer. Meets 6 hours weekly.

**Prerequisite:** ART 160 and ART 260

### **ART 470, Sculpture IV, 3 Units**

This senior-level studio course concentrates on independent creativity, individual development, mastery of materials and processes, and the production of professional quality sculpture. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** ART 370 and Review of Artistic Competencies

### **ART 471, Sculptural Processes, 1-3 Units**

This studio course for the advanced general studio art major with an emphasis in sculpture tailors experiences to meet the individual student's goals as a professional sculptor. It may be repeated for 6 units total. Meets six hours weekly.

Special Fee Applies

### **ART 475, Art Internship, 1-4 Units**

Graphic design and art majors participate in either volunteer or paid internship positions that are directly linked to their area of concentration, gaining on-site and professional experience.

**Prerequisite:** BFA Visual Art, Art, or Graphic Design major or minor

### **ART 495, Special Topics in Art, 3 Units**

This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability. It may be repeated for six units total, as topic varies.

Special Fee Applies

### **ART 496, Senior Seminar: Art Ethics, 3 Units**

This course examines ethical issues in the contemporary art world from a Christian perspective. Included is the examination of ethical dilemmas faced by artists in today's postmodern culture.

**Prerequisite:** Senior Standing

### **ART 497, Readings, 1-4 Units**

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### **ART 498, Directed Research, 1-4 Units**

This course provides instruction in research design and techniques, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

### **ART 501, Integration: Theory and Practice I, 2 Units**

This seminar course stimulates students' thinking regarding the relationship between the life of art making and the personal development of faith issues.

### **ART 502, Integration: Theory and Practice II, 2 Units**

In this second-semester course, students write a comprehensive artist's statement reflecting both artistic issues and faith concerns. It forms the basis for future renditions, wall statements, and concept statements for proposed projects.

### **ART 503, Foundations of Art Education, 3 Units**

This course explores the historical and philosophical foundations of art education. Students also examine concepts regarding how artistic learning occurs in children in K-12 settings, including special populations, and investigate how these concepts shape current art education practice related to the movement from STEM to STEAM.

### **ART 504, Contemporary Issues in Art Education, 3 Units**

This course explores contemporary issues in multifaceted areas of art education, including (but not limited to) the rationale for art education (advocacy), community connections and multiculturalism, special populations, creativity, and visual culture. Through weekly reading assignments, discussions, and individual projects, students examine scholarly writings, creative practices, and contemporary issues as they shape art education.

### **ART 510, Introduction to Graduate Studies/Critical Issues in Art I, 2 Units**

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

### **ART 511, Curriculum and Planning in Art Education, 3 Units**

This course covers theory and application for the development of art curricula in K-12 classrooms. Based on contemporary theory and methods of application, emphasis is on strategic classroom planning and assessment.

### **ART 512, Artistic Growth and Human Development, 3 Units**

Students in this course examine major theories of human development, discussing and critiquing them in terms of application to art education practice. Course material provides relevant connections between artistic growth theories and research as applied to contemporary issues of human development.

### **ART 513, Studio Art Exploration and Application I, 3 Units**

Students in this course engage in studio residency experiences that enable them to expand their drawing and two-dimensional design skills and their visual communication skills as they explore a variety of design processes and techniques, as well as compositional and aesthetic concepts.

### **ART 520, Critical Issues in Art II, 2 Units**

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

### **ART 525, Professional Practice, 3 Units**

This seminar course discusses the intricacies and responsibilities of the professional artist as students prepare their portfolios.

### **ART 530, Graduate Studio: Special Topics I, 2 Units**

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

### **ART 540, Graduate Studio: Special Topics II, 2 Units**

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

### **ART 545, Directed Experience, 3 Units**

This course requires one semester of field experience, either as a teaching assistant for a member of the studio faculty or as an intern in an arts-related organization. Discussion addresses the growing number of roles in which artists often participate in addition to or in conjunction with art making. The class includes meetings in a seminar format.

### **ART 550, History of 19th-Century Art, Criticism, and Theory, 3 Units**

This course aims to provide an in-depth study of the art of 19th-century Europe and America, and an introduction to a variety of methods by which art is customarily understood.

### **ART 553, Art History and Museum Education: 19th-century Europe and America, 3 Units**

This course offers an in-depth study of the art of 19th-century Europe and America, and an introduction to a variety of customary methods for understanding art. Course material also covers all aspects of the educational role of museums for art educators and their constituents through the lens of art history.

### **ART 555, History of 20th-Century Art, Criticism, and Theory, 3 Units**

This course aims to provide an in-depth study of the art of 20th-century Europe, America, and beyond.

### **ART 560, Reading and Translating French, 3 Units**

This optional elective course develops proficiency in reading French at an intermediate level, reviewing basic grammar concepts and stylistic elements.

### **ART 565, Methodologies of Art History, 3 Units**

This course provides an advanced examination of art history in the form of a survey of methods used by practitioners since the 16th century.

### **ART 570, Theories and Practices of Abstraction, 3 Units**

This course provides an in-depth study of abstract painting and sculpture of Europe and America from the 1880s to roughly 1970. It explores the relationship between the academy and the deconstruction of the figure.

### **ART 575, Writing Art Criticism, 3 Units**

This course addresses a range of strategies for interpreting and building experiences and meanings that address both the individual and shared experience of makers and viewers of visual art.

### **ART 576, History of Modern and Contemporary Sculpture, 3 Units**

This course examines the origins and development of modern and contemporary sculpture from the 19th century to the present. An important theme running through the course is the changing definition of sculpture itself within its social and political contexts. Students also explore various new artistic practices, including video, performance, installation, and earth art, and investigate their relationship to sculptural tradition and innovation.

### **ART 577, Visual Culture, 3 Units**

This course asks how all of our visual languages from high art to popular culture should be organized and addressed as art historians.

### **ART 580, Critique, 1 Unit**

This critique course is to be taken the first term in residence and consists of in-depth processing of the artist's work. Both student and faculty evaluation are the primary content of the class.



### **ART 581, Critique, 1 Unit**

This second critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.

**Prerequisite:** ART 580 and ART 590

### **ART 582, Critique, 1 Unit**

This third critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.

**Prerequisite:** ART 581 and ART 591

### **ART 583, Critique, 1 Unit**

This fourth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.

**Prerequisite:** ART 582 and ART 592

### **ART 584, Critique, 1 Unit**

This fifth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.

**Prerequisite:** ART 583 and ART 593

### **ART 585, Critique, 1 Unit**

This sixth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.

**Prerequisite:** ART 584 and ART 594

### **ART 590, Independent Studio, 5 Units**

This independent studio course is required following the first term in residence. A faculty mentor is selected to supervise the development of student's work.

**Prerequisite:** ART 580

### **ART 591, Independent Studio, 4 Units**

This is the second required independent studio course. A faculty mentor is selected each semester to supervise the development of student's work.

**Prerequisite:** ART 581 and ART 590

### **ART 592, Independent Studio, 5 Units**

This is the third required independent studio course. A faculty mentor is selected each semester to supervise the development of student's work.

**Prerequisite:** ART 582 and ART 591

### **ART 593, Independent Studio, 4 Units**

This is the fourth independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work.

**Prerequisite:** ART 583 and ART 592

### **ART 594, Independent Studio, 5 Units**

This is the fifth independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work.

**Prerequisite:** ART 584 and ART 593

### **ART 595, Independent Studio, 4 Units**

This is the final required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work.

**Prerequisite:** ART 585 and ART 594

### **ART 600, Regional Modernism, 3 Units**

This course offers regional perspectives on how people think about the Modern Era. Perspectives change according to expertise and locations available to study. This course may be offered as an on-site, short-term class in cities around the U.S.

### **ART 601, Integration: Theory and Practice III, 2 Units**

This thesis course encourages and trains students to write about art and faith through the development of critical writing skills essential to drafting successful grant applications, and foundational to the larger literary demands of an artist's career.

### **ART 602, Integration: Theory and Practice IV, 3 Units**

This culminating seminar course allows students to articulate the philosophical basis for their life's work as artists with a spiritual understanding and how they plan to interact with the contemporary art world.

### **ART 603, Methods in Art Education Research, 3 Units**

Students in this course explore research methods rooted in theories and current practices of the visual arts. Students examine current research trends, focusing on qualitative and quantitative art education scholarly research, and learn how to recognize research methods and explore new themes within the context of creation of their own ideas toward a final capstone project.

### **ART 605, Modernism and the Museum, 3 Units**

The birth and growth of the modern museum has emerged as a significant institution for the art historian and artist. This course will consider the objects, buildings, and landscapes and explores how their contexts of display influence our understanding of history, education, and the object.

### **ART 610, Critical Issues in Art III, 2 Units**

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

### **ART 613, Studio Art Exploration and Application II, 3 Units**

Students in this course engage in studio residency experiences that enable them to expand their photography and digital media skills, and develop mastery in concept, composition, and execution of technique, as they investigate various forms of expression and techniques that use the principles and elements of design.

### **ART 615, Modernism and Religion, 3 Units**

Catholic and Protestant views of art have a long history with the appreciation, facilitation, and creation of art. This course examines the radical and dramatic relationship between religion and modern art from the Industrial Revolution to the mid-20th century.

### **ART 618, Master's Capstone I, 3 Units**

Students complete a capstone writing project, converting an existing graduate research paper or project into a polished example of scholarship. Each student must revise the paper/project for content and style, and the final product must be of the quality one might see in a scholarly journal or at a professional conference.

**Prerequisite:** Successful completion of 4 required courses and 4 elective courses.

### **ART 620, Critical Issues in Art IV, 3 Units**

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

### **ART 621, Art Education Master's Capstone I, 3 Units**

Students in this course research and write a capstone proposal and literature review related to the field of art education.

**Prerequisite:** ART 603

### **ART 622, Art Education Master's Capstone II, 3 Units**

Students in this course complete the art education research projects that started in ART 621.

**Prerequisite:** ART 621

### **ART 625, Master's Capstone II, 3 Units**

Students in this course produce a capstone portfolio demonstrating the breadth and depth of their master's experience and articulating the value of the degree to potential employers or admissions committee members.

**Prerequisite:** ART 618

### **ART 630, Graduate Studio III, 3 Units**

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

### **ART 640, Graduate Studio IV, 3 Units**

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

### **ART 690, Creative Work Project, 2 Units**

Students use this course for the creation or completion of the culminating body of art, while engaging in regular critique with their graduate committee.

### **ART 695, Exhibition Preparation, 3 Units**

Under the direction of the graduate art faculty, students plan, publicize, and install their graduate exhibition. The course focuses on exhibition design, execution, and documentation.

### **ART 697, Special Topics, 1-3 Units**

This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability.

### **ART 699, Independent Study/Readings in Art, 1-3 Units**

This course involves an independent study of subjects and interests beyond regular course offerings. Students explore particular topics or issues in accordance with an individualized study plan developed with a sponsoring faculty member and approved by the department chair.

## **PRAR 150, Introduction to Art, 3 Units**

This combination lecture/studio course introduces students to fine art history and processes. Students develop a deeper understanding of the history, forms, and styles of architecture, painting, printmaking, and sculpture. The studio experiences expand students' personal awareness of art and themselves. *Meets the General Education Requirement: Humanities: Fine Arts.*  
Special Fee Applies

## **Faculty**

### **Department Chair**

William Catling (<http://www.apu.edu/faculty/bcatling/>), MFA

### **Professors**

William Catling (<http://www.apu.edu/faculty/bcatling/>), MFA

Stephen Childs (<http://www.apu.edu/faculty/schilds/>), MFA, Director of Exhibitions

Lyrice Taylor (<http://www.apu.edu/faculty/ltaylor/>), Ph.D

### **Associate Professor**

Brent Everett Dickinson (<http://www.apu.edu/faculty/bdickinson/>), MFA

### **Assistant Professors**

Angela S. George (<http://www.apu.edu/faculty/ageorge/>), Ph.D., Director, M.A. in Modern Art History, Theory, and Criticism

Nery Lemus (<http://www.apu.edu/faculty/nlemus/>), MFA, Director, MFA in Visual Art

Erin Weaver (<http://www.apu.edu/faculty/eweaver/>), M.A., Director, M.A. in Art Education

### **Adjunct Faculty**

Alisa Barsegyan (<http://www.apu.edu/vpa/programs/mfa-in-visual-art/students/alisa/>), MFA

Andrew Cole (<http://www.apu.edu/faculty/acole/>), MFA

Marcus Doyle (<http://www.apu.edu/faculty/mdoyle/>), M.A.

Kari Dunham (<http://www.apu.edu/faculty/kdunham/>), MFA

Amy Fox (<http://www.apu.edu/faculty/afox/>), MFA, MBA

Jeffrey Grubbs (<http://www.apu.edu/faculty/jgrubbs/>), Ph.D.

Nathan Huff (<http://www.apu.edu/faculty/nhuff/>), MFA

Sue Lafferty, Ph.D.

Shelby Moser (<http://www.apu.edu/faculty/smoser/>), Ph.D.

Meredith Munson, Ph.D.

Mark Nelson (<http://www.apu.edu/faculty/msnelson/>), MFA

Maryann Rachford (<http://www.apu.edu/faculty/mrachford/>), Ed.D.

Carolyn Robertson (<http://www.apu.edu/faculty/crobertson/>), MFA

Stephanie Sabo (<http://www.apu.edu/faculty/ssabo/>), MFA

Tonja Graves Schmitt (<http://www.apu.edu/faculty/tgraves/>), MFA, MPS

Daniel Siedell (<http://www.apu.edu/faculty/dsiedell/>), Ph.D.

Jamie Sweetman (<http://www.apu.edu/faculty/jsweetman/>), MFA

Tamara Valdry (<http://www.apu.edu/faculty/tvaldry/>), MFA

Catherine Wagley (<http://www.apu.edu/faculty/cwagley/>), MFA

## **Department Representatives**

Julia Heins, Administrative Assistant

Tom Weaver, Studio Technical and Safety Manager

## **Faculty Emeriti**

Robert Bullock (<http://www.apu.edu/faculty/rbullock/>), M.A.

David McGill (<http://www.apu.edu/faculty/dmccgill/>), MFA

Susan Ney (<http://www.apu.edu/faculty/sney/>), M.A.

James Thompson (<http://www.apu.edu/faculty/jthompson/>), Ed.D.

# B.A. in Art

45 units

The art major (<https://www.apu.edu/vpa/programs/art-major/>) provides a solid foundation for those who wish to continue in the creative field. Students are encouraged to focus on the discipline of their choice; available disciplines include ceramics, drawing and painting, interdisciplinary, photography, printmaking, and sculpture.

To qualify for a solo senior exhibition, students must enroll in ART 431 by the end of their junior year and present a qualifying exhibition proposal.

## Requirements

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division courses. The review dates are announced every term and are available in the Department of Art. Special fee applies.
- Students must maintain at least a 2.0 grade-point average in major courses to graduate.

| Code                                | Title   | Units     |
|-------------------------------------|---|-----------|
| <b>Core Courses</b>                 |   | <b>24</b> |
| ART 125<br>or ART 160               | New Genre Art Forms I<br>Photography I                                    |           |
| ART 130                             | Two-Dimensional Design  |           |
| ART 135                             | Three-Dimensional Design  |           |
| ART 145                             | Drawing I   |           |
| ART 146                             | Painting I  |           |
| ART 170<br>or ART 105               | Sculpture I<br>Ceramics I   |           |
| ART 210<br>or ART 111               | Printmaking: Relief<br>Printmaking: Serigraph                             |           |
| ART 450                             | Portfolio <sup>1</sup>  |           |
| <b>Art History Component</b>        |   | <b>9</b>  |
| Select three of the following:      |   |           |
| ART 354                             | History of Ancient Art and Architecture <sup>2</sup>                      |           |
| ART 356                             | Writing 3: History of Modern Art and Architecture <sup>3</sup>            |           |
| ART 357                             | History of Contemporary Art and Architecture <sup>2</sup>                 |           |
| ART 359                             | Women In Art  |           |
| ART 361                             | History of Early Christian and Medieval Art and Architecture <sup>2</sup> |           |
| ART 362                             | History of Renaissance to Rococo Art and Architecture <sup>2</sup>        |           |
| DSGN 258                            | History of Graphic Design and Illustration                                |           |
| <b>Electives</b>                    |   | <b>12</b> |
| Select 12 units from the following: |   |           |
| ART 206                             | Ceramics II   |           |
| ART 260                             | Photography II  |           |
| ART 270                             | Sculpture II  |           |
| ART 305                             | Ceramics III  |           |
| ART 306                             | Ceramics IV   |           |
| ART 310                             | Fundamental Art Experiences <sup>2</sup>                                  |           |
| ART 312                             | Secondary Art: Methods, Materials, and Curriculum                         |           |
| ART 315                             | Printmaking II  |           |
| ART 230                             | Figurative Lab  |           |
| ART 240                             | Drawing and Painting II   |           |
| ART 341                             | Painting III  |           |
| ART 345                             | Mixed Media   |           |
| ART 350                             | Illustration  |           |
| ART 360                             | Photography III   |           |

|          |                                   |
|----------|-----------------------------------|
| ART 365  | Printmaking III                   |
| ART 370  | Sculpture III                     |
| ART 403  | Multicultural Art <sup>2</sup>    |
| ART 406  | Ceramic Studio Processes          |
| ART 413  | Multicultural Art Processes       |
| ART 431  | Gallery Design                    |
| ART 445  | Drawing and Painting Processes    |
| ART 452  | Exhibition Capstone               |
| ART 460  | Photography IV                    |
| ART 465  | Advanced Photography Studio       |
| ART 466  | Commercial Photography            |
| ART 470  | Sculpture IV                      |
| ART 471  | Sculptural Processes              |
| ART 475  | Art Internship                    |
| ART 495  | Special Topics in Art             |
| DSGN 120 | Introduction to Computer Graphics |
| DSGN 320 | Digital Imaging                   |
| DSGN 386 | Multimedia I                      |

Total Units 45

<sup>1</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>2</sup> **Meets the General Education Humanities: Fine Arts requirement.**

<sup>3</sup> **Meets the General Education Writing 3 requirement.**

## Recommended General Education Courses

| Code  | Title  | Units |
|---|--|-------|
| <b>Intellectual and Practical Skills</b>                              |  |       |
| GE 100  | First-Year Seminar   | 3     |
| WRIT 110  | Writing 1: The Art and Craft of Writing                      | 3     |
| Writing 2   |  | 3     |
| WRIT 221  | Writing 2: Writing for Visual Thinkers                       |       |
| Writing 3   |  | 3     |
| ART 356   | Writing 3: History of Modern Art and Architecture            |       |
| Oral Communication  |  | 3     |
| COMM 111  | Public Communication   |       |
| Personal Wellness   |  | 1     |
| FFL XXX: Fitness for Life   |  |       |
| Quantitative Literacy   |  | 3     |
| Select one of the following:  |  |       |
| MATH 110  | College Algebra  |       |
| MATH 115  | Mathematics in Society                                       |       |
| MATH 130  | Introduction to Statistics                                   |       |
| <b>Knowledge of Human Cultures and the Physical and Natural World</b> |  |       |
| Humanities: Fine Arts   |  | 3     |
| Select one of the following:  |  |       |
| ART 361   | History of Early Christian and Medieval Art and Architecture |       |
| ART 362   | History of Renaissance to Rococo Art and Architecture        |       |
| Humanities: History   |  | 3     |
| HIST 152  | United States History Since 1877                             |       |
| Humanities: Literature  |  | 3     |
| ENGL 111  | Studies in Literature  |       |
| Social Sciences   |  | 3     |

|   |   |        |
|---|---|--------|
| PSYC 110<br>or SOC 120                                    | General Psychology<br>Introduction to Sociology         |        |
| Natural Sciences w/lab                                    |   | 4      |
| <b>Biblical, Theological, and Philosophical Formation</b> |   |        |
| MIN 108   | Christian Life, Faith, and Ministry                     | 3      |
| UBBL 100  | Introduction to Biblical Literature: Exodus/Deuteronomy | 3      |
| UBBL 230  | Luke/Acts   | 3      |
| PHIL 100  | Introduction to Philosophy                              | 3      |
| Upper-Division Bible<br>Theology                          |   | 3<br>3 |
| <b>Personal and Social Responsibility</b>                 |   |        |
| Civic Engagement  |   | 3      |
| Intercultural Competence                                  |   | 3      |
| <b>Integrative and Applied Learning</b>                   |   |        |
| Total Units   |   | 62     |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies with traditional and nontraditional materials, tools, and techniques.
2. Practice aesthetic engagement and critical judgment through writing and speaking.
3. Identify art historical time periods and place artworks within their art historical time periods.
4. Articulate how Christian faith impacts artistic creation both historically and in contemporary art.

# BFA in Art

75 units

Students must apply for the Art Major (BFA (<https://www.apu.edu/vpa/programs/art-major-bfa/>)) (<https://www.apu.edu/vpa/programs/art-major-bfa/>) after they have completed 18 units of core courses (or equivalent portfolio content). The application form with specific portfolio expectations may be obtained in the Department of Art (<https://www.apu.edu/vpa/art/>); applications are due in late September for the spring semester and in early March for the fall semester. Contact the department for deadlines and additional information at [art@apu.edu](mailto:art@apu.edu) ([artdesign@apu.edu](mailto:artdesign@apu.edu)) or (626) 815-2064.

## Requirements

- Students must successfully complete a portfolio Review of Artistic Competencies (RAC) before progressing to upper-division courses. The review dates are announced every term and are available in the Department of Art.

All students must maintain at least a 2.0 grade-point average in major courses to graduate.

| Code                              | Title   | Units     |
|-----------------------------------|---|-----------|
| <b>Core Courses</b>               |   |           |
| ART 105                           | Ceramics I  | 3         |
| ART 125                           | New Genre Art Forms I   | 3         |
| ART 130                           | Two-Dimensional Design  | 3         |
| ART 135                           | Three-Dimensional Design  | 3         |
| ART 145                           | Drawing I   | 3         |
| ART 146                           | Painting I  | 3         |
| ART 160                           | Photography I   | 3         |
| ART 170                           | Sculpture I   | 3         |
| ART 230                           | Figurative Lab  | 3         |
| ART 403                           | Multicultural Art <sup>1</sup>  | 3         |
| ART 431                           | Gallery Design  | 3         |
| Select one of the following:      |   |           |
| ART 111<br>or ART 210             | Printmaking: Serigraph<br>Printmaking: Relief                             | 3         |
| <b>Art History Courses</b>        |   | <b>12</b> |
| Select four of the following:     |   |           |
| ART 354                           | History of Ancient Art and Architecture <sup>1</sup>                      |           |
| ART 356                           | Writing 3: History of Modern Art and Architecture <sup>2</sup>            |           |
| ART 357                           | History of Contemporary Art and Architecture <sup>1</sup>                 |           |
| ART 359                           | Women In Art  |           |
| ART 361                           | History of Early Christian and Medieval Art and Architecture <sup>1</sup> |           |
| ART 362                           | History of Renaissance to Rococo Art and Architecture <sup>1</sup>        |           |
| DSGN 258                          | History of Graphic Design and Illustration                                |           |
| <b>Concentration <sup>3</sup></b> |   | <b>15</b> |
| Select one of the following:      |   |           |
| Ceramics                          |   |           |
| ART 206                           | Ceramics II   |           |
| ART 305                           | Ceramics III  |           |
| ART 306                           | Ceramics IV   |           |
| ART 406                           | Ceramic Studio Processes  |           |
| Drawing and Painting              |   |           |
| ART 240                           | Drawing and Painting II   |           |
| ART 341                           | Painting III  |           |
| ART 350                           | Illustration  |           |
| ART 445                           | Drawing and Painting Processes  |           |
| Photography                       |   |           |
| ART 260                           | Photography II  |           |



|                         |   |           |
|-------------------------|---|-----------|
| ART 360                 | Photography III                                       |           |
| ART 460                 | Photography IV  |           |
| ART 465<br>or ART 466   | Advanced Photography Studio<br>Commercial Photography |           |
| <b>Sculpture</b>        |   |           |
| ART 270                 | Sculpture II  |           |
| ART 370                 | Sculpture III   |           |
| ART 470                 | Sculpture IV  |           |
| ART 471                 | Sculptural Processes                                  |           |
| <b>Capstone Courses</b> |   |           |
| ART 450                 | Portfolio <sup>4</sup>                                | 3         |
| ART 452                 | Exhibition Capstone                                   | 1         |
| ART 475                 | Art Internship  | 2         |
| ART 495                 | Special Topics in Art                                 | 3         |
| ART 496                 | Senior Seminar: Art Ethics                            | 3         |
| <b>Total Units</b>      |   | <b>75</b> |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> For all process courses (ART 406, ART 445, ART 465, ART 471), a maximum of 3 units may be taken at one time.

<sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.

## General Education Program Requirements and Recommendations

Several BFA courses also fulfill General Education requirements. Additionally, the BFA has specific recommendations for other General Education requirements.

| Code  | Title  | Units |
|---|--|-------|
| <b>Skills and University Requirements</b>                             |  |       |
| GE 100  | First-Year Seminar   | 3     |
| WRIT 110  | Writing 1: The Art and Craft of Writing                      | 3     |
| Writing 2   |  | 3     |
| WRIT 200  | Writing 2: Writing for Christian Practice                    |       |
| WRIT 210  | Writing 2: Writing in the Humanities                         |       |
| WRIT 220  | Writing 2: Film Analysis and Criticism                       |       |
| Writing 3   |  | 3     |
| ART 356   | Writing 3: History of Modern Art and Architecture            |       |
| Quantitative Literacy   |  | 3     |
| MATH 110  | College Algebra  |       |
| MATH 115  | Mathematics in Society                                       |       |
| MATH 120  |  |       |
| MATH 130  | Introduction to Statistics                                   |       |
| Oral Communication  |  | 3     |
| COMM 111  | Public Communication   |       |
| Physical Education  |  | 1     |
| PE XXX  | Fitness for Life or Varsity Sport                            |       |
| <b>Knowledge of Human Cultures and the Physical and Natural World</b> |  |       |
| Humanities: Fine Arts   |  | 3     |
| ART 361   | History of Early Christian and Medieval Art and Architecture |       |
| ART 362   | History of Renaissance to Rococo Art and Architecture        |       |
| ART 403   | Multicultural Art  |       |
| Humanities: History   |  | 3     |
| HIST 152  | United States History Since 1877                             |       |
| Humanities: Literature  |  | 3     |

|   |   |    |
|---|---|----|
| ENGL 111  | Studies in Literature                                   |    |
| Social Science  |   | 3  |
| PSYC 110  | General Psychology                                      |    |
| or SOC 120  | Introduction to Sociology                               |    |
| Natural Science w/lab                                     |   | 4  |
| <b>Biblical, Theological, and Philosophical Formation</b> |   |    |
| MIN 108   | Christian Life, Faith, and Ministry                     | 3  |
| UBBL 100  | Introduction to Biblical Literature: Exodus/Deuteronomy | 3  |
| UBBL 230  | Luke/Acts   | 3  |
| PHIL 100  | Introduction to Philosophy                              | 3  |
| Upper-Division Bible                                      |   | 3  |
| Theology  |   | 3  |
| <b>Personal and Social Responsibility</b>                 |   |    |
| Civic Knowledge and Engagement                            |   | 3  |
| Intercultural Communication                               |   | 3  |
| Integrative and Applied Learning                          |   | 3  |
| Total Units   |   | 62 |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies with traditional and nontraditional materials, tools, and techniques.
2. Demonstrate an understanding of aesthetic engagement, artistic perception, and critical judgment through writing and speaking.
3. Demonstrate an understanding of the history of art and architecture from ancient to contemporary.
4. Develop an understanding of the Christian worldview in relation to the arts.

# M.A. in Art Education

The M.A. in Art Education (<https://www.apu.edu/vpa/programs/masters-in-art-education/>) supports a new generation of art teachers who value the unique processes and knowledge that come with a robust studio practice and the subsequent integration of those skills into the classroom. Aspiring and seasoned art educators hone their commitment to the studio and classroom and strengthen their research and contribution to the field of art education.

## Requirements

| Code        | Title   | Units |
|-------------|---|-------|
| ART 503     | Foundations of Art Education                                      | 3     |
| ART 504     | Contemporary Issues in Art Education                              | 3     |
| ART 511     | Curriculum and Planning in Art Education                          | 3     |
| ART 512     | Artistic Growth and Human Development                             | 3     |
| ART 513     | Studio Art Exploration and Application I                          | 3     |
| ART 553     | Art History and Museum Education: 19th-century Europe and America | 3     |
| ART 603     | Methods in Art Education Research                                 | 3     |
| ART 613     | Studio Art Exploration and Application II                         | 3     |
| ART 621     | Art Education Master's Capstone I                                 | 3     |
| ART 622     | Art Education Master's Capstone II                                | 3     |
| Total Units |   | 30    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop advanced research skill and use of data that enhance the work of an art educator.
2. Display an understanding of skills related to art instruction and curriculum development.
3. Articulate how faith and ethics impacts art instruction.
4. Integrate historical and cultural artistic influences in art education.
5. Engage in aesthetic inquiry and understand creative practice (and the practice of other artists/educators) through the process of looking, reading, making, and finally through writing about these practices.

# M.A. in Modern Art History, Theory, and Criticism (Online)

The M.A. in Modern Art History, Theory, and Criticism (<https://www.apu.edu/vpa/programs/modern-art-history-masters/>) is an innovative, fully online program that focuses exclusively on modern and contemporary art. Rooted in solid historical training and current critical methods, the program develops students' skills in visual analysis, close reading of texts, and the cultivation of independent and original research. Upon completion of the program, students are equipped with skills that are vital to further academic study as well as to the pursuit of a variety of careers in the arts.

## Program Highlights

- Courses offered in a convenient online format
- Part-time or full-time study allowed
- Courses delivered in accelerated 8-week terms that start several times per year
- Multiple entry points that enable students to select the best time to start their graduate education
- Experienced faculty who are professionally active scholars committed to student success

## Foreign Language Requirement

Before completing the M.A. program, students must demonstrate knowledge of a modern foreign language (note: American Sign Language does not fulfill this requirement). Students may fulfill the requirement by:

- Passing ART 560 Reading and Translating French (offered online by APU). Note that ART 560 does not count as coursework toward the degree.
- Passing a CLEP language exam (<https://clep.collegeboard.org/?navId=gf-clep&navId=gf-clep>) with a score of 50 or better. The CLEP exam may be taken at one of more than 1,800 designated test centers worldwide. Available language exams include French Language: Levels 1 and 2; German Language: Levels 1 and 2; and Spanish Language: Levels 1 and 2.
- Presenting evidence of completion of a semester-long course in a foreign language from an accredited college or university with a grade of *B* or better. The course may be at the undergraduate level, but it must cover oral and written aspects of the language. Contact the director of the M.A. program for more information on how to submit the documentation necessary to fulfill the foreign language requirement in this manner.
- Native speakers of a language other than English *may* be considered for exemption from the language requirement, along with students who have completed study in a foreign language at a foreign university. Contact the director of the M.A. program for more information.

## Requirements

| Code   | Title  | Units     |
|--|--|-----------|
| <b>Core Courses</b>                                  |  | <b>12</b> |
| ART 550  | History of 19th-Century Art, Criticism, and Theory | 3         |
| ART 555  | History of 20th-Century Art, Criticism, and Theory | 3         |
| ART 565  | Methodologies of Art History                       | 3         |
| ART 575  | Writing Art Criticism                              | 3         |
| <b>Electives</b>                                     |  | <b>18</b> |
| ART 545  | Directed Experience                                |           |
| ART 570  | Theories and Practices of Abstraction              |           |
| ART 576  | History of Modern and Contemporary Sculpture       |           |
| ART 577  | Visual Culture                                     |           |
| ART 600  | Regional Modernism                                 |           |
| ART 605  | Modernism and the Museum                           |           |
| ART 615  | Modernism and Religion                             |           |
| ART 697  | Special Topics                                     |           |
| <b>Optional Foreign Language Course</b> <sup>1</sup> |  |           |
| ART 560  | Reading and Translating French                     |           |
| <b>Master's Capstone</b>                             |  | <b>6</b>  |
| ART 618  | Master's Capstone I                                | 3         |
| ART 625  | Master's Capstone II                               | 3         |
| Total Units  |  | 36        |

<sup>1</sup> This course is available to meet the foreign language requirement; it does not count toward the required 36 units for the degree.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Students obtain advanced knowledge of specialized areas of art history and gain proficiency in interpreting images/objects in ways that consider the historical contexts in which they were produced and received.
2. Students are versed in the historiography and methodologies of art history and are able to apply the fundamental methods of the discipline in their academic work.
3. Students are able to assess and critique complex scholarly arguments and to critically evaluate the strength of the visual and textual evidence presented.
4. Students develop advanced skill in art historical research and are able to locate and enlist research resources in both print and digital form and assess the strengths and weaknesses of various types of resources.
5. Students acquire the writing and communication skills necessary for the accurate investigation and dissemination of art historical research.
6. Students demonstrate reading proficiency in a foreign language.
7. Students graduating with an M.A. in Art History are prepared for entry into a Ph.D. program or the job market.

# MFA in Visual Art

The MFA in Visual Art program (<https://www.apu.edu/vpa/programs/mfa-in-visual-art/>) is a terminal degree that seeks to cultivate the entire person, motivating students to achieve their highest possible level of development and articulation through their art. Along with intensive faculty-student mentoring relationships, students study art theory and practice, historical and contemporary precedents, social context and interaction, audience, and professional presentation.

## Program Format

APU's MFA program accommodates the working artist/educator by requiring students to be on campus for two residencies each year, with students participating in the same cohort for the duration of the program, learning and growing together. Additionally, during these on-site times, students partner with MFA professors, visiting artists, and speakers who serve as artist-mentors, pushing and encouraging students to explore and develop beyond their current aesthetic and stylistic positions.

Individual studio time comprises an essential aspect of the program and offers the opportunity to retreat and augment on-campus interaction (e.g., classroom instruction, guest lectures, peer reviews, mentor direction, and critiques) and emerge with a cohesive and thoughtful perspective on art and faith. Through the consistency that studio time provides, students cultivate the discipline that lays the groundwork for excellence and inspiration. Ultimately, students graduate as artists who naturally integrate their art-making with the major facets of their lives.

## Requirements

| Code        | Title   | Units |
|-------------|---|-------|
| ART 501     | Integration: Theory and Practice I                        | 2     |
| ART 510     | Introduction to Graduate Studies/Critical Issues in Art I | 2     |
| ART 530     | Graduate Studio: Special Topics I                         | 2     |
| ART 580     | Critique  | 1     |
| ART 590     | Independent Studio  | 5     |
| ART 581     | Critique  | 1     |
| ART 591     | Independent Studio  | 4     |
| ART 502     | Integration: Theory and Practice II                       | 2     |
| ART 520     | Critical Issues in Art II                                 | 2     |
| ART 540     | Graduate Studio: Special Topics II                        | 2     |
| ART 582     | Critique  | 1     |
| ART 592     | Independent Studio  | 5     |
| ART 583     | Critique  | 1     |
| ART 593     | Independent Studio  | 4     |
| ART 584     | Critique  | 1     |
| ART 601     | Integration: Theory and Practice III                      | 2     |
| ART 610     | Critical Issues in Art III                                | 2     |
| ART 690     | Creative Work Project                                     | 2     |
| ART 594     | Independent Studio  | 5     |
| ART 585     | Critique  | 1     |
| ART 595     | Independent Studio  | 4     |
| ART 602     | Integration: Theory and Practice IV                       | 3     |
| ART 620     | Critical Issues in Art IV                                 | 3     |
| ART 695     | Exhibition Preparation                                    | 3     |
| Total Units |   | 60    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## **Additional Requirements**

Students must complete at least 19 semester units in residence at Azusa Pacific University. Courses are scheduled so that the maximum length of the program is three years and four summers. Classes, critiques, and workshops are held throughout three weeks in July and one weekend in January—these residencies are required, with no exceptions. A maximum of eight years is allowed for completion of the degree.

A 3.0 grade-point average (GPA) is considered satisfactory progress in the MFA program. In the event that the student's GPA drops below the minimum 3.0, the student is placed on academic probation and given one enrollment period to raise it to the satisfactory level.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Engage in and contribute toward problems/questions of relevance within the contemporary art world.
2. Develop advanced research skills and products.
3. Display an understanding of worldviews and religious issues in relation to the visual arts.
4. Understand the professional art world, academic context, and personal aspirations.
5. Prepare to engage in professional exhibitions, conferences, presentations, and publications (function as a working artist).
6. Pursue serving as an arts educator in an academic context.

# Minor in Art

18 units

Students must maintain at least a 2.0 grade-point average in program courses to graduate.

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Core Courses</b>          |   |       |
| ART 130                      | Two-Dimensional Design  | 3     |
| ART 145                      | Drawing I   | 3     |
| ART 146                      | Painting I  | 3     |
| Select one of the following: |   | 3     |
| ART 354                      | History of Ancient Art and Architecture <sup>1</sup>                      |       |
| ART 356                      | Writing 3: History of Modern Art and Architecture <sup>2</sup>            |       |
| ART 357                      | History of Contemporary Art and Architecture <sup>1</sup>                 |       |
| ART 359                      | Women In Art  |       |
| ART 361                      | History of Early Christian and Medieval Art and Architecture <sup>1</sup> |       |
| ART 362                      | History of Renaissance to Rococo Art and Architecture <sup>1</sup>        |       |
| DSGN 258                     | History of Graphic Design and Illustration                                |       |
| <b>Art Electives</b>         |   |       |
| Select two of the following: |   | 6     |
| ART 105                      | Ceramics I  |       |
| ART 111                      | Printmaking: Serigraph  |       |
| ART 125                      | New Genre Art Forms I   |       |
| ART 135                      | Three-Dimensional Design  |       |
| ART 160                      | Photography I   |       |
| ART 170                      | Sculpture I   |       |
| ART 210                      | Printmaking: Relief   |       |
| Total Units                  |   | 18    |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competencies with traditional and nontraditional materials, tools, and techniques.
2. Identify art historical time periods and place artworks within their art historical time periods.
3. Articulate how Christian faith impacts artistic creation both historically and in contemporary art.



# Minor in Art History

18 units

The art history minor prepares students to develop a broad understanding of the meaning and purposes of visual communication, while promoting critical engagement and the attainment of knowledge of historically significant ideas and objects.

## Requirements

Students must maintain at least a 2.0 grade-point average in program courses to graduate. The program requires that students complete 18 units from the following list of art history courses:

| Code               | Title   | Units     |
|--------------------|---|-----------|
| ART 354            | History of Ancient Art and Architecture <sup>1</sup>                      | 3         |
| ART 356            | Writing 3: History of Modern Art and Architecture <sup>2</sup>            | 3         |
| ART 357            | History of Contemporary Art and Architecture <sup>1</sup>                 | 3         |
| ART 359            | Women In Art  | 3         |
| ART 361            | History of Early Christian and Medieval Art and Architecture <sup>1</sup> | 3         |
| ART 362            | History of Renaissance to Rococo Art and Architecture <sup>1</sup>        | 3         |
| ART 475            | Art Internship  | 1-4       |
| ART 497            | Readings  | 1-4       |
| ART 498            | Directed Research   | 1-4       |
| DSGN 258           | History of Graphic Design and Illustration                                | 3         |
| <b>Total Units</b> |   | <b>18</b> |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Recognize and categorize art works seen in class and not previously encountered.
2. Identify art historical time periods and the function and meaning of the art within these time periods.
3. Relate stylistic and technical artistic aspects of objects and monuments to the social, cultural, and intellectual contexts of the periods.
4. Make comparisons across art historical time periods, styles, and worldviews.
5. Articulate how faith impacts artistic creation.

# Department of Cinematic Arts

## Mission Statement

The Department of Cinematic Arts (<https://www.apu.edu/vpa/cinematicarts/>) fosters a learning community dedicated to the creative and scholarly principles of visual storytelling. Integrating mastery of craft with spiritual growth and the development of meaningful collaboration, the department encourages transformational art from a culturally engaged Christian worldview.

## Department Overview

The Department of Cinematic Arts offers a Bachelor of Fine Arts in Cinematic Arts Production; a Bachelor of Arts in Cinematic Arts with three concentrations: Entertainment Executive, Production and Post, and Screen Studies; a Bachelor of Arts in Screenwriting; a Bachelor of Arts in Animation and Visual Effects; and a Bachelor of Arts in Games and Interactive Media. In addition, students from other majors can earn one of three minors: Screenwriting, Screen Studies, or Games and Interactive Media. The following table can help you decide which of the department's majors is best for you:

|                                      | Unit Requirements | Areas of Study  | Which Major is my best fit   |
|--------------------------------------|-------------------|---|--|
| BFA in Cinematic Arts Production     | 74-75 Units       | Cinematography, Directing, Editing, Producing, Production Design, and Sound Design  | This major is for students interested in cinematic storytelling and the creative art, personnel, and technical processes involved in creating worlds and the characters and situations that populate them. This immersive four-year program requires a supplemental application as an incoming student or permission from production professors during freshman year.  |
| B.A. in Cinematic Arts               | 47-50 Units       | Entertainment Executive, Production and Post, and Screen Studies  | This major offers three concentrations. Entertainment Executive focuses on creative, logistical, and business (finance/marketing) producing. Production and Post develops basic production skills with a greater emphasis on postproduction. Screen Studies is dedicated to better understanding screen art through a close examination of history, theory, analysis, and criticism. The unit requirement for each concentration is suitable for those wishing to double major or for transfer students. |
| B.A. in Screenwriting                | 47 Units          | Feature Film, Television, and Short-form Screenwriting (includes Episodic Drama, Situation Comedy, and Sketch Comedy for the Writer/Performer)              | This major is for students whose creative passion is focused on writing for film and/or television. The reasonable unit requirement allows students to double major or minor in another field of interest.   |
| B.A. in Animation and Visual Effects | 59 Units          | 2D and 3D Character Animation, Storyboarding, Character Design, Layout, Visual Development, CG Modeling, Rigging, Visual Effects Animation, and Compositing | This major is for students who like to draw cartoon characters, monsters, fantasy creatures, or animals with attitude; or who desire to create fantastic stories or characters for feature animation or television, or visual effects for major motion pictures. This major is a four-year program requiring a supplemental application.   |

B.A. in Games and Interactive Media 53 Units

2D, 3D, and Tabletop Game Design; Game Theory, Mechanics, Development, and Documentation; 2D and 3D Game Art Design; UV Texturing and Mapping; 3D Modeling and Rigging; 2D and 3D Animation; Game VFX; Game UX/UI Design

This major is for students who want to know how to design and develop games. The unit requirement allows students to complement their degree with a minor, such as computer science, art, screenwriting, or creative writing. This major is a four-year program requiring a supplemental application.

The department also offers a Master of Arts in Screenwriting (p. 473), a low-residency program that prepares writers with literary talent and strong motivation to tell substantive stories that point audiences toward truth and beauty while exploring the dialogue between faith and cinematic arts.

Cinematic arts faculty are working professionals who have collectively accumulated hundreds of industry credits and who are passionate about mentoring students as they hone their craft. Azusa Pacific University's proximity to Hollywood allows students to benefit from collaborative opportunities and learn from visiting professionals.

Department facilities include an edit lab equipped with 21 work stations, a 70-seat screening room outfitted with DTS-HD 7.1 digital surround sound, a 1,500-square-foot sound stage that includes a green screen and Foley stage, and a 1,450-square-foot equipment distribution center stocked with professional production equipment. The department is an Avid Learning Partner and teaches Avid postproduction workflows exclusively.

## Cinematic Arts Program Learning Outcomes

Department faculty train and mentor students in production, writing, criticism, animation, and entertainment management, combining artistic excellence with scholarship. Students learn how to do the following:

### Story

Apply principles of cinematic storytelling to creative and analytical works.

### Technical Practice

Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.

### Knowledge/Analysis

Articulate, critique, and apply the historical, social, and theoretical contexts of the cinematic arts.

### Professional Development

Implement the protocol, vocabulary, and work ethic necessary for professional careers.

### Collaboration

Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.

### Spiritual/Faith

Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

## Department Policies

The following three degree programs require second applications beyond the general APU application: BFA in Cinematic Arts Production, B.A. in Animation and Visual Effects, and B.A. in Games and Interactive Media.

Those interested in the BFA in Cinematic Arts Production can apply as incoming freshmen or during their freshman year, contingent upon the recommendation of their CINE 260 instructor(s). Acceptance to the degree program during one's freshman year will in no way hinder the successful four-year completion of this degree. All BFA majors must earn no less than a C in every major course. Courses in these majors can be retaken once, but upon any course needing to be repeated, the student will be required to appear before the chair and/or faculty to make an appeal to remain in the major and, upon receiving permission, will be required to receive academic counseling and undergo a periodic review of his/her progress. If more than one course needs to be retaken, the student may be dropped from the BFA program and be required to reapply for admission into that major, if desired.

The B.A. in Animation and Visual Effects and the B.A. in Games and Interactive Media are four-year majors. Applicants to either of these majors must apply as incoming freshmen or with the understanding that they are committing to a four-year program. Each program is based on a cohort model in which coursework is completed in a progressive, sequential pattern. Students in these degree programs must earn no less than a C in each of their major courses. Falling below this threshold at any time may necessitate the student appearing before their respective program director and receiving academic counseling. If the final grade for any major-required course falls below a C, the student may be dropped from the major. If this is the case, a student may appeal to retake a course and reapply to the major. Upon receiving permission to retake a course and reapply to the major, the student

acknowledges that by doing so, they may fall a full year behind in the goal of completing their major requirements. Students choosing to minor in games and interactive media should make their choice prior to, or at the beginning of, their junior year. Any student in the minor program earning below a C in any of their minor courses will need to appear before the program director to make an appeal to remain in the minor.

B.A. in Cinematic Arts majors must retain an overall C average (2.0 grade-point average) to graduate. Counseling is advised any time a student's GPA falls below this threshold.

BFA in Cinematic Arts Production majors have a least one significant hands-on production course each year. In CINE 462/CINE 494 projects, students are guaranteed a singular or shared (no more than two students sharing) department head role (producer, director, first assistant director, cinematographer, editor, sound designer, production designer, etc.), though no student is guaranteed to be placed in his or her desired role. Some roles (producers/directors) are assigned via a pitching process conducted before a faculty selection panel. Other roles are assigned by mutual agreement between student producers and faculty or are designated by faculty, who reserve the right to assign or deny production roles based on a student's demonstrated performance on previous productions, skills-related coursework, or exceptional circumstances. Likewise, faculty reserve the right to assign or deny screen credit based upon a student's demonstrated performance in their assigned roles. Students whose scripts or story ideas are selected for Production Development/Capstone Production Development consideration will be required to enroll in a development course the semester prior to production (either CINE 316 Production Development or CINE 416 Capstone Production Development). In some cases, faculty may opt to replace/assign a writer to a script designated for production. Only those students who have successfully completed CINE 319 Directing for the Camera will be considered for directing an upper-division project. Consideration will also be based on past production-related coursework as well as production professor recommendations. At the Capstone Production Development level, student producers, directors, assistant directors, production designers, etc., may also be required to enroll in CINE 416.

While BFA majors have priority on department head roles on upper-division productions, B.A. in Cinematic Arts majors can apply for department head roles (or shared department head roles) or may be appointed to these roles by the professor of record as long as they have taken the courses that qualify them for the role, or by departmental permission in exceptional cases. Common roles for students in the Production and Post concentration are editor or sound designer; common roles for students in the Entertainment Executive concentration are producer (budgets), producer (marketing/distribution), or first assistant director.

All students enrolled in a set/production-based cinema course must read and agree to adhere to the guidelines articulated in the APU Cinematic Arts Production Bible (in the case of non-cinematic-arts students enrolled in a GE cinematic arts production course, such as CINE 160, each must adhere to guidelines articulated by their professor and/or referred to in their course syllabus.) Prior to production, each student's project must be vetted and approved by the department's safety and risk management coordinator. Each student must also sign the required safety, legal, insurance, permitting, permissions, and equipment release agreements; failure to sign one or more of these documents in no way releases a student from their obligation to adhere to the policies contained within them. Consequently, failure to follow the guidelines and policies contained within these documents, as well as those outlined in the Production Bible, will have consequences varying from the denial of equipment privileges to a project grade reduction to academic disciplinary action to withdrawal from the major.

Students enrolling in specific skills level or production courses—including, but not limited to, CINE 216, CINE 323, CINE 338, CINE 415, CINE 462, and CINE 494—may be required to contribute to the semester's film budget or the course's supplemental materials fee. Such contributions will not exceed \$250 per student per semester for film budgets, or \$150 for supplemental materials fees.

While students may own the intellectual property rights (copyright) of material they author, APU retains all ownership and distribution rights to films produced with APU equipment and/or within any APU course and/or under departmental authorization. APU also retains the right to use the produced screenplay for continued educational and/or promotional purposes (course examples, assignments, festival entry, etc.). Students wishing to post, share, or distribute films produced at or through APU must receive prior departmental permission in writing to do so.

When films, projects, assignments, exercises, or games produced by the Department of Cinematic Arts are intended for public presentation, such as Premiere Night, a festival, or a competitive entry, we hold each respectively to the standard of the Motion Picture Association of America's PG-13 rating, the Entertainment Software Rating Board "T" (Teen) rating, and in conjunction with the conscientious majority view of the Department of Cinematic Arts faculty. We feel this is reasonable and responsible for a Christian academic institution committed to exploring the challenges of flourishing in a fallen world, as well as the joys and sorrows of the human condition without celebrating evil. It also makes our student work accessible to a broad audience.

Films produced at the 400 level (live action and animation) are not guaranteed to screen at Premiere Night. All upper-division films intended for public exhibition must be submitted to, and approved by, a faculty screening committee. To be considered for public exhibition, each film must adhere to the ratings standards outlined in the preceding paragraph, as well as the department's technical, aesthetic, and legal requirements stated in the APU Cinematic Arts Production Bible. No film approved for Premiere Night will be permitted to be exhibited, posted, or shared prior to that event.

## Programs

### Majors

- Animation and Visual Effects (B.A.) (p. 462)
- Cinematic Arts (B.A.) (p. 466)
- Cinematic Arts Production (BFA) (p. 471)

- Games and Interactive Media (B.A.)
- Screenwriting (B.A.) (p. 470)

## Minors

- Games and Interactive Media (p. 475)
- Screen Studies (p. 476)
- Screenwriting (p. 477)

## Graduate Program

- Master of Arts in Screenwriting (p. 473)

## Courses

### ANIM 111, Digital Methods, 2 Units

This course is an introduction to digital methods for 2D animating, painting, compositing, and editing.

**Prerequisite:** Course is for B.A. in Animation and Visual Effects majors only.

### ANIM 117, Color and Design, 3 Units

Students in this course explore theory and practice of the fundamentals of strong visual design through color, shape, form, and line, with an emphasis on learning the importance of design in cinematic composition.

**Prerequisite:** Instructor permission; B.A. in Animation and Visual Effects majors only.

### ANIM 190, Introduction to Animation Principles and Techniques, 3 Units

This course introduces students to the basic principles and applied techniques of character animation. Students learn how to make characters and objects seemingly come to life through frame-by-frame manipulation, and also explore the fundamentals of movement, gesture, timing, and weight.

**Prerequisite:** Instructor permission; B.A. in Animation and Visual Effects majors only.

### ANIM 192, 2D Character Animation I, 3 Units

This course introduces students to the concept of performance animation utilizing traditional (2D) animation methods. Fundamentals of movement, gesture, timing, and weight are refined with an eye toward creating character performances with emotion and substance.

**Prerequisite:** C or better in ANIM 190; B.A. in Animation and Visual Effects majors only.

### ANIM 202, Storyboarding for Animation, 3 Units

This 2D drawing course introduces students to storytelling methods using sequential drawings for animation. Staging, camera movement, framing, and cutting theory are discussed, and assignments help students learn screen design and storytelling basics. Course material also covers different types of storyboards-TV, feature, commercial, and VFX, all used to communicate story, performance, and cinematic design.

**Prerequisite:** C or better in ANIM 117, ANIM 190, and ART 230; B.A. in Animation and Visual Effects majors only.

### ANIM 203, Introduction to Computer Animation, 3 Units

This course introduces students to the basic principles and applied techniques of computer animation. Students learn the technical aspects of working in computer animation software, and also create character performances in three-dimensional space using sound for dialogue.

**Prerequisite:** C or better in ANIM 111 and ANIM 192; B.A. in Animation and Visual Effects majors only.

### ANIM 204, Layout Fundamentals, 3 Units

This course offers an in-depth study of the compositional elements that make up strong background design for animation. Through 2D drawing assignments, students learn to utilize camera angles, cinematic storytelling, and techniques in drawing and design to create story locations.

**Prerequisite:** B.A. in Animation and Visual Effects majors only.

### ANIM 205, CG Character Animation I, 3 Units

This course continues the study of 3D animation with an emphasis on performance, lip-syncing, timing, and execution. Course material utilizes premade character rigs so students can concentrate expressly on computer-generated character performance animation tests in industry-standard software. Each student is required to complete a short CG film with sound.

**Prerequisite:** C or better in ANIM 203; B.A. in Animation and Visual Effects majors only.

### ANIM 207, Action Analysis for Animation, 2 Units

Animation is all about understanding how something moves in real life before it can be caricatured. In this course, students learn the mechanics behind human and animal locomotion through close analysis of the form in motion. Live models and film clips are used for reference.

**Prerequisite:** C or better in ANIM 117, ANIM 190, and ART 230; B.A. in Animation and Visual Effects majors only.

### ANIM 212, Character Design I, 3 Units

This course introduces the fundamentals of designing characters for animated television series, features, or corporate mascots. Drawing skills required.

**Prerequisite:** B.A. in Animation and Visual Effects majors only.

## **ANIM 305, Visual Development, 3 Units**

Students in this 2D drawing and painting course explore the visual possibilities of an animated feature, TV series, and/or video game through 2D digital design. World building and character design are utilized to bring a project's story to life.

ANIM 111, ANIM 212, and ANIM 204; corequisite: ANIM 309

## **ANIM 307, CG Character Animation II, 3 Units**

Students in this intermediate-level animation course gain a deeper understanding of CG animation as they create performance-driven character animation. Premade creature and character models are used to explore movement and acting with dialogue on a scene-by-scene basis.

**Prerequisite:** ANIM 205 and ANIM 207

## **ANIM 309, Digital Concept Painting, 3 Units**

Digital concept art is the first phase of storytelling in animation, film, and gaming. In this 2D drawing and painting course, students learn digital painting techniques and fundamentals in regard to concept art creation utilizing industry-standard painting applications.

ANIM 111, ANIM 204, and ANIM 212; corequisite: ANIM 305

## **ANIM 345, Advanced Story Concepts [Proposed], 3 Units**

Students will learn advanced story and visual concepts, theme and creative thinking techniques in creating their own story ideas. This course introduces students to what it is to create original serial, feature or short internet concepts of their own and how to pitch them successfully.

## **ANIM 358, Rigging for Animation, 3 Units**

The important bridge between CG modeling and animation is creating the 'rig,' or bone structure, to move the model. This course introduces CG rigging techniques and fundamentals in Maya software, and students make basic rigs for objects, creatures, and human forms, with an emphasis on how things articulate.

**Prerequisite:** ANIM 205 and ANIM 207

## **ANIM 390, CG Production Modeling, 3 Units**

This course teaches computer modeling in Maya and 3D sculptural software. Students leverage their design skills learned in previous courses to create high-quality, animation-ready character models.

**Prerequisite:** ANIM 111 and ART 230

## **ANIM 392, 2D Character Animation II, 3 Units**

Students in this intermediate course develop life-like characters through frame-by-frame manipulation, particularly human and animal locomotion, with special consideration given to weight, timing, and performance. Deeper emphasis is placed on dialogue scenes used to create stronger personalities with emotional substance and appeal.

**Prerequisite:** ANIM 190 and ANIM 192

## **ANIM 395, Animation Film Workshop, 3 Units**

Each student in this course completes their animated project known as a third-year film. This is an open-lab course for students to produce their own 2D animated short film with sound.

**Prerequisite:** ANIM 305

## **ANIM 445, Portfolio Review and Preparation [Proposed], 1 Unit**

Through peer and professional review the student will learn presentation skills to show their creative art work in the best possible light for possible review by employers. Creating an online portfolio will be mandatory.

## **CINE 101, Christianity and the Creative Process, 3 Units**

This course is a study of theater, film, and broadcasting vis-a-vis Christianity and the arts. Issues of ethics and social justice in the context of cultural studies are considered. Emphasis is placed on spiritual, artistic, and community development. *Meets the General Education Requirement: Humanities: Fine Arts.*

## **CINE 119, Introduction to Directing, 3 Units**

Course emphasizes dramatic form and mechanics of story, including the use of editorial, cinematographic, sound and design crafts, to communicate a coherent vision among producers, cast, and crew. Students apply their growing mastery of these subjects in a collaborative environment and explore how the Christian faith informs both story and the processes of practical application.

**Corequisite:** CINE 260

## **CINE 160, Introduction to Digital Filmmaking, 3 Units**

This course introduces students to the vocation and processes of filmmaking from story conception, creation and development through pre-production, principal photography, post-production, and exhibition. By the end of this course, students will not only have learned the fundamental skills and principles employed by filmmaking professionals - writers, directors, producers, creative artists and technicians - but also how to evaluate their own films in light of the current cultural context. Students must provide their own smartphones equipped with video recording and editing capabilities. *Meets the General Education Requirement: Humanities: Fine Arts.*

## **CINE 186, Action Analysis [Proposed], 2 Units**

Students will learn the mechanics behind human and animal locomotion through close analysis of the form in motion.

## **CINE 200, History of Art and Music for Cinematic Arts, 3 Units**

This lecture course introduces cinematic arts students to major works of Western art and music from the prehistoric era to the mid-20th century, to give them visual and musical literacy skills for their work in the cinematic arts.

## **CINE 216, Performance and Production, 1-3 Units**

This course provides credit for students working with instructors as they study, prepare, and perform theater, film, or television productions. Course may be repeated for up to 6 units toward graduation.

## **CINE 260, Cinema-TV Production I, 5 Units**

This course introduces and develops the creative competencies and technical skills for writing, producing, directing, and picture- and sound-editing the narrative short film. Coursework focuses on developing compelling stories and communicating them through dynamic visuals, effective performances, and imaginative sound design.

Special Fee Applies

**Corequisite:** CINE 119

## **CINE 274, Story and Character, 3 Units**

This course acquaints students with universal principles of storytelling and character development. Students examine short stories, classic myths, and fairy tales in order to identify archetypal stories and characters as part of the adaptation process. By studying classic stories and characters from literature and film, students learn to create their own for use in dramatic writing.

## **CINE 275, History of Television and Digital Media, 3 Units**

An in-depth look at the history and operations of electronic media, including television, cable and the streaming services of the Internet. The technological basis of each medium will be explored as well as the aesthetic opportunities and limitations. Programming and business structures of advertising, pay-per-view, and public broadcasting will be examined. 1st & 14th Amendment considerations-issues surrounding the freedom of expression/press as well as responsibilities-will form topics for debate/discussion. In the light of 'narrative theology' both televisual stories and scriptural stories will be examined, not so much for 'the rules they give' but rather for what they reveal about the human condition and the possibilities of redemption. *Meets the General Education Requirement: Humanities: Fine Arts.*

## **CINE 280, Writing the Short Screenplay, 3 Units**

Students will integrate their knowledge of story and character to develop scripts appropriate for short films. This course stresses the importance of rewriting and meeting deadlines for the screenwriting process. Screenplays written during the class will be considered for production by advanced cinematic arts courses.

## **CINE 285, History of Film, 3 Units**

The changes and developments in film are examined for their relationship to corresponding social and aesthetic contexts. Readings and discussions examine the interdependent relationships between social movements, technological advances, aesthetic trends and business practices. *Meets the General Education Requirement: Humanities: Fine Arts.*

## **CINE 295, Film and Television Business, 3 Units**

This class introduces students to the structure and business of the television and motion picture industries. Topics include broadcast, cable and local television, commercial production, advertising, programming, marketing, and ratings. Students learn how movies are made from the business of screenwriting through marketing and DVD release.

## **CINE 316, Production Development, 3 Units**

This collaborative workshop leads writers through the script development process. Students work with the instructor to develop a preapproved script concept (focusing on structure, character, and theme) and write two complete drafts of a short film script.

**Prerequisite:** CINE 280 and Faculty Pitch Committee approval

## **CINE 317, Cinematic Design, 3 Units**

This course bridges the gap between theory and application of the visual components that make meaning in a visual story. Instruction is achieved through a combination of lecture, demonstration, and multiple student assignments applying course material to practice.

**Prerequisite:** CINE 260 and BFA Production Majors only

## **CINE 319, Directing for the Camera, 3 Units**

This course gives aspiring cinematic artists a working knowledge of the skills and technique needed to direct actors and create transformational art. It introduces many aspects of this discipline. Students will be evaluated on their ability, expertise, and commitment to implement new techniques.

**Prerequisite:** CINE 119, CINE 260, and for BFA Production majors only

## **CINE 320, Cinematography, 3 Units**

This comprehensive course covers the fundamentals of lighting, exposure, use of film and motion picture cameras, general use of equipment, safety procedures, and methodology for working on location and in the studio. This course is required for students who desire to fill a cinematography position on an advanced project.

**Prerequisite:** CINE 260 and BFA Production Majors only

## **CINE 321, Film and Television Editing, 3 Units**

Students learn skills and techniques of cinematic storytelling via the editing and postproduction processes. This course emphasizes proficiency using a nonlinear editing system, the history of significant achievement in editing, and the editor's unique role in the cinematic process. Required for any student who desires to fill an editing position on an advanced production.

**Prerequisite:** CINE 260; Cinematic Arts Production or Cinematic Arts: Production and Post majors only.

## **CINE 322, Sound Design, 3 Units**

This course focuses on practical and aesthetic considerations relating to recording, editing, and mixing sound for cinematic productions, and is required for students who desire to fill a sound position on an advanced production.

**Prerequisite:** CINE 260; Cinematic Arts Production or Cinematic Arts: Production and Post majors only.

## **CINE 323, Production Design, 3 Units**

Students will learn about the various disciplines involved in becoming a production designer for cinematic arts. Emphasis will be placed on understanding past designers within their historical contexts and postulating forthcoming trends, as well as developing a working knowledge of manual tactile design. Visual expression faculties must be well developed to succeed in this course.

**Prerequisite:** CINE 260

## **CINE 335, Cinema-TV Production II, 5 Units**

This intermediate-level course in cinema-TV production emphasizes product and process. Students learn the distinct roles of writing, producing, directing, cinematography, editing, and sound through a story-centered, collaborative, and iterative process.

Special Fee Applies

CINE 260, CINE 280, Cinematic Arts Production or Cinematic Arts: Production and Post majors only; corequisite: CINE 361

## **CINE 338, Documentary and Entrepreneurial Production, 3 Units**

Students in this course explore the content and production methods used in nondramatic productions - for example, short documentaries that feature people or nonprofit organizations. Product advertising or other kinds of entrepreneurial filmmaking are also examined. These productions are studied in terms of style and production techniques; style of production considers things such as compression of information and layering of graphics and images, and that knowledge is used in crafting an original advertising spot or other production. These techniques are then practiced in new projects featuring student-selected content or subjects.

Special Fee Applies

**Prerequisite:** CINE 260 and one of CINE 319, CINE 320, CINE 321, CINE 322, CINE 323.

## **CINE 341, Media Criticism and Theory, 3 Units**

This course examines the origins and development of film criticism and theory through a close analysis of selected writings. Specialized critical approaches such as genre, auteur, feminist, and Marxist will be framed by a cultural studies approach giving an understanding of film as an expression of both art and popular culture.

## **CINE 351, Film and Social Issues, 3 Units**

This course explores the relationship between ethnic, racial, and gender groups that historically have been under-represented, misrepresented, or marginalized in mainstream commercial cinema. Considerable emphasis is placed upon the cinematic treatment of important historical and current events, multicultural phenomena, and sociopsychological issues and movements. *Meets the General Education Requirement: Intercultural Competence.*

## **CINE 360, Studies in Popular Culture, 3 Units**

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

## **CINE 361, Production Management, 3 Units**

Focusing on the business and management areas of media production, this course includes modules on business plans, budgets, investors, revenue streams, project procurement, equipment/facilities management, freelance hiring, personnel contracts, and talent/crew management. The creative and ethical components of producing will be examined under the light of industry demands and the church's historic concern with economic justice.

**Prerequisite:** CINE 260



### **CINE 362, Entertainment Development, 3 Units**

This course teaches the methods creative producers use to find, develop, pitch, package, and manage cinematic arts products. Coursework emphasizes pitching, script coverage, and other responsibilities of a producer during the acquisition process. These skills are essential for producers but highly recommended for students aspiring to create content.

**Prerequisite:** CINE 295

### **CINE 363, Entertainment Financing, 3 Units**

This course focuses on funding, risk assessment, distribution methods, and recoupment for cinematic arts products. The methodology focuses primarily upon case studies in the contemporary arts and entertainment industry. The course is essential for students pursuing producing and highly recommended for those interested in entertainment business.

**Prerequisite:** CINE 295 and CINE 361

### **CINE 364, Entertainment Marketing, 3 Units**

This course enables students to create a marketing plan for cinematic arts products and covers marketing issues and techniques from development through distribution. This course is essential for students interested in executive and producing-related careers and highly recommended for those interested in entertainment business.

**Prerequisite:** CINE 295

### **CINE 375, Writing 3: Screenwriting, 3 Units**

This course emphasizes the analysis and writing of film screenplays and television scripts. It serves as a workshop for story planning and scripting in the genres of drama and comedy, and for learning creative, redemptive approaches to marketable and effective media formats and presentations. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **CINE 385, Intermediate Screenwriting, 3 Units**

This course focuses on screenwriting fundamentals: structure, scene development, character, theme, dialogue, and conflict. Using case studies from film and television, students learn to analyze screenplays and teleplays rather than focusing on the integrated experience of the script, directing, editing, and performance elements.

**Prerequisite:** ENGL 303 or CINE 375

### **CINE 387, Writing 3: Nonfiction Writing for Visual Media, 3 Units**

This course offers exploration of the essentials of good writing for successful nonfiction programs in visual media such as documentary film, documentary television, media ministry, promotional media, and more. Students learn how to research and write proposals, outlines, treatments, and scripts. Study of scripts and screenings of model nonfiction programs enrich the course and serve as practical examples. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **CINE 388, Sketch Comedy for the Writer/Performer, 3 Units**

This course covers the writing, performance, and production of original sketch comedy. Building upon basic improvisation and creative skills, students will sharpen their writing and performance techniques to create truthful and original characters and sketches. Topics include constructing a scene, maximizing comedic potential, integrating popular culture and societal conversation, and experimenting with new media platforms. Students will collaborate to produce a show performed before a live audience at semester's end.

**Prerequisite:** THTR 374 or CINE 375

### **CINE 391, Visual Effects and Compositing, 3 Units**

This course concentrates on visual effects, specifically 1) enhancing shots with CG elements, 2) compositing from multiple sources, and 3) combining CG/miniatures footage with live-action footage. Lessons cover the span of preplanning plates, accomplishing green screen setups, motion tracking, and adding transparent shadows for realism's sake.

**Prerequisite:** CINE 321 or ART 301

### **CINE 415, Advanced Television Production, 4 Units**

This course offers advanced instruction in the techniques of television production for multicamera studio and on-location environments. Students learn the skills necessary for preproduction, principal photography, and post-production, as well as the importance of operating under studio deadlines. This workshop class requires significant production time in addition to class time. This course requires a lab fee of at least \$30/unit.

**Prerequisite:** CINE 335 and Instructor consent

### **CINE 416, Capstone Production Development, 3 Units**

This collaborative workshop course leads above-the-line personnel and department heads through the process of preproduction. Students undertake activities including market/audience analysis, script development, and fundraising, and integrate applied preproduction tasks such as budgeting, scheduling, production planning, casting, scouting, and permitting.

**Prerequisite:** CINE 361 and instructor permission

## **CINE 420, Topics in Cinema and History, 3 Units**

This course explores the relationship between film and history regarding a specific historical era, studying films made at that era and about that era. Students are expected to attend weekly film screenings in addition to scheduled classes. This course may be repeated once for credit as the topic varies.

**Prerequisite:** WRIT 110

## **CINE 422, Advanced Post-Production, 3 Units**

This course concentrates on advanced post-production techniques including sound mixing (integration of sound effects, Foley, music, and backgrounds) and finalizing picture (color grading, codecs, etc.). Projects are often tied to other advanced production or capstone films.

**Prerequisite:** CINE 321

## **CINE 444, Advanced Film Theory, 3 Units**

This course provides a deeper look at the medium of motion pictures from the point of view of film theorists ranging from semiotics (film as language), realism, expressionism, auteur theory, cinema as art, montage, film as narrative, literature and adaptations to the screen, documentary and propaganda approaches, genre conventions, psychology, sociology, mythology, and ideology. Discussion of the film audience and the role of the Christian critic is included. Foreign films are a special focus of study, together with unusual examples of cinematic expression, story films, drama as social comment, and the musical.

## **CINE 451, World Cinema, 3 Units**

In our world of new media, multiple technological content exhibition platforms, and the global village, the place of cinema has never been more varied and exciting. The World Cinema course will explore the history, aesthetics, and business of motion pictures outside of the Hollywood and British hegemony. National cinemas to be considered include those of Mexico, India, Russia, China, Latin America, Asia, Africa, and non-English-speaking Europe. Through film screenings, readings, lectures, and engaged discussion, students will gain a diverse, intercultural perspective, enriching their own appreciation of the world of cinema, and broadening their personal perspectives beyond that of the United States. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** WRIT 110

## **CINE 462, Advanced Cinema Production, 5 Units**

Students in this course work collaboratively as a crew to complete a festival-ready film for screening and distribution. Students serve in specific roles such as producers, directors, cinematographers, editors, and sound designers. The course emphasizes visual storytelling through an iterative production and critique process.

Special Fee Applies

**Prerequisite:** CINE 335

## **CINE 475, Civic Engagement Through Media, 3 Units**

This service-learning course applies the student's knowledge of media in service to the surrounding community either locally or internationally. Students lend their expertise and energy in partnering with non-profit organizations to create media or provide training in storytelling and technical skills. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** CINE 260

## **CINE 481, Contemporary Auteurs, 3 Units**

This is a seminar course examining a variety of theories and critical approaches, focusing on two-three contemporary contemporary cinema auteurs. This course includes in-depth study of directors such as Scorsese, J. Coen & E. Coen, Kubrick, Schrader, and Eastwood, their connections to film history, theoretical constructs and critical stances, as well as common and divergent themes in their films and what they say about the human condition.

## **CINE 483, Genre Studies, 3 Units**

Students will examine a specific genre in cinematic arts, such as the American film musical, fantasy, romantic comedy, or science fiction. Students will consider the genre with respect to significant changes in the culture as a whole and in relation to other media, such as literature and theater. Numerous related topics will be covered that involve attention to aesthetic, cultural, and political dimensions of film and television, as well as the complex dynamics of societal trends. Consideration will be given to the social and cultural implications of media artifacts in their historical contexts.

## **CINE 485, Advanced Screenwriting, 3 Units**

This screenwriting seminar addresses artistry, excellence, professionalism, and spirituality. Through intense study and assigned readings and films, students learn how to hone the craft of cinematic storytelling and organically integrate faith within their writing to create screenplays with an unusual quality and depth.

**Prerequisite:** ENGL 303 or CINE 375

## **CINE 486, Topics in Film Analysis, 3 Units**

This course examines the terms, methods, and techniques of film analysis in the context of a special topic that varies each semester depending on the instructor (e.g., Film Noir, Images of Women in Film, Shakespeare on Film, The Western). Emphasis is on formal analysis of film language, with consideration of other critical approaches to film.

### **CINE 487, Television Writing: Episodic Drama, 3 Units**

This course recreates the environment of working on an hour-long television drama. Students gain practical experience in the collaborative process of writing episodic dramas and are prepared for future employment as writers, producers, or directors on a dramatic television series. As part of the course, students complete a 60-page dramatic teleplay.

**Prerequisite:** CINE 375 or instructor consent

### **CINE 488, Television Writing: Situation Comedy, 3 Units**

This course allows students to experience the process of writing a television sitcom. From the creation of a viable series concept to rewriting a script to meet the needs of the actual production, students work as part of a writing staff rather than as individuals and discover how their specific writing skills contribute to the project's overall success.

**Prerequisite:** CINE 375 or instructor consent

### **CINE 490, Internship and Career Preparation for Cinematic Arts, 1-3 Units**

This course gives students an opportunity to integrate their cinematic arts coursework with off-campus experiential learning activities in the entertainment industry. In addition to an on-site internship, students participate in course assignments, reflection, and group discussions in order to develop a career plan, hone interviewing and networking skills, and produce personal marketing materials. The course may be repeated for up to 6 units toward graduation.

**Prerequisite:** CINE 295

### **CINE 491, Classroom Practicum, 1-3 Units**

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional 3 units may be taken for credit toward graduation.

### **CINE 494, Production Capstone, 3 Units**

This course provides opportunity for groups of students to create a culminating television, documentary, or narrative fiction project that integrates the learning from previous production courses in the major and serves as a portfolio for the students involved. With approval, the project may be a creative reel or individual portfolio. All projects must be approved according to department guidelines. Course may be repeated for up to 6 units toward graduation. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** CINE 415, or CINE 338, or CINE 462 or Instructor's consent.

### **CINE 495, Special Topics, 3 Units**

This course presents topics not covered by regular department courses. Trends in the entertainment industry or special interests of faculty and students may be targeted under this category. Examples have included the American film musical, science fiction film, sound design, post colonial theater, and world theater. Course may be repeated for up to 6 units toward graduation.

### **CINE 496, Ethics in Cinematic Arts, 3 Units**

This seminar in media ethics helps students understand ethical dilemmas encountered by practitioners of film, television, and digital media in a variety of situations. Through the study of mass communication theories and criticism, students learn the powerful ways that entertainment media define, create, maintain, and/or change cultural realities and understand the ethical implications therein.

### **CINE 498, Directed Research, 1-3 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

### **CINE 499, Capstone Project in Cinematic Arts, 3 Units**

This course provides an opportunity for students to participate in and/or create a culminating work that integrates learning from previous courses in the major. All projects should be tied to the student's major (or concentration area) and must be approved by their program director or faculty advisor. Such culminating work may include, but is not limited to: creation of a screenplay or teleplay, participation in an animation project, development of an entertainment business plan, or the revision/expansion of an essay suitable for submission to a scholarly journal or academic conference. With faculty approval, Entertainment Executive and Production and Post students may petition for one of the following courses to fulfill this requirement: CINE 338, CINE 415, CINE 462, or CINE 494. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Instructor permission

### **GAME 110, Game Studies Seminar, 3 Units**

This course provides a critical understanding of the history of video games, laying a foundation for thinking critically about where games have been and why games matter from a variety of industry, technical, artistic, and social perspectives.

**Prerequisite:** Instructor permission required.

## **GAME 115, Game Development Studio I, 3 Units**

This introductory course covers game design workflow, fundamental game design and development techniques, and the taxonomy of game design documentation, so students may complete playable digital game levels. Students learn how to design and build modular game assets and incorporate them into their own game levels. Game development best practices and scripting are also introduced.

**Prerequisite:** Instructor permission

## **GAME 120, Game Art Design, 3 Units**

Students in this course learn advanced techniques for creating 2D and 3D assets for use in game engines, including 2D sprite creation, 3D modeling, UVW mapping, 2D and 3D texturing techniques, character and prop rigging, and animation. Course material emphasizes using industry-standard software, techniques, and workflows.

**Prerequisite:** DSGN 115

## **GAME 130, Game Theory and Mechanics, 3 Units**

This course gives students a practical foundation in game design with a focus on concept development, design decomposition, and prototyping. Using game design theory, analysis, physical prototyping, playtesting, and iteration, students learn how to translate game ideas, themes, and metaphors into gameplay and player experiences. Students are also exposed to the basics of effective game idea communication.

**Prerequisite:** GAME 110

## **GAME 210, Narrative Design for Games, 2 Units**

This course gives students an understanding of classic dramaturgy-characterization, motivation, story patterns, structures, styles, genres, etc. Students investigate these storytelling techniques to create emotionally rich characters and worlds through the use of branching narratives, objectives, and rewards.

**Prerequisite:** GAME 110, GAME 115

## **GAME 215, Level and Environmental Design for Games, 3 Units**

Students in this course investigate the development of compelling environments from the ground up, conceptually and practically. Students explore architecture, perspective, drawing, visual storytelling, art direction, textures, lighting, nature, game cinematography, and creating atmosphere.

**Prerequisite:** GAME 120

## **GAME 220, Sound Design for Games, 2 Units**

Students in this course develop an understanding of sound design for games and its associated components, such as music, dialogue, voice, ambiance, and effects. Students examine a range of topics, technologies, and techniques, such as the history of sound in games, game sound interaction, asset creation, sonic iconography, game engines, audio engines, middleware, mixing, production, and delivery.

**Prerequisite:** GAME 215

## **GAME 230, Game Development Studio II, 3 Units**

This course builds on the core principles of GAME 115 Game Development Studio I, and delves into the many systems and mechanics that make up the practice of applied game design, including game AI, multiplayer fundamentals, and basic visual effects.

**Prerequisite:** GAME 115

## **GAME 310, Game Prototype Studio, 3 Units**

This is an intensive course that builds students' repertoire of fast-prototyping skills and provides them with invaluable experience in starting and finishing games. The course consists almost entirely of the creation of 13 playable prototype games, one per week. Each prototype is confined within a certain genre or conceptual theme, or within unique technical constraints.

**Prerequisite:** GAME 230

## **GAME 315, Advanced Game Studio Apprenticeship, 4 Units**

This is a two-semester course in which students observe and assist those enrolled in GAME 494 Advanced Game Studio. Students in this course also brainstorm capstone game projects and pitch the ideas to a selection committee (comprising faculty from across campus, as well as industry veterans) that will choose the games that will advance.

**Prerequisite:** GAME 230

## **GAME 320, UX and UI Design for Games [Proposed], 2 Units**

Introduction to the aesthetics, terminology, and common trends of interface design for games, utilizing usability assessment methods. Topics include 2D and 3D spaces and user/camera perspectives.

## **GAME 330, Game Development Studio III [Proposed], 3 Units**

This course focuses on VR, real-time rendering, 3D display systems, display optics and electronics, IMUs and sensors, tracking, haptics, rendering pipeline, multimodal human perception and depth perception, stereo rendering, and presence. This course emphasizes VR technology with hands-on programming assignments.

## **SCW 501, Cinematic Arts and Culture, 3 Units**

A study of film and television's roles as culture shapers. Students will consider issues of faith, ethics, and social justice and their relationship to cinematic arts. Particular emphasis will be placed on spiritual, artistic, and community development.

### **SCW 519, Directing for Screenwriters, 3 Units**

An in-depth workshop/lecture demonstration on pre-production, production, and post-production processes and the aesthetics of film and video. The course will emphasize dramatic form and mechanics of story, including use of design, cinematographic, sound, and editorial crafts to communicate a coherent vision among producers, crew, and cast. Students will apply knowledge of these subjects in a collaborative working environment.

### **SCW 520, Script Analysis for Screenplays and Teleplays, 3 Units**

Students in this course analyze feature films and television series from the screenwriter's point of view via an in-depth study of each story's dramaturgical elements. This study deepens the understanding of these principles and techniques for each student's own creative work.

### **SCW 575, Screenwriting: Story and Character, 3 Units**

This course focuses on dramaturgical principles needed to write for film and television. Building on Aristotelian three-act structure, students learn to create dimensional characters and craft narratives suitable for visual storytelling. Particular emphasis is placed on theme, genre, scene, and sequence construction.

### **SCW 595, Entertainment Production, 3 Units**

Students in this seminar course gain a working knowledge base in the key phases of entertainment production: development, financing, production management, and marketing.

### **SCW 611, Adaptation for Film and Television, 3 Units**

Students in this course explore using source material—such as true stories, myths, fairy tales, and classic literature—to create screenplay and teleplay adaptations. Through screenings, readings, lectures, and exercises, students examine the process and efficacy of taking stories that originated in one medium and making them suitable for film or television.

### **SCW 615, Web Series Development and Production, 3 Units**

In this workshop class, students study and practice the essential elements and conventions for developing, writing, and producing an original web series. Topics include concept, structure, character, and target audience, as well as marketing and distribution of the web series. Students create a three-episode web series and shoot, edit, and screen the pilot episode.

**Prerequisite:** SCW 519

### **SCW 685, Writing the Feature Screenplay, 3 Units**

This seminar course focuses on the integration of dramaturgical principles of story and character development as students write an original, feature-length screenplay. They also examine classic films from the canon of American cinema to gain an enhanced understanding of narrative and learn to implement constructive criticism from peers and the course instructor.

### **SCW 687, Writing the Drama Pilot, 3 Units**

This course focuses on the creation of an original, dramatic television series. Each student will create a series bible that defines the concept, major characters, and brief descriptions for season one episodes. During the semester, the instructor will lead a virtual writers room as student peers provide feedback as each writes a pilot episode. In addition, the course will explore current trends in broadcast, cable, and streaming television services.

### **SCW 688, Writing the Comedy Pilot, 3 Units**

This course focuses on the creation of an original, comedic television series, with each student creating a series bible defining the concept, major characters, and brief descriptions for season-one episodes. During the semester, the instructor leads a virtual writers room with student peers providing feedback as each writes a pilot episode. The course also explores current trends in broadcast, cable/satellite, and streaming television services.

### **SCW 699, Screenplay/Teleplay Portfolio Workshop, 3 Units**

This course prepares second-year students to submit a portfolio of screenplays and/or teleplays to agents, managers, or producers for representation and/or employment opportunities. The course instructor matches each student with a professional screenwriter who helps ensure that work in the portfolio is commercially viable. In addition, students explore marketing strategies—such as blogs, social media, and building a brand—and their usefulness in starting a career in the entertainment industry.

**Prerequisite:** SCW 685, SCW 687 or SCW 688, and instructor permission.

## **Faculty**

### **Department Chair**

Gregory J. Michael (<http://www.apu.edu/faculty/gmichael/>), MFA

### **Professor and Director, M.A. in Screenwriting**

Thomas D. Parham (<http://www.apu.edu/faculty/tparham/>), Ph.D.

### **Assistant Professors**

Gregory J. Michael (<http://www.apu.edu/faculty/gmichael/>), MFA

Jesse A. Negron (<http://www.apu.edu/faculty/jnegron/>), MFA

Laurie Leinonen (<http://www.apu.edu/faculty/lleinonen/>), B.A.

Tony Bancroft (<http://www.apu.edu/faculty/abancroft/>)

Jay New (<http://www.apu.edu/faculty/jnew/>), MFA

## **Adjunct Faculty**

Nathaniel Bell (<http://www.apu.edu/faculty/nbell/>), M.A.

Vickie Bronaugh, M.A.

Andrew Cole (<http://www.apu.edu/faculty/acole/>), MFA

Lauri Deason, B.A.

Adam Hall (<http://www.apu.edu/faculty/ahall/>), MFA

Susan Isaacs (<http://www.apu.edu/faculty/sisaacs/>), MFA

Ryan Izay (<http://www.apu.edu/faculty/rizay/>), M.A.

Edward Kim, MFA

Christine Krebsbach, M.A.

James Lincoln (<http://www.apu.edu/faculty/jwlincoln/>), M.A.

Philip Lollar (<http://www.apu.edu/faculty/plollar/>), MFA

Martina Nagel, MFA

Cheryl McKay Price (<http://www.apu.edu/faculty/cprice/>), M.A.

Nathan Scoggins, B.A.

Avril Speaks, MFA

Jonathan Vermeer (<http://www.apu.edu/faculty/jvermeer/>), MPW

## **Professionals-in-Residence**

Sheryl J. Anderson, B.A.

Joseph W. Calloway, A.A.

Brian L. Davidson, B.S.

Leilani Downer, B.A.

Anthony Epling, M.A.

Denise Di Novi, B.A.

Jeremy Howe, B.S.

# B.A. in Animation and Visual Effects

59 units

| Code   | Title   | Units |
|--|---|-------|
| <b>Animation and Visual Effects Core</b>                 |   |       |
| ART 230  | Figurative Lab                                      | 3     |
| ANIM 111   | Digital Methods                                     | 2     |
| ANIM 117   | Color and Design                                    | 3     |
| ANIM 190   | Introduction to Animation Principles and Techniques | 3     |
| ANIM 192   | 2D Character Animation I                            | 3     |
| ANIM 202   | Storyboarding for Animation                         | 3     |
| ANIM 203   | Introduction to Computer Animation                  | 3     |
| ANIM 204   | Layout Fundamentals                                 | 3     |
| ANIM 205   | CG Character Animation I                            | 3     |
| ANIM 207   | Action Analysis for Animation                       | 2     |
| ANIM 212   | Character Design I                                  | 3     |
| CINE 274   | Story and Character                                 | 3     |
| WRIT 220   | Writing 2: Film Analysis and Criticism <sup>1</sup> | 3     |
| Emphasis: Animation or Visual Effects (choose one below) |   | 22-25 |
| Total Units  |   | 59-62 |

| Code                      | Title   | Units |
|---------------------------|---|-------|
| <b>Animation Emphasis</b> |   |       |
| ANIM 305                  | Visual Development  | 3     |
| ANIM 309                  | Digital Concept Painting  | 3     |
| CINE 322                  | Sound Design  | 3     |
| ANIM 345                  | Advanced Story Concepts [Proposed]                                      | 3     |
| ANIM 392                  | 2D Character Animation II   | 3     |
| ANIM 395                  | Animation Film Workshop   | 3     |
| ANIM 445                  | Portfolio Review and Preparation [Proposed]                             | 1     |
| CINE 499                  | Capstone Project in Cinematic Arts (course is taken twice) <sup>2</sup> | 6     |
| Total Units               |   | 25    |

| Code                           | Title   | Units |
|--------------------------------|---|-------|
| <b>Visual Effects Emphasis</b> |   |       |
| ANIM 307                       | CG Character Animation II   | 3     |
| ANIM 358                       | Rigging for Animation   | 3     |
| ANIM 390                       | CG Production Modeling  | 3     |
| ANIM 395                       | Animation Film Workshop   | 3     |
| ANIM 445                       | Portfolio Review and Preparation [Proposed]                             | 1     |
| CINE 391                       | Visual Effects and Compositing  | 3     |
| CINE 499                       | Capstone Project in Cinematic Arts (course is taken twice) <sup>2</sup> | 6     |
| Total Units                    |   | 22    |

<sup>1</sup> Meets the General Education Writing 2 requirement.

<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.

## Suggested Study Plan: Years 1 and 2

| Course        | Title              | Units |
|---------------|--------------------|-------|
| <b>Year I</b> |                    |       |
| <b>Fall</b>   |                    |       |
| GE 100        | First-Year Seminar | 3     |

|  |   |    |
|--|---|----|
| MATH 130<br>or MATH 110<br>or MATH 115 | Introduction to Statistics<br>or College Algebra<br>or Mathematics in Society | 3  |
| Fitness for Life                       |   | 1  |
| ANIM 190                               | Introduction to Animation Principles and<br>Techniques                        | 3  |
| ART 230                                | Figurative Lab  | 3  |
| ANIM 117                               | Color and Design  | 3  |
| Units                                  |   | 16 |
| <b>Spring</b>                          |   |    |
| WRIT 110                               | Writing 1: The Art and Craft of Writing                                       | 3  |
| ANIM 192                               | 2D Character Animation I  | 3  |
| CINE 274                               | Story and Character   | 3  |
| ANIM 111                               | Digital Methods   | 2  |
| MIN 108                                | Christian Life, Faith, and Ministry   | 3  |
| Elective                               |   | 3  |
| Units                                  |   | 17 |
| <b>Year II</b>                         |   |    |
| <b>Fall</b>                            |   |    |
| WRIT 220                               | Writing 2: Film Analysis and Criticism  | 3  |
| BIOL 101                               | Biology and Society   | 4  |
| ANIM 202                               | Storyboarding for Animation   | 3  |
| ANIM 203                               | Introduction to Computer Animation  | 3  |
| ANIM 207                               | Action Analysis for Animation   | 2  |
| Units                                  |   | 15 |
| <b>Spring</b>                          |   |    |
| PSYC 290                               | Human Growth and Development  | 3  |
| GE Humanities: Literature              |   | 3  |
| ANIM 205                               | CG Character Animation I  | 3  |
| ANIM 212                               | Character Design I  | 3  |
| ANIM 204                               | Layout Fundamentals   | 3  |
| Units                                  |   | 15 |
| Total Units                            |   | 63 |

## Suggested Study Plan: Years 3 and 4: Animation

| Course                 | Title   | Units |
|------------------------|---|-------|
| <b>Year III</b>        |   |       |
| <b>Fall</b>            |   |       |
| GE Humanities: History |   | 3     |
| ANIM 305               | Visual Development  | 3     |
| ANIM 392               | 2D Character Animation II                                   | 3     |
| UBBL 100               | Introduction to Biblical Literature: Exodus/<br>Deuteronomy | 3     |
| COMM 111               | Public Communication  | 3     |
| Units                  |   | 15    |
| <b>Spring</b>          |   |       |
| UBBL 230               | Luke/Acts   | 3     |
| PHIL 100               | Introduction to Philosophy                                  | 3     |
| ANIM 345               | Advanced Story Concepts [Proposed]                          | 3     |
| ANIM 395               | Animation Film Workshop                                     | 3     |
| CINE 475               | Civic Engagement Through Media                              | 3     |
| Units                  |   | 15    |



**Year IV****Fall**

|              |                                    |    |
|--------------|------------------------------------|----|
| GE: Theology |                                    | 3  |
| CINE 451     | World Cinema                       | 3  |
| CINE 499     | Capstone Project in Cinematic Arts | 3  |
| CINE 322     | Sound Design                       | 3  |
| CINE 375     | Writing 3: Screenwriting           | 3  |
| Units        |                                    | 15 |

**Spring**

|                          |   |    |
|--------------------------|---|----|
| CINE 499                 | Capstone Project in Cinematic Arts          | 3  |
| ANIM 445                 | Portfolio Review and Preparation [Proposed] | 1  |
| GE: Upper-Division Bible |   | 3  |
| Elective                 |   | 3  |
| Elective                 |   | 3  |
| Units                    |   | 13 |
| Total Units              |   | 58 |

**Suggested Study Plan: Years 3 and 4: Visual Effects**

| Course                   | Title   | Units |
|--------------------------|---|-------|
| <b>Year III</b>          |   |       |
| <b>Fall</b>              |   |       |
| GE Humanities: History   |   | 3     |
| ANIM 390                 | CG Production Modeling                                      | 3     |
| ANIM 307                 | CG Character Animation II                                   | 3     |
| UBBL 100                 | Introduction to Biblical Literature: Exodus/<br>Deuteronomy | 3     |
| COMM 111                 | Public Communication  | 3     |
| Units                    |   | 15    |
| <b>Spring</b>            |   |       |
| UBBL 230                 | Luke/Acts   | 3     |
| PHIL 100                 | Introduction to Philosophy                                  | 3     |
| ANIM 358                 | Rigging for Animation                                       | 3     |
| ANIM 395                 | Animation Film Workshop                                     | 3     |
| CINE 475                 | Civic Engagement Through Media                              | 3     |
| Units                    |   | 15    |
| <b>Year IV</b>           |   |       |
| <b>Fall</b>              |   |       |
| GE: Theology             |   | 3     |
| CINE 451                 | World Cinema  | 3     |
| CINE 499                 | Capstone Project in Cinematic Arts                          | 3     |
| CINE 375                 | Writing 3: Screenwriting                                    | 3     |
| CINE 391                 | Visual Effects and Compositing                              | 3     |
| Units                    |   | 15    |
| <b>Spring</b>            |   |       |
| CINE 499                 | Capstone Project in Cinematic Arts                          | 3     |
| ANIM 445                 | Portfolio Review and Preparation [Proposed]                 | 1     |
| GE: Upper-Division Bible |   | 3     |
| Elective                 |   | 3     |
| Elective                 |   | 3     |
| Units                    |   | 13    |
| Total Units              |   | 58    |

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Story – Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts and productions.
2. Technical Practice – Demonstrate proficiency in the aesthetic, practical, and technical aspects of writing, production, or criticism.
3. Knowledge/Analysis – Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development – Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration – Serve as a member of a creative team in leadership and servanthood roles to meet project goals.
6. Spiritual/Faith – Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# B.A. in Cinematic Arts

47-50 units

The cinematic arts major (<https://www.apu.edu/vpa/programs/cinematic-arts-major/>) (B.A.) (<https://www.apu.edu/vpa/programs/cinematic-arts-major/>) offers three concentrations:

**Entertainment Executive:** This concentration is geared toward those more interested in the business suite rather than the film set. It appeals to those who have an orientation to detail (budgeting, scheduling, and permitting), while at the same time engaging the creative producing processes (packaging stars with stories, collecting capital to produce programming, and following up with domestic and international marketing plans).

**Production and Post:** This concentration focuses on developing basic skills in film production (writing, directing, and producing), with a greater emphasis on mastery of postproduction (editing and sound). It is designed for students unable to meet the 75-unit/8-semester Bachelor of Fine Arts in Cinematic Arts Production program demands but who are still interested in preparing for a wide range of production careers in the entertainment industry.

**Screen Studies:** Through in-depth study of film history, theory, and criticism, this concentration explores the function and meaning of cinematic media within its context as a vibrant industry, an agent of cultural change, and a powerful means of reflecting our Creator's image. Equips students interested in careers as scholars, media programmers, archivists, reviewers, festival organizers, and curators.

## Requirements

All cinematic arts majors must complete the core requirements as well as the requirements for one of the concentrations.

| Code                                | Title  | Units        |
|-------------------------------------|--|--------------|
| <b>Core Courses</b>                 |  |              |
| CINE 119                            | Introduction to Directing  | 3            |
| CINE 200                            | History of Art and Music for Cinematic Arts  | 3            |
| CINE 260                            | Cinema-TV Production I   | 5            |
| CINE 295                            | Film and Television Business   | 3            |
| CINE 361                            | Production Management  | 3            |
| WRIT 220                            | Writing 2: Film Analysis and Criticism <sup>1</sup>  | 3            |
| Select one of the following:        |  | 3            |
| CINE 275                            | History of Television and Digital Media <sup>2</sup>   |              |
| CINE 285                            | History of Film <sup>2</sup>   |              |
| Select one of the following:        |  | 3            |
| CINE 375                            | Writing 3: Screenwriting <sup>3</sup>  |              |
| CINE 387                            | Writing 3: Nonfiction Writing for Visual Media <sup>3</sup>  |              |
| Select one of the following:        |  | 3            |
| CINE 341                            | Media Criticism and Theory (required in the screen studies concentration; screen studies students must choose a different option here) |              |
| CINE 360                            | Studies in Popular Culture   |              |
| CINE 420                            | Topics in Cinema and History   |              |
| CINE 481                            | Contemporary Auteurs   |              |
| CINE 483                            | Genre Studies  |              |
| CINE 486                            | Topics in Film Analysis  |              |
| CINE 496                            | Ethics in Cinematic Arts   |              |
| <b>Recommended Course</b>           |  |              |
| CINE 490                            | Internship and Career Preparation for Cinematic Arts <sup>4</sup>  |              |
| <b>Concentration</b>                |  |              |
| Select one concentration area below |  | 18-21        |
| <b>Total Units</b>                  |  | <b>47-50</b> |

<sup>1</sup> Meets the General Education Writing 2 requirement.

<sup>2</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>3</sup> Meets the General Education Writing 3 requirement.

<sup>4</sup> May be repeated up to a maximum of 6 units.

## Production and Post Concentration

| Code                         | Title   | Units |
|------------------------------|---|-------|
| CINE 280                     | Writing the Short Screenplay                    | 3     |
| CINE 321                     | Film and Television Editing                     | 3     |
| CINE 322                     | Sound Design                                    | 3     |
| CINE 335                     | Cinema-TV Production II                         | 5     |
| CINE 499                     | Capstone Project in Cinematic Arts <sup>1</sup> | 3     |
| Select one of the following: |   | 3     |
| CINE 391                     | Visual Effects and Compositing                  |       |
| CINE 422                     | Advanced Post-Production                        |       |
| Total Units                  |   | 20    |

<sup>1</sup> Meets the General Education Integrative and Applied Learning requirement.

## Entertainment Executive Concentration

| Code                         | Title   | Units |
|------------------------------|---|-------|
| CINE 280                     | Writing the Short Screenplay                    | 3     |
| CINE 362                     | Entertainment Development                       | 3     |
| CINE 363                     | Entertainment Financing                         | 3     |
| CINE 364                     | Entertainment Marketing                         | 3     |
| CINE 499                     | Capstone Project in Cinematic Arts <sup>1</sup> | 3     |
| Select one of the following: |   | 3     |
| CINE 216                     | Performance and Production (Production Crew)    |       |
| CINE 316                     | Production Development                          |       |
| CINE 416                     | Capstone Production Development                 |       |
| Total Units                  |   | 18    |

<sup>1</sup> Meets the General Education Integrative and Applied Learning requirement.

## Screen Studies Concentration

| Code  | Title  | Units |
|---|--|-------|
| CINE 341  | Media Criticism and Theory (required for concentration; cannot count for core) | 3     |
| CINE 351  | Film and Social Issues <sup>1</sup>  | 3     |
| CINE 451  | World Cinema <sup>1</sup>  | 3     |
| CINE 499  | Capstone Project in Cinematic Arts <sup>2</sup>                                | 3     |
| Select three of the following not selected to fulfill requirements above: |  | 9     |
| CINE 360  | Studies in Popular Culture   |       |
| CINE 420  | Topics in Cinema and History   |       |
| CINE 444  | Advanced Film Theory   |       |
| CINE 481  | Contemporary Auteurs   |       |
| CINE 483  | Genre Studies  |       |
| CINE 486  | Topics in Film Analysis  |       |
| CINE 495  | Special Topics (Film and TV Studies)   |       |
| CINE 496  | Ethics in Cinematic Arts   |       |
| Total Units   |  | 21    |

<sup>1</sup> Meets the General Education Intercultural Competence requirement.

<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. **Story:** Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. **Technical Practice:** Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. **Knowledge/Analysis:** Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. **Professional Development:** Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. **Collaboration:** Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. **Spiritual/Faith:** Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# B.A. in Games and Interactive Media

## Make a Difference as a Video Game Designer

53 units

Bring your creative ideas to life as you prepare for an innovative career in the games and interactive media industries. This immersive degree program is a confluence of story and play; we believe that truth may be found in both.

Learn to build games of all types, benefitting from a well-rounded curriculum that integrates the iterative process of storytelling, game mechanics, art, sound, and more. Study under supportive faculty-mentors who work in the industry, and alongside a collaborative community of students engaged in art and design. Capitalize on the department's connections with video game companies like Blizzard, EA, and Square Enix, and APU's proximity to the multimedia industry hub of Los Angeles.

At APU, we are not simply game makers, we are game changers!

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| DSGN 115    | Using Digital Media in a Visual World <sup>1</sup> | 3     |
| GAME 110    | Game Studies Seminar                               | 3     |
| GAME 115    | Game Development Studio I                          | 3     |
| GAME 120    | Game Art Design                                    | 3     |
| GAME 130    | Game Theory and Mechanics                          | 3     |
| CS 120      | Introduction to Computer Science I                 | 4     |
| CINE 200    | History of Art and Music for Cinematic Arts        | 3     |
| GAME 210    | Narrative Design for Games                         | 2     |
| GAME 215    | Level and Environmental Design for Games           | 3     |
| GAME 220    | Sound Design for Games                             | 2     |
| GAME 230    | Game Development Studio II                         | 3     |
| GAME 310    | Game Prototype Studio                              | 3     |
| GAME 315    | Advanced Game Studio Apprenticeship                | 4     |
| GAME 320    | UX and UI Design for Games [Proposed]              | 2     |
| GAME 330    | Game Development Studio III [Proposed]             | 3     |
| GAME 475    | Civic Engagement Through Games                     | 3     |
| GAME 494    | Advanced Game Studio                               | 6     |
| Total Units |  | 53    |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate broad understanding of game design and development, focusing on game theory and mechanics, level and environmental design, immersion, game user experience.
2. Apply critical principles and skills pertinent to Games and Interactive Media duties in their employment and professional practice.
3. Work in diverse global contexts and apply universally respectful and globally centric practices pertinent to Games and Interactive Media duties in international and domestic contexts.
4. Demonstrate understanding of contemporary research questions, results, and areas of application relating to the design and development of computer games.

# B.A. in Screenwriting

47 units

Students with a passion for storytelling embrace the screenwriting major (<https://www.apu.edu/vpa/programs/screenwriting-major/>), which equips them to write for mainstream Hollywood films and television series. After learning the basics of production, students dive into an intensive sequence of courses that takes them from Aristotelian principles of story through the structural elements found in the hero's journey and Snyder's beats. The program culminates in writing original screenplays or pilots that are often pitched to be produced as student films by APU's nationally recognized, award-winning production teams.

## Requirements

| Code                         | Title  | Units |
|------------------------------|--|-------|
| CINE 101                     | Christianity and the Creative Process <sup>1</sup>   | 3     |
| CINE 119                     | Introduction to Directing                            | 3     |
| CINE 260                     | Cinema-TV Production I                               | 5     |
| CINE 274                     | Story and Character                                  | 3     |
| CINE 280                     | Writing the Short Screenplay                         | 3     |
| CINE 295                     | Film and Television Business                         | 3     |
| CINE 375                     | Writing 3: Screenwriting <sup>2</sup>                | 3     |
| CINE 385                     | Intermediate Screenwriting                           | 3     |
| CINE 485                     | Advanced Screenwriting                               | 3     |
| CINE 496                     | Ethics in Cinematic Arts                             | 3     |
| CINE 499                     | Capstone Project in Cinematic Arts <sup>3</sup>      | 3     |
| Select one of the following: |  | 3     |
| CINE 275                     | History of Television and Digital Media <sup>1</sup> |       |
| CINE 285                     | History of Film <sup>1</sup>                         |       |
| Select two of the following: |  | 6     |
| CINE 388                     | Sketch Comedy for the Writer/Performer               |       |
| CINE 487                     | Television Writing: Episodic Drama                   |       |
| CINE 488                     | Television Writing: Situation Comedy                 |       |
| Select one of the following: |  | 3     |
| CINE 420                     | Topics in Cinema and History                         |       |
| CINE 481                     | Contemporary Auteurs                                 |       |
| CINE 483                     | Genre Studies  |       |
| CINE 486                     | Topics in Film Analysis                              |       |
| Total Units                  |  | 47    |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> **Meets the General Education Writing 3 requirement.**

<sup>3</sup> **Meets the General Education Integrative and Applied Learning requirement.**

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# BFA in Cinematic Arts Production

74-75 units

The Bachelor of Fine Arts (BFA) in Cinematic Arts Production major (<https://www.apu.edu/vpa/programs/cinematic-arts-production-major-bfa/>) is a robust program covering all aspects of film production that prepares graduates for employment in a highly competitive but richly compelling industry. As freshmen, BFA students begin the process of crafting engaging and entertaining stories. In addition to the coveted directing role, students are immersed in writing, production management, cinematography, editing, and sound design, as well as designing and building sets and props. As students progress through this program, they engage in increasingly complex productions and learn to collaborate in several specialty areas. At the junior and senior levels, students assume department head roles on larger-budget films that annually screen at spring semester's end to full houses in our Hollywood Premiere Night.

## Requirements

| Code                           | Title   | Units |
|--------------------------------|---|-------|
| <b>Required Courses</b>        |   |       |
| CINE 119                       | Introduction to Directing                                   | 3     |
| CINE 200                       | History of Art and Music for Cinematic Arts                 | 3     |
| CINE 260                       | Cinema-TV Production I                                      | 5     |
| CINE 280                       | Writing the Short Screenplay                                | 3     |
| CINE 295                       | Film and Television Business                                | 3     |
| CINE 317                       | Cinematic Design  | 3     |
| CINE 335                       | Cinema-TV Production II                                     | 5     |
| CINE 361                       | Production Management                                       | 3     |
| CINE 416                       | Capstone Production Development                             | 3     |
| CINE 475                       | Civic Engagement Through Media <sup>1</sup>                 | 3     |
| CINE 490                       | Internship and Career Preparation for Cinematic Arts        | 3     |
| CINE 494                       | Production Capstone <sup>2,3</sup>                          | 3     |
| CINE 496                       | Ethics in Cinematic Arts                                    | 3     |
| WRIT 220                       | Writing 2: Film Analysis and Criticism <sup>4</sup>         | 3     |
| Select one of the following:   |   | 3     |
| ENGL 311                       | Film and Literature   |       |
| THEO 200                       | Theology and the Christian Life <sup>5</sup>                |       |
| Select one of the following:   |   | 3     |
| CINE 275                       | History of Television and Digital Media <sup>6</sup>        |       |
| CINE 285                       | History of Film <sup>6</sup>                                |       |
| Select one of the following:   |   | 3     |
| CINE 351                       | Film and Social Issues <sup>7</sup>                         |       |
| CINE 451                       | World Cinema <sup>7</sup>                                   |       |
| Select one of the following:   |   | 3     |
| CINE 375                       | Writing 3: Screenwriting <sup>8</sup>                       |       |
| CINE 387                       | Writing 3: Nonfiction Writing for Visual Media <sup>8</sup> |       |
| Select one of the following:   |   | 3     |
| CINE 360                       | Studies in Popular Culture                                  |       |
| CINE 420                       | Topics in Cinema and History                                |       |
| CINE 481                       | Contemporary Auteurs  |       |
| CINE 483                       | Genre Studies   |       |
| CINE 486                       | Topics in Film Analysis                                     |       |
| Select three of the following: |   | 9     |
| CINE 316                       | Production Development                                      |       |
| CINE 319                       | Directing for the Camera                                    |       |
| CINE 320                       | Cinematography  |       |
| CINE 321                       | Film and Television Editing                                 |       |
| CINE 322                       | Sound Design  |       |



|                              |  |     |
|------------------------------|--|-----|
| CINE 323                     | Production Design                          |     |
| CINE 338                     | Documentary and Entrepreneurial Production |     |
| CINE 362                     | Entertainment Development                  |     |
| CINE 363                     | Entertainment Financing                    |     |
| CINE 364                     | Entertainment Marketing                    |     |
| CINE 391                     | Visual Effects and Compositing             |     |
| CINE 422                     | Advanced Post-Production                   |     |
| CINE 495                     | Special Topics (Production)                |     |
| Select one of the following: |  | 4-5 |
| CINE 415                     | Advanced Television Production             |     |
| CINE 462                     | Advanced Cinema Production                 |     |

Total Units 74-75

- 1 Meets the General Education Civic Knowledge and Engagement requirement.
- 2 May be repeated up to a maximum of 6 units, but only 3 units count toward the major.
- 3 Meets the General Education Integrative and Applied Learning requirement.
- 4 Meets the General Education Writing 2 requirement.
- 5 Meets the General Education Theology requirement.
- 6 Meets the General Education Humanities: Fine Arts requirement.
- 7 Meets the General Education Intercultural Competence requirement.
- 8 Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# M.A. in Screenwriting

The Master of Arts in Screenwriting (<https://www.apu.edu/vpa/programs/masters-in-screenwriting/>) prepares writers with literary talent and strong motivation to tell substantive stories that point audiences toward truth and beauty, while exploring the dialogue between faith and cinematic arts. Faculty are entertainment industry veterans who are passionate about mentoring students as they hone their craft. And with close proximity to Hollywood, students benefit from collaborative opportunities to learn from visiting professionals.

The M.A. in Screenwriting program is offered in a low-residency format that supports working professionals. It is the only graduate screenwriting program offered among Council for Christian Colleges & Universities (CCCU) (<https://www.cccu.org/>) member schools on the West Coast.

## Program Highlights

- A low-residency format enables students to complete their master's degree during three summer terms and online courses during the fall and spring terms.
- Multiple entry points so students can select the ideal time to start their graduate education journey.
- Highly collaborative relationships with professor-mentors who encourage writers to hone their craft through critique and individual instruction.
- A learning environment located less than 25 miles from Hollywood, the entertainment capital of the world.

## Department Policies

Students enrolled in SCW 519 Directing for Screenwriters and SCW 615 Web Series Development and Production must follow guidelines expressed in the APU Cinematic Arts Production Bible. Prior to production, the department's safety and risk management coordinator must vet and approve student projects. In addition, students must sign required legal, safety, insurance, permissions, permitting, and equipment release agreements; failure to follow guidelines contained within these documents, as well as all policies outlined in the Production Bible, will have consequences varying from loss of equipment privileges to reduction of the project grade to academic disciplinary action.

## Advanced Standing

- Master of Arts in Screenwriting students may petition for up to 6 units of Advanced Standing from upper-division undergraduate work in cinematic arts, communication studies, or theater arts.
- The number of core courses that may be replaced by Advanced Standing is limited to two.
- Courses in which a grade of *B-* or lower was earned may not be used for Advanced Standing.
- Undergraduate work must be from a regionally accredited college or university.

## Requirements

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Required Courses</b>      |   |       |
| SCW 501                      | Cinematic Arts and Culture                    | 3     |
| SCW 519                      | Directing for Screenwriters                   | 3     |
| SCW 520                      | Script Analysis for Screenplays and Teleplays | 3     |
| SCW 575                      | Screenwriting: Story and Character            | 3     |
| SCW 595                      | Entertainment Production                      | 3     |
| SCW 615                      | Web Series Development and Production         | 3     |
| SCW 611                      | Adaptation for Film and Television            | 3     |
| SCW 685                      | Writing the Feature Screenplay                | 3     |
| SCW 699                      | Screenplay/Teleplay Portfolio Workshop        | 3     |
| Select one of the following: |   | 3     |
| SCW 687                      | Writing the Drama Pilot                       |       |
| SCW 688                      | Writing the Comedy Pilot                      |       |
| Total Units                  |   | 30    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Understand and practice the art of cinematic storytelling
2. Demonstrate proficiency in the aesthetic, practical, and technical aspects of writing, production, or criticism
3. Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts
4. Implement the protocol, vocabulary, and work ethic necessary for professional careers
5. Serve as a member of a creative team in leadership and servanthood roles to meet project goals
6. Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors

# Minor in Games and Interactive Media

22 units

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| DSGN 115    | Using Digital Media in a Visual World <sup>1</sup> | 3     |
| GAME 110    | Game Studies Seminar                               | 3     |
| GAME 115    | Game Development Studio I                          | 3     |
| GAME 120    | Game Art Design                                    | 3     |
| GAME 130    | Game Theory and Mechanics                          | 3     |
| GAME 210    | Narrative Design for Games                         | 2     |
| GAME 215    | Level and Environmental Design for Games           | 3     |
| GAME 320    | UX and UI Design for Games [Proposed]              | 2     |
| Total Units |  | 22    |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Conceptualize and design specific gameplay experiences with an understanding of the principles of design and user response.
2. Demonstrate proficiency in the planning, documentation, and creation of game levels.
3. Demonstrate an ethical, professional, and cultural understanding of game design, and a readiness to work in the global market.
4. Display an understanding of the principles and technologies involved in designing for games.

# Minor in Screen Studies

## Requirements

18 units

| Code                         | Title  | Units |
|------------------------------|--|-------|
| WRIT 220                     | Writing 2: Film Analysis and Criticism <sup>1</sup>  | 3     |
| CINE 275                     | History of Television and Digital Media <sup>2</sup> | 3     |
| CINE 285                     | History of Film <sup>2</sup>                         | 3     |
| CINE 341                     | Media Criticism and Theory                           | 3     |
| Select two of the following: |  | 6     |
| CINE 351                     | Film and Social Issues <sup>3</sup>                  |       |
| CINE 360                     | Studies in Popular Culture                           |       |
| CINE 420                     | Topics in Cinema and History                         |       |
| CINE 444                     | Advanced Film Theory                                 |       |
| CINE 481                     | Contemporary Auteurs                                 |       |
| CINE 483                     | Genre Studies  |       |
| CINE 486                     | Topics in Film Analysis                              |       |
| Total Units                  |  | 18    |

- <sup>1</sup> Meets the General Education Writing 2 requirement.
- <sup>2</sup> Meets the General Education Humanities: Fine Arts requirement.
- <sup>3</sup> Meets the General Education Intercultural Competence requirement.

# Minor in Screenwriting

18 units

## Requirements

| Code                         | Title  | Units |
|------------------------------|--|-------|
| CINE 274                     | Story and Character                                  | 3     |
| CINE 280                     | Writing the Short Screenplay                         | 3     |
| CINE 375                     | Writing 3: Screenwriting <sup>1</sup>                | 3     |
| CINE 385                     | Intermediate Screenwriting                           | 3     |
| Select one of the following: |  | 3     |
| CINE 275                     | History of Television and Digital Media <sup>2</sup> |       |
| CINE 285                     | History of Film <sup>2</sup>                         |       |
| Select one of the following: |  | 3     |
| CINE 388                     | Sketch Comedy for the Writer/Performer               |       |
| CINE 487                     | Television Writing: Episodic Drama                   |       |
| CINE 488                     | Television Writing: Situation Comedy                 |       |
| Total Units                  |  | 18    |

<sup>1</sup> Meets the General Education Writing 3 requirement.

<sup>2</sup> Meets the General Education Humanities: Fine Arts requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Story: Describe an understanding of the integral structures of cinematic storytelling and implement these in criticism, scripts, and productions.
2. Technical Practice: Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.
3. Knowledge/Analysis: Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts.
4. Professional Development: Implement the protocol, vocabulary, and work ethic necessary for professional careers.
5. Collaboration: Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.
6. Spiritual/Faith: Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

# Department of Design

## Vision Statement

The Department of Design (<https://www.apu.edu/vpa/design/>) impacts the global design marketplace through top-level instruction, integrating individualized attention with design-practice perspective.

By applying truth and beauty in the Bachelor of Arts in Design Studies (p. 484) program, students become critical thinkers, stellar communicators, and lifelong learners entering print and digital design careers.

## Department Overview

The design studies major prepares students to think critically about visual communication problems and find aesthetically appropriate and effective solutions for them. Within this area, students gain experience in print design and designing for digital formats, all while applying comprehensive design systems. Majors are required to take courses that provide foundational design skills, and become adept with a number of design software programs. Students also attain skills in research and concept development; are encouraged to hone craftsmanship abilities; develop a skill set that includes image creation, visual communications, and designer/client relationships; and give project presentations in commercial settings.

With this broad exposure, graduates are prepared for various experiences including attending graduate school, working as an entrepreneur, or exploring design opportunities in print, UI/UX, design studio or corporate creative settings, or various nonprofit organizations.

All department majors are required to have a laptop computer with access to the Adobe Creative Cloud.

At the graduate level, the department offers a Master of Arts in User Experience Design, which prepares current and aspiring UI/UX professionals to tailor and shape human-centered interactive tools to be intuitive, useful, and pleasing. The program approaches human-centered design from an artistic perspective in which students learn to manage and lead creative and collaborative projects that communicate effectively through design across a range of art, technology, commercial, and cultural domains.

## Programs

### Major

Design Studies (p. 484)

### Minor

Design Studies (p. 488)

### Graduate Program

Master of Arts in User Experience Design (p. 487)

## Courses

### DSGN 115, Using Digital Media in a Visual World, 3 Units

This course introduces students to common software/media used to create digital, visual communications. The emphasis includes the application of software to improve communications in a culture that is increasingly visual. The course is for students who are not graphic design majors or minors, who desire to learn to use digital media more effectively and particularly in application to their particular field of study. *Meets the General Education Requirement: Humanities: Fine Arts.*

### DSGN 120, Introduction to Computer Graphics, 3 Units

This course introduces the computer as a medium used for graphic design and art. Design principles are explored in creating and organizing visual communication and other media. Students are introduced to software programs that are included in the Adobe Creative Suite. Meets six hours weekly. Special Fee Applies

### DSGN 121, Design Fundamentals I, 4 Units

Students in this course learn the principles and elements of design (line, shape, color, composition, typography) as they learn about and begin using vector-drawing tools. Students also learn drawing for ideation (quick sketching techniques using various media) and craftsmanship skills used by designers.

Special Fee Applies

**Prerequisite:** DSGN 115 or instructor permission

## **DSGN 122, Design Fundamentals II, 4 Units**

Students in this course learn page-layout and typography skills, with an emphasis on understanding the fundamental aspects of the use of type in design work. Students also learn drawing for ideation (quick sketching techniques using various media) and craftsmanship skills used by designers.

Special Fee Applies

**Prerequisite:** DSGN 115 or instructor permission

## **DSGN 123, Design Fundamentals III, 4 Units**

This course introduces students to various aspects of digital design as they utilize Photoshop and other relevant software and engage in original digital photography, systems building, and craftsmanship skills used in creating three-dimensional environments. They also continue to hone their ideation skills.

Special Fee Applies

**Prerequisite:** DSGN 115 or instructor permission

## **DSGN 220, Introduction to Print Interface, 2 Units**

This course equips students with the production skills used in commercial printing, using current software.

**Prerequisite:** DSGN 121, DSGN 122, and DSGN 123

## **DSGN 221, Production for Print Design, 3 Units**

The commercial printing process requires exacting pre-press production skills and knowledge. This studio course provides graphic design students the opportunity to learn those skills and production techniques. Projects provide students real life experiences that challenge creativity but also solve the technological needs of production. Meets six hours weekly. It is recommended that this class be taken following ART 220.

Special Fee Applies

**Prerequisite:** DSGN 281 (may be taken concurrently)

## **DSGN 222, Introduction to Digital Interface, 2 Units**

This introductory course covers the fundamentals of working with digital interfaces, using current software.

**Prerequisite:** DSGN 121, DSGN 122, and DSGN 123

## **DSGN 258, History of Graphic Design and Illustration, 3 Units**

Students in this course study the evolution of printed words and symbols across time and through various cultures. From the printing press to the computer, art and design reflect and influence society. This lecture course examines chronologically the development of visual communication.

## **DSGN 281, Graphic Design I, 3 Units**

This studio course introduces students to the building blocks of design: typography and the principles of design. It includes a rigorous introduction to the fundamentals of designing with type with an emphasis on letters, text, and grid. Students develop a basic visual vocabulary by focusing on the formal aspects of design such as point, line, texture, color, and organizing principles such as scale, contrast, rhythm, and balance. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** DSGN 120

## **DSGN 282, Digital Design, 3 Units**

This course introduces students to current web and mobile design concepts and technologies, with a focus on responsive layout techniques. Students plan and design an online platform that adjusts itself for a wide range of devices, while intentionally considering the communication objective. Meets six hours weekly.

**Prerequisite:** DSGN 283 or instructor consent.

## **DSGN 283, Graphic Design II, 3 Units**

Students in this studio course explore and develop concepts used in solving graphic design and visual communication opportunities, and projects address the elements and principles of design. Students use original photography and illustration and appropriate uses of typography for project solutions, creatively integrating traditional media and digital production techniques. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** DSGN 281 or instructor consent

## **DSGN 320, Digital Imaging, 3 Units**

This is an intermediate-level graphic design class with projects using art, graphics, and illustration techniques. Traditional media and software from Adobe Creative Cloud will be utilized. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** DSGN 120 and ART 130 or instructor's permission.



## DSGN 384, Interactive Design, 3 Units

DSGN 384 is an introduction to Human Computer Interaction (HCI) with a focus on developing the broad set of skills needed for user-centered design especially User Interface and Experience Design. Students are introduced to the process of ideation, needs assessment, rapid prototyping, and evaluation of user interface, and also touch upon data-driven design, emotional design, analytics, and A/B testing. The process will expose them to modern-day, full-stack design: research, wire-framing, visual, high-fidelity prototypes, and HTML/CSS/JS development. Meets six hours weekly.

Special Fee Applies

**Prerequisite:** DSGN 282 or instructor's permission

## DSGN 385, Graphic Design III, 3 Units

This studio course for advanced graphic design students furthers the development of ideation skills introduced in Graphic Design I with continued emphasis on conceptual thinking and visualization skills. This class provides essential tools of good basic design thinking and the solid building blocks of the design process that are encountered in a professional setting.

Special Fee Applies

**Prerequisite:** DSGN 283 or instructor consent

## DSGN 386, Multimedia I, 3 Units

This course introduces students to the concepts and methods of Motion Graphics This course starts with graphic design concepts and sets them into motion. Graphics such as; Titles, VFX panel simulations, educational graphics are designed and animated.

Special Fee Applies

## DSGN 430, Applied Design, 1-4 Units

This is an individualized advanced course for art students to conduct in-depth research and art production. It may be repeated for 6 units total.

**Prerequisite:** Advanced study in the area of specialization and department chair's consent

## DSGN 446, Graphic Design Processes, 1-3 Units

This course for the advanced graphic design major tailors experiences to meet the individual student's goal as a graphic designer, and may be repeated for 6 units total.

Special Fee Applies

## DSGN 450, Portfolio, 3 Units

This is a required laboratory class for all senior art and graphic design majors and should be taken in the final semester of study. Instruction includes portfolio preparation, artist statements, gallery and client relations, graduate school options, business networking, and the role of the Christian artist in today's culture. Meets six hours weekly. *Meets the General Education Requirement: Integrative and Applied Learning.*

Special Fee Applies

**Prerequisite:** Review of Artistic Competencies

## DSGN 475, Design Internship, 1-4 Units

Graphic design and art majors participate in either volunteer or paid internship positions that are directly linked to their area of concentration, gaining on-site and professional experience.

**Prerequisite:** Design Studies Major or Minor

## DSGN 481, Graphic Design IV, 3 Units

This course addresses communication strategies including the effective use of metaphor, iconography, and cliché. The nature of symbols and cultural issues is applied to assignments where the dynamic role of image, photography, or illustration is stressed. The development of philosophical and professional attitudes related to the role of the designer as interpreter of society dealing with ethical issues is emphasized.

Special Fee Applies

**Prerequisite:** DSGN 385 or instructor consent

## DSGN 495, Special Topics in Design, 3 Units

This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability. May be repeated for credit as topic varies.

## DSGN 503, Research and Design Process Methods, 3 Units

This is a foundation course in user experience design (UXD), covering the fundamental theories, techniques, practices, workflows, and tools associated with the practice. Students learn how to apply these concepts through a semester-long project. Key concepts include user research, contextual design, design thinking, ideation, iterative design, prototyping, and design documentation.

## DSGN 504, Digital Experience Design, 3 Units

This seminar course examines how different UX designers function and thrive in various fields and organizations, especially within our increasingly digital society. Topics include UX in social media and marketing, product and service development, entertainment media, and digital innovation.

### **DSGN 506, Web Design Principles [Proposed], 3 Units**

Equipped with a historical understanding of the Web's evolution and key industry-standard design guidelines to ensure strong online presentation, students will have a foundational knowledge of website creation, and will apply it to the planning, design and development of your own Web page over the course of the semester. Students will create, code and post basic HTML and CSS files to the Internet. Critical thinking will be encouraged through class interactions, projects, and online postings.

### **DSGN 507, Digital Imagery in Web Design [Proposed], 3 Units**

This course familiarizes students with the development and impact of imagery in interactive media. Students will learn how visual 'language' is the basis for developing contextual symbolic meanings that are shared throughout a culture. Semiotics, information design and persuasive communication will be explored in this course. Students will develop communicative images using their knowledge gained through lectures, discussion, projects, collaboration and Adobe Photoshop training.

### **DSGN 514, UX Research A/B Testing, 3 Units**

This course focuses on research methods, data analysis, and synthesis in A/B testing for user experience research and design. Students explore a strategic process of how to create their own tests and platforms for gathering information and data on users with digital and accessible tools. By the end of the course, students understand how to plan, create, and launch online research.

### **DSGN 515, Innovation Design, 3 Units**

Students learn a unique process of design through idea conception, experimentation, and prototyping in order to experience the process of innovation. Students also learn how to translate experiential learning into something that can be performed in the digital world, and are encouraged to seek multi-disciplinary methods and inspirations when innovating new digital products and experiences.

### **DSGN 516, Interactive Narrative/Story, 3 Units**

Students in this course examine the application of storytelling within the context of user experience design (UXD). Students investigate the creation and analysis of narratives to provide clarity and distinctiveness, capture attention, inspire to action, create a meaningful journey, and forge a lasting, emotional impact with end users.

### **DSGN 517, Digital Media Layout and Design [Proposed], 3 Units**

This course introduces students to the skills and concepts that will help create documents for both print and interactivity. Using Adobe InDesign, students will apply their understanding of color, type, layout, and design to create a portfolio project. While InDesign permits several possible workflows, this course will focus on those that most readily translate into digital design.

### **DSGN 518, Web Interactivity and Engagement [Proposed], 3 Units**

The purpose of this course is to provide students with an understanding of the most practical tool of a web manager, the content management system (CMS). Using WordPress, students will gain an understanding of CMSs and how they are valuable tools for saving time and handling large amounts of data. Students will also learn more about server scripting using PHP and database integration with MySQL.

### **DSGN 521, Research Methods and Collaboration in Digital Communications [Proposed], 3 Units**

This course is designed to make students think strategically about how, why and with whom they interact via digital media. By the end of the course, students should have fundamental understanding of research tools that will help them plan for and evaluate the effectiveness of online communication methods, including a multitude of social media and web tools. Students will understand search engine optimization (SEO) and the consequences - costs and benefits - of local and global messaging and interactivity.

### **DSGN 606, Database Management and Scripting [Proposed], 3 Units**

Using PHP, Students will learn fundamental server-side scripting concepts like creating arrays and functions, automating Unix commands, gathering and processing user input, and dynamically writing out HTML and JavaScript. The course will culminate with the students creating a web application that ties HTML front-end to a MySQL database using PHP.

### **DSGN 607, Design Business and Entrepreneurship [Proposed], 3 Units**

Students will examine the fields of study related to the design business and explore the basic tenets of entrepreneurship as related to creating and running a design business.

### **DSGN 608, Mobile Web Technology [Proposed], 3 Units**

Mobile Web Technology concentrates on the importance of responsive design and how it has changed the way websites are designed to adapt to mobile devices. The class will include the use of JavaScript and jQuery as well as designing with advanced CSS and HTML5. The course will also include the creation of a mobile app.

## **DSGN 609, Advanced Web Design: Corporate and Brand Identity on the Web [Proposed], 3 Units**

This course synthesizes two different but complementary tools of communication: graphic design and assembly. Students will learn the fundamental design principles and techniques for effective visual communication. These principles and techniques are applied, through projects, to achieve a communication objective across different platforms. Students can expect a practical, hands-on experience. A key tool for creating your digital work in this course is Adobe Illustrator. Illustrator is an effective tool for creating original artwork, and for designing logos, banners, icons and navigational elements for online and print. The artwork can then easily be exported to the Web or imported into other programs.

## **DSGN 612, Strategic Communication: Ethical Issues and Web Design [Proposed], 3 Units**

This course introduces students to the discipline of strategic communications and the ethical and social issues that can arise from its practice. Students are given a background in important concepts in strategic communication, including branding, target audiences, technologies of strategic communication, the history and evolution of strategic communication, and other topics. With this knowledge, students utilize ethical thought and Christian principles to apply these to real-world strategic communications contexts.

## **DSGN 613, Web Design Internship [Proposed], 3 Units**

This course will provide students with the opportunity to complete projects related to the students' career goals under the supervision of an experienced practitioner in the field. By the end of the internship, students will have first-hand knowledge of trends in the field, the skills necessary to be employable after graduation, and the importance of networking. Each student will set goals from the beginning of the course with a supervising professor about what the student needs to accomplish during the internship, and the student will self-reflect about the progress made at the end of the term. The internship must be approved by the program director.

## **DSGN 614, Web Design Independent Study [Proposed], 3 Units**

This course is an option for students already employed in the web design field or in an area of the country where an internship is not available. Students will meet with the program director to outline goals, projects, and outcomes for the independent study. The goal is for the students to gain knowledge of trends in the field, skills necessary for employment, and the importance of networking. Course enrollment must be approved by the program director.

## **DSGN 615, UXD Internship or Independent Study [Proposed], 3 Units**

Under faculty supervision, students work in positions related to their program and/or career goal, develop learning objectives and complete reflective academic assignments. As an alternative, students employed in the UXD area may choose to utilize their current work position as an independent study. These students will also work with a faculty supervisor to develop learning objects and complete reflective assignments that compliment their work environment.

## **DSGN 619, Web Design Project and Portfolio [Proposed], 3 Units**

The course is designed to incorporate acquired design and communication skills into a real-world website, a communications pitch to a client, and a portfolio the student can use to find employment. The capstone project will incorporate skills such as branding, layouts, strategic communication, research methods, coding and web design. Students will develop a comprehensive communication campaign based on research and client needs. The completed campaign will be presented at the end of the course, and a professional portfolio of the students work will be critiqued and assembled for use. Students must have completed 24 units of DSGN graduate web design courses prior to enrolling in this course.

## **Faculty**

### **Professor**

Terry Dobson (<http://www.apu.edu/faculty/tdobson/>), MFA

### **Associate Professor**

Rebecca Roe (<http://www.apu.edu/faculty/broe/>), MFA, Ph.D.

### **Assistant Professor**

Jessica Paik (<http://www.apu.edu/faculty/jpaik/>), M.Ed., Director, M.A. in User Experience Design

### **Adjunct Faculty**

Charity Capili Ellis, MFA

Angela Lee, MFA

Nathan Lu, BFA

Stephanie Sabo (<http://www.apu.edu/faculty/ssabo/>), MFA

Vance Sanders (<http://www.apu.edu/faculty/vsanders/>), BFA

Brenda Whitehill Schlenker (<http://www.apu.edu/faculty/bwhitehillshlenker/>), MFA

# B.A. in Design Studies

## Major Requirements

53-56 units

- Students must successfully complete the Design Portfolio Review (DPR) before progressing to the DSGN 450 Portfolio course. The review dates are announced every term and are available in the Department of Design.
- All students must maintain at least a 2.0 grade-point average in major courses to graduate.
- All majors and minors in the Department of Design are required to have a laptop computer with access to the Adobe Creative Cloud.

| Code                             | Title  | Units |
|----------------------------------|--|-------|
| <b>Core Courses</b>              |  |       |
| DSGN 120                         | Introduction to Computer Graphics                              | 3     |
| ART 130                          | Two-Dimensional Design   | 3     |
| ART 135                          | Three-Dimensional Design                                       | 3     |
| ART 145                          | Drawing I  | 3     |
| DSGN 221                         | Production for Print Design                                    | 3     |
| ART 160                          | Photography I  | 3     |
| DSGN 281                         | Graphic Design I   | 3     |
| ART 356                          | Writing 3: History of Modern Art and Architecture <sup>1</sup> | 3     |
| DSGN 258                         | History of Graphic Design and Illustration                     | 3     |
| DSGN 282                         | Digital Design   | 3     |
| DSGN 283                         | Graphic Design II  | 3     |
| DSGN 385                         | Graphic Design III   | 3     |
| DSGN 450                         | Portfolio <sup>2</sup>   | 3     |
| DSGN 475                         | Design Internship  | 1-4   |
| DSGN 481                         | Graphic Design IV  | 3     |
| Breadth Courses (see list below) |  | 10    |
| Total Units                      |  | 53-56 |

<sup>1</sup> Meets the General Education Writing 3 requirement.

<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.

## Breadth Courses

Select 10 units from the following:

| Code                      | Title   | Units |
|---------------------------|---|-------|
| <b>Design Application</b> |   |       |
| ART 210                   | Printmaking: Relief   | 3     |
| ART 111                   | Printmaking: Serigraph                                      | 3     |
| DSGN 384                  | Interactive Design  | 3     |
| DSGN 386                  | Multimedia I  | 3     |
| DSGN 430                  | Applied Design  | 1-4   |
| DSGN 446                  | Graphic Design Processes                                    | 1-3   |
| DSGN 495                  | Special Topics in Design                                    | 3     |
| COMM 200                  | Introduction to Mass Communication                          | 3     |
| MKTG 361                  | Integrated Marketing Communications (MKTG 260 prerequisite) | 3     |
| MKTG 362                  | Consumer Behavior   | 3     |
| <b>Illustration</b>       |   |       |
| ART 146                   | Painting I  | 3     |
| ART 230                   | Figurative Lab  | 3     |
| ART 240                   | Drawing and Painting II                                     | 3     |

|                    |   |   |
|--------------------|---|---|
| ART 350            | Illustration  | 3 |
| <b>Photography</b> |   |   |
| ART 260            | Photography II  | 3 |
| DSGN 320           | Digital Imaging   | 3 |
| ART 360            | Photography III   | 3 |
| ART 460            | Photography IV  | 3 |
| ART 465            | Advanced Photography Studio   | 3 |
| or ART 466         | Commercial Photography  |   |
| DSGN 495           | Special Topics in Design  | 3 |
| <b>Art History</b> |   |   |
| ART 354            | History of Ancient Art and Architecture <sup>1</sup>                      | 3 |
| ART 357            | History of Contemporary Art and Architecture <sup>1</sup>                 | 3 |
| ART 359            | Women In Art  | 3 |
| ART 361            | History of Early Christian and Medieval Art and Architecture <sup>1</sup> | 3 |
| ART 362            | History of Renaissance to Rococo Art and Architecture <sup>1</sup>        | 3 |
| DSGN 495           | Special Topics in Design  | 3 |
| HUM 223            | Core Texts in Aesthetics <sup>1</sup>                                     | 3 |
| HUM 323            | Core Texts in Aesthetics <sup>1</sup>                                     | 3 |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

## Recommended General Education Courses

| Code  | Title  | Units |
|---|--|-------|
| <b>Intellectual and Practical Skills</b>                              |  |       |
| GE 100  | First-Year Seminar   | 3     |
| WRIT 110  | Writing 1: The Art and Craft of Writing                      | 3     |
| Writing 2   |  | 3     |
| WRIT 200  | Writing 2: Writing for Christian Practice                    |       |
| WRIT 210  | Writing 2: Writing in the Humanities                         |       |
| WRIT 220  | Writing 2: Film Analysis and Criticism                       |       |
| WRIT 221  | Writing 2: Writing for Visual Thinkers                       |       |
| Writing 3   |  | 3     |
| ART 356   | Writing 3: History of Modern Art and Architecture            |       |
| Oral Communication  |  | 3     |
| COMM 111  | Public Communication   |       |
| Physical Education  |  | 1     |
| PE 1XX: Fitness for Life  |  |       |
| Quantitative Literacy   |  | 3     |
| MATH 110  | College Algebra  |       |
| MATH 115  | Mathematics in Society                                       |       |
| MATH 130  | Introduction to Statistics                                   |       |
| <b>Knowledge of Human Cultures and the Physical and Natural World</b> |  |       |
| Humanities: Fine Arts   |  | 3     |
| ART 361   | History of Early Christian and Medieval Art and Architecture |       |
| ART 362   | History of Renaissance to Rococo Art and Architecture        |       |
| DSGN 115  | Using Digital Media in a Visual World                        |       |
| Humanities: History   |  | 3     |
| HIST 152  | United States History Since 1877                             |       |
| Humanities: Literature  |  | 3     |
| ENGL 111  | Studies in Literature  |       |
| Social Sciences   |  | 3     |
| PSYC 110  | General Psychology   |       |

|   |   |    |
|---|---|----|
| PSYC 290  | Human Growth and Development                            |    |
| Natural Sciences w/lab  |   | 4  |
| <b>Biblical, Theological, and Philosophical Formation</b>   |   |    |
| MIN 108   | Christian Life, Faith, and Ministry                     | 3  |
| UBBL 100  | Introduction to Biblical Literature: Exodus/Deuteronomy | 3  |
| UBBL 230  | Luke/Acts   | 3  |
| PHIL 100  | Introduction to Philosophy                              | 3  |
| Upper-Division Bible  |   | 3  |
| Theology  |   | 3  |
| <b>Personal and Social Responsibility</b>   |   |    |
| Civic Engagement  |   | 3  |
| Intercultural Competence  |   | 3  |
| Integrative and Applied Learning  |   | 3  |
| DSGN 450  | Portfolio   | 3  |
| <b>Foreign Language</b>   |   |    |
| Proficiency requirement may be met by APU proficiency test; an SAT, AP, CLEP, or FLATS test score; or completion of an APU language course numbered 102 or higher.  |   |    |
| Available through APU study away programs: CT (Cape Town, South Africa), ECU (Ecuador), LA (L.A. Term), or PMB (Pietermaritzburg, South Africa). See full program options in the General Education and Study Away sections of this catalog. |   |    |
| Total Units   |   | 65 |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. **General Knowledge and Essential Skills:** Design work that demonstrates fluency with visual vocabulary, principles, composition, and excellence in craft and technical skills, developed with familiarity with professional standards, contemporary issues, and technological developments in design.
2. **Inquiry, Research, and Critical Thinking:** Construct innovative design solutions that result in measurable outcomes, through research, conceptualization, and synthesis of information, and using narrative devices and visual metaphor.
3. **Visual and Written Articulation:** Communicate effectively through written and oral presentations that demonstrate proficiency in the aesthetic, practical, and technical aspects of ideation, production, and criticism of design solutions.
4. **Cultural Literacy and Sensitivity:** Articulate, critique, and apply the historic, social, and theoretical contexts of visual communication by demonstrating knowledge and sensitivity towards diverse audiences and points of view.
5. **Faith Integration:** Demonstrate a sense of responsibility and ethical awareness as they evaluate design and developments in the field of design in light of a Christian worldview.

# M.A. in User Experience Design

Learn more about the Master of Arts in User Experience Design program. (<https://www.apu.edu/vpa/programs/ux-design-degree/>)

## Requirements

| Code                                  | Title   | Units     |
|---------------------------------------|---|-----------|
| <b>User Experience Design Courses</b> |   | <b>24</b> |
| DSGN 503                              | Research and Design Process Methods             | 3         |
| DSGN 504                              | Digital Experience Design                       | 3         |
| DSGN 514                              | UX Research A/B Testing                         | 3         |
| DSGN 515                              | Innovation Design                               | 3         |
| DSGN 516                              | Interactive Narrative/Story                     | 3         |
| DSGN 615                              | UXD Internship or Independent Study [Proposed]  | 3         |
| ART 618                               | Master's Capstone I                             | 3         |
| ART 625                               | Master's Capstone II                            | 3         |
| <b>Other Art and Design Courses</b>   |   | <b>6</b>  |
| DSGN 606                              | Database Management and Scripting [Proposed]    | 3         |
| DSGN 607                              | Design Business and Entrepreneurship [Proposed] | 3         |
| Total Units                           |   | 30        |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop reflective practices that are consistent with key principles of design process methods and theoretical frameworks of User Experience Design.
2. Apply design principles and guidelines over mobile and digital platforms of user interaction.
3. Demonstrate adaptive communication skills with project management stakeholders.
4. Practice individual and collaborative skills in design problem-solving.
5. Describe key business and management principles related to UXD practice.
6. Articulate design thinking ideas, design practice constructs, and design studies research in written form.



# Minor in Design Studies

18 units

## Requirements

| Code                           | Title   | Units |
|--------------------------------|---|-------|
| <b>Core Courses</b>            |   |       |
| DSGN 115                       | Using Digital Media in a Visual World <sup>1</sup>                        | 3     |
| DSGN 281                       | Graphic Design I  | 3     |
| Select three of the following: |   | 9     |
| ART 160                        | Photography I   |       |
| DSGN 221                       | Production for Print Design   |       |
| DSGN 282                       | Digital Design  |       |
| DSGN 283                       | Graphic Design II   |       |
| DSGN 384                       | Interactive Design  |       |
| DSGN 385                       | Graphic Design III  |       |
| Select one of the following:   |   | 3     |
| ART 354                        | History of Ancient Art and Architecture <sup>1</sup>                      |       |
| ART 356                        | Writing 3: History of Modern Art and Architecture <sup>2</sup>            |       |
| ART 361                        | History of Early Christian and Medieval Art and Architecture <sup>1</sup> |       |
| ART 362                        | History of Renaissance to Rococo Art and Architecture <sup>1</sup>        |       |
| DSGN 258                       | History of Graphic Design and Illustration                                |       |
| Total Units                    |   | 18    |

<sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>2</sup> Meets the General Education Writing 3 Requirement

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. General Knowledge and Essential Skills: Design work that demonstrates fluency with visual vocabulary, principles, composition, and excellence in craft and technical skills, developed with familiarity with professional standards, contemporary issues, and technological developments in design.
2. Inquiry, Research, and Critical Thinking: Construct innovative design solutions that result in measurable outcomes, through research, conceptualization, and synthesis of information, and using narrative devices and visual metaphor.
3. Visual and Written Articulation: Communicate effectively through written and oral presentations that demonstrate proficiency in the aesthetic, practical, and technical aspects of ideation, production, and criticism of design solutions.
4. Faith Integration: Demonstrate a sense of responsibility and ethical awareness as they evaluate design and developments in the field of design in light of a Christian worldview.

# Department of Theater Arts

## Mission Statement

Through a program of rigorous training, the Department of Theater Arts (<https://www.apu.edu/vpa/theater/>) prepares outstanding, innovative, and influential artists in an ever-growing and multifaceted performing arts profession.

## Department Overview

The Department of Theater Arts offers a Bachelor of Fine Arts in Acting for the Stage and Screen (p. 497), an intensive four-year training degree designed to equip students for professional careers in theater, film, and television; as well as a Bachelor of Arts in Theater Arts (p. 495), a general degree focused on teaching, directing, playwriting, and technical theater. In addition, students from other majors can earn a minor in theater arts (p. 499).

The department produces five theater productions annually, as well as a web series. Additionally, several off-campus performance opportunities exist: the Azusa Renaissance Project, which works with local schools, and a study away opportunity at the Edinburgh Fringe Festival in Scotland. Also, the BFA Senior Industry Showcase premieres the web series and introduces the graduating class to agents and casting directors in Los Angeles. The department hosts many events each year, including Spotlight panels of industry professionals; one-act opportunities for student directors, actors, and playwrights; and professional on-camera experience and participation in the Kennedy Center American College Theater Festival.

APU faculty and alumni are working professionals in film and television and have performed on Broadway, with national touring companies, and in regional theaters.

## Programs

### Majors

- Acting for the Stage and Screen (BFA) (p. 497)
- Theater Arts (B.A.) (p. 495)

### Minor

- Theater Arts (p. 499)

## Courses

### THTR 101, Christianity and the Creative Process, 3 Units

This course is a study of theater, film, and broadcasting vis-a-vis Christianity and the arts. Issues of ethics and social justice in the context of cultural studies are considered. Emphasis is placed on spiritual, artistic, and community development. *Meets the General Education Requirement: Humanities: Fine Arts.*

### THTR 110, Introduction to Acting, 3 Units

This course introduces basic acting skills. Students learn how to breakdown a scene, choose an approach for playing a role, and express realistic emotion appropriate to a scene. Students also develop the ability to offer and receive constructive criticism. This class is for all non-theater majors only.

### THTR 113, Acting Fundamentals, 3 Units

This introductory workshop covers acting techniques and styles, emphasizing voice, movement, improvisation, and interpretation. Monologues and scenes from plays are presented in class. This class is for theater majors only.

**Prerequisite:** Theater Majors only

### THTR 115, Introduction to Theater, 3 Units

This course exposes students to all aspects of producing theatre, classic plays for reading and analysis, and the cognitive process of critiquing live theatre. *Meets the General Education Requirement: Humanities: Fine Arts.*

### THTR 121, Fitness for Life: Dance for the Theater, 2 Units

This course teaches the skill of movement and dance as it relates to actors, including proficiency in various styles of dance that are most common in musical theater; learning dance terminology necessary for a working actor; gaining flexibility and dexterity to enhance stage performance; understanding what is required at a professional theater audition; and moral issues pertaining to presenting theater dance to an audience. It also teaches 'fitness for life' concepts through various dance and aerobic conditioning exercises. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **THTR 171, Acting Fundamentals for the Stage, 3 Units**

Students explore the nature of acting; develop and embrace fundamental concepts of imagination, ease, honesty, sense memory and concentration; and learn to break down a script for its events and to particularize these events in a series of expressive actions.

**Prerequisite:** BFA Acting for Stage & Screen majors only

### **THTR 173, Improvisation for the Actor, 3 Units**

This course introduces students to the art of improvisation and develops the student's ability to react to situations and to trust their instincts. This course primarily focuses on improvisational games but also touches on character development and scene work. Students are expected to work with partners and teams. This course is for students wishing to improve their communication skills, audition skills, and overall performance awareness.

**Prerequisite:** BFA Acting for the Stage & Screen majors only.

### **THTR 200, Beginning Voice for the Actor, 2 Units**

This course focuses on improving students' vocal expressiveness, specifically in the areas of resonance, articulation, breath control, relaxation, and physical alignment. Learning in these areas will be applied to various texts (both written and created) to explore how the clarity of meaning and the emotional content of the written word and movement expression is informed by the fully engaged voice and body. *Meets the General Education*

*Requirement: Oral Communication (THTR 200 + THTR 250).*

**Prerequisite:** BFA Acting for Stage & Screen majors only

### **THTR 201, Beginning Movement for the Actor, 2 Units**

This course attends to physical basics such as posture, core strength, and range of motion. It teaches the student to individuate internal energies of the body, to use these energies to move the body, and to begin to synthesize physical listening skills for ensemble acting. Skills taught may include Alexander, Pilates, and Feldenkrais.

**Prerequisite:** BFA Acting for Stage & Screen majors only

### **THTR 210, Fundamentals of Stagecraft, 3 Units**

This course covers the fundamental principles of technical theater, emphasizing safety and technique while exposing students to the various areas of theatrical production, and the organizational structure of such, in the backstage environment. Students develop a vocabulary for technical discourse and engage in regular practice of the creation of technical theater elements in support of the APU main stage production season. Students establish a professional approach for further technical theater study and participation in production roles at APU, and also begin developing their portfolios for seeking work outside of APU and after graduation.

### **THTR 215, Script Analysis, 3 Units**

This course is dedicated to bridging the gap between audience and artists through the act of analysis, equipping students with a better understanding of the methodologies of play reading while cultivating a new appreciation for the power and importance of the dramatic arts.

### **THTR 216, Performance Cast, 1 Unit**

This course provides credit for student-actors working with instructors on productions. Course may be repeated for up to 12 units toward graduation.

### **THTR 217, Technical Theater Practicum, 1 Unit**

This course gives students an opportunity to participate in a live theater production as a cocurricular educational component. Each student is assigned a position as part of the technical support crew, and receives credit for their practical participation and completion of a production assignment. Assignment areas may include set construction, stage (running) crew, props, lighting, sound, costumes, or stage management. Each student is required to schedule an interview with the professor of technical theater and the technical director to determine a production assignment, with each student completing a contract outlining assignment dates/times and specific evaluation criteria. Students are responsible for crew attendance, as scheduled. All technical crew positions are assigned at the discretion of theater faculty and staff.

### **THTR 218, Production Crew, 1-3 Units**

Students in this course participate in a live theatre production. As a cocurricular educational component, students are assigned positions as part of the technical support crew and receive credit for their practical participation in and completion of a production assignment. Areas of crew assignments may include set construction, stage (running) crew, props, makeup, lighting, sound, costumes, stage management, or an individual production project. Each student schedules an interview with the director of design and the technical director to determine a production assignment, and completes a contract outlining assignment dates/times and specific evaluation criteria. All projects must receive technical faculty approval. Students are responsible for crew attendance, as scheduled. All technical crew positions are assigned at the discretion of theater faculty and staff.

### **THTR 221, Theatrical Sets and Properties, 3 Units**

Lecture, 3 Hours: This technical theater course covers the theory and practice of theatrical sets and stage properties. Students explore historical styles, methods, and dramatic analysis for scenic design, as well as techniques in stage properties, furniture design, construction, and set dressing for a variety of theatrical spaces.

### **THTR 222, Theatrical Lighting and Sound, 3 Units**

Lecture, 2 Hours; Lab, 3 Hours: This technical theater course covers the theory and practice of theatrical lighting and sound design. Students explore artistic lighting design for a variety of theatrical experiences, as well as basic equipment operation for the processing and mixing of live and recorded sound.

### **THTR 223, Theatrical Makeup, 3 Units**

Lecture, 3 Hours: This course focuses on developing and applying makeup designs for theatrical characters, with particular attention to facial structure, use of highlight and shadow, color theory, and application techniques. Students emerge with a completed reference binder that serves as a design source for future use.

### **THTR 224, Introduction to Stage Management, 3 Units**

This technical theater course covers the theory and practice of stage management. Students explore the relationship between artistry and execution of theater as a fine arts discipline, and acquire the basic skills and industry-standard vocabulary needed to begin working in the field. Lecture, 2 hours; lab, 3 hours.

### **THTR 225, History of Theater to the 19th Century, 3 Units**

This course is an introduction to theater history from the beginnings of theatrical practice to the 19th century. Students encounter readings in the philosophy and practice of theater as well as plays written during the historical scope of the period. Focus on the social and cultural context of a given historical period, alongside the particular study of plays, playwrights, and theatrical movements, encourages a broader perspective on theater history.

*Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** WRIT 110

### **THTR 226, History of Theater: 19th Century to the Present, 3 Units**

This course is an introduction to theater history from the 19th century to the present, with students encountering readings in the philosophy and practice of theater, as well as plays written during the historical scope of the period. Focus on the social and cultural context of a given historical period, alongside the particular study of plays, playwrights, and theatrical movements, encourages a broader perspective on theater history.

### **THTR 233, Improvisation, 3 Units**

This course trains students in the basic skills of stage and screen improvisation, originating material, finding relationships and story within teams, and enhancing acting skills by training in spontaneity, physical and vocal acuity, stage presence, and truthfulness.

**Prerequisite:** THTR 113 or instructor consent.

### **THTR 250, Intermediate Voice for the Actor, 2 Units**

This course is designed to continue the work begun in Beginning Voice for the Actor and deepen the actor's ability to speak text and communicate orally with power, conviction, and connection to audience. Particular attention is given to developing breath support and enhancing facility with the spoken word. Students study rhetorical devices used in theatrical and poetic literature and how to utilize these devices when bringing voice to a wide variety of texts and extemporaneous speaking. *Meets the General Education Requirement: Oral Communication (THTR 200 + THTR 250).*

**Prerequisite:** THTR 200

### **THTR 251, Intermediate Movement for the Actor, 2 Units**

The course provides training in stage combat. Skills include fencing, rapier and dagger, broadsword, and numerous conventions of physical, unarmed stage combat.

**Prerequisite:** THTR 201

### **THTR 260, Advanced Voice for the Actor, 2 Units**

This course is a continuation of the voice curriculum including the study of the International Phonetic Alphabet, iambic pentameter and dialect/accents work.

**Prerequisite:** THTR 250

### **THTR 271, Intermediate Acting for the Stage, 3 Units**

This course builds on foundational skills from THTR 113 Acting Fundamentals by focusing on preparing text-based scenes and monologues. Course material incorporates warm-up, scene work, written critiques, journaling, and performance to encourage an understanding of the acting process from all angles.

**Prerequisite:** THTR 171

### **THTR 273, Acting Shakespeare, 3 Units**

This course introduces actors to core techniques for mapping the text of Shakespeare, interpreting the language, scanning the meter, locating the operative action and images in the verse and prose, and examining the punctuation and overall structure of the text to discover relevant acting choices. While the course requires a great deal of individual preparation, it functions primarily to reinforce skills while an actor is working on his or her feet. *Meets the General Education Requirement: Humanities: Fine Arts.*

**Prerequisite:** THTR 271

### **THTR 274, Story and Character, 3 Units**

This course acquaints students with universal principles of storytelling and character development. Students examine short stories, classic myths, and fairy tales in order to identify archetypal stories and characters as part of the adaptation process. By studying classic stories and characters from literature and film, students learn to create their own for use in dramatic writing.

## THTR 301, Advanced Movement for the Actor, 2 Units

This course provides training in historical movement, including selected dances, manners, and action of the 16th through the 20th centuries, focusing on the embodiment of the style of those periods. Absurd Theatre and world styles of movement are explored, and Viewpoints and Suzuki techniques are taught and practiced.

**Prerequisite:** THTR 251; BFA in Acting majors only

## THTR 355, Theater Education, K-12, 3 Units

The emphasis is on basic elements of K-12 play production beginning with choosing age-appropriate material, auditions, crews, budgeting, directing, and understanding the role of the drama educator. Textbook reading, journal reviews, observations, classroom presentations, classroom participation, and creation of dramatic education plans are the primary elements of this course.

## THTR 360, Studies in Popular Culture, 3 Units

This course carefully examines popular cultural forms, institutions, rituals, artifacts, icons, communication practices, thought patterns, worldviews, value systems, and ideologies possibly created thereby. Topics range from the private and public experiences of popular culture in movies, television, and recordings to fast food, automobiles, and blue jeans, along with their relationship to wider cultural contexts and Christian faith.

## THTR 361, Acting Fundamentals for the Screen, 3 Units

This course explores the nature of acting for film and television. Students learn fundamental concepts of acting for the camera in order to become comfortable in front of it. Particular emphasis is placed on the different camera angles used by filmmakers and how actors should appropriately adjust for each type.

**Prerequisite:** THTR 171, THTR 273

## THTR 365, Theater for Social Change, 3 Units

This is a service-learning course intended to enlighten, encourage, and entertain the citizens of Azusa through imaginative, well-executed, redemptive theater involving a variety of themes, styles, and venues. Performances range from the heavily traditional to the avant-garde and may include interactive theater, children's theater, street theater, readers' theater, educational theater, nouveau Commedia Del arte, and realism. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## THTR 371, Intermediate On-Camera Scene Study, 3 Units

This on-camera scene study course emphasizes the relationship between actors, the camera, and the director. Topics include camera blocking and camera angles, and the course culminates in shooting scenes to be viewed by an invited audience.

**Prerequisite:** THTR 361

## THTR 374, Writing 3: Playwriting, 3 Units

This course is an introduction to the workshop method of writing and revising plays for live performance. Students learn the fundamentals of dramatic structure, characters, theme, and dialogue, and in addition to completing numerous writing exercises, students conceive, develop, and write an original one-act play. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

## THTR 388, Sketch Comedy for the Writer/Performer, 3 Units

This course covers the writing, performance, and production of original sketch comedy. Building upon basic improvisation and creative skills, students will sharpen their writing and performance techniques to create truthful and original characters and sketches. Topics include constructing a scene, maximizing comedic potential, integrating popular culture and societal conversation, and experimenting with new media platforms. Students will collaborate to produce a show performed before a live audience at semester's end.

**Prerequisite:** THTR 374 or CINE 375

## THTR 423, Directing, 3 Units

This course teaches students the practical application of directing the actor. The student is introduced to the various levels of involvement with the play as he or she selects the script, auditions the actors, stages the script, and promotes the production.

**Prerequisite:** THTR 113; completion of THTR 313 and THTR 413 preferred

## THTR 424, Advanced Directing, 3 Units

This course follows on from our Introduction to Directing class and trains students in directing for the stage through a combination of hands-on creative work and the study of craft. The course seeks to follow APU's mission statement particularly in its call to develop a Christian perspective of truth and life through reading, observation and practice of a variety of directing techniques. The end product of this course will be the public performance of one-act plays directed by students from this course in a One-Act Festival offered as part of APU Theater's Season.

**Prerequisite:** THTR 423

## THTR 435, Acting Styles and Techniques, 3 Units

This course intends a comprehensive study of manifold schools of acting, from classical and Renaissance training and technique through that of the Russian theorists and modern dramatists. Special attention is paid to the philosophical and social context framing of each school as well as the particular vocalization, movement, and staging demands of each style.

**Prerequisite:** THTR 233

### **THTR 440, Musical Theater Workshop, 3 Units**

A comprehensive approach to the professional auditioning process designed to teach through written and oral critique of solo and duet performances is examined. Students build a personal repertoire of songs for auditioning. Course may be repeated for up to 6 units toward graduation.

### **THTR 455, Theater and the Church, 3 Units**

This course prepares students for vocational and volunteer ministry in the dramatic arts. Topics include: the biblical basis for drama in the Church, practical uses for church drama, how to put together and maintain a team, sketch writing, and directing amateurs. The course provides a survey of all forms of church drama including sermons, sermon illustrations, announcements, pageants, outreach events, dinner theatre, mystery theatre, mime, and missions.

### **THTR 460, Dramatic Theory and Criticism, 3 Units**

This course examines theories and analyses of dramatic genres, from ancient to modern times. A specific emphasis is placed on the historical-critical method, as students learn how drama reflects the social context in which it was created.

**Prerequisite:** THTR 325, THTR 326

### **THTR 471, Advanced Acting for the Camera, 3 Units**

This course is a continued intensive approach to acting for film and television, preparing students for the real-world demands of auditioning, current styles, and professional protocol used in the entertainment industry and on set. Students perform in several scenes shot on digital video and assemble a demo reel of their work.

**Prerequisite:** THTR 371

### **THTR 472, Business of Acting/Hollywood Showcase, 3 Units**

This course prepares graduating seniors for professional acting protocol and teaches them current auditioning styles and material. Topics include resumes, cold readings, audition copy, working with agents and casting directors, and how to produce a show. Students will produce, rehearse, and perform a showcase for agents and casting directors in Hollywood. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** THTR 471, Senior status, BFA in Acting majors only

### **THTR 490, Internship, 1-3 Units**

This course provides an opportunity for field experiences in the cinematic or theater arts. Internships are approved and supervised directly by the instructor in conjunction with a workplace supervisor. Some scheduled course meetings are also required. Course may be repeated for up to 6 units toward graduation.

**Prerequisite:** CINE 295 or THTR 224

### **THTR 491, Classroom Practicum, 1-3 Units**

This course gives students practical experience in classroom teaching and tutoring. Students assist in classroom duties as well as complete assignments related to the development of a communication perspective. Three units must be taken for the communication major; an additional 3 units may be taken for credit toward graduation.

### **THTR 495, Special Topics, 3 Units**

This course presents topics not covered by regular department courses. Trends in the entertainment industry or special interests of faculty and students may be targeted under this category. Examples have included the American film musical, science fiction film, sound design, post colonial theater, and world theater. Course may be repeated for up to 6 units toward graduation.

### **THTR 496, Writing 3: Ethics in Theater, Film, and Television, 3 Units**

This seminar will help students understand the ethical dilemmas faced by practitioners of theater, film, and television in a variety of situations. Students will study the powerful ways in which the entertainment media define, create, maintain and/or change cultural realities and understand the ethical implications therein. This study will culminate in a heavily researched thesis designed to influence a professional audience. Writing instruction will be provided in the development and completion of this project. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **THTR 498, Directed Research, 1-3 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## THTR 499, Capstone Project in Theater Arts, 3 Units

This course gives each student the opportunity to create a culminating work that integrates learning from previous major courses and production experience as a project/crew leader in the major. This project is an in-depth study of a particular area of theater production or research study, including but not limited to stage management, playwriting, directing, designing, performance, critical research/dramaturgy, or an internship position. Project components are based on the student's topic and reflect an understanding of that production area. The project must encompass at least 100 hours of work, and department faculty overseeing the course must approve all projects. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Junior or senior standing

## Faculty

### Department Chair

Jill Brennan-Lincoln (<http://www.apu.edu/faculty/jlincoln/>), M.A.

### Professor

Monica Ganas (<http://www.apu.edu/faculty/mganas/>), Ph.D.

### Associate Professors

Kirsten Humer (<http://www.apu.edu/faculty/khumer/>), MFA

Christopher Keene (<http://www.apu.edu/faculty/ckeene/>), MFA

Jill Brennan-Lincoln (<http://www.apu.edu/faculty/jlincoln/>), M.A.

### Lecturers

Danielle Baca (<http://www.apu.edu/faculty/dbaca/>), M.A.

Collin Bressie, MFA

Vickie Bronaugh, M.A.

Annette Chapman (<http://www.apu.edu/faculty/achapman/>), MFA

Jesse Corti (<http://www.apu.edu/faculty/jessecorti/>), B.A.

Erin Gaw (<http://www.apu.edu/faculty/egaw/>), M.A.

David Hadinger (<http://www.apu.edu/faculty/dhadinger/>), MFA

Adam Hall (<http://www.apu.edu/faculty/ahall/>), MFA

Jeremy Lewis, MFA

Gregory Sims (<http://www.apu.edu/faculty/gsims/>), BFA

Kevin Slay (<http://www.apu.edu/faculty/kslay/>), MFA

Jeffrey Tirrell (<http://www.apu.edu/faculty/jtirrell/>), Ph.D.

Luke Woodruff, MFA

# B.A. in Theater Arts

45 units

The B.A. in Theater Arts (<https://www.apu.edu/vpa/programs/theater-arts-major/>) is a general degree program that allows students to work with an advisor to focus their courses on their particular interests. Senior students must complete a capstone project, and in their junior year must submit a proposal for it that is developed in mandatory advising sessions with faculty members.

## Requirements

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| <b>Core Courses</b>           |   |       |
| THTR 110                      | Introduction to Acting  | 3     |
| THTR 210                      | Fundamentals of Stagecraft                                      | 3     |
| THTR 217                      | Technical Theater Practicum (must be taken twice)               | 1     |
| THTR 218                      | Production Crew (must be taken four times)                      | 1     |
| THTR 224                      | Introduction to Stage Management                                | 3     |
| THTR 225                      | History of Theater to the 19th Century <sup>1</sup>             | 3     |
| THTR 226                      | History of Theater: 19th Century to the Present                 | 3     |
| THTR 374                      | Writing 3: Playwriting <sup>2</sup>                             | 3     |
| THTR 423                      | Directing   | 3     |
| THTR 499                      | Capstone Project in Theater Arts                                | 3     |
| <b>Electives</b>              |   |       |
| Select five of the following: |   | 15    |
| THTR 115                      | Introduction to Theater <sup>3</sup>                            |       |
| THTR 215                      | Script Analysis   |       |
| THTR 221                      | Theatrical Sets and Properties                                  |       |
| THTR 222                      | Theatrical Lighting and Sound                                   |       |
| THTR 223                      | Theatrical Makeup   |       |
| THTR 313                      | Improvisation   |       |
| THTR 355                      | Theater Education, K-12   |       |
| THTR 365                      | Theater for Social Change <sup>4</sup>                          |       |
| THTR 424                      | Advanced Directing  |       |
| THTR 435                      | Acting Styles and Techniques                                    |       |
| THTR 440                      | Musical Theater Workshop  |       |
| THTR 455                      | Theater and the Church  |       |
| THTR 460                      | Dramatic Theory and Criticism                                   |       |
| THTR 490                      | Internship  |       |
| THTR 495                      | Special Topics  |       |
| THTR 496                      | Writing 3: Ethics in Theater, Film, and Television <sup>2</sup> |       |
| Total Units                   |   | 45    |

<sup>1</sup> Meets the General Education Intercultural Competence requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>4</sup> Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Artistry: Able to integrate the technique and skills needed to become an interdisciplinary theater artist.
2. Professional Development: Apply professional production techniques.
3. Knowledge: Able to evaluate the historical development of theater as an art form.



4. Analysis: Apply analytical approaches to drama; apply critical thinking skills.
5. Spiritual/Faith: Able to identify the contribution and impact of Christian faith and practice in the theatrical arts.

# BFA in Acting for the Stage and Screen

63 units

APU's Bachelor of Fine Arts in Acting for the Stage and Screen program (<https://www.apu.edu/vpa/programs/acting-major-bfa/>), located just 26 miles from Los Angeles, the entertainment capital of the world, is an innovative acting degree program providing real-world connections, professional on-camera credits, and an industry showcase of film and live performances for seniors. It is also one of the first programs in the country to train actors for equal excellence in on-camera and stage acting.

## Program Policies

- If students are involved in other campus clubs, athletics, choirs, etc., they must understand that BFA expectations for courses and production responsibilities take priority over other commitments.
- Students must attend all scheduled rehearsals and tech days for productions in which they are cast or are crewing.
- Students must receive written approval from the College of the Arts to participate in the Industry Showcase if they become part-time students during their senior year.
- The BFA in Acting for the Stage and Screen is a sequential four-year cohort. Courses must be taken in sequence and progress cannot be expedited to allow for early graduation.
- Freshmen and sophomore BFA students must attend warm-ups (see the APU Student Handbook (<http://www.apu.edu/student-handbook/>)), and all BFA students must follow the standards listed in the Student Handbook or risk being put on probation, as per handbook policy.

## Requirements

63 units

The BFA in Acting for the Stage and Screen is a four-year cohort degree program. All acting, voice, and movement courses have prerequisites, and students must take courses with their cohort in sequence.

Students must earn a 2.0 in each of their major courses and meet policies outlined in the Department of Theater Arts handbook. Failure to do so can result in probation.

| Code                                       | Title   | Units |
|--|---|-------|
| <b>Film and Theater History Courses</b>    |   |       |
| CINE 285                                   | History of Film <sup>1</sup>                        | 3     |
| THTR 225                                   | History of Theater to the 19th Century <sup>2</sup> | 3     |
| THTR 226                                   | History of Theater: 19th Century to the Present     | 3     |
| <b>Technical Theater Courses (6 units)</b> |   |       |
| THTR 223                                   | Theatrical Makeup                                   | 3     |
| THTR 217                                   | Technical Theater Practicum <sup>3</sup>            | 2     |
| THTR 216                                   | Performance Cast (Crew) <sup>4</sup>                | 1     |
| <b>Theater Electives</b>                   |   |       |
| Select two of the following:               |   | 6     |
| THTR 221                                   | Theatrical Sets and Properties                      |       |
| THTR 222                                   | Theatrical Lighting and Sound                       |       |
| THTR 224                                   | Introduction to Stage Management                    |       |
| THTR 365                                   | Theater for Social Change <sup>5</sup>              |       |
| THTR 374                                   | Writing 3: Playwriting <sup>6</sup>                 |       |
| THTR 423                                   | Directing   |       |
| THTR 440                                   | Musical Theater Workshop                            |       |
| <b>Voice and Movement Courses</b>          |   |       |
| THTR 200                                   | Beginning Voice for the Actor <sup>7</sup>          | 2     |
| THTR 201                                   | Beginning Movement for the Actor                    | 2     |
| THTR 250                                   | Intermediate Voice for the Actor <sup>7</sup>       | 2     |
| THTR 251                                   | Intermediate Movement for the Actor                 | 2     |
| THTR 260                                   | Advanced Voice for the Actor                        | 2     |
| THTR 301                                   | Advanced Movement for the Actor                     | 2     |
| <b>Acting Courses</b>                      |   |       |

|                            |  |          |
|----------------------------|--|----------|
| THTR 171                   | Acting Fundamentals for the Stage                  | 3        |
| THTR 173                   | Improvisation for the Actor                        | 3        |
| THTR 271                   | Intermediate Acting for the Stage                  | 3        |
| THTR 273                   | Acting Shakespeare <sup>1</sup>                    | 3        |
| THTR 361                   | Acting Fundamentals for the Screen                 | 3        |
| THTR 371                   | Intermediate On-Camera Scene Study                 | 3        |
| THTR 471                   | Advanced Acting for the Camera                     | 3        |
| THTR 472                   | Business of Acting/Hollywood Showcase <sup>8</sup> | 3        |
| <b>Performance Courses</b> |  | <b>6</b> |
| THTR 216                   | Performance Cast <sup>9</sup>                      |          |

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Total Units 63

- <sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.
- <sup>2</sup> Meets the General Education Intercultural Competence requirement.
- <sup>3</sup> Freshmen are required to take 1 unit of THTR 217 in the fall AND spring semesters of their freshman year in the program.
- <sup>4</sup> Sophomores are required to take 1 unit of THTR 216 in EITHER the fall or spring semester of their sophomore year of the program.
- <sup>5</sup> Meets the General Education Civic Knowledge and Engagement requirement.
- <sup>6</sup> Meets the General Education Writing 3 requirement.
- <sup>7</sup> Taking THTR 200 and THTR 250 meets the General Education Oral Communication requirement.
- <sup>8</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>9</sup> All BFA students are required to take 6 units of THTR 216 as an actor beyond the 1 unit listed in the Technical Theater section, for a total of 7 units of THTR 216.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Artistry: Integrate the techniques and skills needed to become a professional actor.
2. Professional Development: Construct professional materials and audition pieces to compete in the business of acting.
3. Knowledge: Defend the role that acting as an art form plays historically and in contemporary culture.
4. Analysis: Develop analytical approaches to on-camera and theatrical performance.
5. Faith Integration: Identify the contribution and impact of Christian faith and practice in performance.

# Minor in Theater Arts

18 units

## Requirements

| Code                           | Title  | Units |
|--------------------------------|--|-------|
| <b>Core Courses</b>            |  |       |
| THTR 110                       | Introduction to Acting   | 3     |
| THTR 221                       | Theatrical Sets and Properties   | 3     |
| THTR 225<br>or THTR 226        | History of Theater to the 19th Century <sup>1</sup><br>History of Theater: 19th Century to the Present | 3     |
| <b>Electives</b>               |  |       |
| Select three of the following: |  | 9     |
| THTR 222                       | Theatrical Lighting and Sound  |       |
| THTR 223                       | Theatrical Makeup  |       |
| THTR 224                       | Introduction to Stage Management   |       |
| THTR 233                       | Improvisation  |       |
| THTR 355                       | Theater Education, K-12  |       |
| THTR 365                       | Theater for Social Change <sup>2</sup>   |       |
| THTR 374                       | Writing 3: Playwriting <sup>3</sup>  |       |
| THTR 423                       | Directing  |       |
| THTR 460                       | Dramatic Theory and Criticism  |       |
| Total Units                    |  | 18    |

- <sup>1</sup> **THTR 225 meets the General Education Intercultural Competence requirement.**
- <sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.
- <sup>3</sup> **Meets the General Education Writing 3 requirement.**

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Integrate technique and skills needed to become an interdisciplinary theater artist
2. Apply professional production techniques
3. Evaluate the historical development of theater as an art
4. Apply analytical approaches to drama
5. Identify the contribution and impact of Christian faith and practice in the theatrical arts

# Honors College

Today's top-performing students are tomorrow's leaders. The Honors College (<https://www.apu.edu/honors/>) *telos*—its aim, purpose, end—is to liberally educate the next generation of intellectually gifted Christian leaders, helping them develop the moral and intellectual virtue, the right habits of the heart and of the mind, to become global leaders.

The Honors College is for students who:

- Enjoy spirited conversation and debate
- Want to think deeply about important issues
- Desire to love God with their mind as well as their heart and soul
- Seek to grow in faith, virtue, and leadership
- Love to read and write
- Aspire to stir the hearts and minds of their generation

The Honors College is an opportunity to:

- Engage life's big questions in discussion-based, intellectually stimulating colloquies
- Read classics about leadership, virtue, and faith
- Grow academically in a close-knit community of engaged, intellectual peers
- Learn without exams, textbooks, or busywork
- Complete two majors in four years
- Enjoy writing-intensive courses with writing support groups
- Benefit from "high-impact educational practices"
- Experience an Oxford-style tutorial
- Study away at Oxford University
- Reserve classes with priority registration
- Receive a \$1,000-per-year Honors scholarship

## Mission

The Honors College offers an innovative, enriching, and challenging Christian liberal education, emphasizing good leadership, moral and intellectual virtue, and the Christian tradition, to high-achieving, academically motivated undergraduate students.

## Application to the Honors College

Students may apply to the Honors College as incoming first-year students, transfer students, or as second-year APU students.

In addition to completing the application form for admission to the university, a candidate must submit written responses to an essay prompt and three letters of recommendation. Applicants are considered on the basis of academic performance, demonstrated leadership ability, and exemplary character.

Admission to the Honors College is selective. Among those accepted and enrolled in the Honors College, the mean high school weighted GPA is 4.2+ with an SAT score of 1300+, ACT score of 29+, or CLT score of 88+.

Recipients of a Trustees' (<http://www.apu.edu/trusteesscholarship/>), President's (<http://www.apu.edu/onestop/finances/aid/academic/>), Multi-Ethnic Leadership (MEL) (<http://www.apu.edu/onestop/finances/aid/participatory/#multiethnicleadershipscholarship>), or Haggard International (<http://www.apu.edu/international/enrollment/tuition/scholarships/>) scholarship are encouraged to apply for admission. Transfer and second-year APU students may apply for admission and will be considered if space is available.

## Program Overview

### Curriculum

The Honors College curriculum starts with the premise that good leadership requires the cultivation of moral and intellectual virtue—the habits of the heart and mind that enable one to determine what ought to be done and how best to do it. Such habits define one's character. The content of a leader's character is shaped, in part, by his or her answers to life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God, and what is our relationship with Him? What are our responsibilities to others? What is good? What is true? What is beautiful?

The classic works read in the Honors College curriculum perceptively address such questions. Their authors are cartographers, unveiling the lay of the land, providing ways to think and talk about life's big questions.

The small, discussion-based, intellectually stimulating seminars are reading and writing intensive. The courses do not require secondary textbooks or traditional examinations. The selected texts nurture a deep understanding of the Christian faith, foster moral and intellectual virtue, and grapple with life's most important questions. Wrestling with the ideas and arguments in those texts cultivates cognitive, expressive, and civic capacities (critical inquiry, analytical reasoning, problem solving, close reading, textual interpretation, attentive listening, effective language usage as a speaker and writer, and participating in and leading small groups/teams).

In this vein, the Honors College intends to produce scholarly disciples, equipped and worthy to assume positions of leadership, having grown in wisdom, virtue, faith, and eloquence.

There are 9-10 courses in the Honors curriculum (48 units). Completion of all 9-10 courses leads to an honors humanities major. The honors humanities major is not a stand-alone major; Honors Scholars are required to complete an additional major in another field of study.

The honors humanities major satisfies all requirements in the university's General Education program (p. 1147). Students pursuing the honors humanities major are generally exempt from all assessment or placement exams associated with General Education. The honors humanities minor satisfies only a portion of the university's General Education requirements (p. 1159).

The Honors College offers four ways of participating in the curriculum:

- Pathway One: Honors Humanities Minor (p. 507)
- Pathway Two: Honors Humanities Major (p. 505)
- Pathway Three: Honors Humanities Major for Advanced Degrees (p. 505)
- Pathway Four: National Merit Scholars and Trustees' Scholarship Recipients (p. 505)

## Study Away Opportunities

Study away is a uniquely enriching experience. To encourage Honors students to pursue study away, the Honors College has adopted the following practices:

- Honors students are encouraged to consider the Oxford Semester as a recommended study away option. In that program, it is possible to arrange to read texts similar to those in the Honors curriculum.
- Honors students who study away may substitute courses completed during a semester studying away for up to 6 units of Honors course requirements. The only requirements that may not be substituted are HON 101, HON 340, HON 440, HON 450, and HON 460.
- Honors Humanities majors may utilize the study away course substitution above for up to two semesters, and Honors Humanities minors may substitute study away courses for one required Honors course (6 units).

## Career Opportunities

The honors humanities major and minor are not designed as preparation for a specific career, but rather as preparation for life. Nonetheless, the ability to combine the major/minor with a second major while graduating in four years creates many career opportunities. The program provides a competitive edge for those seeking a great graduate school and produces top candidates for employers who seek deep thinkers and articulate communicators with strong moral character. It also cultivates key skills useful in every field of endeavor: critical thinking, teamwork, oral communication, and written communication.

## Programs

### Major

- Honors Humanities (p. 505)

### Minor

- Honors Humanities (p. 507)

## Courses

### HON 101, Leadership, 6 Units

A study of classic texts on leadership, including the Old Testament, that tackle key leadership questions- Who is a good leader? What does a good leader do? Is leadership an art or a science? How does one prepare for leadership? What ought to be the aim of good leaders? What is practical wisdom, and how does one obtain it? Are leaders constrained by any boundaries or obligations? Is virtue essential to good leadership? Is vice ever necessary? How should one lead in a situation that is less than the best? What can we learn from exemplary leaders? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

## HON 240, Core I, 6 Units

A study of select classic works, including the New Testament, that have shaped our spiritual and intellectual heritage and continue to influence us today. We join the authors in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

**Prerequisite:** HON 101 or dean consent

## HON 260, Core II, 6 Units

The second in a four course study of select classic works by thinkers who have shaped our spiritual and intellectual heritage and who continue to influence us today. We join them in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

**Prerequisite:** HON 240 or dean consent

## HON 280, Core III, 6 Units

The third in a four course study of select classic works by thinkers who have shaped our spiritual and intellectual heritage and continue to influence us today. We join the authors in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

**Prerequisite:** HON 260 or dean consent

## HON 300, Core IV, 6 Units

The fourth in a four course study of select classic works by thinkers who have shaped our spiritual and intellectual heritage and continue to influence us today. We join the authors in grappling with life's most important questions: Who are we? Where did we come from? Why are we here? Where are we headed? Who is God and what is our relationship with him? What are our responsibilities to others? What is good? What is true? What is beautiful? Taught by a faculty tutor in an integrative, interdisciplinary fashion.

**Prerequisite:** HON 280 or dean consent

## HON 340, Nature, 6 Units

A philosophical and historical review of the rise of modern natural and social science, the kinds of questions science answers, how it answers them, and the limits and potential of scientific inquiry. The course highlights major revolutions in the fields of biology, chemistry, physics, astronomy, psychology, and sociology as well as ensuing debates about the relationship between religion and science.

**Prerequisite:** HON 101 and HON 240 or dean consent

## HON 360, Democracy, 3 Units

A study of the principles and practices of self-government in America. Taught by a faculty tutor in an integrative, interdisciplinary fashion.

**Prerequisite:** HON 101 and HON 240 or dean consent

## HON 380, Wisdom, 3 Units

A study of Old Testament wisdom literature and its teachings about moral character as well as a comparative investigation of the Apocrypha and Confucian, Daoist, Buddhist, Egyptian, Babylonian, and Greek wisdom texts. Taught by a faculty tutor in an integrative, interdisciplinary fashion.

**Prerequisite:** HON 101 and HON 240 or dean consent

## HON 440, Oxbridge Tutorial I, 3 Units

This tutorial is the first half of a year-long course devoted to exploring a single seminal text or the collected work of a single author. Students engage in self-directed research, learning on their own and thinking for themselves. Tutorial sessions are an opportunity for students to show the benefits of their independent work, especially their ability to read, comprehend, and interpret seminal texts and then analyze, appraise, and critique the ideas and arguments therein. In their papers and in conversations, students also demonstrate their ability to share their learning orally and in writing. This course may be repeated with dean's permission.

**Prerequisite:** HON 300 or dean's approval

## HON 450, Oxbridge Tutorial, 6 Units

This tutorial is an entire semester devoted to exploring a single seminal text or the collected work of a single author. Students engage in a self-directed research, learning on their own and thinking for themselves. Tutorial sessions are an opportunity for students to show the benefits of their independent work, especially their ability to read, comprehend, and interpret seminal texts and then analyze, appraise, and critique the ideas and arguments therein. In their papers and in conversations, students also demonstrate their ability to share their learning orally and in writing. This course may be repeated with dean's permission.

**Prerequisite:** HON 300 or dean's approval

## HON 460, Oxbridge Tutorial II, 3 Units

This tutorial is the second half of a year-long course devoted to exploring a single seminal text or the collected work of a single author. Students engage in self-directed research, learning on their own and thinking for themselves. Tutorial sessions are an opportunity for students to show the benefits of their independent work, especially their ability to read, comprehend, and interpret seminal texts and then analyze, appraise, and critique the ideas and arguments therein. In their papers and in conversations, students also demonstrate their ability to share their learning orally and in writing. This course may be repeated with dean's permission.

**Prerequisite:** HON 440 or dean's approval

## HON 497, Readings, 1-6 Units

Consists of a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## HON 499, Honors Thesis, 3 Units

This course provides honors students an opportunity to design, research, and write an honors thesis. The Senior Honors Thesis is the culmination of the Honors College experience, emphasizing critical thinking, writing and independent, creative work. Since thesis constitutes three to six semester hours of the baccalaureate degree program, it should reflect a significant time commitment, be of high quality and demonstrate personal intellectual growth. The thesis topic may relate to the student's major, or be selected from a topic within the humanities. The standards of scholarship of the selected discipline apply, and the written portion of the thesis should conform to the style and format of the discipline. The thesis course provides experience in writing a longer research paper, and prepares you for further work at the graduate and professional level.

**Prerequisite:** Honors College, Junior or Senior standing

## Faculty

### Dean

David L. Weeks (<http://www.apu.edu/faculty/dweeks/>), Ph.D.

### Professors

Diana Pavlac Glycer (<http://www.apu.edu/faculty/dglyer/>), Ph.D.

Rico Vitz (<http://www.apu.edu/theology/faculty/rvitz/>), Ph.D.

### Associate Professors

Marcia S. Berry (<http://www.apu.edu/faculty/mberry/>), Ph.D.

Christine Kern (<http://www.apu.edu/faculty/ckern/>), Ph.D.

### Assistant Professors

Matthew Rothaus Moser, Ph.D.

André Villeneuve (<http://www.apu.edu/faculty/avilleneuve/>), Ph.D.

## Faculty Fellows

Joseph Bentz (<http://www.apu.edu/faculty/jbentz/>), Ph.D., Professor, Department of English

Adam Green (<http://www.apu.edu/faculty/agreen/>), Ph.D., Associate Professor and Adjunct Coordinator, Department of Philosophy

Emily Griesinger (<http://www.apu.edu/faculty/egriesinger/>), Ph.D., Professor, Department of English and Modern Languages; Program Director, M.A. in English

Bradley Hale (<http://www.apu.edu/faculty/bhale/>), Ph.D., Director, Humanities Program; Associate Professor, Department of History and Political Science

Louise Ko Huang (<http://www.apu.edu/clas/faculty/lhuang/>), Ph.D., Assistant Dean, College of Liberal Arts and Science; Director, Center for Research in Science

Kevin Sheng-Lin Huang (<http://www.apu.edu/clas/biochem/faculty/shuang/>), Ph.D., Associate Professor, Department of Biology and Chemistry

Paul Kaak, Ph.D., Executive Director, Office of Faith Integration; Professor, Department of Leadership and Organizational Psychology

Bradley McCoy (<http://www.apu.edu/faculty/bmccoy/>), Ph.D., Chair and Professor, Department of Mathematics, Physics, and Statistics

Joshua Morris (<http://www.apu.edu/faculty/jmorris/>), Ph.D., Professor, Department of Biology and Chemistry

Daniel Palm (<http://www.apu.edu/faculty/dpalm/>), Ph.D., Chair and Professor, Department of History and Political Science



Ethan Schrum (<http://www.apu.edu/faculty/eschrum/>), Ph.D., Associate Professor, Department of History and Political Science

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Theresa Clement Tisdale (<http://www.apu.edu/faculty/tctisdale/>), Ph.D., Psy.D., Professor, Department of Clinical Psychology

## **Adjunct Faculty**

Mark Bernier, Ph.D.

Roger White (<http://www.apu.edu/faculty/rwhite/>), Ed.D.

Leslie Wickman (<http://www.apu.edu/faculty/lwickman/>), Ph.D.

## **Faculty Emeriti**

Christopher Flannery, Ph.D.

# B.A. in Honors Humanities

## Pathway Two: Honors Humanities Major (<https://www.apu.edu/honors/programs/humanities-major/>)

This pathway is for students accepted into the Honors College as incoming freshmen and who wish to complete two majors: honors humanities and another major within any college or school on campus.

- Requires 48 units.
- Allows for completion of two academic majors while still graduating in four years.
- Results in an honors humanities major, which is not a stand-alone major but complements majors in all other fields of study.
- Provides a university-approved equivalency of the entire General Education program.
- Leads to “Honors Scholar” and “Honors Humanities” designations on a student’s diploma and transcript.
- Includes an Honors College scholarship for all four years, a personal library of classics, early class registration privileges, and the freshman Honors living-learning community.
- Grants participation in the college’s signature Oxbridge tutorial.

## Pathway Three: Honors Humanities Major for Advanced Degrees

This pathway is for students accepted into the Honors College as incoming freshmen who wish to complete two majors (honors humanities and another major within any college or school on campus) and who intend to pursue an advanced degree in a prestigious graduate or professional school.

- Requires 59 units.
- Entails an Honors Thesis (Honors College or discipline-based).
- Expects mastery of a foreign language at the intermediate level.
- Allows for completion of two academic majors while still graduating in four years.
- Results in an honors humanities major, which is not a stand-alone major but complements majors in all other fields of study.
- Provides a university-approved equivalency of the entire General Education program.
- Leads to “Honors Scholar with Thesis” and “Honors Humanities” designations on a student’s diploma and transcript.
- Includes an Honors College scholarship for all four years, a personal library of classics, early class registration privileges, and the opportunity to live in the freshmen Honors living-learning community.
- Grants participation in the college’s signature Oxbridge tutorial.

## Pathway Four: National Merit Scholars and Trustees’ Scholarship Recipients

This is a unique pathway by invitation only for National Merit Scholars and Trustees’ Scholarship recipients that allows them to design an individualized second major.

- Requires 120 units.
- Results in an honors humanities major, which is not a stand-alone major but complements majors in all other fields of study.
- Permits a wholly individualized second major (with approval of the Honors College dean and the respective department chairs).
- Provides a university-approved equivalency of the entire General Education program.
- Entails an Honors Thesis (Honors College or discipline-based).
- Expects mastery of a foreign language at the intermediate level.
- Leads to “Distinguished Honors Scholar with Thesis” and “Honors Humanities” designations on a student’s diploma and transcript.
- Includes an Honors College scholarship for all four years, a personal library of classics, early class registration privileges, and the opportunity to live in the freshmen Honors living-learning community.
- Grants participation in the college’s signature Oxbridge tutorial.

## Requirements

| Code    | Title      | Units |
|---------|------------|-------|
| HON 101 | Leadership | 6     |
| HON 240 | Core I     | 6     |
| HON 260 | Core II    | 6     |
| HON 280 | Core III   | 6     |
| HON 300 | Core IV    | 6     |

|                                      |   |   |
|--------------------------------------|---|---|
| HON 340                              | Nature  | 6 |
| HON 360                              | Democracy                                       | 3 |
| HON 380                              | Wisdom  | 3 |
| Select one of the following options: |   | 6 |
| HON 450                              | Oxbridge Tutorial                               |   |
| or                                   |   |   |
| HON 440<br>& HON 460                 | Oxbridge Tutorial I<br>and Oxbridge Tutorial II |   |

Total Units

48

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critically analyze primary classic texts and the ideas and arguments therein that contribute to or challenge the Christian faith.
2. Appraise important and influential Christian and non-Christian efforts to address central human questions.
3. Compare and contrast the contributions of various authors from different eras and cultures to our understanding of good leadership and moral/intellectual virtue.
4. Write lucid, concise, cogent, and in-depth analyses of texts, ideas, and arguments.
5. Present clear, well-organized, engaging, persuasive, and substantive oral contributions in group settings.
6. Contribute competently and constructively in small-group/team settings.

# Minor in Honors Humanities

30 units

## Pathway One: Honors Humanities Minor

The honors humanities minor comprises 30 units of honors courses, and can be completed in five semesters. The minor fulfills 12 requirements in the university's required General Education program; students select which requirements are fulfilled from among the following: First-Year Seminar, Writing 1, Writing 2, Writing 3, Oral Communication, Humanities: History, Humanities: Fine Arts, Humanities: Literature, Philosophy, Intercultural Competence, Civic Knowledge and Engagement, Theology, Integrative and Applied Learning, Christian Ministry, Luke/Acts, or Exodus/Deuteronomy. All remaining General Education requirements (p. 1159) must be completed in addition to the minor.

This is an ideal pathway for students who join the Honors College as sophomores and for transfer students.

- Requires 30 units of honors courses, including Leadership, Core I, Core II, Core III, and Core IV.
- Allows completion in five semesters.
- Results in an honors humanities minor.
- Leads to "Honors Scholar" designation on the student's diploma and transcript.
- Includes an Honors College scholarship for five semesters, a personal library of classics, early class registration privileges, and the freshman Honors living-learning community.
- Transfer students admitted into the Honors College having already completed 60 or more units may complete the honors humanities minor with 24 units, taking four of the required five classes.

## Requirements

| Code        | Title      | Units |
|-------------|------------|-------|
| HON 101     | Leadership | 6     |
| HON 240     | Core I     | 6     |
| HON 260     | Core II    | 6     |
| HON 280     | Core III   | 6     |
| HON 300     | Core IV    | 6     |
| Total Units |            | 30    |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critically analyze primary classic texts and the ideas and arguments therein that contribute to or challenge the Christian faith.
2. Appraise important and influential Christian and non-Christian efforts to address central human questions.
3. Compare and contrast the contributions of various authors from different eras and cultures to our understanding of good leadership and moral/intellectual virtue.
4. Write lucid, concise, cogent, and in-depth analyses of texts, ideas, and arguments.
5. Present clear, well-organized, engaging, persuasive, and substantive oral contributions in group settings.
6. Contribute competently and constructively in small-group/team settings.

# School of Behavioral and Applied Sciences

The School of Behavioral and Applied Sciences (BAS) (<https://www.apu.edu/bas/>) comprises a wide range of programs across numerous departments:

- Department of Clinical Psychology (p. 509): Doctor of Psychology (Psy.D.) in Clinical Psychology
- Department of Criminal Justice (p. 529): Criminal Justice Major, Bachelor of Arts in Criminal Justice (Bachelor's Completion), Criminal Justice Minor (Professional)
- Department of Higher Education (p. 541): Master of Science in College Counseling and Student Development, Doctor of Philosophy (Ph.D.) in Higher Education, Doctor of Education (Ed.D.) in Higher Education Leadership, and the Doctoral-Level Certificate in Strengths-Oriented Higher Education
- Department of Kinesiology: (p. 559) Kinesiology Major (with concentrations in Health Professions and Applied Exercise Science, Adapted Physical Activity Minor, Master of Science in Athletic Training, Master of Science in Physical Education (also online), Master of Arts in Physical Education and Single Subject Teaching Credential, Master of Arts in Physical Education and Adapted Physical Education Added Authorization, and Adapted Physical Education Added Authorization
- Department of Leadership and Organizational Psychology (p. 594): Leadership Minor, Master of Arts in Leadership (also online), and Master of Science in Organizational Psychology
- Department of Marriage and Family Therapy (p. 604): Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT), and the Substance Use Disorders Certificate
- Department of Physical Therapy: (p. 615) Doctor of Physical Therapy (DPT), Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science, and the Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance
- Department of Psychology (p. 631): Psychology Majors (B.A. and B.S.), Psychology Minor, Alcohol and Drug Counseling Minor, Master of Science in Research Psychology and Data Analysis, Master of Science in Child Life (including Advanced Standing option), Master of Science in Counseling Psychology with Specialization in Children and Adolescents, Bachelor of Arts in Psychology (Bachelor's Completion), and minors in psychology and alcohol and drug counseling (professional)
- Department of Social Work (p. 670): Social Work Major (BSW), Certificate of Distinction in Undergraduate Social Work Research, Master of Social Work (MSW), and the Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services

All programs within the school carry a distinctly Christian perspective that challenges students intellectually and spiritually while remaining flexible and student-oriented. Creative scheduling allows professionals engaged in evolving careers to enroll in graduate courses taught by highly qualified faculty and held on APU's Azusa campus and at regional locations throughout Southern California.

## Accreditation

All Azusa Pacific programs are accredited by the WASC Senior College and University Commission (<http://www.wascsenior.org/>), and professional programs in the School of Behavioral and Applied Sciences have earned the following specialized accreditations:

- The athletic training program is accredited through 2025-26 by the Commission on Accreditation of Athletic Training Education (CAATE) (<http://www.caate.net/>), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184, (512) 733-9700.
- The Master of Arts in Physical Education and Single Subject Teaching Credential, Master of Arts in Physical Education and Adapted Physical Education Added Authorization, and Adapted Physical Education Added Authorization programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://www.caepnet.org/>), and are approved by the California Commission on Teacher Credentialing (CTC (<http://www.ctc.ca.gov/>)).
- The Psy.D. program is accredited by the Office of Program Consultation and Accreditation of the American Psychological Association (APA) (<http://www.apa.org/ed/accreditation/>)<sup>1</sup>. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*.
- The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (<http://www.capteonline.org/home.aspx>).
- The BSW and MSW programs are accredited by the Council on Social Work Education (CSWE) (<http://www.cswe.org/>).

<sup>1</sup> Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242, (202) 336-5979.

## Faculty

### Dean

Robert Welsh (<http://www.apu.edu/faculty/rwelsh/>), Ph.D., ABPP

# Department of Clinical Psychology

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC) (<https://www.wscuc.org/>).
- The APU Psy.D. program is accredited by the American Psychological Association (APA) (<http://www.apa.org/ed/accreditation/about/coa/>)<sup>1</sup> Commission on Accreditation. APA accreditation recognizes that the program meets the standards for high-quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.

<sup>1</sup> Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242, (800) 374-2721, email: [apaaccred@apa.org](mailto:apaaccred@apa.org) (%61%70%61%61%63%63%72%65%64%40%61%70%61%2e%6f%72%67)

Learn more about the Department of Clinical Psychology. (<http://www.apu.edu/bas/clinical-psychology/>)

## Programs

- Doctor of Psychology (Psy.D.) in Clinical Psychology (p. 518)

## Courses

### PPSY 700C, Psychopathology, 3 Units

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage and family dysfunction. Students develop their diagnostic and analytical skills through a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders 4th Edition Text Revision (DSM-IV-TR). This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

### PPSY 700D, Introduction to Clinical Practice: Basic Skills, 3 Units

This course provides students with an introduction to the skill and the art of psychotherapy. The course incorporates didactic instruction, experiential learning, readings, and reflection in order to meet this course objective. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

### PPSY 700E, Advanced Developmental Psychology I: Infancy through Adolescence, 2 Units

This course is part of a two-course sequence that helps students learn to utilize a life-span perspective in their work as clinical psychologists. This course reviews important developmental issues and milestones from infancy through adolescence, paying particular attention to context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low education attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of development are included; models of psychological development are presented; and the processes of change and adaptation are examined, including clinical issues such as grief and loss. Clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. This course is taken during the first year of the Psy.D. program and is foundational to the curriculum; as such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

### PPSY 700F, Diversity I: Multiculturally Responsive Attitudes and Knowledge, 3 Units

This course provides an introduction and overview to Multicultural Responsiveness within the context of the psychotherapeutic relationship and through the development of the counselor/therapist. Self-awareness of one's own cultural values and biases, awareness of the patient's worldview, and the application of culturally appropriate intervention strategies are all emphasized. This course will address the cultural dimensions of race/ethnicity, socioeconomic status, gender, sexual orientation, age, mental/physical disabilities, and religion/spirituality. The course will combine didactic and experiential elements of instruction in order to promote student growth and professional development regarding cultural diversity and the practice of psychotherapy.

### PPSY 700H, Assessment I, 3 Units

This course gives students a broad understanding of the psychometric principles related to psychological assessment. This course is the first in a sequence of assessment courses that are continued in the doctoral program, and, therefore, has specific emphases necessary to provide a foundation for a psychologist's knowledge base in assessment. Special emphasis is placed on understanding the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. Structuring a basic assessment battery, conducting clinical interviews and the use of psychological tests in diverse contexts is also addressed. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

### **PPSY 700I, Systems II: Family Therapy, 3 Units**

This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.

**Prerequisite:** PPSY 711

### **PPSY 700J, Introduction to Clinical Skills: Advanced Skills, 3 Units**

This course provides an introduction to the clinical world of the psychologist. A review of basic clinical skills is provided, with an emphasis on developing and refining the skills related to the relationship between clinician and client-respect, warmth, genuineness, empathy, concreteness, potency, self-disclosure, confrontation, and immediacy. Work in small groups gives students an opportunity to role play and receive feedback concerning their skills. This course is taken during the first year of the doctoral program and is foundational to the curriculum; as such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

**Prerequisite:** PPSY 700D

### **PPSY 701, Introduction to Clinical Practicum and Professional Practice, 2 Units**

This course provides a further introduction to the field of clinical psychology. Students practice basic skills in assessment, interviewing, and sensitivity to diversity, with a special focus on case conceptualization. Activities include role playing and videotaping of clinical practice. Additional exploration of ethical issues in the practice of clinical psychology is also included.

### **PPSY 701A, Clinical Practicum and Professional Practice, 2 Units**

This course is a companion course to PPSY 701, Introduction to Clinical Practicum, to assist students during their first year of practicum and beyond. The foundational skills of the relationship competence are further expanded and developed. During the second semester of the course, students expand on learning from the first semester, now taking what they have learned and applying it to clinical case work. An expansion of basic skills is the focus, including: rapport-building; case conceptualization; making preliminary and informed diagnoses; use of therapeutic interventions; how to use clinical supervision; and how to attend to legal and ethical issues in the therapy room. Students learn how to apply theoretical orientation models to clinical work and develop the skills of treatment planning and theoretical case conceptualization. A continued emphasis on diversity and ethics underlies the core curriculum. This course focuses heavily on experimental learning, with active engagement with core material. This may include role plays, guided class discussions, growth in knowledge of the self, videotaping and review of videotapes of clients, and other classroom and homework activities designed to enhance student learning.

**Prerequisite:** PPSY 701

### **PPSY 702, Legal and Ethical Competence for Psychologists, 3 Units**

This course introduces students to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct and laws relevant to the practice of psychology. Students must pass a competency examination on legal and ethical issues, practice basic clinical skills, and have their clinical work reviewed.

### **PPSY 703, Psychological Theories: Psychoanalytic/Psychodynamic, 2 Units**

Using primary and secondary sources, this survey course provides an overview of the history of psychoanalytic thought from Freud to the present. Prominent theorists and movements within psychoanalytic history will be featured, with an emphasis on central concepts such as: key theoretical concepts, theory of development, philosophy/structure of mind, theory of psychopathology, theory of treatment/change. Empirical support for the efficacy of psychodynamic psychotherapy will be presented. Key movements in the consideration of religion and spirituality within psychoanalysis will also be discussed.

### **PPSY 705, Psychological Theories: Group, 2 Units**

This course provides an introduction to the theory and practice of group psychotherapy. Students explore several prominent group therapy models and develop some clinical competency in group therapy.

### **PPSY 706, Psychological Theories: Postmodern, 2 Units**

This course provides an overview of postmodern theories that are prominent in the field of clinical psychology. Course material covers the theoretical and research underpinnings of specific models, along with their relationship to language, human interaction, and social constructivism; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools on the practice of psychology. Models covered include narrative therapy, solution-focused therapy, feminist therapy, and multicultural therapy, and students explore the subject matter through lectures, readings, discussions, and videos.

### **PPSY 707, Clinical Interventions: Psychodynamic, 2 Units**

Students in this course learn an empirically supported model of time-limited psychodynamic psychotherapy. This course includes conceptual/theoretical underpinnings as well as clinical application, and ideally, students are already in a clinical setting where this modality may be utilized. Consultation on cases is provided to students in this course.

## **PPSY 708, Clinical Interventions: Cognitive Behavioral Therapy, 2 Units**

This course provides an overview of interventions related to cognitive behavioral therapy (CBT). Students learn conceptual foundations and interventions of CBT theory in order to modify thought patterns, affective states, and behaviors as related to specific disorders and clinical populations. Students also develop a basic understanding of the efficacy of CBT as a psychotherapeutic treatment modality. Interventions are taught through in-class written assignments, by engaging in role-plays, and by observing sessions.

## **PPSY 709, Clinical Interventions: Group, 2 Units**

This course provides an introduction to the practice of group psychotherapy. Students explore several prominent group therapy models and begin to develop clinical competency in group therapy.

**Prerequisite:** PPSY 705

## **PPSY 710, Clinical Interventions: Postmodern, 2 Units**

In this course, students learn conceptual, perceptual, and executive skills of postmodern interventions, including solution-focused brief therapy. Students develop a better understanding of how postmodern interventions enhance the treatment of clients.

## **PPSY 711, Psychology and Systems Theory, 3 Units**

This course provides an introduction to the discipline of Family Psychology and the theoretical orientation of the Psy.D. curriculum. An in-depth analysis of the tenets of systems theory and their application to psychotherapy is provided. Philosophical, theological, and psychological ramifications of systems theory are considered. Students are challenged to adopt an ecological systems epistemology and think critically regarding the integration of psychological theories within a systemic framework.

## **PPSY 714, Assessment III: Cognitive Assessment, 4 Units**

This course covers the assessment of intelligence in children, adolescents, and adults and the assessment of children for developmental, learning, and emotional disorders. The course emphasizes the Wechsler intelligence scales. Critical analysis of cultural considerations in test interpretation is considered. The development and composition of comprehensive assessment batteries are addressed. This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

## **PPSY 714A, Cognitive Assessment Lab, 1 Unit**

This course covers the administration and scoring of intelligence assessment measures for children, adolescents, and adults. The course emphasizes the Wechsler intelligence scales.

## **PPSY 716, Family Psychology, 3 Units**

This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families is discussed. Students develop systemic treatment plans that recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

## **PPSY 718, History and Systems of Psychology, 3 Units**

This course provides an overview of the history of the discipline of psychology. Topics covered include the theoretical and research underpinnings of the discipline; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools upon the practice of psychology. Students explore the subject matter through lecture, readings, discussion, and videos.

## **PPSY 719, Social Psychology, 2 Units**

The course provides an overview of the theoretical and applied knowledge of social psychology, which consists of how individuals affect their environment, and how the environment affects individual behavior and social interactions. The focus is on theory and empirical research which supports theory. In addition, classic action-oriented social psychology is examined in the application of social psychological theory to real-life situations.

## **PPSY 720, Clinical Consultation, 1 Unit**

This course offers additional support to Psy.D. students' clinical placement and supervision experiences as they receive clinical training at practicum sites. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload in order to further develop their case conceptualization and presentation skills. Furthermore, the class provides an opportunity for faculty to encourage professional development and provide department oversight of students' clinical placement experience. This course is required every semester students are at a practicum site, and successful completion of the practicum is required to receive credit for this course.

**Corequisite:** Clinical training at a practicum site

## **PPSY 722, Research Design I, 3 Units**

This course provides an introduction to research design and its application to psychology. Emphasis is given to developing knowledge and skills in research design, and in assessing the technical adequacy of research conducted by others. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.



### **PPSY 723, Research Design II, 3 Units**

This course focuses on statistical methodologies and their applications in the analysis of both empirical and qualitative data. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential laboratory component. This course provides the foundational skills necessary for students to finalize their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

### **PPSY 724, Systems IV: Couples Theory and Therapy, 3 Units**

This course reviews the current literature on dyadic relationships and psychotherapeutic approaches to couples. A minimum of three contemporary theoretical orientations and their clinical applications are studied in depth. Demonstration, simulation, case presentations, and clinical experience are used to reinforce the models presented. Students receive training in the administration and interpretation of assessment devices for the clinical evaluation of couples. Variations across cultures and interaction with wider systems are considered.

### **PPSY 730, Cognition, 2 Units**

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy is considered.

### **PPSY 730A, Cognitive and Affective Bases of Behavior, 3 Units**

This course provides foundational knowledge of cognitive and affective bases of behavior. Topics such as affect, mood, emotion, learning, memory, thought processes, and decision-making are covered. The relationship of contemporary understandings of affect and cognition to the practice of psychotherapy is also considered.

### **PPSY 731, Dissertation Development, 1 Unit**

This course provides advanced instruction in the development of the Psy.D. dissertation. Students participate in the section of the course that addresses the category they have chosen for their dissertation (e.g., qualitative research, quantitative research, program consultation, critical literature analysis, theoretical development, or clinical application).

### **PPSY 732, Child and Adolescent Psychology, 3 Units**

This course is designed to give students a broad understanding of clinical child and adolescent psychology. This course will mainly emphasize diagnosis and treatment of common childhood and adolescent psychiatric disorders. This course will utilize a developmental psychopathology model; therefore, both protective factors and risk factors for children and adolescent mental health will be covered. The course will highlight empirically validated treatments in work with children and adolescents; however, general treatment approaches will also be discussed.

### **PPSY 734, Gerontology, 2 Units**

This course focuses on the specific developmental issues, psychopathology, and therapeutic interventions relevant to the aging. Special attention is given to ecosystemic factors, such as extended family dynamics and community services, as they relate to treatment. Differences across cultures are considered.

### **PPSY 735, Adolescent Psychology, 2 Units**

This course covers current perspectives on adolescent development, psychopathology, and psychotherapy. Traditional and recent models of adolescent development are reviewed. DSM-IV criteria for disorders that relate especially to adolescents are reviewed and therapeutic interventions studied. Special attention is given to models that recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

### **PPSY 739, Psychobiology, 3 Units**

This course introduces the biological and neurological bases of human behavior. The role of the central nervous system and organic bases of psychological development and psychopathology are examined. The effects of trauma, head injury, and the neurological aspects of DSM-IV disorders are discussed.

### **PPSY 740, Consultation in Clinical Psychology, 2 Units**

This course provides instruction and training in the provision of professional clinical consultation. Students are introduced to the theoretical and practical aspects of providing consultation.

### **PPSY 742, Diversity II: Historical and Current Causes of Systemic Differences and Oppression, 3 Units**

This course examines the historical legacy, events, and circumstances that have led to structural and systemic policies that have advantaged certain populations and people groups over others in the United States. As the second in a sequence of four diversity courses, the focus of this course is upon equipping students to understand the impact of historical events on their clients' lives and learning how to consider the historical context in psychotherapy.

**Prerequisite:** PPSY 700F

### **PPSY 743, Diversity III: Responsiveness in Clinical Practice, 3 Units**

This course builds on previous PPSY diversity courses, emphasizing application of diversity concepts. It provides a review of and expansion upon key concepts and essential elements, as well as an introduction to some other aspects of multicultural counseling/therapy competency (MCT). The course also provides an on-campus forum for the review and integration of multicultural competence concepts in clinical practice at a practicum site chosen as part of each student's individual training plan. Course material focuses on MCT competency in the delivery of psychological services to diverse populations, as students must pass an integrative MCT competency evaluation to complete this course, and are evaluated on the development in increased MCT skill in the practice of psychology through a final integrative paper.

### **PPSY 744, Supervision in Clinical Psychology, 2 Units**

This course provides instruction and training in the provision of professional clinical supervision. Students are introduced to the theoretical and practical aspects of providing supervision. In addition to lectures and readings focused on the process of supervision, students are supervised as they provide supervision to master's-level trainees.

### **PPSY 745, Dissertation I, 1 Unit**

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

### **PPSY 746, Dissertation II, 1 Unit**

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

### **PPSY 747, Dissertation III, 1 Unit**

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

### **PPSY 748, Dissertation IV, 1 Unit**

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

### **PPSY 749, Diversity IV: Global Psychology, 3 Units**

This course focuses on the role of the psychologist in international contexts. Specifically, this course addresses awareness, knowledge, skills, and attitudes in working with religiously diverse populations. Furthermore, this course addresses the role of the psychologist working internationally. To this end, this course provides an overview of Global Psychology, International Psychology, global mental health, and other related movements. Critical analysis of current practices in psychological research and clinical intervention is discussed, and students identify how they will apply course content to their future professional roles.

### **PPSY 752, Predoctoral Internship, 0 Units**

This is a one-year professional internship at an external site approved by the director of clinical training of internship. Students register for this course during the fall, spring, and summer semesters while on internship.

**Prerequisite:** Completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship by director. Students who opt to take a two-year half-time internship must register for this course both years.

### **PPSY 755, Dissertation V, 1 Unit**

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

### **PPSY 756, Dissertation VI, 1 Unit**

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

### **PPSY 757, Psychopharmacology, 2 Units**

This course introduces the use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly or substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to physicians or neuropsychologists is part of therapeutic practice.

## **PPSY 763, Psychodynamic Systems of Psychotherapy I, 2 Units**

This seminar-style course is the first in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This first course includes a review of major theorists and theories from Freud (classical analysis) to Kohut (self-psychology), focusing particularly on the British Middle School's (Fairbairn, Guntrip, and Winnicott) distinctive contributions to this spectrum of theories and therapies. Particular attention is given to the evolution from drive to relationship as primary motivation for human development and from individual to interpersonal intrapsychic systems frameworks. Implications for the understanding of religious experience from the perspective of these psychodynamic frameworks is also explored.

## **PPSY 764, Psychodynamic Systems of Psychotherapy II, 2 Units**

This seminar-style course is the second part of a three-course sequence, following the review of the British Middle School's unique contributions to theory and technique, and elaborates upon the distinction between one-person, two-person, and contextual psychotherapies. This course provides advanced instruction and training in contemporary psychodynamic approaches to personality and psychotherapy and highlights the systemic theory that undergirds their development. An in-depth exploration of relational psychoanalysis that diverges from traditional psychoanalytic assumptions by considering contextual daily interactions and broader social and cultural dynamics, is presented. Extensive clinical material is used to illustrate how relational thinking explores the interface between mother-infant research, dynamic systems theory, trauma research, family therapy, and social learning theory, all of which are powerfully contextual in nature. In addition, implications for understanding spirituality from within this tradition are considered.

**Prerequisite:** PPSY 763

## **PPSY 765, Psychodynamic Systems of Psychotherapy III, 2 Units**

This seminar-style course is the third in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This third course focuses on synthesis and consolidation of understanding regarding the spectrum of psychodynamic theories and therapies with particular attention to demonstrated clinical competency, and pays particular attention to how psychodynamic theory interfaces with social issues, life transitions, faith, and film and literature.

**Prerequisite:** PPSY 764

## **PPSY 766, Consultation II: Systemic and Organizational Context, 2 Units**

This course explores the critical dimensions of organizational life from the vantage point of systemic, structural, and cultural perspectives. Students examine organizing principles for leadership and management, cultural artifacts of organizational life, and key contextual variables that might prove significant for consultancy engagement. This course provides a framework for students to gain insights into organizational life and the importance of key factors as a backdrop for consultancy engagements that involve organizational redesign, management principles, and cultural contexts.

**Prerequisite:** PPSY 740

## **PPSY 767, Consultation III: Leadership and Organizational Assessment, 2 Units**

This course introduces students to qualitative and quantitative assessment methods as key tools for leadership and organizational assessment. Students gain competency in the use of several key assessment methods and instruments, learn the importance of assessment in organizational and leadership dynamics, and learn to apply these instruments to leadership and organizational development.

**Prerequisite:** PPSY 740, PPSY 766

## **PPSY 768, Consultation IV: Interventional Strategies, 2 Units**

This course provides instruction and training in interventional strategies central to consultation assignments within organizational settings. Students are introduced to interventional strategies that correspond to the primary issues related to organizational life: change management, organizational culture, and leadership and team dynamics. Students gain competency in focusing on these critical areas of consultancy engagement and intervention.

**Prerequisite:** PPSY 740, PPSY 766, PPSY 767

## **PPSY 770, Introduction to Forensic Psychology, 2 Units**

This course provides the clinical psychology student an introduction to forensic psychology theory, methods, and assessment. This is the first and foundational course in a series of four elective courses in the family forensic psychology elective concentration. This course provides students with the opportunity to learn the foundational theory in law and psychology that serves as prerequisite knowledge to explore deeper study in forensic assessment and family forensic psychology. Specifically, this course covers the introduction to the psychological and legal aspects of criminal, civil, and family forensic psychology.

## **PPSY 771, Forensic Assessment, 2 Units**

This course provides substantive coverage of forensic mental health assessment. It presents the psychological and legal conceptual framework for applying forensic instruments and forensically relevant instruments to answer questions presented by a civil, family, or criminal court. Foundational issues such as forensic ethics, multicultural considerations, basic forensic assessment methodology, and assessment of response styles and dissimulation are covered. In addition, relevant legal concepts and landmark cases that substantially shape the delivery of forensic mental health assessment are addressed. Students learn the basics of conducting the following evaluation types: 1) competency to stand trial; 2) mental status at the time of the offense and criminal responsibility; 3) violence risk management; 4) sex offender risk assessment; 5) death penalty mitigation; and 6) personal injury.

**Prerequisite:** PPSY 770

## **PPSY 772, Family Forensic Psychology I, 2 Units**

This course provides a substantive overview of juvenile forensic and child custody evaluations. Students have the opportunity to learn legal cases and principles that apply to the work of forensic psychologists in juvenile and family courts, as well as assessment methodology and instruments that are employed when conducting juvenile forensic and child custody evaluations. Types of the evaluations covered include juvenile risk assessment, juvenile psychopathy, juvenile transfer waiver, juvenile competency, child custody, and fitness for parenting.

**Prerequisite:** PPSY 771

## **PPSY 773, Family Forensic Psychology II, 2 Units**

This course covers specialized issues within family forensic psychology including conducting evaluations that are useful for making legal dispositions within the family court system. Students learn the fundamental elements of conducting the following assessments: visitation risk, child trauma, child sexual abuse allegations, domestic violence risk, battered spouse, decisional/testamentary capacity and substituted judgement, psychological autopsies, and reproductive capacity. In addition, students are exposed to divorce mediation and more advanced expert testimony strategies. At the end of the four-course sequence, students have the opportunity to participate in a mock court hearing where they present their findings and undergo cross-examination by an attorney.

**Prerequisite:** PPSY 772

## **PPSY 774, Assessment II: Personality, 3 Units**

This course provides a review of the fundamentals of psychological assessment: the administration, scoring, and interpretation of self-report instruments for the clinical assessment of personality and professional report writing. Primary instruments studied will include the Minnesota Multiphasic Personality Inventory-2 (MMPI-2), MMPI-2-RF, Millon Clinical Multiaxial Inventory IV, Personality Assessment Inventory (PAI), NEO-Personality Inventory-3 (NEO-PI-3), Sixteen Personality Factor Questionnaire (16PF) and Beck Inventories.

**Prerequisite:** PPSY 700H

## **PPSY 775, Assessment IV: Integrated Report Writing, 3 Units**

This course focuses on the art and science of psychological assessment and report writing. Consistent with the assessment competence of the APA, this course is intended as a capstone or final, culminating course occurring at the conclusion of the assessment sequence. It provides students with the tools to refine report-writing skills, with a focus on conducting clinical interviewing, test selection, and third-party collaborative interviews, and learning to write integrated, clear, useful psychological reports.

**Prerequisite:** PPSY 700H, PPSY 774, PPSY 714

## **PPSY 779, Advanced Developmental Psychology II: Early Adulthood through Late Adulthood, 2 Units**

This course is part of a two course sequence that aims to help students learn to utilize a lifespan perspective in their work as clinical psychologists. This course reviews important developmental issues and milestones from early adulthood through late adulthood, paying particular attention to context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low-education attainment, abuse and neglect, and inadequate housing impact development. Biological, social, psychological aspects of development are included in this course. Models of psychological development are presented, and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

## **PPSY 781, Interpersonal Theory and Psychotherapy, 2 Units**

This course provides advanced instruction and training in interpersonal approaches to personality and psychotherapy. This seminar-style course includes a review of Harry Stack Sullivan's distinctive contributions to personality theory, the primary interpersonal models of personality, and several contemporary clinical applications of this theory.

## **PPSY 786, Global Psychology, 2 Units**

This course provides a systematic overview of existing approaches to working globally. Theory, research, and intervention are highlighted, and the history of globalization, current trends, and common problems and issues are examined. Students are encouraged to develop their clinical skills in applying psychology to significant global concerns in diverse countries and cultures and practically apply their knowledge during an intensive, three-week practicum in Kenya, East Africa.

## **PPSY 787, Dissertation Continuation, 0 Units**

This course is for students who have completed Dissertation I-VI and have not yet defended their dissertation. Students are expected to meet regularly with their dissertation chair; to complete specific goals, objectives, and tasks; and to demonstrate satisfactory progress toward completion of their dissertation. Students (including those who have not yet completed their dissertation after proceeding to internship and/or completing internship) enroll in this course until the dissertation is successfully defended and the final document is submitted for the required APA editing process and APU's publications approval.

**Prerequisite:** PPSY745, PPSY 746, PPSY 747, PPSY 748, PPSY 755, PPSY 756

## **PPSY 788, Integrated Health Psychology, 2 Units**

In this course students are introduced to the field of integrated health psychology, learn the role and duties of a health psychologist, and develop an understanding of the collaboration that can occur with allied health professionals in order to help patients achieve better outcomes.

### **PPSY 789, Integration I: Traditioning and Contextualizing the Self [Proposed], 3 Units**

This course presents theological anthropology as an interpretive lens for the meaning of the human story and the ways in which particular religious and/or spiritual tradition influences our understanding of human experience. Central to this course is an understanding of each student's theology of change - how we understand the source of pain, suffering, illness, and the nature and process of change. Students will explore how their own theological, spiritual, and philosophical tradition(s), implicit or explicit, inform and influence their understanding of human nature, development, illness, health, and change. This self exploration and awareness, reflection on, and interaction with theological and spiritual traditions forms a foundation for understanding the self in context - embodied and embedded culturally, ethnically, religiously - as well as providing a source of personal and professional identity.

### **PPSY 790, Integration II: Christian Spiritual Formation and Psychotherapy [Proposed], 3 Units**

This course will provide an historical overview of Christian Spirituality, which is understood as ways of expressing devotion to God. As background for discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology, spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

### **PPSY 791, Integration III: World Religions/Spirituality and Psychotherapy [Proposed], 3 Units**

This course focuses on the role of the psychologist considering the religious diversity nationally and globally. With professional ethics and the psychology of religion as foundation, students will explore the application of psychological theory and methodology to the conceptualization, diagnosis, care, and treatment of individuals, couples, and families - the religious and irreligious. Students will gain key competencies related to awareness, knowledge, and skills and will explore their own attitudes in working with religiously diverse populations.

### **PPSY 792, Integration IV: Vocation and Social Action as a Psychologist [Proposed], 3 Units**

As the final course in the integration sequence, this course explores the role of the psychologist as an agent of change in society. Central to this consideration is clinical practice as vocation and the inherently sacred nature of work. Drawing on students' own theological, spiritual, and/or philosophical tradition, topics discussed in this course will include justice, mercy, compassion, and grace. Biblical ethics of hospitality, community, and respectful discourse about differences will guide discussions. The range of ways that psychologists may engage with society will be considered, including involvement in racial reconciliation, short-term and long-term clinical missions, resettlement of refugees and immigrants, advocating for change in social and political policy, mental health advocacy in religious communities, and participation in ecumenical and inter-faith dialogue about psychological illness and health.

### **PPSY 798, Special Topics, 1-6 Units**

Elective courses are offered each semester according to the interests of students and faculty. Students are required to take elective courses during their program; some may choose to take additional courses of interest beyond the unit requirement of the program.

### **PPSY 799, Readings in Psychology, 1-4 Units**

#### **Faculty**

##### **Chair**

Marjorie Graham-Howard (<http://www.apu.edu/faculty/mlhoward/>), Ph.D.

##### **Director, Psy.D. Program**

Samuel Girguis (<http://www.apu.edu/faculty/sgirguis/>), Psy.D.

##### **Director of Clinical Training (Internship)**

Ted Scott Bledsoe (<http://www.apu.edu/faculty/tsbledsoe/>), Psy.D.

##### **Director of Clinical Training (Practicum)**

Marjorie Graham-Howard (<http://www.apu.edu/faculty/mlhoward/>), Ph.D.

#### **Professors**

Ted Scott Bledsoe (<http://www.apu.edu/faculty/tsbledsoe/>), Psy.D.

David Brokaw (<http://www.apu.edu/faculty/dbrokaw/>), Ph.D., ABPP

Stephen Cheung (<http://www.apu.edu/faculty/scheung/>), Psy.D.

Marjorie Graham-Howard (<http://www.apu.edu/faculty/mlhoward/>), Ph.D.

Loren Martin (<http://www.apu.edu/faculty/lamartin/>), Ph.D.

Theresa Clement Tisdale (<http://www.apu.edu/faculty/tctisdale/>), Ph.D., Psy.D.

## **Associate Professors**

Holli Eaton (<http://www.apu.edu/faculty/heaton/>), Psy.D.

Charles Chege (<http://www.apu.edu/faculty/cchege/>), Psy.D.

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## **Assistant Professor**

Samuel Girguis (<http://www.apu.edu/faculty/sgirguis/>), Psy.D.

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Marv Erisman (<http://www.apu.edu/faculty/merisman/>), Ph.D.

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# Psy.D. in Clinical Psychology

APU's Doctor of Psychology (Psy.D.) in Clinical Psychology (<https://www.apu.edu/bas/programs/psyd/>) is a professional doctorate that identifies as a practitioner-scholar program. The curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

## Mission Statement

The Doctor of Psychology in Clinical Psychology program educates, prepares, and trains students to become practitioner-scholars in clinical psychology with professional competencies in relationship, research, assessment, intervention, diversity, consultation, supervision, integration of faith/spirituality and practice, and systems thinking (family psychology).

## Program Goal

The Psy.D. program at Azusa Pacific University has developed a unifying goal to guide the mission of the program: Cultivate culturally competent practitioner-scholars who are equipped to serve a wide range of clients with a special emphasis in systems thinking, diversity, and the integration of faith/spirituality and practice.

APU's Psy.D. program utilizes a competency-based training model consistent with the 2009 revision of the APA Commission on Accreditation's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*. The National Council of Schools and Programs of Professional Psychology (NCSPP) has identified **seven core objectives/competencies**:

1. Relationship
2. Assessment
3. Intervention
4. Research
5. Diversity
6. Consultation
7. Supervision

## The Seven Core Objectives/Competencies of the Psy.D. Program <sup>1</sup>

The curriculum for the Psy.D. program is competency based. Such a curriculum recognizes that it is essential to identify core competency areas in psychology as the primary organizing principle for a professional degree. Successful degree completion requires the achievement of the competencies necessary to function well in the field of psychology. The curriculum reflects concern for the development of seven core competencies in psychology: research and evaluation, relationship, assessment, intervention, diversity, consultation and education, and management and supervision. The seven professional competency areas are defined briefly:

**Objective 1:** Develop the capacity to maintain a constructive working alliance with clients. *Relationship* is informed by psychological knowledge of self and others. In the development of the relationship objective/competencies, special attention should be given to the diversity of persons encountered in clinical practice. Curriculum design includes education and training in attitudes essential for the development of the relationship competency, such as intellectual curiosity and flexibility, open-mindedness, belief in the capacity to change, appreciation of individual and cultural diversity, personal integrity and honesty, and a value of self-awareness. Experiential learning with self-reflection, direct observation, and feedback by peers and experts is essential in the development of the relationship objective/competencies.

- Competency/student learning objective 1a: Ability to form therapeutic relationships with client
- Competency/student learning objective 1b: Ability to demonstrate empathy, genuineness, and nonpossessive warmth
- Competency/student learning objective 1c: Ability to maintain appropriate boundaries and awareness of countertransference

**Objective 2:** Acquire the knowledge, skills, and attitudes necessary to conduct effective psychological assessments. *Assessment* is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, and predict relevant aspects of a client. Assessment is a fundamental process that is interwoven with all other aspects of professional practice. As currently defined, assessment involves a comprehensive approach addressing a wide range of client functions. Assessment takes into account sociocultural context and focuses not only on limitations and dysfunctions but also on competencies, strengths, and effectiveness. Assessment increasingly addresses the relationship between the individual and his or her systemic context. The assessment curriculum is not limited to courses but involves a pattern of experiences covering general principles as well as specific techniques. Supervised skill training is an essential component of the assessment curriculum.

- Competency/student learning objective 2a: Knowledge of standardized psychological tests
- Competency/student learning outcome 2b: Knowledge of legal and ethical principles and guidelines involved in assessment and knowledge of potential courses of action
- Competency/student learning outcome 2c: Ability to write an integrated report and give feedback

Objective 3: Acquire the knowledge, skills, and attitudes necessary to conduct effective psychotherapy. *Intervention* involves activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services. The intervention competency is based on the knowledge of theories of individual and systemic change, theories of intervention, methods of evaluation, quality assurance, professional ethical principles, and standards of practice. Effective training for intervention includes knowledge of a broad diversity of clients and teaching materials, practicum client populations, teachers, and supervisors. Service systems reflect diversity. The issues of power and authority are particularly relevant to this competency.

- Competency/student learning outcome 3a: Knowledge of theory and its application in personality, psychopathology, change processes, and the interaction and influences of social, environmental, cultural, and physiological factors
- Competency/student learning outcome 3b: Awareness of and compliance with legal requirements of practice (e.g., mandated reporting, confidentiality rules) and the APA Ethical Principles of Psychologists and Code of Conduct
- Competency/student learning outcome 3c: Ability to use diagnostic nomenclature in diagnosis and formulation of treatment plans
- Competency/student learning outcome 3d: Ability to relate to clients of different ethnic, racial, cultural, religious, or sexual orientations from him/herself
- Competency/student learning outcome 3e: Understanding of the therapeutic process within a given theoretical orientation
- Competency/student learning outcome 3f: Flexibility in the use of intervention techniques appropriate to needs of client

Objective 4: Demonstrate the ability to critically evaluate research and conduct research in applied settings. *Research and evaluation* comprise a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. Psychologists have learned to think critically and engage in rigorous, careful, and disciplined scientific inquiry. Education and training in the epistemological foundations of research, the design and use of qualitative and quantitative methods, the analysis of data, the application of research conclusions, and sensitivity to philosophical and ethical concerns is needed for psychologists to develop in this area.

- Competency/student learning objective 4a: Ability to critically evaluate clinical research
- Competency/student learning objective 4b: Evaluate, conduct, and use clinical research in compliance with ethics guidelines

Objective 5: Provide psychological services that integrate a deep understanding of individual and cultural differences and issues of power, privilege, and oppression. *Diversity* refers to an affirmation of the richness of human differences, ideas, and beliefs. An inclusive definition of diversity includes but is not limited to age, color, disability and health, ethnicity, gender, language, national origin, race, religion/spirituality, sexual orientation, and socioeconomic status, as well as the intersection of these multiple identities and multiple statuses. Exploration of power differentials, power dynamics, and privilege is at the core of understanding diversity issues and their impact on social structures and institutionalized forms of discrimination. Training of psychologists includes opportunities to develop understanding, respect, and value for cultural and individual differences. A strong commitment to the development of knowledge, skills, and attitudes that support high regard for human diversity is integrated throughout the professional psychology training program and its organizational culture.

- Competency/student learning outcome 5a: Knowledge of theory and its application of the following concepts: multiple identities; power, oppression and privilege; and individual and cultural differences
- Competency/student learning outcome 5b: Provide culturally competent services, and understand and implement ethical issues pertinent to individual and cultural differences
- Competency/student learning outcome 5c: Knowledge and awareness of self with respect to personal cultural identity and impact of this on clinical practice

Objective 6: Demonstrate the knowledge and abilities necessary to engage in consultation and education services. *Consultation* is a planned, collaborative interaction that is an explicit intervention process based on principles and procedures found within psychology and related disciplines in which the professional psychologist does not have direct control of the actual change process. *Education* is the directed facilitation by the professional psychologist for the growth of knowledge, skills, and attitudes in the learner. Students are required to complete experiential tasks in consultation and education as part of their coursework or internship.

- Competency/student learning outcome 6a: Knowledge of evidence-based theories, models, and interventions related to consultation and education
- Competency/student learning outcome 6b: Ability to develop consultative and educational relationships

Objective 7: Acquire the knowledge, skills, and attitudes necessary to engage in management and supervision. *Management* consists of those activities that direct, organize, or control the services of psychologists and others as offered or rendered to the public. *Supervision* is a form of management blended with teaching in the context of relationship directed toward the enhancement of competence in the supervisee. This competency is informed by the knowledge of professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behavior and psychopathology, cultural bases of behavior, theoretical models of supervision, and awareness of diversity. Self-management processes and structures are provided for students. Demonstrated competence in supervision includes the development of receptivity to supervision and the acquisition of skills in providing supervision.

<sup>1</sup> Adapted from Bent, R. (1992). The professional core competency areas. In R.L. Peterson, et al. (Eds.) *The Core Curriculum in Professional Psychology* (pp. 77-81). Washington, DC: American Psychological Association.



## Psy.D. Program's Special Emphases

In addition to the seven core objectives/competencies developed by NCSPP, the Psy.D. program at APU has identified **three areas of special emphasis**:

1. Diversity
2. Systems Thinking (Family Psychology)
3. Integration of Faith/Spirituality and Practice

### Diversity

The Psy.D. program has a strong commitment to individual and cultural diversity and is committed to creating an inclusive and positive environment for diverse students and faculty, and the development of competency in serving diverse populations. Diversity competence is interwoven throughout every course; additionally, there are specific courses that focus on developing diversity competency. In addition to coursework, the Psy.D. program sponsors a student-run diversity committee that is focused on addressing diversity issues in the program through forums, guest speakers, and trainings.

### Systems Thinking: The Discipline of Family Psychology

Based on systems theory, the discipline of family psychology recognizes the dynamic interaction between persons and environments without detracting from an awareness of individual, intrapsychic issues. The Psy.D. program's emphasis in family psychology incorporates numerous elements from several disciplines within psychology (e.g., clinical psychology, developmental psychology, personality theory, environmental psychology, neuropsychology, psychobiology, and social psychology). All the disciplines are related by the theoretical understanding of the dynamic, reciprocal relationship between these factors as they impact human behavior. This theoretical foundation undergirds the program courses at APU. In courses that have traditionally had an individual focus, systemic aspects relevant to the content area are incorporated. The Psy.D. program strives to equip students to think systemically and apply systemic analysis to clinical situations.

### Integration of Faith/Spirituality and Practice: Interdisciplinary Integration

Azusa Pacific University has a strong Christian heritage and commitment to integrating evangelical Christian thought into university programs. The Psy.D. expresses this heritage and commitment through an emphasis on the integration of psychology with ethics, theology, and spiritual formation. Students are encouraged to explore the role and importance of moral and spiritual identity formation in the process of psychotherapy. The Psy.D. program also has a strong commitment to open enrollment. As such, individuals from any religious or nonreligious tradition may be admitted to the Psy.D. program. However, it is important for prospective students to recognize that coursework and training are structured using Christian values and principles. Students are asked to learn and thoughtfully interact with the content of courses, as well as to reflect on their own beliefs and values as they relate to preparation for professional practice. In addition to providing students with an interdisciplinary framework from which to understand psychological theory and practice, the emphasis also facilitates and enhances the development of competency with respect to addressing religious and spiritual diversity in clinical practice.

### Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

### Application Deadline

The application deadline is January 15. Students who apply prior to this date will be given priority consideration for admission.

### Interview Process, Acceptance, and Deposit

Upon invitation, Psy.D. applicants complete an interview with at least one member of the Psy.D. faculty. The purpose of the interview is to determine the applicant's potential for success in the Psy.D. program. Applicants who are accepted into the Psy.D. program are notified after the interview process. Upon notification of admission, applicants must confirm intent to attend in writing to the department by April 15. A \$500 deposit is also required by April 15. Please note that 100 percent of the deposit is applied toward tuition.

### Psy.D. Doctoral Assistantships (TRAs)

Funds are allocated to provide teaching-research assistantships (TRAs) for each academic cohort. Recipients of the assistantships receive \$9,000 tuition remission per year for the first four years of the program for a scholarship total of \$36,000. TRAs provide 8 hours of service per week in the Department of Clinical Psychology during September through June of the academic year. The department chair (or designee) determines the roles and responsibilities of the TRAs. Students may apply for the assistantship during the first year of their Psy.D. program. Preference is given to applicants who evidence strong academic credentials (e.g., high GPA and GRE scores) and financial need. Cultural knowledge and language skills that facilitate

the provision of psychological services in an underserved community and commitment to provide psychological services in an underserved community following graduation are also taken into consideration. Applications for the assistantships and criteria for evaluation of applications are available in the department.

TRAs will be reviewed annually and must meet minimum standards to continue the assistantship. This review is intended to guarantee that persons awarded an assistantship will continue to evidence the qualities that led to their original selection. Minimum standards for continuation include maintaining good standing throughout all aspects of the program, including maintenance of a 3.5 GPA, sufficient progress on dissertation, positive evaluations from clinical training sites, willingness to receive constructive criticism regarding performance of tasks, demonstrated remediation of performance deficits that have been formally identified to the student by the directors of the Psy.D. program and M.A. program, department chair, and/or the designated supervisor, and continued ability to be available on a schedule that meets the needs of the department.

Any student who has been awarded an assistantship and who has received tuition remission is responsible to repay the amount equal to the tuition remission if the student withdraws from the Psy.D. program prior to graduation. Such students may work with Student Financial Services to arrange a repayment plan for the loan balance. The annual stipend is exempt from this repayment requirement (it is considered remuneration for service).

## Curriculum

The Psy.D. curriculum is designed to meet the requirements of the APA for professional education in psychology. Courses stress the importance of critical thinking in the discipline of psychology, and the curriculum provides a breadth of knowledge regarding scientific psychology. Since this is a professional degree, clinical education and application of scientific knowledge to clinical domains are stressed throughout the curriculum, as well as in the clinical practicum experience. Cultural and individual diversity perspectives are woven into courses across the curriculum. In addition, all of the courses incorporate a systemic perspective on psychology. The coursework also includes interdisciplinary courses that integrate ethics, theology, and psychology—issues relevant to Christian faith—where appropriate.

The Psy.D. curriculum is composed of 125 units of required courses plus 8 units of elective courses for a total of 133 units. Psy.D. students may apply for a Master of Arts in Clinical Psychology en route to the Psy.D., after completing 57 units in the Psy.D. and attendance at a child abuse workshop. Note: The Master of Arts in Clinical Psychology is a nonlicensable degree.

Certain courses or mandatory seminars may be scheduled for Saturdays. Attendance at these courses or seminars is required to fulfill degree requirements.

| Code           | Title  | Units     |
|----------------|--|-----------|
| <b>YEAR 1</b>  |  |           |
| <b>Fall</b>    |  | <b>15</b> |
| PPSY 700C      | Psychopathology  |           |
| PPSY 700D      | Introduction to Clinical Practice: Basic Skills                              |           |
| PPSY 702       | Legal and Ethical Competence for Psychologists                               |           |
| PPSY 722       | Research Design I  |           |
| PPSY 739       | Psychobiology  |           |
| <b>Spring</b>  |  | <b>17</b> |
| PPSY 700E      | Advanced Developmental Psychology I: Infancy through Adolescence             |           |
| PPSY 730A      | Cognitive and Affective Bases of Behavior                                    |           |
| PPSY 723       | Research Design II   |           |
| PPSY 700J      | Introduction to Clinical Skills: Advanced Skills                             |           |
| PPSY 700F      | Diversity I: Multiculturally Responsive Attitudes and Knowledge              |           |
| PPSY 711       | Psychology and Systems Theory  |           |
| <b>Summer</b>  |  | <b>8</b>  |
| PPSY 731       | Dissertation Development   |           |
| PPSY 779       | Advanced Developmental Psychology II: Early Adulthood through Late Adulthood |           |
| PPSY 719       | Social Psychology  |           |
| PPSY 718       | History and Systems of Psychology  |           |
| <b>YEAR II</b> |  |           |
| <b>Fall</b>    |  | <b>14</b> |
| PPSY 789       | Integration I: Traditioning and Contextualizing the Self [Proposed]          |           |
| PPSY 700H      | Assessment I   |           |
| PPSY 732       | Child and Adolescent Psychology  |           |
| PPSY 701       | Introduction to Clinical Practicum and Professional Practice                 |           |
| PPSY 703       | Psychological Theories: Psychoanalytic/Psychodynamic                         |           |

|  |  |              |
|--|--|--------------|
| PPSY 745   | Dissertation I   |              |
| <b>Spring</b>  |  | <b>15</b>    |
| PPSY 790   | Integration II: Christian Spiritual Formation and Psychotherapy [Proposed]                   |              |
| PPSY 701A  | Clinical Practicum and Professional Practice   |              |
| PPSY 774   | Assessment II: Personality   |              |
| PPSY 742   | Diversity II: Historical and Current Causes of Systemic Differences and Oppression           |              |
| PPSY 700I  | Systems II: Family Therapy   |              |
| PPSY 746   | Dissertation II  |              |
| <b>Summer</b>  |  | <b>9</b>     |
| PPSY 791   | Integration III: World Religions/Spirituality and Psychotherapy [Proposed]                   |              |
| PPSY 714A  | Cognitive Assessment Lab   |              |
| PPSY 704   | Psychological Theories: Cognitive and Behavioral   |              |
| PPSY 757   | Psychopharmacology   |              |
| PPSY 747   | Dissertation III   |              |
| <b>YEAR III</b>  |  |              |
| <b>Fall</b>  |  | <b>13-15</b> |
| PPSY 705   | Psychological Theories: Group  |              |
| PPSY 714   | Assessment III: Cognitive Assessment   |              |
| PPSY 743   | Diversity III: Responsiveness in Clinical Practice   |              |
| PPSY 740   | Consultation in Clinical Psychology  |              |
| PPSY 720   | Clinical Consultation  |              |
| PPSY 748   | Dissertation IV  |              |
| Elective, if needed (see below)                          |  |              |
| <b>Spring</b>  |  | <b>13-17</b> |
| PPSY 716   | Family Psychology  |              |
| PPSY 792   | Integration IV: Vocation and Social Action as a Psychologist [Proposed]                      |              |
| PPSY 720   | Clinical Consultation  |              |
| PPSY 755   | Dissertation V   |              |
| PPSY 775   | Assessment IV: Integrated Report Writing   |              |
| Must complete 2 of the 4 Clinical Interventions courses: |  |              |
| PPSY 707   | Clinical Interventions: Psychodynamic  |              |
| PPSY 708   | Clinical Interventions: Cognitive Behavioral Therapy   |              |
| PPSY 709   | Clinical Interventions: Group  |              |
| Elective (if needed)                                     |  |              |
| <b>Summer</b>  |  | <b>4-6</b>   |
| PPSY 706   | Psychological Theories: Postmodern   |              |
| PPSY 756   | Dissertation VI  |              |
| PPSY 720   | Clinical Consultation  |              |
| Elective (if needed)                                     |  |              |
| <b>YEAR IV</b>   |  |              |
| <b>Fall</b>  |  | <b>10-12</b> |
| PPSY 734   | Gerontology  |              |
| PPSY 749   | Diversity IV: Global Psychology  |              |
| PPSY 788   | Integrated Health Psychology   |              |
| PPSY 720   | Clinical Consultation  |              |
| PPSY 710   | Clinical Interventions: Postmodern (Must complete 2 of the 4 Clinical Interventions courses) |              |
| PPSY 787   | Dissertation Continuation <sup>1</sup>   |              |
| <b>Spring</b>  |  | <b>8-10</b>  |
| PPSY 724   | Systems IV: Couples Theory and Therapy   |              |
| PPSY 744   | Supervision in Clinical Psychology   |              |
| PPSY 720   | Clinical Consultation  |              |
| PPSY 787   | Dissertation Continuation <sup>1</sup>   |              |

Must complete 2 of the 4 Clinical Interventions courses

|          |  |
|----------|--|
| PPSY 707 | Clinical Interventions: Psychodynamic                |
| PPSY 708 | Clinical Interventions: Cognitive Behavioral Therapy |
| PPSY 709 | Clinical Interventions: Group                        |

**Summer** **1-3**

|                      |  |
|----------------------|--|
| PPSY 787             | Dissertation Continuation <sup>1</sup> |
| PPSY 720             | Clinical Consultation                  |
| Elective (if needed) |  |

#### YEAR V

**Fall** **0**

|          |   |
|----------|---|
| PPSY 752 | Predoctoral Internship (required to take 3 times) |
| PPSY 787 | Dissertation Continuation <sup>1</sup>            |

**Spring** **0**

|          |  |
|----------|--|
| PPSY 752 | Predoctoral Internship                 |
| PPSY 787 | Dissertation Continuation <sup>1</sup> |

#### Summer

|          |  |
|----------|--|
| PPSY 752 | Predoctoral Internship                 |
| PPSY 787 | Dissertation Continuation <sup>1</sup> |

**TOTAL UNITS** **133**

**Code** **Title** **Units**

#### Elective Courses <sup>2</sup>

Choose 8 units from the following:

#### Forensic Psychology Concentration

|          |                                     |
|----------|-------------------------------------|
| PPSY 770 | Introduction to Forensic Psychology |
| PPSY 771 | Forensic Assessment                 |
| PPSY 772 | Family Forensic Psychology I        |
| PPSY 773 | Family Forensic Psychology II       |

#### Consulting Concentration

|          |  |
|----------|--|
| PPSY 766 | Consultation II: Systemic and Organizational Context       |
| PPSY 767 | Consultation III: Leadership and Organizational Assessment |
| PPSY 768 | Consultation IV: Interventional Strategies                 |

#### Psychodynamic Systems Concentration

|          |  |
|----------|--|
| PPSY 763 | Psychodynamic Systems of Psychotherapy I   |
| PPSY 764 | Psychodynamic Systems of Psychotherapy II  |
| PPSY 765 | Psychodynamic Systems of Psychotherapy III |

#### Other Elective Courses

|          |  |
|----------|--|
| PPSY 735 | Adolescent Psychology                  |
| PPSY 781 | Interpersonal Theory and Psychotherapy |
| PPSY 786 | Global Psychology                      |
| PPSY 798 | Special Topics                         |

<sup>1</sup> PPSY 787 is required if a student has not successfully defended their dissertation by the beginning of their fourth year in the program (and after having enrolled in Dissertation I-VI during their first three years in the program). Continuous enrollment is required from that point until the student has successfully defended their dissertation.

<sup>2</sup> All students must take 8 units of electives. Students may choose to take electives grouped in the listed concentrations; students need to complete only 4 units within a concentration to complete it, but may choose to take more if desired.

See below for more information regarding the five-year academic plan versus the six-year academic plan.

## Academic Probation and Disqualification

Students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 GPA is not maintained, or when they obtain a grade below a *B-* in their coursework. Students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a *B-* in their coursework.

## Electives

Students are required to take four elective courses in residency. Students may take miscellaneous electives in psychotherapy, integration, or assessment; other courses related to clinical psychology; or they may complete one of the elective concentrations described below.

### Psychodynamic Systems of Psychotherapy Concentration

The psychodynamic systems of psychotherapy elective concentration provides an opportunity for students to learn a comprehensive model of personality, psychopathology, and psychotherapy that reflects the systemic epistemology of the doctoral program. This course sequence provides a historical overview of major psychodynamic systems of theory and therapy (from origins to the present). Each course focuses on key theorists, theoretical constructs, conceptualization and treatment planning, supporting research, and clinical demonstration and application. Students seeking a Certificate of Proficiency in Psychodynamic Systems of Psychotherapy must complete a three-course sequence of electives and a yearlong clinical practicum placement in which students are permitted to provide psychodynamic psychotherapy to clients:

| Code     | Title                                      | Units |
|----------|--|-------|
| PPSY 763 | Psychodynamic Systems of Psychotherapy I   | 2     |
| PPSY 764 | Psychodynamic Systems of Psychotherapy II  | 2     |
| PPSY 765 | Psychodynamic Systems of Psychotherapy III | 2     |

For more information, contact Theresa Clement Tisdale, Ph.D., at [tctisdale@apu.edu](mailto:tctisdale@apu.edu).

### Family Forensic Psychology Concentration

The family forensic psychology elective concentration provides an opportunity for students to pursue more-focused training in the specialty area of forensic psychology. This concentration strives to prepare graduate students for competitive forensic psychology internships and postdoctoral training experiences. While completion of the certificate program does not guarantee placement in supervised training sites, it enhances the student's educational foundation in preparation for advanced training in forensic psychology. Students seeking the Certificate of Proficiency in Family Forensic Psychology must complete the following four-course sequence of electives:

| Code     | Title                               | Units |
|----------|-------------------------------------|-------|
| PPSY 770 | Introduction to Forensic Psychology | 2     |
| PPSY 771 | Forensic Assessment                 | 2     |
| PPSY 772 | Family Forensic Psychology I        | 2     |
| PPSY 773 | Family Forensic Psychology II       | 2     |

For more information, contact Marjorie Graham-Howard, Ph.D., chair of the Department of Clinical Psychology, at [mlhoward@apu.edu](mailto:mlhoward@apu.edu).

### Consulting Psychology Concentration

The consulting psychology elective concentration provides an opportunity for students to pursue an interest in organizational and consulting psychology. Students gain critical and fundamental knowledge in the consultation competencies necessary for the scholar-practitioner who chooses to work in assessment and interventional venues within organizations. Completion of this concentration adds significantly to the student's overall educational experience and depth of understanding systemic and organizational contexts. This concentration emphasizes the knowledge and competencies that increase the student's scope of practice within the field as a scholar-practitioner. Students seeking a Certificate of Proficiency in Consulting Psychology must complete a four-course sequence that includes required course PPSY 740 Consultation in Clinical Psychology and three elective courses: PPSY 766, PPSY 767, and PPSY 768.

For more information, contact Marv Erisman, Ph.D., at [merisman@apu.edu](mailto:merisman@apu.edu).

## Computer and Email Access Required

Students are required to own or have ready access to a computer during their tenure in the Psy.D. program, and required to maintain and utilize a student email address. Students are also responsible for the information sent to them by the program or department via email, and for responding to email in a consistent and timely manner.

## Academic Advising

In addition to the advisement by the program director and the directors of clinical training, each student selects a dissertation committee chair during their first year in the program who also serves as the student's academic advisor.

## Progress Review and Annual Evaluation

Department faculty review the progress of all students in the Psy.D. program each semester in order to encourage professional development and successful completion of the program. Since personal characteristics are important to competency in clinical psychology, students are evaluated regularly on categories determined to be professional standards in the field of clinical psychology. The evaluation form, noting the dimensions for evaluation, is provided to students upon entrance to the program (or earlier by request). Student behavior that does not reflect the professional

standards in the field of clinical psychology will be documented on the evaluations form and the student will receive a written notice; furthermore, the Psy.D. student will be required to meet with their faculty advisor, the program director, and/or the Clinical Training Committee to determine a personal development plan. Students who fail to improve according to their development plan may be dismissed from the program. Students who receive more than one written notice during a semester may be dismissed from the program. Students who receive more than three written notices while in the program may be dismissed from the program.

An annual student progress evaluation is conducted in July, following the summer term. All aspects of student progress in the program are reviewed and a letter is sent to students informing them of the results of the review, noting strengths or completion of particular requirements and areas for improvement or remediation needed in order to remain current in the program.

The program evaluates multiple domains of student training beyond that of academic success. Other areas of evaluation that are expected competencies of professional psychologists include intrapersonal, interpersonal, and professional development and functioning as articulated in the *Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs*, produced by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC). In addition to policies outlined in the catalog, other sources of program policy include the clinical training manual, the program manual, and the dissertation manual.

## Student Grievance and Due Process Procedures

Students' rights to due process are clearly outlined in the Academic Policies and Procedures (p. 1459) section of this catalog. Additional information may be found in the program manual and the clinical training manual.

## Five- and Six-Year Academic Plans and Time to Degree Completion

### Five-Year Program

Participation in the full-time plan requires attending classes during the day or evening at least two days per week, plus occasional Saturday courses (usually four Saturdays in a year). An additional 15-20 hours per week minimum for practicum is required throughout the program.

### Six-Year Program

Participation in the reduced-load-per-semester, six-year plan requires attending classes during the day or evening at least two days per week plus occasional Saturday courses (usually four Saturdays in a year). An additional 15-20 hours per week minimum for practicum is required in the first three years of the program or more, depending upon student progress.

### Time to Degree Completion

Psy.D. students are permitted 8 years from the date of initial enrollment to complete all requirements. Extensions beyond the 8-year limit may be granted for students experiencing unusual circumstances, at the discretion of the department with approval from the dean of the School of Behavioral and Applied Sciences.

## Other Degree Requirements for the Psy.D. program

### Clinical Training

Clinical training is central to the practitioner-scholar (Psy.D.) model for educating clinical psychologists. Azusa Pacific's program is committed to assisting students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as clinical psychologists. In their clinical placements, students gain experience in a variety of clinical settings including inpatient/residential, child, outpatient, brief/managed care, and settings utilizing psychological assessment. Supervision is provided by the field placement sites as well as psychologists on the APU faculty. Students entering the program with existing clinical training or licensure must still complete the program's clinical training sequence. Clinical training involves three years of practicum and a full-time, yearlong predoctoral internship (a limited number of two-year, half-time internships are available in some settings).

Practicum training is taken along with coursework as a means of enriching the academic experience, and is designed to provide the student with exposure to assessment and clinical treatment. A minimum of 1,500 practicum hours are required. Some students may elect to obtain an additional year of practicum experience in their fifth year and complete their internship during a sixth year. Concurrent with their supervised external practicum, students are required to participate in a 1-unit clinical consultation course (PPSY 720) that provides input from faculty on the student's clinical and professional development. Students are also required to document their practicum hours using the program Time2Track (<https://time2track.com/>).

The predoctoral internship is required at the end of the program when coursework and the 1,500 hours (three years) of practicum experience are complete. Internship provides the student with a more in-depth training experience. A minimum of 1,800 hours are required for internship training, though some sites may require 2,000 hours. It is highly recommended that the internship be APA/APPIC-approved, but alternative internships are provided by CAPIC. All placements must be an APA-, APPIC-, or CAPIC-approved site; this is a state law for California licensure. Permission to not seek an APA/APPIC internship must be requested from the director of clinical training and/or the Clinical Training Committee.

For those students who are licensed or registered in mental health professions other than psychology, the Department of Clinical Psychology requires that all practicum training in the Psy.D. program be entirely separate from any practice under such existing license or registration. For purposes of clinical training in professional psychology, all students are to be identified exclusively as psychology trainees, psychology students, or psychology

interns. Practicum students are not allowed to make known in any manner any other status they may hold in other mental health professions. Practicum hours from training in psychology may not be "double counted" toward training required for other mental health professions. If a student conducts a clinical practice or performs mental health services under an existing nonpsychology mental health license while he or she is a student in the Psy.D. program, the Department of Clinical Psychology officially recommends that these students consider the impact of their education and training in psychology on such practice and that they seek supervision for any services that may be deemed to be part of the profession of psychology.

To facilitate the identification of students with the profession of psychology, all students are required to join the American Psychological Association as student members upon acceptance into the program. APA membership provides many benefits, including subscriptions to the *Monitor on Psychology* and *American Psychologist*. Students are also required to maintain liability insurance while in the program.

## Clinical Training Manual

Every fall semester, a clinical training manual is released to students, who are responsible for understanding its contents and being aware of any changes required by the department.

## Quality Assurance in Clinical Placements

The director of clinical training (DCT) and the Clinical Training Committee have an ongoing responsibility to ensure that the program's clinical training standards meet all state licensing and APA requirements. All clinical training is intended to be consistent with the requirements stated in the *California Board of Psychology Laws and Regulations*. Modifications in state law shall be reflected in program changes to ensure training consistent with the current practice of psychology. Additionally, the clinical training required by the Psy.D. program is consistent with APA ethical and professional standards and training guidelines.

## Evaluation of Clinical Training

The clinical training goals and objectives are integrated into the clinical practicum sequence and coordinated with the clinical courses in the program. Outcomes in the clinical sequence are measured throughout the program and include regular presentations of audio- or videotaped work of students, classroom demonstrations and role plays, assessment reports presented in class, minicompetency exams, supervisor evaluations, integration paper, Clinical Competency Exam, intern acceptance and level, and licensure acquisition.

### Formative Evaluation

Formative evaluation consists of feedback given to students by their clinical supervisors, the directors of clinical training and program director, and the faculty. Although primarily verbal and situational, this kind of evaluation is of great importance due to its immediacy to clinical interventions and the issues arising during the students' clinical placements.

### Summative Evaluation

Summative evaluation occurs at the end of each semester of clinical placement. Students are evaluated by their field site supervisor as well as by all faculty members. The site supervisor evaluation is discussed with students prior to its being sent to the DCT and becoming part of the students' clinical files. Students receiving inadequate evaluations are placed on probation, counseled by their faculty advisor, and, should their clinical performance fail to meet expected standards, dismissed from the program. The Clinical Training Committee (CTC) may require students to complete remediation assignments to meet competency standards. As noted above, students are evaluated at the end of each semester for the achievement of competency in key clinical areas. This helps prepare the student for the Clinical Competency Exam, a cumulative evaluation of readiness for the predoctoral internship.

Students also evaluate their site experience and site supervisor at the end of each semester. These evaluations are submitted to the DCT and are used to ensure the quality of placement sites and on-campus supervision groups.

## Clinical Competency Examination

As a final evaluation measure, each student must pass a Clinical Competency Exam (CCE) after completing required coursework and clinical training.

For the CCE, a student submits a sample of his or her clinical work (case presentation, psychological assessment, and a videotape of a psychotherapy session), along with his or her clinical portfolio (including supervisor evaluation, verification of practicum hours, list of assessments performed, curriculum vita, and conference presentations or published works), to a two-member faculty committee. In addition, the student must respond to case vignettes illustrating various clinical issues. The purpose of this exam is to ensure that the student has developed the clinical competencies and requisite skills to begin an internship. Therefore, successful completion of the exam is required before applying to internship.

## Dissertation

The Psy.D. program requires the successful proposing, conducting, and defending of a dissertation. Further details are provided in the Psy.D. Dissertation Handbook. Students are required to take the following courses as part of the dissertation process: PPSY 722 Research Design I; PPSY 723 Research Design II; PPSY 731 Dissertation Development, and six 1-unit dissertation courses (PPSY 745, PPSY 746, PPSY 747, PPSY 748, PPSY 755, PPSY 756). If, upon completion of these dissertation courses, a student has not yet defended their dissertation, they must enroll in PPSY 787 Dissertation Continuation every semester until they successfully defend their dissertation and submit it to the APU Libraries for binding and publication. Please note that even though PPSY 787 Dissertation Continuation is 0 units, the student will be charged 1 unit per semester until the dissertation process is complete.

Students are required to consult the APU Doctoral Programs Handbook for Style and Format Requirements for the year of their dissertation defense to determine specific deadlines for May graduation.

## Minimum Levels of Acceptable Achievement (MLAs)

In order to successfully complete the Psy.D. program, the following minimum levels of acceptable achievement are required:

- Obtaining a grade of *B-* or better in all coursework (see academic probation policy for process if a grade below a *B-* is obtained in any class)
- Completing a minimum of three years of clinical practicum (see clinical training manual for details) and obtaining an overall score of 3 or better on summative supervision evaluations (see clinical training manual for process if the overall score on summative evaluations is below a 3)
- Successfully passing Parts I-IV of the Clinical Competency Exam (CCE)
- Successfully proposing a dissertation (see dissertation manual for process if the dissertation is not successfully proposed)
- Successfully defending a dissertation and submitting it for binding and/or publication through APU Libraries (see dissertation manual for process if the dissertation is not successfully defended)
- Completing a minimum of 1,800 hours of a predoctoral internship (see clinical training manual for further details)

## Personal Psychotherapy Required

All Psy.D. students must complete 30 hours of psychotherapy with a licensed psychologist of their choice. Additional individual psychotherapy may be recommended or required by the program as part of the degree requirements if deemed necessary by department faculty.

## Degree Posting

The doctoral degree is posted after the student has met all program requirements, including verification of the following:

- Completion of all required coursework (prior to commencing internship)
- Passing of Clinical Competency Exam
- Successful dissertation defense
- Submission of dissertation for binding
- Verification of completion of personal psychotherapy hours (see above)
- Verification of completion of the predoctoral internship

Note: Doctoral degree posting dates conform to those published in the catalog (p. 1454).

## Academic Psychology Licensure

The APU Psy.D. program fulfills the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in California may obtain information regarding requirements by contacting:

California Board of Psychology  
 1625 N. Market Blvd., Ste. N-215  
 Sacramento, CA 95834  
 (916) 574-7720  
 bopmail@dca.ca.gov  
 psychboard.ca.gov (<http://www.psychboard.ca.gov>)

Students seeking licensure in another state should contact the appropriate examining board in that state.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop a constructive working alliance with clients (NCSPP Relationship Competency).
2. Acquire the knowledge, skills and attitudes necessary to conduct effective psychological assessments (NCSPP Assessment Competency).
3. Acquire the knowledge, skills, and attitudes necessary to conduct effective psychotherapy (NCSPP Intervention Competency).
4. Critically evaluate research and conduct research in applied settings (NCSPP Research and Evaluation Competency).
5. Provide psychological services that integrate a deep understanding of individual and cultural differences and issues of power, privilege, and oppression (NCSPP Diversity Competency; DCP special emphasis).
6. Acquire the knowledge and skills to engage in consultation and education services (NCSPP Consultation and Education Competency).
7. Acquire the knowledge and skills to engage in management and supervision (NCSPP Management and Supervision Competency).
8. Apply systems thinking to professional work (DCP special emphasis).



9. Acquire the knowledge, skills, and attitudes necessary to integrate the discipline of psychology with the disciplines of ethics, theology, and spiritual formation (DCP special emphasis).

# Department of Criminal Justice

## Mission Statement

The Department of Criminal Justice (<https://www.apu.edu/bas/criminaljustice/>) prepares students to apply knowledge of criminal justice and critical analysis of social problems to promote the equitable application of the law for all people and become ethical Christian leaders in public and private organizations that intend to make communities safer. The department provides an academically rigorous focus within a liberal arts education, developing criminal justice professionals who embody Christian social justice perspectives.

## About the Department

Criminal justice is an interdisciplinary social science involving the study of crime and societal responses to it. The department seeks to foster an environment of inquiry, innovation, and lifelong learning in which students learn to recognize, critically examine, and solve social problems related to crime and criminal behavior. By examining the policies and systems designed to control criminality, students learn the sociopolitical context of crime and explore the historical and contemporary theories of violent and antisocial behavior. In addition to learning academic theories and analyzing criminal justice practices, students develop practical skills such as writing for criminal justice audiences, locating relevant laws and regulations, and understanding courtroom procedures.

The department provides foundational courses for understanding contemporary criminological theory and criminal justice practice with scholarly appraisal of law enforcement, the courts, and corrections. The department also offers elective courses that encourage the reflection, critical thinking, and ethical decision making essential to becoming responsible practitioners and leaders in the criminal justice field. Department programs include a Bachelor of Arts in Criminal Justice (p. 536), a professional bachelor's completion program (p. 538) for transfer students who want to complete a bachelor's degree in criminal justice, and a professional minor (p. 540) in criminal justice.

## Career Opportunities

Graduates of the criminal justice program are prepared to enter a broad range of career paths and/or graduate study in the criminal justice field, including criminology/criminal justice, forensic psychology, forensic science, and law.

## Programs

### Major

- Criminal Justice (p. 536)

### Professional Programs

- Criminal Justice, B.A. (Bachelor's Completion) (p. 538)
- Criminal Justice Minor (p. 540)

## Courses

### CJ 110, Introduction to Criminal Justice, 3 Units

This course will provide an overview of the field of criminology/criminal justice as an academic discipline. The academic discipline of criminal justice involves the scientific study of theoretical perspectives on crime and justice. In this course students will consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the systems necessity in society. These issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

### CJ 200, Criminal Justice, Civic Engagement and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system. Issues of ethics, justice, and poor relations between criminal justice professionals and community members, are issues every 21st century criminal justice professional must be prepared to address. In this course students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system. Students will organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **CJ 220, Police and Society, 3 Units**

This course provides an introduction to the history of policing and examination of major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing and many others, students will identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes towards law enforcement.

**Prerequisite:** CJ 110

## **CJ 240, Introduction to Corrections: Jails and Prisons, 3 Units**

Prisons are total institutions that exert control over inmates' daily lives. This course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation will be explored. Students will take a critical look at life in prison by exploring how incarceration affects the inmate and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

**Prerequisite:** CJ 110

## **CJ 250, Juvenile Justice, 3 Units**

This course is designed to familiarize students with the juvenile justice system. This course will educate students on: types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings and courts orders. Interventions that can be utilized with children who engage in delinquency and prevention programs that reduce the risk factors contributing to delinquency will also be discussed.

**Prerequisite:** CJ 110

## **CJ 251, Criminal Law, 3 Units**

A study of the principles and doctrines embodied in the criminal law. Topics such as substantive crimes, justification, complicity and liability, causation, and inchoate crimes will be explored and emphasized.

**Prerequisite:** CJ 110

## **CJ 255, The Criminalization of Youth, 3 Units**

This course explores the criminalization of youth and its effects in today's society. The criminalization of youth refers to the myriad ways in which youth in the U.S. are ignored, mistreated, or otherwise excluded and incarcerated by society long before they are sentenced to time behind bars. The study of the criminalization of youth seeks to investigate U.S. systems and structures that treat young people like criminals, police their bodies, and hold young people accountable for larger systemic and institutional failures. The course begins with an investigation of the overpolicing of young people, especially young people of color, in communities and schools. Then, by examining these issues, students search for possible alternatives to the criminalization of youth.

**Prerequisite:** CJ 250

## **CJ 280, American Court System, 3 Units**

This course provides an analysis of the structure, process, and personnel involved in the American Court system. By examining both state and federal courts, students will be exposed to the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the court room.

**Prerequisite:** CJ 110

## **CJ 310, Criminological Theories, 3 Units**

Students in this course identify different perspectives on crime causation and critically assess why people commit crimes. Course material includes the ideas, worldviews, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.

**Prerequisite:** CJ 220, CJ 240, and CJ 280

## **CJ 340, Victimology, 3 Units**

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. This analysis often focuses on the physical, emotional, and financial harm people suffer because of criminal activities and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students will gain a greater understanding of the frequently forgotten member of crime. This course will also discuss the programs and policies that have resulted from society's increasing concern about the rights of victims.

**Prerequisite:** WRIT 262

## **CJ 350, Race, Ethnicity and Crime, 3 Units**

Race, and companion factors such as race, ethnicity, social economic class (SES), gender and age are critical factors in the administration of criminal justice in the US. This course critically examines race, ethnicity and SES within the U.S. criminal justice system. The course will provide an overview of the history and background of the experiences of different racial and ethnic groups with different facets of the criminal justice system (policing, juvenile justice, sentencing, courts, etc.). This course will also introduce students to theories about the treatment of the poor compared to the non-poor in criminal offending; and will examine theoretical issues of race and justice. Empirical understandings of the intersectional relationship between race, class and gender and the criminal justice system will also be discussed.

**Prerequisite:** CJ 310

## CJ 351, Criminal Procedure, 3 Units

This course offers a study of specific criminal procedural concepts, such as the right to counsel, exclusionary rule, search warrants, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, and postconviction relief.

**Prerequisite:** CJ 110

## CJ 355, Gender & Crime, 3 Units

This course explores the intersection between gender (with special focus on women) and crime. We will discuss such topics as gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.

**Prerequisite:** CJ 110 and Junior or Senior standing

## CJ 362, Writing 3: Criminal Justice Research Design, 3 Units

The course focuses on the nature, purpose, and value of doing and communicating research in the field of criminal justice. Material builds on students' understanding of research methods (as learned in WRIT 262) and focuses on teaching students basic concepts and tools for designing a research project, collecting and analyzing data, and writing for an academic and professional audience. Students develop and conduct a methodologically sound empirical research project and craft a well-written scholarly research paper that communicates their research and findings. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** WRIT 262 and a minimum of 90 units.

## CJ 395, Sex Crimes, 3 Units

This course focuses on sex crimes, sex offenders, the criminal justice system response, and policy, and begins with an overview of the types of sex crimes that occur, and their prevalence. Criminological theories and theories specific to sex offending are identified. Three broad types of sex crimes are assessed: (1) rape, (2) child sexual abuse, and (3) child pornography. An emphasis is placed on typologies, which emphasize the heterogeneity that exists among sex offenders. Attention is also given to specialized groups of sex offenders: (1) juvenile sex offenders, (2) female sex offenders, and (3) those who sexually abuse in the context of an institution (school, church, daycare, etc.). Recent trends in investigation strategies, assessment tools, treatment approaches, and legal responses are reviewed and discussed. Students have the opportunity to explore problems with current trends and discuss related issues. Emphasis is placed on critical research disputing commonly held myths regarding this population of offenders.

**Prerequisite:** CJ 110

## CJ 450, Forensic Psychology for Criminal Justice Professionals, 3 Units

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students will explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.

**Prerequisite:** CJ 310 and PSYC 110

## CJ 460, Criminal Justice Internship, 3 Units

The purpose of the internship program is to provide advanced student majors with practical experience working in the field of criminology and criminal justice. Classroom time focuses on processing your learning in the field, addressing any questions, challenges or concerns regarding the experience, and facilitating thinking about professional and graduate work in related fields. As such, classroom time is spent in a small group facilitated discussion format. Students in this course will apply their learning experience practically within a criminal justice professional setting. Class assignments will assist students in looking at different professional experiences from the lens of multiple criminal justice professionals (e.g. law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Additionally, this allows students to make contact with professionals who might later serve as references or points of contact, and it also allows students to gain actual experience which can be included on a resume or job application. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Criminal Justice Majors Junior or Senior status.

## CJ 494, Senior Capstone in Criminal Justice, 3 Units

This course gives students experience working in the field of criminology and criminal justice. Classroom time focuses on processing students' field learning; addressing questions, challenges, or concerns regarding their experience; and facilitating thinking about professional and graduate work in related fields. Class assignments help students view professional experiences through the lenses of multiple criminal justice professionals (e.g., law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Students also network with criminal justice professionals, and participate in seminar-style lectures about how to succeed in criminal justice organizations and beyond. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** WRIT 262, CJ 310, and a minimum of 90 units.

## CJ 495, Special Topics in Criminal Justice, 3 Units

This course addresses topics of current interest in criminal justice not covered by the core and elective courses. Topics vary from semester to semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

**Prerequisite:** CJ 110

### **CJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units**

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** WRIT 262 (Writing 2) and a minimum of 90 units

### **PRCJ 110, Intro to Criminal Justice, 3 Units**

This course provides an overview of the field of criminology/criminal justice as an academic discipline involving the scientific study of theoretical perspectives on crime and justice. Students consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the system's necessity in society, and these issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

### **PRCJ 200, Criminal Justice, Civic Engagement, and Social Responsibility, 3 Units**

This course provides an experiential introduction to the criminal justice system, preparing students to address important 21st-century issues of ethics, justice, and poor relations between criminal justice professionals and community members. Students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system, and organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### **PRCJ 220, Police and Society, 3 Units**

This course introduces students to the history of policing and examines major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing, and other types, students identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes toward law enforcement.

### **PRCJ 240, Introduction to Corrections: Jails and Prisons, 3 Units**

Prisons are total institutions that exert control over inmates' daily lives, and this course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation are explored. Students take a critical look at life in prison, exploring how incarceration affects inmates and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

### **PRCJ 250, Juvenile Justice, 3 Units**

This course familiarizes students with the juvenile justice system, including types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings, and court orders. Course material also addresses interventions that can be utilized with children who engage in delinquency, and prevention programs that reduce the risk factors contributing to delinquency.

### **PRCJ 251, Criminal Law, 3 Units**

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

### **PRCJ 255, The Criminalization of Youth, 3 Units**

This course explores the criminalization of youth and its effects in today's society. The criminalization of youth refers to the myriad ways in which youth in the U.S. are ignored, mistreated, or otherwise excluded and incarcerated by society long before they are sentenced to time behind bars. The study of the criminalization of youth seeks to investigate U.S. systems and structures that treat young people like criminals, police their bodies, and hold young people accountable for larger systemic and institutional failures. The course begins with an investigation of the overpolicing of young people, especially young people of color, in communities and schools. Then, by examining these issues, students search for possible alternatives to the criminalization of youth.

**Prerequisite:** PRCJ 250

### **PRCJ 280, The American Court System, 3 Units**

Students in this course analyze the structure, process, and personnel involved in the American court system. By examining state and federal courts, students discover the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the courtroom.

### **PRCJ 310, Criminological Theories, 3 Units**

Students in this course identify different perspectives on crime causation and critically assess why people commit crimes. Course material includes the ideas, worldviews, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.

### **PRCJ 340, Victimology, 3 Units**

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. Such analysis focuses on the physical, emotional, and financial harm people suffer because of criminal activities, and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students gain a greater understanding of the frequently forgotten victims of crime. Students also discuss the programs and policies that have resulted from society's increasing concern about the rights of victims.

### **PRCJ 350, Race, Ethnicity, and Crime, 3 Units**

Race, ethnicity, socioeconomic class, gender, and age are critical factors in the administration of criminal justice in the United States. Students in this course critically examine race, ethnicity, and socioeconomic class within the U.S. criminal justice system as they explore the experiences of different racial and ethnic groups with different facets of the criminal justice system (e.g., policing, juvenile justice, sentencing, courts, etc.). Course material also introduces theories about the treatment of the poor compared to that of the nonpoor in criminal offending, and students examine theoretical issues of race and justice. Empirical understandings of the relationship between race, class, and gender and the criminal justice system are also discussed.

**Prerequisite:** PRCJ 220, PRCJ 240, PRCJ 280

### **PRCJ 351, Criminal Procedure, 3 Units**

Students in this course study specific criminal procedural concepts, such as the right to counsel, exclusionary rule, search warrants, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, and postconviction relief.

**Prerequisite:** PRCJ 110 or instructor consent.

### **PRCJ 355, Gender and Crime, 3 Units**

Students in this course explore the intersection between gender (with special focus on women) and crime. Topics include gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.

### **PRCJ 362, Writing 3: Criminal Justice Research Design, 3 Units**

The course focuses on the nature, purpose, and value of doing and communicating research in the field of criminal justice. Material builds on students' understanding of research methods (as learned in PRWR 262) and focuses on teaching students basic concepts and tools for designing a research project, collecting and analyzing data, and writing for an academic and professional audience. Students develop and conduct a methodologically sound empirical research project and craft a well-written scholarly research paper that communicates their research and findings. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** PRWR 262

### **PRCJ 395, Sex Crimes, 3 Units**

This course focuses on sex crimes, sex offenders, the criminal justice system response, and policy, and begins with an overview of the types of sex crimes that occur and their prevalence. Criminological theories and theories specific to sex offending are identified. Three broad types of sex crimes are assessed: (1) rape, (2) child sexual abuse, and (3) child pornography. An emphasis is placed on typologies, which emphasize the heterogeneity that exists among sex offenders. Attention is also given to specialized groups of sex offenders: (1) juvenile sex offenders, (2) female sex offenders, and (3) those who sexually abuse in the context of an institution (school, church, daycare, etc.). Recent trends in investigation strategies, assessment tools, treatment approaches, and legal responses are reviewed and discussed. Students have the opportunity to explore problems with current trends and discuss related issues. Emphasis is placed on critical research disputing commonly held myths regarding this population of offenders.

### **PRCJ 450, Forensic Psychology for Criminal Justice Professionals, 3 Units**

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.

### **PRCJ 460, Criminal Justice Internship, 3 Units**

The internship program allows students to apply their learning and gain work experience within a professional criminal justice setting. Assignments help students view professional experiences through the lenses of multiple criminal justice professionals (e.g., law enforcement officers, prosecutors, defense attorneys, probation officers, etc.), and allow students to network with professionals and gain experience for inclusion on resumes and job applications. Classroom time is spent in small groups with facilitated discussions, and focuses on processing learning in the field; addressing questions, challenges, or concerns regarding the experience; and encouraging thinking about professional and graduate work in related fields. *Meets the General Education Requirement: Integrative and Applied Learning.*

### **PRCJ 494, Senior Capstone in Criminal Justice, 3 Units**

This course gives students experience working in the field of criminology and criminal justice. Classroom time focuses on processing students' field learning; addressing questions, challenges, or concerns regarding their experience; and facilitating thinking about professional and graduate work in related fields. Class assignments help students view professional experiences through the lenses of multiple criminal justice professionals (e.g., law enforcement officers, prosecutors/defense attorneys, probation officers, etc.). Students also network with criminal justice professionals, and participate in seminar-style lectures about how to succeed in criminal justice organizations and beyond. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** PRWR 262

## **PRCJ 495, Special Topics in Criminal Justice, 3 Units**

This course addresses topics of current interest in criminal justice not covered by core and elective courses. Topics vary by semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once, as topics change.

## **PRCJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units**

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** PRWR 262 (Writing 2) and a minimum of 90 units

## **POLI 250, Introduction to Criminal Law, 3 Units**

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

## **POLI 350, Constitutional Law: Fundamental Freedoms, 3 Units**

This course analyzes U.S. Supreme Court decisions related to constitutional civil rights and liberties found in the Bill of Rights and 14th Amendment, including freedoms of speech, press, religion, assembly; the right to bear arms; due process and equal protection; and political rights related to representation, voting, and naturalization.

**Prerequisite:** POLI 150 or instructor consent

## **POLI 351, Constitutional Law: Criminal Justice, 3 Units**

The course analyzes U.S. Supreme Court decisions related to the constitutional protections offered to criminal defendants found in the Bill of Rights and 14th Amendment, including the right to be free from unreasonable searches and seizures, the privilege against self-incrimination, the right to counsel, the right to a jury trial, the protection against excessive bail and cruel and unusual punishment, and other due process guarantees.

**Prerequisite:** POLI 150 or instructor consent

## **POLI 380, Terrorism and Counterterrorism, 3 Units**

This course considers the sources, history, and motivations behind terrorism, the tools and tactics employed by terrorists, and terrorist organizations' political objectives, with emphasis on recent and current terrorism. Students also consider the phenomenon of state terrorism, the theory and practice of counterterrorism, and the variety of Christian responses to terrorism.

**Prerequisite:** POLI 150 or POLI 160

## **SOCW 410, Family Violence, 3 Units**

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations.

**Prerequisite:** Junior or Senior standing or instructor consent

## **Faculty**

### **Chair and Associate Professor**

Deshonna Collier-Goubil (<http://www.apu.edu/faculty/dcollier/>), Ph.D.

### **Assistant Professors**

Candice Hodge (<http://www.apu.edu/faculty/chodge/>), Ph.D.

Analicia Mejia Mesinas (<http://www.apu.edu/faculty/amejamesinas/>), Ph.D. (Cand.)

Aris Rodriguez (<http://www.apu.edu/faculty/arodriguez/>), JD

Louis Tuthill (<http://www.apu.edu/faculty/ltuthill/>), Ph.D.

Charles K. Wilhite (<http://www.apu.edu/faculty/cwilhite/>), Ph.D.

### **Adjunct Faculty**

Keith Anderson, M.A.

Christopher Cano, MPA

Miriam Fox, M.S.

Simeon Greene, MPA

Matthew O'Deane, Ph.D.

Robert Rose, DPA

Jared Sinclair, MBA, M.A.

Eric Stanley, MPA

Regena Weatherford, Ph.D.

Danny Young, M.A.



# B.A. in Criminal Justice

51 units

A minimum 2.0 grade-point average is required in all major courses, and students must pass all required courses with a C or higher. Students must earn at least 50% of major course credits at Azusa Pacific University to graduate with a degree in criminal justice. No more than 50% of required criminal justice courses can be lower-division.

No more than 10 percent of the criminal justice major (<https://www.apu.edu/bas/programs/criminal-justice-major/>) credits may be completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination will be clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").

| Code                    | Title  | Units     |
|-------------------------|--|-----------|
| <b>Core Courses</b>     |  |           |
| MATH 130<br>or MATH 115 | Introduction to Statistics <sup>1</sup><br>Mathematics in Society              | 3         |
| CJ 110                  | Introduction to Criminal Justice <sup>2</sup>                                  | 3         |
| CJ 220                  | Police and Society   | 3         |
| CJ 240                  | Introduction to Corrections: Jails and Prisons                                 | 3         |
| CJ 250                  | Juvenile Justice   | 3         |
| CJ 280                  | American Court System  | 3         |
| CJ 310                  | Criminological Theories  | 3         |
| CJ 340                  | Victimology  | 3         |
| CJ 350                  | Race, Ethnicity and Crime  | 3         |
| WRIT 262                | Writing 2: Criminal Justice Research Methods <sup>3</sup>                      | 3         |
| CJ 362                  | Writing 3: Criminal Justice Research Design <sup>4</sup>                       | 3         |
| CJ 494                  | Senior Capstone in Criminal Justice <sup>5</sup>                               | 3         |
| <b>Elective Courses</b> |  | <b>15</b> |
| CJ 200                  | Criminal Justice, Civic Engagement and Social Responsibility <sup>6</sup>      |           |
| CJ 251<br>or POLI 250   | Criminal Law<br>Introduction to Criminal Law                                   |           |
| CJ 255                  | The Criminalization of Youth   |           |
| CJ 351<br>or POLI 350   | Criminal Procedure<br>Constitutional Law: Fundamental Freedoms                 |           |
| CJ 355                  | Gender & Crime   |           |
| CJ 395                  | Sex Crimes   |           |
| CJ 450                  | Forensic Psychology for Criminal Justice Professionals                         |           |
| CJ 460<br>or PADM 399   | Criminal Justice Internship <sup>7, 8</sup><br>Public Administration Practicum |           |
| CJ 495                  | Special Topics in Criminal Justice   |           |
| PADM 350                | Theory and Practice of Public Administration                                   |           |
| PADM 375                | Program Implementation and Evaluation <sup>7</sup>                             |           |
| POLI 380                | Terrorism and Counterterrorism   |           |
| SOCW 410<br>or SOCW 411 | Family Violence<br>Intimate Relationship Violence: Assessment and Intervention |           |

Total Units

51

- <sup>1</sup> Meets the General Education Quantitative Literacy requirement.
- <sup>2</sup> Meets the General Education Social Sciences requirement.
- <sup>3</sup> Meets the General Education Writing 2 requirement.
- <sup>4</sup> Meets the General Education Writing 3 requirement.
- <sup>5</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>6</sup> Meets the General Education Civic Knowledge and Engagement requirement.

- <sup>7</sup> CJ 460 and PADM 375 meet the General Education Integrative and Applied Learning requirement.
- <sup>8</sup> PADM 399 counts for 3 units of CJ 460 and 3 other units of major elective credit. PADM 399 meets the General Education Civic Knowledge and Engagement requirement.

## **Program Learning Outcomes**

## **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Demonstrate comprehension of traditional and contemporary criminology theories.
2. Critique how major components of the criminal justice system respond to crime, criminals, and victims from theoretical and practical perspectives.
3. Employ data and methods of social science research to respond to contemporary criminal justice issues.
4. Illustrate ways in which race and ethnicity are linked to differential justice within criminal justice systems.
5. Demonstrate a Christian worldview in recognizing, understanding, and applying ethical reasoning skills in criminal justice.

# B.A. in Criminal Justice (Bachelor's Completion Program)

51 units

Azusa Pacific's bachelor's completion program in criminal justice (<https://www.apu.edu/bas/programs/criminal-justice-bachelors-completion/>) is designed for transfer students who have at least 15 units and are interested in completing a Bachelor of Arts in Criminal Justice at the Inland Empire, Murrieta, or San Diego regional campus. Students gain hands-on field experience as they learn about the criminal justice system, preparing them to make a difference in the lives of others.

Azusa Pacific's bachelor's completion programs allow students who began a program of study at another higher education institution to finish their degree at APU. In order to graduate, students must complete the required program units and General Education (p. 1159) units, for a minimum total of 120 units.

No more than 10 percent of the criminal justice major credits may be completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination must be clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").

## Requirements

A minimum 2.0 grade-point average is required in all major courses, and students must pass all required courses with a C or higher. Students must earn at least 50% of major course credits at Azusa Pacific University to graduate with a degree in criminal justice. No more than 50% of required criminal justice courses can be lower-division.

No more than 10 percent of the criminal justice major (<https://www.apu.edu/bas/programs/criminal-justice-bachelors-completion/>) credits may be completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination will be clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").

| Code                    | Title  | Units     |
|-------------------------|--|-----------|
| <b>Core Courses</b>     |  |           |
| PRMA 130                | Introduction to Statistics <sup>1</sup>                                    | 3         |
| PRCJ 110                | Intro to Criminal Justice <sup>2</sup>                                     | 3         |
| PRCJ 220                | Police and Society   | 3         |
| PRCJ 240                | Introduction to Corrections: Jails and Prisons                             | 3         |
| PRCJ 250                | Juvenile Justice   | 3         |
| PRCJ 280                | The American Court System  | 3         |
| PRCJ 310                | Criminological Theories  | 3         |
| PRCJ 340                | Victimology  | 3         |
| PRCJ 350                | Race, Ethnicity, and Crime   | 3         |
| PRWR 262                | Writing 2: Criminal Justice Research Methods <sup>3</sup>                  | 3         |
| PRCJ 362                | Writing 3: Criminal Justice Research Design <sup>4</sup>                   | 3         |
| PRCJ 494                | Senior Capstone in Criminal Justice <sup>5</sup>                           | 3         |
| <b>Elective Courses</b> |  | <b>15</b> |
| PRCJ 200                | Criminal Justice, Civic Engagement, and Social Responsibility <sup>6</sup> |           |
| PRCJ 251                | Criminal Law   |           |
| or PRPO 250             | Introduction to Criminal Law   |           |
| PRCJ 255                | The Criminalization of Youth   |           |
| PRCJ 351                | Criminal Procedure   |           |
| or PRPO 350             | Constitutional Law: Fundamental Freedoms                                   |           |
| PRCJ 355                | Gender and Crime   |           |
| PRCJ 395                | Sex Crimes   |           |
| PRCJ 450                | Forensic Psychology for Criminal Justice Professionals                     |           |
| PRCJ 460                | Criminal Justice Internship <sup>5</sup>                                   |           |
| PRCJ 495                | Special Topics in Criminal Justice   |           |
| PRPO 250                | Introduction to Criminal Law   |           |

|             |  |
|-------------|--|
| PRPO 350    | Constitutional Law: Fundamental Freedoms |
| PRPO 380    | Studies of Terrorism                     |
| PRSW 410    | Family Violence                          |
| <hr/>       |  |
| Total Units | 51                                       |

- 1 Meets the General Education Quantitative Literacy requirement.
- 2 Meets the General Education Social Sciences requirement.
- 3 Meets the General Education Writing 2 requirement.
- 4 Meets the General Education Writing 3 requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.
- 6 Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate comprehension of traditional and contemporary criminology theories.
2. Critique how major components of the criminal justice system respond to crime, criminals, and victims from theoretical and practical perspectives.
3. Employ data and methods of social science research to respond to contemporary criminal justice issues.
4. Illustrate ways in which race and ethnicity are linked to differential justice within criminal justice systems.
5. Demonstrate a Christian worldview in recognizing, understanding, and applying ethical reasoning skills in criminal justice.

# Minor in Criminal Justice (Professional)

21 units

Learn more about the minor in criminal justice for professional students. (<https://www.apu.edu/bas/programs/criminal-justice-minor-bachelors-completion/>)

## Requirements

| Code                          | Title   | Units     |
|-------------------------------|---|-----------|
| <b>Core Courses</b>           |   | <b>9</b>  |
| PRCJ 220                      | Police and Society  |           |
| PRCJ 240                      | Introduction to Corrections: Jails and Prisons                                |           |
| PRCJ 280                      | The American Court System   |           |
| <b>Electives</b>              |   | <b>12</b> |
| Select four of the following: |   |           |
| PRCJ 200                      | Criminal Justice, Civic Engagement, and Social Responsibility <sup>1, 2</sup> |           |
| PRCJ 250                      | Juvenile Justice <sup>1</sup>   |           |
| PRCJ 251                      | Criminal Law <sup>1</sup>   |           |
| PRCJ 255                      | The Criminalization of Youth <sup>1</sup>                                     |           |
| PRCJ 310                      | Criminological Theories   |           |
| PRCJ 340                      | Victimology   |           |
| PRCJ 350                      | Race, Ethnicity, and Crime  |           |
| PRCJ 351                      | Criminal Procedure  |           |
| PRCJ 355                      | Gender and Crime  |           |
| PRCJ 395                      | Sex Crimes  |           |
| PRCJ 450                      | Forensic Psychology for Criminal Justice Professionals                        |           |
| PRCJ 495                      | Special Topics in Criminal Justice  |           |
| Total Units                   |   | 21        |

<sup>1</sup> Only 3 lower-division units may be used to satisfy elective requirements.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain how major components of the criminal justice system (police, courts, and corrections), respond to crime, criminals, and victims.
2. Demonstrate comprehension of traditional and contemporary criminal justice theories.

# Department of Higher Education

## Mission Statement

The Department of Higher Education (<https://www.apu.edu/bas/highered/>) focuses on preparing the next generation of leaders, scholars, faculty, and student development professionals who will shape colleges and universities across the globe. We offer three degree programs: a Master of Science (M.S.) in College Counseling and Student Development, a Doctor of Education (Ed.D.) in Higher Education Leadership, and a Doctor of Philosophy (Ph.D.) in Higher Education. We also offer a Doctoral-Level Certificate in Strengths-Oriented Higher Education. Together, we strive to be a community of scholars and disciples who make a difference in the world.

## Contact

- Learn more about our programs on our website (<https://www.apu.edu/bas/highered/programs/>).
- Email: [doctoralhighered@apu.edu](mailto:doctoralhighered@apu.edu)
- Phone: (626) 815-5349

## Accreditation

- All APU programs in higher education are accredited by the WASC Senior College and University Commission (WSCUC) (<https://www.wscuc.org>).

## Graduate Programs

- Master of Science in College Counseling and Student Development (p. 553)
- Doctoral Programs in Higher Education (p. 548)
  - Doctor of Philosophy (Ph.D.) in Higher Education (p. 556)
  - Doctor of Education (Ed.D.) in Higher Education Leadership (p. 551)
- Doctoral-Level Certificate in Strengths-Oriented Higher Education (p. 550)

## Courses

### CCSD 543, Legal and Ethical Issues in College Student Affairs, 3 Units

This course provides an examination of the major legal and ethical issues confronting contemporary student affairs professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards of the student affairs profession.

### CCSD 551, Introduction to College Student Affairs, 3 Units

An introduction to and overview of the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

### CCSD 552, The Process Of Adult Development, 3 Units

Students study and critique selected human development theories relevant to the process of being and becoming an adult. An overview of models for translating theory to practice and assessment techniques to be applied to individuals, groups, and the environment is provided.

### CCSD 553, Administration in College Student Affairs, 3 Units

Strategies, techniques, and issues related to the organization and administration of college student affairs' functions and divisions are stressed. Organizational structure, staff selection, training, supervision, budgeting, planning, policy development, and leadership as well as program implementation and evaluation are addressed.

### CCSD 562, Qualitative Research with Today's Diverse College Students, 3 Units

Students are provided with a review and analysis of the ecology of college students in contemporary American higher education. Student characteristics, subcultures, values, beliefs, lifestyles, and other critical variables are examined in relation to qualitative assessment methods and policy/program implications.

### CCSD 563, Counseling: The Helping Relationship, 3 Units

This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques with culturally diverse populations as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

### CCSD 567, The Role of Diversity in Student Affairs Practice, 3 Units

This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations.

### **CCSD 568, Inclusive Diversity Practices in Student Affairs, 3 Units**

This course helps students develop professional skills and practices in designing culturally sensitive and appropriate interventions for any campus setting in the context of higher education. Students taking this course should already have a solid awareness and knowledge of the theoretical bases and content of social justice, privilege, and marginalized groups within higher education. Learning is targeted at experiential activities that provide opportunities to practice multicultural skills. Based on Pope and Reynolds (1997), multicultural skills allow for effective and meaningful interactions with people who differ culturally. Skill is based on awareness and knowledge to bring about appropriate, effective change in multicultural situations. Students receive feedback as they develop these skills, with specific attention paid to: 1) frameworks of social justice and ally ship, including social justice as a Christian tradition; 2) involvement with the unique experiences of marginalized social groups of college students; and 3) examining critical dimensions of the design and delivery of multicultural education programs. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students' multicultural skills shape interventions related to inclusive diversity practices on a college campus.

**Prerequisite:** CCSD 567

### **CCSD 571, Student Learning in the Cocurriculum, 3 Units**

Students are exposed to a dual study of theory and research pertaining to student learning as it occurs outside the classroom in the higher education setting. The course focuses on strengths for creating seamless learning experiences that extend beyond those offered in the formal curriculum, partnering with faculty members, and creating conditions that effectively engage students in educationally purposeful activities.

### **CCSD 573, Career Counseling and Development, 3 Units**

This course provides a comprehensive review of career theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling are emphasized. A focus on the relationship of career to other issues of counseling and development is addressed.

### **CCSD 575, Quantitative Analysis in College Student Affairs, 3 Units**

Students explore the basic elements of descriptive and inferential statistics, and use a statistical software package to develop computer skills necessary for quantitative analysis. The application of data analysis to student affairs practice is emphasized. It is strongly recommended that students complete this course prior to enrolling in CCSD 592 Program Evaluation in College Student Affairs.

### **CCSD 581, Foundations of Higher Education, 3 Units**

Students explore and analyze the various purposes served by American colleges and universities and the principal policy questions currently confronting these institutions. Classic works and events that have influenced professional thought, public opinion, and policy related to higher education are addressed.

### **CCSD 583, Counseling Issues and Practice, 3 Units**

Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to student populations, including prejudice, substance abuse, suicide, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

### **CCSD 592, Program Evaluation in College Student Affairs, 3 Units**

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the social sciences. Problem identification, research/program design, instrument development, data collection techniques, fundamental statistical tests, cost/benefit analyses, and interpretation of findings are addressed. Critical analysis of relevant literature is emphasized.

### **CCSD 595, Capstone Project in College Student Affairs, 3 Units**

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

### **CCSD 595A, Capstone Project in College Student Affairs, 2 Units**

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

### **CCSD 595B, Capstone Project in CSA, 1 Unit**

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

### **CCSD 598, Special Topics, 3 Units**

This course examines in depth a topic of current interest or need. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

### **CCSD 599, Readings in College Student Affairs, 3 Units**

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

### **HED 701, Strengths-Oriented Leadership, 4 Units**

This course is a critical analysis of leadership theory and practice with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change.

## **HED 702, The Nature of Inquiry, 4 Units**

This course introduces beginning doctoral students to the methods, theoretical perspectives, and epistemologies associated with various approaches to the research process. Students examine the nature of doctoral study, begin their own scholarly inquiry and synthesis process in higher education leadership, and identify potential areas for future research.

## **HED 703, Critical Issues in Higher Education, 4 Units**

This foundational course will introduce students to an array of critical issues facing U.S. higher education. Areas of focus will include the formative influences that led to the diversification of American higher education as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education. These topics will be explored through a lens of ethics and social justice and framed around the potentially-competing priorities of affordability, accessibility/equity, and academic quality.

## **HED 704, Ethical Issues in Higher Education, 2 Units**

Ethics is the study of what should be and what ought to be, rather than what is. In this course, ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophical and theological perspectives. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and calling in the leadership roles assumed.

## **HED 705, Student Access, Equity, and Success in College, 4 Units**

This course examines the impact of the college student experience, beginning with the college choice process and culminating with graduation and lifetime impact. Student development theories, theories and models of student change in college, student retention theories, and strategies for defining and measuring student success and institutional effectiveness are emphasized. Policies, programs, and best practices that enhance student learning, success, and persistence are explored.

## **HED 710, Research Design and Statistics, 4 Units**

This course integrates statistical procedures with quantitative research methodologies in a practical setting that emphasizes conducting the research and statistical analyses within the context of higher education. Students learn to write a proposal for an Institutional Review Board, analyze and critique published research, and design, implement, analyze, and report results from a quantitative research study. Use of SPSS statistical software is also emphasized.

## **HED 711, Qualitative Research Methods, 4 Units**

Students are introduced to the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research, and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis, and interpretation are studied and practiced.

## **HED 714, Introduction to Action Research, 2 Units**

The purpose and processes of action research will be introduced. Students will explore their roles as change agents and examine how their actions as leaders have an impact on people, systems, and themselves. Assessment strategies will focus on quantitative approaches.

## **HED 721, Diversity and Social Justice in Higher Education, 4 Units**

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within post-secondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins.

## **HED 722, Global Policy Analysis in Higher Education, 4 Units**

This course offers a unique opportunity to examine postsecondary policies at the institutional, local, state, national, regional, and international level with a special focus on social justice. Global policy students will examine core policy principles, the culture of higher education, and critical theory. The course includes a site visit to an international location for an opportunity to deeply reflect on issues of policy and justice from a Christian perspective. The examination of policies will include those that lead to justice-oriented change as well as policies that result in greater inequality.

## **HED 724, Teaching, Learning, and Assessment in Higher Education, 4 Units**

This course will explore the higher education teaching-learning experience and the role of assessment at the individual, course, program, and university levels. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, outcomes assessment, and developing a learning ethos within the university.

## **HED 725, Administration in Higher Education, 4 Units**

Offered each July and required of all Ed.D. and Ph.D. students in the Organizational Leadership concentration. This course serves as one of the foundational courses in the higher education leadership doctoral program. Focused on educating emerging leaders in the field, the course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings.



### **HED 730, Advanced Quantitative Methods, 4 Units**

This course is for Ph.D. students who plan to write a quantitative dissertation. The course content introduces more advanced quantitative methods and statistical concepts, such as multivariate analysis of variance and covariance, factorial analysis of variance, structural equation modeling, exploratory and confirmatory factor analysis, discriminant analysis, and logistic regression. Experimental and quasi-experimental research designs are emphasized, along with computer applications with SPSS and AMOS software.

### **HED 731, Advanced Qualitative Research, 4 Units**

This course is required of Ph.D. students who plan to write a qualitative dissertation. In this advanced seminar on qualitative research, the focus is on data collection and analysis approaches representing the major qualitative methodologies. Each qualitative methodology leads to particular ways of gathering, analyzing, and presenting data, which will be explored through primary source readings. The course culminates in a comparative methodologies paper or pilot research project.

### **HED 732, Leading Change in Higher Education, 4 Units**

This course examines leadership, organizational development, and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated. The concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment.

### **HED 760, Research Seminar, 1-2 Units**

This research seminar exposes doctoral candidates to the creation, implementation, and dissemination of a focused research agenda based on the area of specializations of the core faculty. The seminar focuses on reading and evaluating educational research, collecting and analyzing qualitative or quantitative data, and engaging in collaborative research. This course is required of all Ph.D. students beginning their second year of the program and requires attendance at team meetings each semester. Students take 1-2 units per semester for a total of 4-6 units.

### **HED 761, Strengths-Oriented Research and Programming, 2 Units**

This course provides students with the opportunity to design, implement, and assess strengths-oriented programs for college students. A culminating project is the hallmark of the course, with an emphasis on either the design of a strengths-oriented program or the assessment of the effectiveness of strengths-oriented interventions.

### **HED 790, Doctoral Seminar in Research Studies, 1-2 Units**

Students identify a research topic and develop a dissertation proposal (the first three chapters of the dissertation). Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students select a dissertation chair and committee and develop an action plan for completing the dissertation. Ed.D students take this course for 1 unit; Ph.D. students take this course for 2 units and must pass all comprehensive exams before defending their proposal.

### **HED 791, Dissertation Proposal I, 1 Unit**

Students identify a research topic and develop a dissertation proposal (the first three chapters of the dissertation). Steps include identifying a significant problem in higher education, conducting a literature search, writing a literature review, selecting a research methodology, and selecting appropriate qualitative and statistical tools.

### **HED 792, Dissertation Proposal II, 1 Unit**

Students continue writing their dissertation proposal (the first three chapters of the dissertation). The focus in this course is on selecting a research methodology and selecting appropriate qualitative and statistical tools. Ph.D. students must pass all comprehensive exams before defending their proposal. Note: If students do not successfully defend their proposal by July 1, they must register for HED 790 for 2 units every term until they successfully defend their proposal.

### **HED 794, Dissertation Research I, 2-3 Units**

This course is offered each term and is required of all students in the dissertation phase. Students work with their dissertation committee in conducting a doctoral-level research project, enrolling for 2-3 units of credit in this course their first semester of dissertation research, then enrolling in HED 795 Dissertation Research II continuously in subsequent semesters until the dissertation is complete.

### **HED 795, Dissertation Research II, 2-3 Units**

In this course, offered each term and required of all students in the dissertation phase, students work with their dissertation committee in conducting a doctoral-level research project in higher education. After enrolling in HED 794 for one semester, students enroll for 2-3 units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed.

### **HED 796, Dissertation Proposal Seminar, 3 Units**

Students in this course identify a research topic and develop a dissertation proposal. Steps include articulating a significant problem in higher education that can be researched, conducting a literature search and writing a literature review, selecting a research methodology to appropriately implement, and completing the first three chapters of the dissertation. The course is graded CR/NC based on the student submitting written material to their dissertation chair, and is repeated until the dissertation proposal is successfully defended. Students must pass all comprehensive exams prior to defending their dissertation proposal.

### **HED 797, Dissertation Research, 3 Units**

This course is offered each term and is required of all students who have successfully defended their dissertation proposal. Students work with their dissertation committee in conducting a doctoral-level research project in higher education. Students enroll for 3 units of dissertation credit each semester until they defend their final dissertation.

### **HED 798, Special Topics, 1-4 Units**

Offered upon faculty request. In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of 6 units. Each course must address a different topic.

### **HED 799, Readings in Higher Education, 1-4 Units**

Offered as Independent Study with approval of department chair. Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

### **HEDL 709, The Philosophy of Action Research, 4 Units**

This course offers students an opportunity to begin exploring all aspects of doctoral study. Students learn about various approaches to research, with an emphasis on action research, while also exploring their roles as change agents and examining how their actions as leaders influence people, systems, and themselves. They are given the opportunity to enhance their skills in locating and evaluating the literature of the field, explore scholarly writing, and identify possible dissertation topics.

### **HEDL 715, Qualitative Methods in Action Research, 3 Units**

Students in this course analyze models of action research while developing specific strategies for using the action research model in their professional practice. Assessment strategies focus on qualitative approaches.

### **HEDL 716, Survey Methods and Quantitative Analysis, 3 Units**

In this course, students are introduced to the principles of good survey design and the quantitative procedures that are most useful in analyzing survey research data. Students explore the application of survey methods and quantitative analysis to their work as action researchers and change agents within higher education settings.

### **HEDL 720, Campus Ecology and Creating Spaces for Thriving, 3 Units**

This course examines how higher education institutions can create actual and virtual spaces that more effectively promote student thriving, sustainability, and community. Innovative architectural designs are identified and evaluated, and students have the opportunity to design, or redesign, a 'thriving space' for a college campus.

### **HEDL 723, Higher Education Law and Policy, 3 Units**

Students in this course examine the historical, contextual, and theoretical aspects of higher education law and policy as they affect students, faculty members, administrators, and organizational systems. Course material also involves the analysis of contemporary legal and policy issues confronting public and private higher education in the United States.

### **HEDL 729, The Spirituality of Leadership, 3 Units**

This course examines the spiritual dimensions of leadership by exploring vocation, calling, and thriving. Students examine how the Christian faith informs leadership development and practice, but also investigate the spirituality of leadership across other traditions and perspectives.

### **HEDL 733, The Changing Worlds of Higher Education, 4 Units**

Students will explore the rapidly changing nature of higher education in the United States and around the world. The problems facing higher education, in all its forms, will be examined as will emerging innovative models and structures. Participation in an international travel experience is a requirement of this course.

### **HEDL 740, Critical Issues in Higher Education, 3 Units**

This foundational course introduces students to an array of critical issues facing U.S. higher education. Areas of focus include the formative influences that led to the diversification of American higher education, as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education. These topics are explored through a lens of ethics and social justice and framed around the potentially competing priorities of affordability, accessibility/equity, and academic quality.

### **HEDL 741, Strengths-Oriented Leadership, 3 Units**

This course is a critical analysis of leadership theory and practice, with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change.

## **HEDL 742, Student Access, Equity, and Success in College, 3 Units**

This course examines the impact of the college student experience, beginning with the college choice process and culminating with graduation and lifetime impact. Student development theories, theories and models of student change in college, student retention theories, and strategies for defining and measuring student success and institutional effectiveness are emphasized. Policies, programs, and best practices that enhance student learning, success, and persistence are explored.

## **HEDL 743, Diversity and Social Justice in Higher Education, 3 Units**

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within postsecondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins.

## **HEDL 744, Administration in Higher Education, 4 Units**

This course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings.

## **HEDL 745, Leading Change in Higher Education, 3 Units**

This course covers leadership, organizational development, and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated, and the concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment.

**Prerequisite:** HEDL 785

## **HEDL 748, Guided Inquiry Project I, 1 Unit**

In this introductory course, students explore a potential topic for their action research dissertation, focusing on conceptualizing an area of concern and developing a problem statement around that area of concern.

## **HEDL 749, Guided Inquiry Project II, 1 Unit**

In this course, Ed.D. students continue to work on steps toward the dissertation begun in HEDL 748, identifying the innovation they intend to introduce, and outlining the research design that will be used to gather evidence regarding the impact of the innovation.

**Prerequisite:** HEDL 748

## **HEDL 785, Dissertation Proposal, 1 Unit**

Students complete the first three chapters of the action research dissertation. Successful completion of these three chapters is a prerequisite for continuing coursework in the final two semesters of the program.

## **HEDL 787, Dissertation Seminar, 3 Units**

In this course, students complete work on chapter 4 of their dissertation by gathering and analyzing data and presenting the findings from their research.

**Prerequisite:** HEDL 785

## **HEDL 789, Dissertation Research, 2-3 Units**

In this course, students complete chapter 5 of their action research dissertation and successfully defend their research with their dissertation committee.

## **HEDL 799, Readings in Higher Education Leadership, 1-4 Units**

Offered as Independent Study with approval of department chair. Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

## **Faculty**

### **Chair**

Laurie Schreiner (<http://www.apu.edu/faculty/lischreiner/>), Ph.D.

### **Program Directors, Doctoral Higher Education**

Karen Longman (<http://www.apu.edu/faculty/klongman/>), Ph.D., Director, Ph.D. in Higher Education Program

Kandy Mink Salas (<http://www.apu.edu/faculty/kminksalas/>), Ph.D., Director, Ed.D. in Higher Education Leadership Program

### **Program Director, College Counseling and Student Development**

Christina Lunceford, Ph.D.

## Professors

Laurie Schreiner (<http://www.apu.edu/faculty/lSchreiner/>), Ph.D.

Young K. Kim (<http://www.apu.edu/faculty/ykkim/>), Ph.D.

Alexander Jun (<http://www.apu.edu/faculty/ajun/>), Ph.D.

Karen Longman (<http://www.apu.edu/faculty/klongman/>), Ph.D.

Dennis Sheridan (<http://www.apu.edu/faculty/dsheridan/>), Ph.D., Ed.D.

## Associate Professors

Christopher Collins (<http://www.apu.edu/faculty/ccollins/>), Ph.D.

Tabatha Jones Jolivet (<http://www.apu.edu/faculty/tjonesjolivet/>), Ph.D.

Jeannine Kranzow (<http://www.apu.edu/faculty/jkranzow/>), Ph.D.

Christina Lunceford, Ph.D.

Christopher Newman (<http://www.apu.edu/faculty/cnewman/>), Ph.D.

Mari Luna de la Rosa (<http://www.apu.edu/faculty/mlunadelarosa/>), Ph.D.

## Assistant Professor

Kandy Mink Salas (<http://www.apu.edu/faculty/kminksalas/>), Ph.D.

# Doctoral Programs in Higher Education

For more information: (626) 815-5349

APU's doctoral programs in higher education produce ethical scholars and leaders who have a positive impact on student learning and social justice in higher education. The department offers the Doctor of Philosophy (Ph.D.) in Higher Education and the Doctor of Education (Ed.D.) in Higher Education Leadership. The Ph.D. emphasizes research and leadership skills that make a difference in the field of higher education; the Ed.D. emphasizes leadership development that makes a difference at the institutional level.

The doctoral programs require that the student already holds a master's degree in a field related to higher education. Because the programs are geared for higher education professionals, all students are expected to be employed in a college or university setting and to have at least five years of experience in higher education or a closely related field. Both doctoral programs employ a cohort model in which students are in residency in Azusa part time; the Ph.D. program meets for two weeks each January and July, with students completing course assignments independently, and the Ed.D. program meets for one week in June and one weekend (Friday/Saturday) each month except for May and August, with students completing course assignments independently. Campus intensive sessions continue to be required each term during the dissertation phase, as well.

## Mission Statement

The mission of the doctoral programs in higher education is to produce ethical scholars and leaders who have a positive impact on student learning and social justice in higher education.

## Core Values of the Doctoral Programs in Higher Education

The doctoral programs in higher education are driven by these core values:

- A Christian worldview that enables students to become “big-picture thinkers” who are people of character and integrity
- An appreciative perspective of learning and leadership that nurtures talent and encourages students to become the persons they were created to be
- A commitment to rigorous research that makes a difference in real-world settings
- A passion for social justice and a commitment to inclusion and equity that emerges from our faith
- A passion for learning and student thriving
- A commitment to mentoring doctoral students academically, personally, and spiritually

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

Students admitted to the Ph.D. in Higher Education or the Doctoral-Level Certificate in Strengths-Oriented Higher Education programs cannot be simultaneously enrolled in any other APU program, nor can they enroll in classes outside of their program.

## Application Deadlines

For the Ph.D. program, completed applications with all supporting documentation received by January 31 will receive priority consideration for July admission and be eligible for scholarships. The final application deadline is May 1.

For the Ed.D. program, completed applications with all supporting documentation received by January 31 will receive priority consideration for May admission. The final application deadline is April 1.

*Note: Applications for both programs are reviewed on a rolling basis and are accepted until the new cohort has been finalized.*

## Interview

Upon invitation, doctoral applicants complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the doctoral program.

## Admission Decisions

Applicants must meet department and university criteria for admission; admission to the university is the first step in the process, but it does not guarantee admission to the doctoral program.

The department reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, program faculty specify the additional requirements necessary for full admission and the time limit for completing them. Failure to meet these requirements will result in dismissal from the program.

Upon notification of admission, applicants to either doctoral program have 30 days to confirm via email their intent to begin their doctoral studies at APU. A nonrefundable deposit of \$500 is due by April 15 to secure a place in the cohort.

## Advisement

Upon admission, each student is assigned a faculty advisor. Academic advising is viewed as a collaborative relationship between the student and the faculty advisor, and the purpose of the collaboration is to enable the student to achieve maximum benefits from his or her doctoral experience. The advisor's role is to work with the student to develop a plan for timely and successful completion of the doctorate. The student should plan to meet with the advisor regularly. Once the student selects a dissertation chair, that person assumes the role of faculty advisor.

## Transferring Units from Another Doctoral Program

Students in the Ed.D. program may transfer up to 12 units from another regionally accredited doctoral program. Students in the Ph.D. program may transfer up to 18 units of doctoral work from another regionally accredited university. Official transcripts and course descriptions must be submitted. The department chair will determine the courses that successfully transfer.

## International Travel Requirement in Second Year

In both programs, one week of international travel is included in the required coursework during the spring term of the second year, often in late May or early June. The costs of the trip are included in tuition, except for airfare to the selected location and some meals while in country.

## Computer Requirement

Students must bring a laptop computer or tablet to campus for all coursework. The SPSS statistical software package is required of students in their research courses throughout the Ph.D. program. The University Bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For more information, contact the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>) at (626) 815-4570.

## Residence Requirement

Students must meet a residence requirement by completing a minimum of 39 units in the Ed.D. program or 42 units in the Ph.D. program through APU.

## Statistical Competency

Students admitted to the Ph.D. program are expected to have completed a master's-level course in statistics and/or research design prior to admission. Students without this level of preparation are expected to design a plan to adequately prepare for doctoral-level statistics. Students are given a take-home diagnostic exam to complete during the first year of the program, so that they are adequately prepared for the research courses that begin in the second year.

## Research Assistantships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>). Students are advised to contact the office early in the admissions process at (626) 815-4570 or [gpc@apu.edu](mailto:gpc@apu.edu).

In addition, the department offers a limited number of research scholarships to entering Ph.D. students by application: the Social Justice, Leadership, and Student Success scholarships. These research scholarships are offered on a competitive basis for \$3,500 per year for three years of coursework for those students whose research interests and dissertation plans align with one of these priorities. Dissertation fellowships of \$2,000, as well as research and teaching assistantships of varying amounts, are available to continuing students by faculty invitation. Information will be mailed to all admitted students about the availability of scholarships and the application process for each.

# Doctoral-Level Certificate in Strengths-Oriented Higher Education

The Ph.D. program in Higher Education offers a 10-unit Doctoral-Level Certificate in Strengths-Oriented Higher Education (<https://www.apu.edu/bas/programs/strengths-certificate/>). Designed for educators and leaders who wish to deepen their knowledge and application of a strengths development model to their work in higher education, the certificate consists of three courses.

## Requirements

| Code                              | Title  | Units     |
|-----------------------------------|--|-----------|
| <b>Opening Course</b>             |  |           |
| HED 701                           | Strengths-Oriented Leadership                          | 4         |
| <b>Choose from the following:</b> |  |           |
| HED 705                           | Student Access, Equity, and Success in College         | 4         |
| - OR -                            |  |           |
| HED 724                           | Teaching, Learning, and Assessment in Higher Education | 4         |
| <b>Concluding Course</b>          |  |           |
| HED 761                           | Strengths-Oriented Research and Programming            | 2         |
| <b>Total Units</b>                |  | <b>10</b> |

This program is offered on the Azusa campus, comprising two weeks in January and two weeks in July, and program participants join existing cohorts of doctoral students in their classes. The doctoral credits from the certificate may be transferred to any other university. Participants must have a master's degree or higher with a GPA of at least 3.0 at the graduate level to be eligible for admission to this program, and must complete all certificate courses with a *B-* or above.

If you have questions about this program, email [doctoralhighered@apu.edu](mailto:doctoralhighered@apu.edu).

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Ed.D. in Higher Education Leadership

For more information: (626) 815-6063

The Doctor of Education in Higher Education Leadership (<https://www.apu.edu/bas/programs/higher-education-leadership/>) is a 51-unit degree program, inclusive of dissertation. It develops professional educators and leaders who are able to apply their knowledge in order to improve educational practice primarily at the institutional level. The dissertation for the Ed.D. is a culminating research project utilizing a three-year cycle model of action research beginning in the first year.

## Schedule

Students begin each academic year with a one-week intensive at APU in June, and also attend classes on campus one weekend (9 a.m.-5 p.m. Friday and Saturday) a month, with the exception of May and August. Students take two courses a term, and three terms per academic year, for a total of six courses (17 units) per academic year. In between campus visits, students work online to complete course assignments and communicate with faculty and fellow students. Students travel internationally during May of their second year. The coursework for that session will be the focus of the trip. All in-country costs of the trip are included in the program tuition, but students are responsible for their international airfare.

## Dissertation Courses

The dissertation proposal process is embedded in the Ed.D. program, as students take Guided Inquiry Project I in their first year and Guided Inquiry Project II in their second year. Each course in the program supports the development of the dissertation proposal and the final dissertation study. The dissertation proposal course begins in the third year. If students do not successfully defend their dissertation proposal in HEDL 785, they must continue to enroll in HEDL 785 each term until the proposal is successfully defended. Once students successfully defend their dissertation proposal, they enroll in HEDL 787 for one semester (3 units) and then in HEDL 789 (3 units) for each semester thereafter until the dissertation has been successfully defended. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. Continuous enrollment in dissertation courses is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HEDL 785) through the completion of the dissertation (HEDL 789). Students are expected to continue to come to campus each term during the dissertation phase. Credit for dissertation courses is given for completion of the stated course objectives as outlined in the syllabus. Students who do not meet the designated course outcomes will not receive credit for the course and will be required to retake the course.

## Requirements

The program requires 51 units beyond the master's degree, inclusive of dissertation; most courses are 3-4 units, with some 1-unit courses. Read the complete course descriptions for more information.

| Year I         |   | Units |
|----------------|---|-------|
| <b>Summer</b>  |   |       |
| HEDL 709       | The Philosophy of Action Research               | 4     |
| HEDL 748       | Guided Inquiry Project I                        | 1     |
|                | Units   | 5     |
| <b>Fall</b>    |   |       |
| HEDL 740       | Critical Issues in Higher Education             | 3     |
| HEDL 720       | Campus Ecology and Creating Spaces for Thriving | 3     |
|                | Units   | 6     |
| <b>Spring</b>  |   |       |
| HEDL 741       | Strengths-Oriented Leadership                   | 3     |
| HEDL 729       | The Spirituality of Leadership                  | 3     |
|                | Units   | 6     |
| <b>Year II</b> |   |       |
| <b>Summer</b>  |   |       |
| HEDL 733       | The Changing Worlds of Higher Education         | 4     |
| HEDL 749       | Guided Inquiry Project II                       | 1     |
|                | Units   | 5     |
| <b>Fall</b>    |   |       |
| HEDL 742       | Student Access, Equity, and Success in College  | 3     |
| HEDL 716       | Survey Methods and Quantitative Analysis        | 3     |
|                | Units   | 6     |



**Spring**

|          |  |   |
|----------|--|---|
| HEDL 743 | Diversity and Social Justice in Higher Education | 3 |
| HEDL 715 | Qualitative Methods in Action Research           | 3 |
|          | Units  | 6 |

**Year III****Summer**

|          |                                    |   |
|----------|------------------------------------|---|
| HEDL 744 | Administration in Higher Education | 4 |
| HEDL 785 | Dissertation Proposal              | 1 |
|          | Units                              | 5 |

**Fall**

|          |                                    |   |
|----------|------------------------------------|---|
| HEDL 745 | Leading Change in Higher Education | 3 |
| HEDL 787 | Dissertation Seminar               | 3 |
|          | Units                              | 6 |

**Spring**

|          |                                    |    |
|----------|------------------------------------|----|
| HEDL 723 | Higher Education Law and Policy    | 3  |
| HEDL 789 | Dissertation Research <sup>1</sup> | 3  |
|          | Units                              | 6  |
|          | Total Units                        | 51 |

| Code                   | Title  | Units |
|------------------------|--|-------|
| <b>Optional Course</b> |  |       |
| HEDL 799               | Readings in Higher Education Leadership <sup>2</sup> | 1-4   |

<sup>1</sup> Students enroll for 3 units of HEDL 789 during the last semester of their third year. If they still have not completed their dissertation by the time the semester ends, they reenroll for 2 units each term until the dissertation process is completed.

<sup>2</sup> HEDL 799 may be taken by students needing additional units to complete the program (e.g., transfer students).

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Conduct and disseminate action research that promotes leadership development and makes a difference to campus practice.
2. Lead effectively, collaboratively, compassionately, and with vision.
3. Competently effect change at the campus level through creative interventions and program design.
4. Articulate and evaluate a strengths-based approach to leadership practice.
5. Articulate and evaluate a Christian perspective on effective leadership in higher education.
6. Lead effectively with diverse populations and appropriately confront personal and institutional injustice in higher education settings.
7. Demonstrate a commitment to and ability to foster student development within individuals and institutions.

# M.S. in College Counseling and Student Development

For more information: (626) 815-5485, [ccsdprogram@apu.edu](mailto:ccsdprogram@apu.edu)

The Master of Science in College Counseling and Student Development program (<https://www.apu.edu/bas/programs/student-development-masters/>) prepares student affairs professionals who work effectively with college students at a diversity of institutions. The program encourages students to integrate their academic learning with their life experience in order to grow personally and professionally. The curriculum is based on developing competence in 10 areas through academic coursework, internship experience, and research opportunities.

## Mission Statement

The graduate program in college counseling and student development at Azusa Pacific University prepares individuals to become student affairs educators whose special interest is college students and the environments that affect their development as whole persons and scholar-students.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Application Deadlines

Completed applications with all supporting documentation received by January 15 will receive priority consideration for fall admission. These applicants also will be given priority for on-campus graduate assistantship interviews.

## Admissions Interview

Upon invitation, applicants complete an interview with at least one member of the faculty. The purpose of the interview is to discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the program.

## Program Delivery

The program is a two-year, on-campus program for students attending full time. Classes are held weekly utilizing the university's 8-week session schedule (<http://www.apu.edu/calendar/academic/>). Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.

## Career Opportunities

Program graduates pursue career opportunities in residential life, career development, campus ministries, admissions, counseling, academic support services, student activities, student financial services, service-learning, and many other co-curricular campus programs.

## Student Outcomes

Because the specific roles of student affairs practitioners vary greatly across functions and institution types, this program seeks to prepare student affairs educators who have a generalist perspective of the profession and possess the basic competencies necessary to be successful in a wide range of circumstances. Specifically, upon completion of the program, students should be able to demonstrate competence in these areas:

- Moral, Spiritual, and Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resources
- Leadership
- Social Justice and Inclusion
- Student Learning and Development

- Technology
- Advising and Supporting

## Prerequisites

In order to be admitted into the program, students should provide evidence of the following:

1. A baccalaureate degree from a regionally accredited institution
2. Baccalaureate or master's grade-point average of at least 3.0 on a 4.0 scale
3. Two references: one faculty and one student affairs professional preferred
4. International students who have graduated from a college or university where English was not the principal language must meet requirements listed in the English Proficiency Requirements (p. 1234) section.

## Requirements

The program comprises 45 semester units of coursework. Of this total, at least 36 must be taken at APU; up to 9 semester units of appropriate graduate work may be transferred into the program with department approval.

The coursework is divided into three major components: foundational studies, professional studies, and integration. Foundational studies are those that explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assist students in the assessment of their personal leadership skills. Professional studies are those that assist students in developing competencies in program design and evaluation, administration, counseling, and research. The integration of the theoretical and practical is provided through supervised experiences and the capstone project.

| Code   | Title  | Units |
|--|--|-------|
| <b>Foundational Studies</b>  |  |       |
| CCSD 551   | Introduction to College Student Affairs                    | 3     |
| CCSD 567   | The Role of Diversity in Student Affairs Practice          | 3     |
| CCSD 568   | Inclusive Diversity Practices in Student Affairs           | 3     |
| CCSD 575   | Quantitative Analysis in College Student Affairs           | 3     |
| CCSD 581   | Foundations of Higher Education                            | 3     |
| <b>Professional Studies</b>  |  |       |
| CCSD 543   | Legal and Ethical Issues in College Student Affairs        | 3     |
| CCSD 552   | The Process Of Adult Development                           | 3     |
| CCSD 553   | Administration in College Student Affairs                  | 3     |
| CCSD 562   | Qualitative Research with Today's Diverse College Students | 3     |
| CCSD 563   | Counseling: The Helping Relationship                       | 3     |
| CCSD 571   | Student Learning in the Cocurriculum                       | 3     |
| CCSD 573   | Career Counseling and Development                          | 3     |
| CCSD 583   | Counseling Issues and Practice                             | 3     |
| CCSD 592   | Program Evaluation in College Student Affairs              | 3     |
| CCSD 595   | Capstone Project in College Student Affairs                | 3     |
| <b>Integration and Supervised Practice</b>                             |  |       |
| Capstone Project and Colloquium  |  |       |
| 750 hours of supervised field placement in at least two practice areas |  |       |
| Total Units  |  | 45    |

## Fieldwork

All students are required to complete a minimum of 750 hours of supervised fieldwork in student affairs practice in a college or university. This fieldwork must be completed in at least two distinct areas, with at least 150 hours of supervised fieldwork in each. Graduate assistantships (see next section) can be used toward fieldwork hours.

## Graduate Assistantships

Azusa Pacific University provides a number of graduate assistantships for students enrolled in the program. A student who receives a graduate assistantship is required to enroll in at least 3 units of coursework in the program each term. Graduate assistants are expected to work 600 hours over the academic year, for which they are compensated with a stipend.

## Capstone Project

During the final semester, students are required to complete a professional portfolio that contains evidence of competence in 10 aspects of student affairs practice. The presentation of the portfolio should be before a committee of at least one faculty member and two student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project. Successful completion of this project is required for graduation.

## Scholarships

Students are also eligible for consideration for a program-funded scholarship. Program-funded aid is awarded based on financial need and/or merit.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Obtain the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. (For our program at APU, the emphasis is both a personal and professional "compass" of honesty, truth-telling and servant-oriented approach to one's work with an ability to articulate a Christian worldview that reflects the values, ethics and principal teachings of the Christian faith.)
2. Obtain the knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. (This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow.)
3. Design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.
4. Learn the policy development processes used in various contexts, apply legal constructs, compliance/policy issues, and understand governance structures and their impact on one's professional practice.
5. Manage institutional human capital, financial, and physical resources. (This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.)
6. Embody the knowledge, skills, and dispositions required of a leader, with or without positional authority; understand that leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. (This can include working with students, student affairs colleagues, faculty, and community members.)
7. Create learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. (Social Justice and inclusion is defined as both a process and a goal. Student affairs educators must have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. This involves seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.)
8. Apply the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.
9. Use digital tools, resources, and technologies for the advancement of student learning, development, and success, as well as the improved performance of student affairs professionals. (Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.)
10. Provide advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. (Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, student affairs professionals play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.)

# Ph.D. in Higher Education

For more information: (626) 815-5349

The Doctor of Philosophy in Higher Education (<https://www.apu.edu/bas/programs/higher-education-phd/>) is a research degree program consisting of 62 units of coursework, inclusive of dissertation. It primarily develops scholars who are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership. The dissertation for the Ph.D. involves original research that extends the theoretical knowledge base of higher education policy and practice.

## Schedule

Students are admitted to the program once a year, with coursework beginning in July of the admission year. The program requires students to complete their coursework on the Azusa campus during two-week visits in early January and again in July each year for four years, or until the dissertation is completed. In addition, all students are assigned to a research team when beginning the second year of the program. Students are expected to attend meetings required of their research team, which may be held in conjunction with a designated conference. In May of the second year of the program, all students are expected to travel internationally as part of the required course HED 722 Global Policy Analysis in Higher Education. All in-country travel costs are included in tuition; students are responsible for purchasing their own international airfare.

## Requirements

The Ph.D. is a sequenced program of courses with 4 units of electives. Students with a master's degree in higher education or college student affairs may waive 2 units of electives. Because this program is designed in a cohort model, students take courses together in January and July in a specified sequence.

| Code                                  | Title  | Units |
|---------------------------------------|--|-------|
| <b>Required Courses</b>               |  |       |
| HED 701                               | Strengths-Oriented Leadership  | 4     |
| HED 702                               | The Nature of Inquiry  | 4     |
| HED 703                               | Critical Issues in Higher Education                                  | 4     |
| HED 705                               | Student Access, Equity, and Success in College                       | 4     |
| HED 710                               | Research Design and Statistics                                       | 4     |
| HED 711                               | Qualitative Research Methods   | 4     |
| HED 721                               | Diversity and Social Justice in Higher Education                     | 4     |
| HED 722                               | Global Policy Analysis in Higher Education                           | 4     |
| HED 724                               | Teaching, Learning, and Assessment in Higher Education               | 4     |
| HED 725                               | Administration in Higher Education                                   | 4     |
| HED 730                               | Advanced Quantitative Methods  | 4     |
| or HED 731                            | Advanced Qualitative Research  |       |
| HED 732                               | Leading Change in Higher Education                                   | 4     |
| HED 760                               | Research Seminar (taken 4 times over 4 terms for a total of 4 units) | 1     |
| HED 796                               | Dissertation Proposal Seminar  | 3     |
| HED 797                               | Dissertation Research  | 3     |
| <b>Elective Courses</b>               |  |       |
| Select four units from the following: |  | 4     |
| HED 704                               | Ethical Issues in Higher Education                                   |       |
| HED 761                               | Strengths-Oriented Research and Programming                          |       |
| HED 798                               | Special Topics   |       |
| HED 799                               | Readings in Higher Education   |       |

Total Units

62

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program of Study

The program requires 62 units beyond the master's degree, inclusive of dissertation. Some elective courses are offered in conjunction with travel to professional conferences. The required research seminars (HED 760) each term meet between sessions, often in conjunction with professional conferences. Read the complete course descriptions for more information.

## Dissertation Courses

The dissertation proposal process begins after completion of the third year, as students take HED 796 (3 units) while they write the first three chapters of their dissertation. If students do not successfully defend their dissertation proposal during the term they first enroll in HED 796, they must retake that course until the proposal is passed. Once students successfully defend their dissertation proposal, they enroll in HED 797 (3 units) each semester until the dissertation has been successfully defended. Enrollment in these courses gives students access to faculty and university resources, including library databases and the services of the doctoral research librarian. Students are considered enrolled full time from the proposal (HED 796) through the completion of the dissertation (HED 797). Students are expected to come to campus for one week each term during the dissertation phase. Credit for dissertation courses is given for completion of the stated course objectives as outlined in the syllabus. Students who do not meet the designated course outcomes will not receive credit for the course and will be required to retake the course.

| Code    | Title                         | Units |
|---------|-------------------------------|-------|
| HED 796 | Dissertation Proposal Seminar | 3     |
| HED 797 | Dissertation Research         | 3     |

## Independent Study

Students may petition to take an independent study course (HED 799) to substitute for an elective course.

## Comprehensive Examinations

All students enrolled in the program must pass all of their comprehensive examinations before defending their dissertation proposal and advancing to candidacy. The purpose of the comprehensive exam process is to ensure that all students graduating from APU with a Ph.D. in Higher Education are able to articulate a thorough grasp of the critical issues and theories impacting the professional field. Accordingly, there are three key areas of the program's learning outcomes that are assessed via this process:

1. Social justice and diversity
2. Leadership and change
3. Student success

### Students demonstrate each competency as follows:

- **Social justice and diversity:** Students produce a "TED Talk" type of video per instructions.
- **Leadership and change:** Students create an electronic leadership portfolio per instructions.
- **Student success:** Students produce a creative design project per instructions.

Projects submitted for demonstration of the above competencies are due either April 15 or October 15 each year. Complete instructions are provided to students upon arrival to campus. Students have two opportunities to earn a passing score on a particular competency; failure of the second opportunity results in potential dismissal from the program.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Conduct and disseminate original research that extends the theoretical knowledge base of higher education policy and practice and answers meaningful questions.
2. Competently engage the critical issues and help shape the conversations that affect the future direction of higher education at the national and international levels.
3. Lead effectively, collaboratively, and with vision.
4. Articulate and evaluate an appreciative approach to teaching, learning, and leadership development.
5. Foster thriving in the students they serve, through effective pedagogy and institutional practices that are learning-centered.
6. Cultivate a critical self-awareness of faith, spirituality, and belief systems through engaging diverse ways of knowing in Christian dominant environments.

7. Effectively address personal, institutional, and systemic injustices through competent policy analysis, formulation, and revision, as well as individual actions.

# Department of Kinesiology

The Department of Kinesiology (<http://www.apu.edu/bas/kinesiology/>) equips students who are academically engaged, relationally centered, vocationally aware, and wellness oriented using approaches that are discipline based and grounded in a Christian worldview. It offers a kinesiology major (p. 575), with concentrations in health professions and applied exercise science; an undergraduate minor in adapted physical activity (p. 593); and a concentration in physical education for the liberal studies major (see Liberal Studies/Undergraduate Education K-8 program (p. 839) for specific requirements). The department also offers graduate programs in athletic training and physical education.

The Master of Science in Athletic Training (p. 583)(MSAT) prepares students for careers in athletic training (<https://www.nata.org/about/athletic-training/>). The men and women of this service profession desire to enhance the quality of health care for patients and physically active individuals, specializing in the prevention, assessment, treatment, and rehabilitation of injuries and illnesses.

The Master of Science in Physical Education (p. 591) equips candidates with the knowledge and skills needed to teach physical education, administrate athletics programs, and coach at the K-12, junior college, and four-year university levels. This degree is also available online and with an emphasis in sport management.

The Master of Arts in Physical Education and Single Subject Teaching Credential (p. 579) program equips students with the skills and knowledge needed to teach physical education and coach at the K-12, junior college, and four-year university levels. In addition to the master's degree, students earn a 2042 Single Subject Teaching Credential, preparing them for positions at the middle and high school levels (7-12) and as pre-K-12 specialists in physical education.

The Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 581) program is designed for candidates who possess a teaching credential in physical education and are also seeking to teach adapted physical education in the pre-K-12 and/or community college systems.

The Adapted Physical Education Added Authorization (p. 574) enables the physical education teacher to teach disabled students ranging from preschool through adult school, conduct assessments, and report findings through the Individual Education Plan (IEP) process.

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<http://www.wascsenior.org>)
- The Master of Science in Athletic Training program is accredited through 2025-26 by the Commission on Accreditation of Athletic Training Education (CAATE) (<http://www.caate.net>), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184, (844) 462-2283.
- The Master of Arts in Physical Education and Single Subject Teaching Credential program, Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education program, and the Adapted Physical Education Added Authorization program are accredited by the National Council for Accreditation of Teacher Education (NCATE, transitioning to the Council for the Accreditation of Educator Preparation, CAEP (<http://www.caepnet.org/>)) and are approved by the California Commission on Teacher Credentialing (CTC) (<http://www.ctc.ca.gov/>).

## Programs

### Major

- Kinesiology (p. 575)

### Minor

- Adapted Physical Activity (p. 593)

## Graduate Programs

### Athletic Training

- Master of Science in Athletic Training (p. 583)

### Physical Education

- Master of Science in Physical Education (Also Online) (p. 591)
- Master of Arts in Physical Education and Single Subject Teaching Credential (p. 579)
- Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 581)
- Adapted Physical Education Added Authorization (p. 574)



## Courses

### AT 160, Acute Care of Injury and Illness, 2 Units

This course follows the basic guidelines of the American Red Cross courses CPR for the Professional Rescuer and First Aid. Included are adult, child, and infant CPR, two-person CPR, use of an AED, and standard first aid procedures. Students may receive American Red Cross certifications upon successful completion of the course.

### AT 340, Practicum In Orthopedic Assessment, 2 Units

This course is designed for junior-level students in the Athletic Training Education Program. Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients. In addition to the responsibilities of AT 242, students may begin performing orthopedic injury assessments.

**Prerequisite:** AT 270

### AT 355, Medical Conditions and Disabilities, 2 Units

This course covers the basic knowledge, skills, and values that health professionals, specifically those working with athletes and active populations, must possess in order to appropriately recognize and treat those with general medical conditions. Recognition of conditions that must be referred to other healthcare professionals for further evaluation and treatment will be emphasized.

**Prerequisite:** BIOL 115 or BIOL 250/BIOL 251 and AES 363

### AT 444, General Practicum in Athletic Training, 1-3 Units

Students are assigned to clinical instructors who directly supervise them as they work in athletic training settings. As students display competence in the Proficiencies in Athletic Training, they are given increased responsibility in working directly with patients.

**Prerequisite:** Acceptance into Athletic Training Education Program

### AT 469, Health Care Administration, 3 Units

This course addresses the organizational and administrative aspects of health care to the physically active. Students study such issues as medical record keeping, facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care.

**Corequisite:** AES 473 and Senior Standing

### AT 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### AT 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

### AT 499, Thesis/Project, 1-4 Units

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

### AT 501, Foundations of Athletic Training, 3 Units

The focus of this course is on the basic tenets of athletic training and the healthcare team, as well as emergency care. Students learn how to prepare for emergencies and how to create emergency action plans, as well as how to prevent, assess, and treat environmental injuries and illnesses.

### AT 511, Foundations of Athletic Training, 5 Units

This course provides students with basic information and skills necessary in the clinical practice of athletic training. Topics include acute care, risk management, orthopedic taping and wrapping, and equipment fitting. Students will also learn the roles and responsibilities of a certified athletic trainer and the sports medicine team. Students are also introduced to evidence-based practice concepts. A laboratory component is included.

### AT 513, Fundamental Skills in Athletic Training, 3 Units

This course provides students with basic information and skills necessary in the clinical practice of athletic training. Topics include acute care, risk management, orthopedic taping and wrapping, and equipment fitting. The course provides an opportunity for students to practice skills introduced in AT 501 or AT 511.

### **AT 515, Anatomical Basis of Athletic Training, 4 Units**

This course provides an in-depth look at human anatomy, with an emphasis on musculoskeletal anatomy, functional anatomy, and basic kinesiology principles. The lab component will include the use of cadavers.

### **AT 518, Foundations of Examination and Diagnosis: Lower Extremity, 3 Units**

This is one in a series of courses offering an in-depth inquiry into the pathophysiology of injuries to the physically active. This course emphasizes injuries to the lower extremity, addressing mechanisms of injury as well as specific evaluation techniques and methods standard to the practice of athletic training.

### **AT 522, Foundations of Therapeutic Interventions: Lower Extremity, 3 Units**

This course focuses on the theory, selection, and operation of common therapeutic interventions used to manage injuries experienced by physically active individuals. Included are therapeutic modalities, therapeutic and corrective exercise, and an introduction to basic pharmacological interventions.

### **AT 524, Principles of Evidence-Based Practice, 2 Units**

The focus of this course is evidence-based practice (EBP) in athletic training. Students learn to critically read athletic training literature using EBP tools, and to make clinical decisions based on evidence from the literature, experience, and patient needs and goals.

### **AT 525, Research Methods I, 3 Units**

This is the first of two courses in research methodology. The focus of this course is the critical reading of athletic training and sports medicine literature, the interpretation of research, and the analysis of research methodology appropriate to the field. In addition, each student creates a research proposal as the first step in their research project.

### **AT 528, Clinical Integration I, 3 Units**

In this, the first of five clinical education courses, each student focuses on developing proficiency in lower-extremity assessments and the application of therapeutic modalities. Each student is assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they are given increased responsibility in directly working with patients.

### **AT 531, Examination, Diagnosis, and Interventions: Upper Extremity, 4 Units**

This course is part of a series of courses offering an in-depth inquiry into the pathophysiology of injuries to the physically active, and therapeutic interventions used to examine, diagnose, and manage those injuries. This course emphasizes injuries to the upper extremity, addressing mechanisms of injury and specific evaluation techniques and therapeutic interventions standard to the practice of athletic training.

### **AT 534, Biomechanics, 3 Units**

This course focuses on qualitative and quantitative analysis of human movement. Screenings and calculations will focus on skills common in sport and physical activity as well as gait analysis by the application of principles of anatomy, kinesiology, and physics.

### **AT 535, Data Analysis and Patient Outcomes, 2 Units**

This is the second of two courses in evidence-based practice. Students in this course explore current athletic training research and interpret the results of data analyses, with an emphasis on applying evidence to patient outcome collection and clinical decision making.

### **AT 539, Clinical Integration II, 3 Units**

In this, the second of five clinical education courses, each student focuses on developing proficiency in lower-extremity assessments, upper-extremity assessments, and the application of therapeutic modalities. Each student is assigned a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they are given increased responsibility in directly working with patients.

### **AT 541, Nutrition for Active People, 2 Units**

This course focuses on nutrition related to exercise and physical performance. These aspects include the energy systems in exercise, nutritional aspects of substrate utilization (digestion, absorption, metabolism, etc.), assessment of nutritional needs, and diet modification. Dietary development for weight loss, body composition changes, and performance will be covered from a nutritional viewpoint.

### **AT 542, Examination, Diagnosis, and Interventions: Spine and Core, 4 Units**

This is one course in a series of courses offering an in-depth inquiry into the pathophysiology of injuries to the physically active, and therapeutic interventions used to examine, diagnose and manage those injuries. This course emphasizes injuries to the head and face, and the lumbar, thoracic, and cervical spine. Mechanisms of injury are addressed, as well as specific evaluation techniques and therapeutic interventions standard to the practice of athletic training.

### **AT 543, Strength and Conditioning, 3 Units**

This course uses a scientific and integrated approach to the assessment, development, implementation, and management of strengthening and conditioning. A laboratory component is included.

### **AT 545, Topics in Athletic Training, 3 Units**

Students in this course explore topics necessary to maintaining relevant competence and enabling future growth as an athletic training professional. Topics include the role of the Athletic Trainer in public health outcomes, healthcare delivery strategies, quality assessment and improvement of healthcare systems and practitioners, professional ethics, emerging evaluation and intervention strategies, and the use of technology in medicine.

### **AT 547, Clinical Integration III, 2 Units**

In this, the third of five clinical education courses, each student focuses on developing proficiency in movement assessment and continues to develop clinically in the areas of emergency management and patient outcomes collection. Each student is assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they are given increased responsibility in directly working with patients.

### **AT 549, Applied Research I, 1 Unit**

In this course, students meet with their research team and mentor to identify a clinical question of interest, conduct a literature review, and plan the methods and data collection for their research project.

### **AT 552, Examination, Diagnosis, and Interventions: Medical Conditions, 4 Units**

This course covers the knowledge, skills, and values that entry-level certified athletic trainers must possess in order to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities commonly seen in athletic training settings. This includes pharmacology as it relates to medical conditions and disabilities of the active, as well as ergogenic aids common to the population. The recognition of general medical conditions contains the skills needed in the diagnostic process. A laboratory component is included.

### **AT 554, Holistic Aspects of Athletic Training, 3 Units**

This course provides the necessary knowledge and skills for assessing and managing psychosocial issues in athletic training. The influences of culture and spirituality, including religions, are discussed in addition to psychosocial interventions, spiritual interventions, and referral strategies which are specific to the role of an athletic trainer. Eating disorders, anxiety issues, substance abuse, catastrophic injuries, peer pressure, depression, and responses to injury are some of the many issues discussed.

### **AT 555, Therapeutic Exercise, 3 Units**

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of injuries to the physically active. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and ability to return to participation. A laboratory component is included.

### **AT 557, Clinical Integration IV, 2 Units**

In this, the fourth of five clinical education courses, each student continues their clinical development in the area of injury evaluation with the inclusion of movement assessment, and in the application of therapeutic modalities and therapeutic exercise. Each student is assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display their competence with/through the Clinical Integration Proficiencies in Athletic Training, they are given increased responsibility in directly working with patients.

### **AT 559, Applied Research II, 1 Unit**

In this course, students meet with their research team and mentor to collect and synthesize data for their research project.

### **AT 562, Health Care Administration, 3 Units**

This course addresses the administrative aspects of health care across a variety of athletic training settings. Students study topics such as healthcare delivery models, multipayer insurance systems and classifications, quality assurance and improvement, healthcare information and informatics, facility and personnel management, and legal issues related to health care.

### **AT 564, Seminar in Athletic Training, 1 Unit**

This course provides an integration of prior coursework and expertise in athletic training preparation for the Board of Certification (BOC) exam, as well as a forum for discussion of current athletic training issues.

### **AT 566, Patient Populations in Emerging Settings, 1 Unit**

Students in this course are introduced to athletic trainers, other medical professionals, and patient representatives from emerging athletic training work settings. The format of guest speaker course meetings mirrors two-hour continuing education sessions with embedded workshops to apply patient-specific skills to simulated patients.

### **AT 568, Clinical Integration V, 2 Units**

This is the fifth of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

### **AT 569, Research Capstone, 3 Units**

Students will work with their research team and mentor to complete their research project. The project will be presented in print and poster format following appropriate professional guidelines.

## **AT 570, Clinical Integration V, 5 Units**

In this, the fifth of five clinical education courses, students focus on completing graduation requirements and submitting capstone projects related to the development of their clinical practice. Each student is assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display their competence with/through the Clinical Integration Proficiencies in Athletic Training, they are given increased responsibility in directly working with patients.

## **ATHL 301, Varsity Baseball: Men, 1-2 Units**

Students receive advanced preparation in baseball strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 302, Varsity Basketball: Men, 1-2 Units**

Students receive advanced instruction and intensive training in the fundamentals of basketball. Individual and team play, strategy, and offensive and defensive formations are utilized in men's intercollegiate basketball (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 303, Varsity Track and Field: Men and Women, 1-2 Units**

Students train and work out two hours daily in various track and field events and compete in intercollegiate track and field meets (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 304, Varsity Cross Country: Men and Women, 1-2 Units**

Students receive instruction, practice, and training in distance running for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 305, Varsity Tennis: Men and Women, 1-2 Units**

Students are instructed in the mechanics of the game to suit the individual. Supervised practice, lectures, and intercollegiate competition are included (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 307, Varsity Football: Men, 1-2 Units**

Conditioning and training are practiced in all phases of modern football. Students view pictures, study plays, and participate in chalk talks, examination of team plays, and intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 308, Varsity Basketball: Women, 1-2 Units**

Advanced instruction and intensive training in the fundamentals of basketball are offered. Individual and team play, strategy, and offensive and defensive formations are utilized in intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 309, Varsity Volleyball: Women, 1-2 Units**

Students participate in intercollegiate competition with intense instruction in fundamentals, theory, and practice of the strategies of offensive and defensive play (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 310, Varsity Soccer: Men, 1-2 Units**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 311, Varsity Soccer: Women, 1-2 Units**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 312, Varsity Softball: Women, 1-2 Units**

Students receive advanced preparation in strategy, fundamentals, and techniques for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 313, Varsity Swimming and Diving: Women, 1-2 Units**

Students receive instruction, practice, and training in swimming and diving for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 314, Varsity Water Polo: Women, 1-2 Units**

Advanced instruction and intensive training in the fundamentals of water polo are offered, including individual and team play, strategy, and offensive and defensive formations in preparation for intercollegiate competition (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **ATHL 315, Varsity Acrobatics and Tumbling, 1-2 Units**

Students receive advanced instruction and training in tumbling, stunting, and dance, including preparing for intercollegiate competition; may be repeated for credit (varsity athletes only). *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **ATHL 316, Varsity Cheer, 1 Unit**

Students participate in intercollegiate activities with intense instruction in fundamentals, theory, and practice of the strategies for collegiate cheer. Varsity athletes only. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 108, Fitness for Life: Walking/Jogging, 1 Unit**

This course teaches the 'fitness for life' concept through walking and jogging. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 109, Fitness for Life: Cycling, 1 Unit**

This course emphasizes fitness through cycling. Students are instructed in bicycle care, repair, and safety rules, and much time is spent in practical travel lab experience. Students must provide their own bicycles. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 110, Fitness for Life: Basketball, 1 Unit**

This course teaches the 'fitness for life' concept through basketball. This course is not open to students participating in intercollegiate basketball. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 112, Fitness for Life: Beginning Swimming and Conditioning, 1 Unit**

This course teaches the 'fitness for life' concept through swimming. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 113, Fitness for Life: Ultimate Frisbee, 1 Unit**

This course teaches the fitness-for-life concept through Ultimate Frisbee, emphasizing the development of skills specifically for the Ultimate Frisbee game. The rules, tactics, and various offensive and defensive strategies of the game are also covered. Specific conditioning drills are incorporated into each class to develop muscular endurance and strength, and the recruitment of fast-twitch muscle fibers needed to play Ultimate Frisbee. This course may be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 114, Fitness for Life: Flag Football, 1 Unit**

This course teaches the fitness-for-life concept through flag football, emphasizing the development of skills specifically for the flag football game. The rules, tactics, and various offensive and defensive strategies of the game are also covered. Specific conditioning drills are incorporated into each class to develop muscular endurance and strength, and the recruitment of fast-twitch muscle fibers needed to play the game of flag football. This course may be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 115, Fitness for Life: Recreational Games, 1 Unit**

This course teaches the fitness-for-life concept through recreational games such as cornhole, spikeball, bocce, etc., emphasizing the development of skills specifically for various recreational games. The rules, tactics, and offensive and defensive strategies of the games are also covered. Specific conditioning drills are incorporated into each class to develop muscular endurance and strength, and the recruitment of fast-twitch muscle fibers needed to play recreational games. This course may be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 116, Fitness for Life: Weight Training, 1 Unit**

This course teaches the 'fitness for life' concept through weight training, with different sections offered for athletes and nonathletes. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 117, Fitness for Life: Cardio Strength Fusion, 1 Unit**

This course teaches the concepts of 'fitness for life' through various styles of cardio and strength conditioning, blending cardio dance, strength training, and yoga. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 118, Fitness for Life: Triathlon, 1 Unit**

This course emphasizes fitness through swimming, cycling, and running. The goal is that by the end of the course, students will be able to participate in minitriathlons, or simply have increased their fitness level. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 121, Fitness for Life: Dance for the Theater, 2 Units**

This course teaches the skill of movement and dance as it relates to actors, including proficiency in various styles of dance that are most common in musical theater; learning dance terminology necessary for a working actor; gaining flexibility and dexterity to enhance stage performance; understanding what is required at a professional theater audition; and moral issues pertaining to presenting theater dance to an audience. It also teaches 'fitness for life' concepts through various dance and aerobic conditioning exercises. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

### **FFL 122, Fitness for Life: Hiking, 1 Unit**

This course teaches the 'fitness for life' concept through hiking local trails, and includes instruction in trail first aid and emergency preparedness. Students provide their own transportation to local hiking trails. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **FFL 125, Fitness for Life: Yoga, 1 Unit**

This course teaches the 'fitness for life' concept through yoga, and includes instruction in mind-body awareness, body-weight-bearing exercises, torso stability, and intermediate balance. Students learn strength, flexibility, and relaxation through a series of postures and breathing techniques. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **FFL 126, Fitness for Life: Sand Volleyball, 1 Unit**

This course teaches the 'fitness for life' concept through sand volleyball, emphasizing the development of sand volleyball skills specifically for the sand doubles game. The rules, tactics and various offensive and defensive strategies of the game are also covered. Specific sand conditioning drills are incorporated into each class to develop muscular endurance, muscular strength, and the recruitment of fast-twitch muscle fibers needed to play the game of sand volleyball. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **FFL 127, Fitness for Life: Soccer, 1 Unit**

This course teaches the 'fitness for life' concept through soccer, covering basic soccer skills and technique and providing opportunities for cardiovascular conditioning. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **FFL 128, Fitness for Life: 5K (Beginning), 1 Unit**

This course teaches the 'fitness for life' concept through training to run a 5k. The workouts in this course are designed to help students start from scratch and safely work their way up to running 3.1 miles without stopping. Using a run/walk approach, students gradually increase the distance they run while decreasing the distance they walk over the course of the semester. Students also receive a brief introduction to basic weight training at the end of the semester. May be repeated for credit. Students will be required to pay the entry fees for a 5k race. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **FFL 129, Fitness for Life: 5k (Intermediate), 1 Unit**

This course teaches the 'fitness for life' concept through training to run a 5k. The workouts in this course are designed for students who have running experience and are looking to improve their fitness by training for a 5k. Using an interval approach, students gradually increase their running distance and speed over the course of the semester. A brief introduction to basic weight training is covered at the end of the semester. May be repeated for credit. Students will be required to pay the entry fees for a 5k race. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **FFL 130, Fitness for Life: Zumba, 1 Unit**

This course is designed to increase fitness and stamina through participation in a cardio dance class called Zumba, which is a combination of Latin/international music and upbeat dance movements. May be repeated for credit. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **FFL 131, Fitness for Life: Kinesiology, 1 Unit**

This course gives kinesiology students the opportunity to experience structured exercise programming and develop the tools essential for adopting and maintaining healthy exercise behavior (e.g., goal setting, action planning, self-monitoring). Emphasis is on developing students' confidence in the performance of fundamental exercises that promote physical fitness, including flexibility, muscular endurance/strength/power, and cardiorespiratory endurance. *Meets the General Education Requirement: Fitness for Life/Varsity Sport.*

## **KIN 102, Foundations of Kinesiology, 2 Units**

This course introduces the student to the professions of kinesiology by reviewing the historical foundations of the profession and defining the roles and responsibilities of the exercise scientist. Students learn about relevant professional associations and career opportunities in the field of kinesiology. A discussion of the Azusa Pacific University kinesiology curriculum is included with the goals, objectives, and requirements of the program as well as the expectations of kinesiology students.

## **KIN 220, Emergency Care and Clinical Skills, 3 Units**

The course prepares students for American Red Cross CPR and First Aid certifications. In addition, students will learn and apply clinical skills including assessment of vitals, palpation, goniometry, and manual muscle testing.

**Prerequisite:** C- or higher in KIN 102

## **KIN 242, Fundamental Principles of Fitness, 3 Units**

This foundation course will investigate fitness principles for improving cardio-respiratory endurance, strength, flexibility, body composition and overall physical wellness. The course will prepare students with the knowledge, skills and abilities necessary to develop, implement and manage basic fitness programs for physical education students and health fitness clients.

Special Fee Applies

**Prerequisite:** C- or higher in BIOL 231 or BIOL 251

## **KIN 270, Human Motor Control, Learning, and Development, 3 Units**

This course focuses on the physiological and psychological mechanisms underlying the control and learning of human movement throughout the lifespan. Students apply theoretical concepts of learning to develop age-appropriate movement programs, and measure outcomes through performance examinations.

C- or higher in KIN 102; corequisite: BIOL 230 or BIOL 250

## **KIN 275, Biomechanics of Human Movement, 3 Units**

This course examines biomechanical principles applied to physical activity, sport, and rehabilitative settings. Students utilize quantitative and qualitative techniques using kinematic and kinetic methodologies to apply the physics of motion to the human body.

Special Fee Applies

**Prerequisite:** C- or higher in KIN 102; C- or higher in BIOL 230 or BIOL 250

## **KIN 290, Human Movement Science, 3 Units**

This course focuses on the physiological and psychological mechanisms underlying the control and learning of human movement throughout the lifespan. Students will apply theoretical concepts of learning to develop age-appropriate movement programs and measure outcomes through biomechanical examinations.

**Prerequisite:** C- or higher in KIN 220 and BIOL 230 or BIOL 250

## **KIN 306, Sociological and Psychological Aspects of Physical Activity and Sport, 3 Units**

Students explore the sociological and the psychological issues related to physical activity and sport. Special emphasis is on the study of sport in North America and its implications within American society. Topics of study include motivation, goal setting, burnout, anxiety and arousal, aggression and ethics as related to physical activity and sport.

**Prerequisite:** C- or higher in PSYC 110 or PSYC 290

## **KIN 360, Nutrition for Exercise and Sport Science, 3 Units**

This course focuses on optimal nutrition for exercise and training. Particular attention is given to energy nutrients, minerals, and fluid needs of the physically active. Clinical signs associated with nutrition deficiencies are explored, as are issues related to disordered eating problems among the physically active. The course reviews antioxidant supplementation for physically active people, as well as popular nutritional ergogenic aids. Students become proficient at using current nutrition education tools and evaluating their energy intake and physical activity output using a computerized diet analysis program. Special topics on eating while traveling are also covered.

**Prerequisite:** C- or higher in BIOL 231 or BIOL 251

## **KIN 363, Physiology of Exercise, 4 Units**

This course focuses on the effects of exercise on human physiology and bioenergetics. The physiological changes and adaptations that exercise causes in the cardiovascular, pulmonary, neuromuscular, and endocrine systems are investigated in detail, as is the relationship between nutrition, body composition, and exercise. The laboratory component explores the assessment of resting metabolic rate, energy expenditure, body composition, cardio-respiratory function, maximum oxygen uptake, lactate threshold, strength and flexibility, and other physiological responses to exercise.

Special Fee Applies

**Prerequisite:** C- or higher in BIOL 231 or BIOL 251; C- or higher in KIN 290 (or KIN 270 and KIN 275).

## **KIN 364, Kinesiology, 4 Units**

This course examines the structural and functional mechanics of human movement through an in-depth study of kinesiological principles. Techniques of posture and gait evaluation, as well as fundamentals of body mechanics, are covered, along with how to detect and correct basic musculoskeletal anomalies. A laboratory component is included.

**Prerequisite:** C- or higher in BIOL 231 or BIOL 251; C- or higher in KIN 290 (or KIN 270 and KIN 275)

## **KIN 366, Care and Prevention of Athletic Injuries, 3 Units**

This course presents the methods used in the recognition, evaluation, and care of athletic injuries. Techniques in taping, prevention, and rehabilitation of injuries are studied.

**Prerequisite:** C- or higher in BIOL 231 or BIOL 251

## **KIN 372, Corrective Exercise Strategies, 3 Units**

This course provides corrective exercise strategies to prevent or reduce injury and afford optimal tissue recovery in the physically active. Principles of tissue inhibition, lengthening, activation, and human movement integration are explored. Strategies in advanced kinetic chain assessment, flexibility, neuromuscular retraining, and balance and stability exercises are incorporated. In addition, scientific evidence supporting injury prevention programs are discussed. This course provides information to prepare students for professional certifications through the National Academy of Sports Medicine (NASM).

**Prerequisite:** C- or higher in KIN 363 and KIN 364

## **KIN 380, Concepts of Performance Enhancement, 3 Units**

This course will examine advanced methods for enhancing human performance. Students will gain a theoretical understanding of the acute and chronic adaptations that occur in response to various anaerobic and aerobic training techniques. Students will also be given the opportunity to gain practical experience developing, implementing, and supervising strength and condition programs for both teams and individual athletes. Areas of emphasis include periodization, movement-based programming, and experience with non-traditional implements. This course is designed to enhance students' current level of knowledge in preparation for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) Exam.

**Prerequisite:** C- or higher in KIN 363 and KIN 364

### **KIN 395, Fitness Management, 3 Units**

This course addresses the organizational and administrative aspects of fitness instruction to the physically active. Students study issues such as record keeping, facility design and maintenance, public relations and marketing, and legal and ethical issues related to health care.

**Prerequisite:** C- or higher in BIOL 231 or BIOL 251, and KIN 242.

### **KIN 473, Fitness and Exercise Prescription, 4 Units**

This course covers the basic knowledge, skills, and abilities that fitness professionals must possess to work with medical and special populations. The course will focus on evaluating health behaviors and risk factors, conducting fitness assessments, constructing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain positive lifestyle behaviors for health promotion.

**Prerequisite:** C- or higher in KIN 363 and KIN 364

### **KIN 475, Current Topics in Kinesiology, 2 Units**

Students in this course examine advanced principles in exercise and sport science through participation in field and laboratory techniques culminating in a research presentation. Possible topics of exploration include physiological and biomechanical principles of sport performance and injury prevention, sports nutrition, exercise adaptations for various populations, modalities in exercise prescription, and/or corrective exercise strategies.

**Prerequisite:** KIN 363, KIN 364, and instructor approval.

### **KIN 478, Senior Preparation in Kinesiology, 2 Units**

This course is a culminating seminar for graduating seniors in kinesiology. Strategies for professional growth and development are examined, as well as current issues and future trends related to the variety of professional opportunities in the field of kinesiology.

**Corequisites:** KIN 490 and senior standing.

### **KIN 490, Writing 3: Research Methods in Kinesiology, 3 Units**

The focus of the course is on the critical reading of kinesiology literature, the interpretation of research, and the analysis of research methodology appropriate in the field. This course is designed to enhance students' abilities to be consumers of research information, participants in the research process, and communicators of research results. Students are required to conduct a research project and write a comprehensive research report, including introduction, literature review, methods, results, discussion, and conclusions. Discussions also focus on current knowledge and future trends in kinesiology, as seen in the literature. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** C- or higher in KIN 363, KIN 364, Writing 2

### **KIN 495, Internship in Exercise Science, 1-4 Units**

This course helps students to apply their knowledge, skills, and abilities in a practical setting. Students use an integrated approach to the assessment, development, implementation, and management of exercise and fitness programs under the direction of an approved exercise science professional.

Each unit requires 50 clock hours of internship experience. This course may be repeated for credit (2 units are required for the major). *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** C- or higher in KIN 363 and KIN 364

### **KIN 497, Readings, 1-3 Units**

This course is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time faculty member. An independent study fee is assessed for each enrollment in this course.

**Prerequisite:** Instructor consent

### **KIN 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. Each 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.

**Prerequisite:** Junior or senior standing and instructor consent.

### **KIN 499, Thesis/Project, 1-4 Units**

This is a senior-level capstone type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. Each 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in a formal thesis, a published article, or electronic media. No more than 1 unit may be used to fulfill the preparatory readings requirement. An independent study fee is assessed for each enrollment in this course.

**Prerequisite:** Junior or senior standing, Writing 3, and instructor consent.

### **PE 101, Leisure Time Preparation: Badminton, 1 Unit**

Students study the individual's physical fitness and recreational needs. Development of skills related to fitness through badminton is combined in the class plan. Does not meet Fitness for Life requirement.

### **PE 102, Leisure Time Preparation: Golf, 1 Unit**

Students study golf as a lifetime recreational activity. Does not meet Fitness for Life requirement.



### **PE 103, Leisure Time Preparation: Volleyball, 1 Unit**

Students study the individual's recreational needs through the development of skills related to volleyball. This class may also be taught on grass. Does not meet Fitness for Life requirement.

### **PE 104, Leisure Time Preparation: Tennis, 1 Unit**

Students study the individual's recreational needs through the development of skills related to tennis. Does not meet Fitness for Life requirement.

### **PE 105, Outdoor Experience: Camping, 1 Unit**

Students study the camping programs available to the public today and survey equipment, sites, and educational opportunities. Practical experience includes two weekend camping expeditions. Does not meet the Fitness for Life requirement.

### **PE 106, Outdoor Exp: Backpacking, 1 Unit**

This course teaches the fundamental principles of backpacking. Topics covered include: equipment selection, outdoor leadership, navigation, safety and emergency procedures, backcountry cooking, trip planning, and Leave No Trace. Practical experience includes one weekend backpacking expedition.

### **PE 107, Outdoor Experience: Rock Climbing, 1 Unit**

This course teaches the fundamental principles of rock climbing. Topics covered include: equipment selection, movement on rock, history of the sport, knots, belaying techniques, basic anchor construction, self-rescue techniques, rating systems and climbing topos, rappelling and Leave No Trace. Practical experience includes 3 day-long rock climbing trips. \*This course will NOT include lead climbing techniques.

### **PE 113, Lifeguard Training, 2 Units**

This is a certified, advanced life-saving course of the American Red Cross. This is not a Fitness for Life class. This class does not meet the General Education requirement for University Skills and Requirements.

### **PE 114, Water Safety Instructor (WSI) Course, 2 Units**

This is a certified WSI course of the American Red Cross. This is not a Fitness for Life class. This class does not meet the General Education requirement for University Skills and Requirements.

### **PE 138, Introduction to Physical Education, 2 Units**

This course introduces students interested in careers as physical education teachers to professional dimensions, roles, and responsibilities of physical educators in the 21st century. Students gain an understanding of the physical education profession through assignments, class discussions, on-site school observations, shadowing professionals and some service-learning activities.

### **PE 237, Methods of Teaching Rhythmic and Multicultural Activities, 3 Units**

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental rhythmic activities, social dance, and global and nontraditional games.

**Prerequisite:** For Kinesiology with PE Concentration and Liberal Studies with PE Concentration students only.

### **PE 240, Health Education, 2 Units**

This course focuses on the development of the whole-person concept which includes the mental, emotional, social, spiritual, and physical health practices. This integration includes study of such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health. To be taken concurrently with a Fitness for Life or varsity sport course.

### **PE 250, Methods of Teaching Individual Sports, 2 Units**

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental tennis, golf, badminton, and track and field skills.

**Prerequisite:** For Kinesiology with PE Concentration and Liberal Studies with PE Concentration students only.

### **PE 251, Methods of Teaching Contemporary Activities, 3 Units**

This course focuses on skill development, teaching methodology, analysis and evaluation of contemporary physical education activities, including combatives, cooperative games, outdoor education, swimming and water safety.

**Prerequisite:** For Kinesiology with PE Concentration and Liberal Studies with PE Concentration students only.

### **PE 252, Methods of Teaching Team Sports, 3 Units**

This course focuses on skill development, teaching methodology, analysis and evaluation of fundamental basketball, soccer, volleyball, softball, and football skills.

**Prerequisite:** For Kinesiology with PE Concentration and Liberal Studies with PE Concentration students only.

### **PE 320, History and Principles of Physical Education, 3 Units**

The historical and philosophical development of physical education and sport is studied. This course includes discussion of current theories, philosophies, and practices in the profession. The California Framework for Physical Education is examined.

## **PE 321, Organization and Administration of Physical Education, Athletics, and Recreation, 3 Units**

The basic principles of organization, administration, and supervision are stressed with emphasis on topics such as staffing, budget, program organization, purchasing, and management in the individual areas of physical education, athletics, and recreation.

## **PE 325, Motor Development and Learning, 3 Units**

This course is designed to teach motor learning theories and to provide the necessary skills to apply these theories when teaching motor skills. This course will also include the study of locomotor and non-locomotor patterns, manipulative, rhythmical movement patterns and skill development, as they relate to motor learning. These fundamental principles will be analyzed in terms of teaching elementary school children. Required for physical education majors and liberal studies majors with a physical education concentration.

**Prerequisite:** BIOL 115 or BIOL 250 and BIOL 251. PE or Liberal Studies PE Concentration majors only

## **PE 364, Kinesiology, 3 Units**

The structural and functional mechanics of movement through an in-depth study of kinesiological, corrective, and adaptive principles are analyzed. Techniques of postural evaluation, muscle testing, therapeutic exercises, and fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies.

**Prerequisite:** BIOL 115, or BIOL 250 and BIOL 251.

## **PE 423, School Health Education, 3 Units**

Health issues that the classroom teacher will face are studied. Proper cooperation with medical services, provision of healthful classroom environment, and methods of health instruction are explored.

## **PE 433, Techniques of Coaching Team Sports: Football, 2 Units**

The theory, fundamentals, strategies, and techniques of coaching football are studied.

## **PE 434, Techniques of Coaching Team Sports: Track and Field, 2 Units**

The theory, fundamentals, strategies, and techniques of coaching track and field are studied.

## **PE 435, Techniques of Coaching Team Sports: Basketball, 2 Units**

The theory, fundamentals, strategies, and techniques of coaching basketball are studied.

## **PE 436, Techniques of Coaching Team Sports: Baseball, 2 Units**

The theory, fundamentals, strategies, and techniques of coaching baseball are studied.

## **PE 437, Techniques of Coaching Team Sports: Volleyball, 2 Units**

The theory, fundamentals, strategies, and techniques of coaching volleyball are studied.

## **PE 438, Techniques of Coaching Team Sports: Soccer, 2 Units**

The theory, fundamentals, strategies, and techniques of coaching soccer are studied.

## **PE 440, Coaching Theory, 2 Units**

This course is designed to give students an introduction to the coaching profession, with the primary goal of developing and enhancing students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. Coursework combines sport science theory and research with practical knowledge and methods of expert coaches. This course is a prerequisite for PE 474 Coaching Practicum.

**Prerequisite:** KIN 242, KIN 290, KIN 306, KIN 366, PE 321

## **PE 450, Physical Education in Elementary Schools, K-6, 3 Units**

This course prepares students to teach physical education to children in grades K-6. It uses a development approach and stresses exploratory methods of teaching young children a variety of games, dance, self-testing, movement exploration, lifetime fitness, and health-related fitness activities. The course emphasizes lesson plan development, writing clear objectives, and developing effective classroom management skills.

**Prerequisite:** EDLS 200 or EDLS 202 or EDLS 300 or EDLS 302, and JR/SR Standing

## **PE 451, Methods in Physical Education: 7-12, 3 Units**

This course provides a classroom and practical teaching experience for the prospective physical educator. Emphasis is on the development of viable unit plans utilizing National Content Standards and California State Content Standards, along with the development of a teaching style effective for the age group and effective in accomplishing stated daily objectives. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** EDLS 200 or EDLS 202 or EDLS 300 or EDLS 302, PE 450, and junior/senior standing

## **PE 452, Adapted Physical Education, 3 Units**

This is an introductory course designed for prospective physical education teachers for the purpose of understanding public laws and developing and modifying programs for the developmentally disabled.

**Prerequisite:** EDLS 200 or EDLS 202 or EDLS 300 or EDLS 302, PE 450, and junior/senior standing

## **PE 474, Practicum in Coaching, 2 Units**

Students in this application course utilize principles, theories, and practices from PE 440 Coaching Theory. Students shadow, interview, and observe coaches, and apply and critically evaluate practices and procedures of coaching in relation to their own philosophy and understanding of the coaching profession.

**Prerequisite:** PE 440 (C- or higher)

## **PE 475, Tests and Measurements in Physical Education and Sports, 3 Units**

This course analyzes the measurements of motor behavior and evaluation of physical skills performance. Effectiveness of the program in physical education and exercise science is examined. Basic concepts of statistics are taught along with the introduction of computers as tools to be used in the professional arena.

## **PE 478, Senior Preparation in Physical Education, 2 Units**

This course is designed as a culminating seminar for graduating seniors to discuss, plan, and implement strategies for future professional advancement. Current professional issues, growth, and future trends are examined.

## **PE 490, Applied Physical Education, 1-3 Units**

The course helps prospective physical education teachers obtain a professionally guided experience benefiting them in primary and secondary schools. This course is open to physical education majors only with the program director's approval.

## **PE 496, Senior Seminar: Ethics in Physical Education and Sport, 3 Units**

This course is designed to facilitate the integration of Christian faith and values with careers in physical education and sport. Biblical and theological themes relating to education and sport will provide the basis for discussion of ethical dilemmas facing professionals in these, and related, professions. Students will be challenged to develop personal strategies and philosophies for responding to ethical issues in their chosen careers.

**Prerequisite:** Senior standing, completion of the majority of the units required for God's Word and the Christian Response, and upper-division writing intensive course

## **PE 509, Special Topics in Physical Education, 3 Units**

Students study specific current topics, trends, technologies, or innovative programs in the field of physical education and sport. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing teaching and learning within the field of physical education and sport.

## **PE 551, Curriculum Theory and Design in Physical Education, 3 Units**

This course offers a practical study of physical education and athletic programs in the K-12 and collegiate setting including the following: a) philosophy, principles, policies, and procedures, and; b) design, management, and implementation in relation to the State Frameworks and Standards. Special emphasis of the course is on the application of a variety of research and instructional strategies in designing a physical education/athletic curriculum at a chosen educational level.

## **PE 552, History and Philosophy of Physical Education, 3 Units**

This course is designed to explore both the historical and philosophical roots of the discipline. Particular attention is given to the time frame of the Antebellum Period to the present day structure of the profession. Philosophy fashions physical education and sport, thus a strong emphasis of different philosophies and their impact on the discipline are examined.

## **PE 555, Sociological and Ethical Issues in Sport, 3 Units**

This course pursues a study of the evolution of sports and its role in American culture. Course topics include sports as a social phenomenon in American culture and ethical issues within the sporting context, including moral reasoning, moral obligation, and fair play in sport. Class topics assist students in evaluating and reinforcing their personal morals, values, and principles as they relate to their professional field.

## **PE 556, Facility and Event Management, 3 Units**

This course will present students with an overview of the design, operations and management of sports facilities and associated special events (both traditional and non-traditional). This course will also provide students with an understanding of managing sports facilities for the community, high school, collegiate, Olympic, and professional levels. Traditional events, non-traditional events, and extreme sports events will be viewed and analyzed.

## **PE 557A, Field Studies/Internships in Sport Management, 2 Units**

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities. The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each unit requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

**Prerequisite:** Completion of all other MS in Physical Education/sport management and integrated leadership coursework except for PE 584 and PE 589 which can be completed concurrently.

### **PE 557B, Field Studies/Internships in Sport Management, 1 Unit**

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities. The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each unit requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

### **PE 558, Sport Finance, 3 Units**

This course is a survey examination of principles of economics, budgeting, and finance as it applies to the sport industry.

### **PE 560, Sports Medicine, 3 Units**

This course is designed for physical educators and coaches to examine sports injuries and accidents and become competent in prevention, assessment, treatment, and basic rehabilitation techniques.

### **PE 565, Athletics and the Law, 3 Units**

This course includes current legal issues confronting the sport industry and enables coaches, athletic directors, fitness experts, and physical educators to develop risk-management strategies that will assist them in setting guidelines, policies, plans, and procedures.

### **PE 570, Leadership and Administration of Physical Education and Athletic Programs, 3 Units**

This course includes a discussion of management theories, philosophy, program development, operations, budgeting, fundraising, personnel, and staff development for the administration of physical education and athletic programs. Students identify and analyze problems unique to the physical education and athletic professions and implement realistic, objective, and workable action plans.

### **PE 572, Foundations of Sport Management, 3 Units**

This course is an overview of multiple areas relating to sport management. This includes: 1) careers and professional perspective; 2) history of sport management; 3) concepts of communication, leadership and management; 4) athletic governance in the K-12, Jr College/ College and University setting; 5) community, youth and professional sport management; and, 6) marketing and sport tourism.

### **PE 575, Advanced Principles of Physical Conditioning, 3 Units**

This course is designed for physical educators, coaches, athletic trainers, and fitness experts to understand and apply the concepts of cardiovascular exercise, muscular strength, flexibility, nutrition, and body weight as it relates to physical education and athletics.

### **PE 578, Sport Psychology, 3 Units**

This course allows the student to examine psychological theories and research related to sport and exercise behavior. The student is introduced to a broad overview of the major topics in the area with opportunity for research, writing, application, and reflection.

### **PE 580, Wellness and Fitness for Life, 3 Units**

This course is designed for the candidate to understand, practice, and teach the physical, emotional, intellectual, occupational, environmental, social, and spiritual components of health and wellness.

### **PE 582, Seminar in Professional Literature in Physical Education and Sport, 3 Units**

This course pursues a study of literature in physical education and sport and includes various topics and current issues related to the changing profession. The student learns to access APU's online library to retrieve reputable sources in physical education and sport and to research and write using APA standards. The student also engages in critical thinking and reflection exercises with application to physical education and sport.

### **PE 584, Assessment, Technology, and Evaluation in Physical Education, 3 Units**

This course gives physical education and exercise science practitioners theoretical and practical knowledge in assessment, technology, and evaluation techniques. Assessment tools are introduced and practiced, including basic statistical concepts, computer/technology applications, and validity/reliability theories. This course allows each student to master and apply the essential content, principles, and concepts necessary to become an effective evaluator in physical education and exercise science. Students complete chapters 1-3 in PE 584, and chapters 4-5 and capstone defense in PE 589.

### **PE 589, Physical Education and Exercise Science Capstone, 3 Units**

This advanced course enables physical educators to become more informed consumers and designers of educational research with the planning and implementation of classroom or site-based inquiry. Through integrated research activities, educators, coaches, and exercise science professionals locate, value, select, and appropriately apply educational research. A variety of descriptive data, as well as qualitative and quantitative methods of data gathering, are analyzed resulting in an extensive research project.

**Prerequisite:** PE 584

### **PE 597, Structural Kinesiology, 3 Units**

This course introduces students to structural kinesiology through an explanation of human movement and human anatomy. Fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies.

### **PE 598, Motor Learning, Development, and Control, 3 Units**

This course includes discussion of the relationship between motor development and motor learning and provides a framework for establishing programs that facilitate skill acquisition for learners of all ages. It includes an examination of the development of movement skill in humans from infancy to older adulthood and how differing motor, cognitive, and social abilities affect the learning process of motor skills.

### **PE 599, Readings in Physical Education, 1-3 Units**

This course is an independent study, arranged with a faculty member of the physical education staff.

### **PE 600, Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities, 3 Units**

Students in this course learn techniques for the development and implementation of physical education programs for individuals with mild to moderate disabilities, which include minor to moderate health impairments, intellectual disabilities, and emotional disturbances. Observation of one mild/moderate adapted physical education class is included.

**Prerequisite:** PE 452

### **PE 602, Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities, 3 Units**

Students in this course learn techniques for the development and implementation of physical education programs for individuals with severe to profound disabilities, which include severe to profound health impairments, intellectual disabilities, and emotional disturbances. Observation of one severe/profound adapted physical education class is included.

**Prerequisite:** PE 452

### **PE 604, Motor Assessment for Students Living with Disabilities, 3 Units**

Students in this course learn techniques for the evaluation and diagnosis of current motor ability levels of individuals with disabilities. Topics include assessment methods and the development and implementation of Individual Education Plans (IEPs) in accordance with state physical education standards.

**Prerequisite:** PE 600, PE 602, and anatomy and physiology

### **PE 605, Management of Adapted Physical Education Programs, 3 Units**

This course prepares adapted physical education specialists to manage adapted PE programs. Topics include modifying traditional PE curricula, performing in-services with the use of technology, understanding service delivery models, understanding the Individuals with Disabilities Education Act, and collaborating with other direct service providers.

**Prerequisite:** PE 452

### **PE 606A, Field Experience in Adapted Physical Education, 1 Unit**

This is the first fieldwork course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

**Prerequisite:** PE 600, PE 602, PE 604 and PE 605

### **PE 606B, Field Experience in Adapted Physical Education, 2 Units**

This is the second field experience course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

**Prerequisite:** PE 600, PE 602, PE 604 and PE 605

## **Faculty**

### **Department Chair; Director, Kinesiology Program**

Eric Sorenson (<http://www.apu.edu/faculty/esorenson/>), Ph.D., ATC

### **Director, M.S. in Athletic Training Program**

Jennifer Livingston (<http://www.apu.edu/faculty/jlivingston/>), Ph.D., ATC

### **Director, Physical Education Program**

Cindy Tanis (<http://www.apu.edu/faculty/ctanis/>), Ph.D., ATC

## **Professors**

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## **Associate Professors**

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Sharon Lehman (<http://www.apu.edu/faculty/slehman/>), Ed.D.

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## **Assistant Professors**

Gregory Bellinder (<http://www.apu.edu/faculty/gbellinder/>), M.S.

Joshua Dexheimer (<http://www.apu.edu/faculty/jdexheimer/>), Ph.D., CSCS

Andrea Du Bois (<http://www.apu.edu/faculty/adubois/>), Ph.D.

Robert Dudley (<http://www.apu.edu/faculty/rdudley/>), Ph.D. (Cand.)

Christy Gendron (<http://www.apu.edu/faculty/chancock/>), DAT, ATC

Angela Robles (<http://www.apu.edu/faculty/amrobles/>), Ed.D.

# Adapted Physical Education Added Authorization

For more information: (626) 815-6176

The Adapted Physical Education Added Authorization (<https://www.apu.edu/bas/programs/adapted-physical-education-authorization/>) enables the physical education teacher to teach disabled students ranging from preschool through adult school, conduct assessments, and report findings through the Individual Education Plan (IEP) process. Upon completion of this program, candidates who enter it with a K-12 Single Subject Physical Education Credential are able to teach adapted physical education as well as general physical education. This 15-unit program includes 12 units of coursework and 3 units of fieldwork in adapted physical education.

Professionals who possess an Education Specialist Credential or a Multiple Subject Credential are also welcome to apply, but must first either complete 12 units of upper-division undergraduate or graduate physical education courses with specific criteria prior to entering the Adapted Physical Education Added Authorization program, or successfully complete the California Subject Examinations for Teachers (CSET) in Physical Education. The following courses are available to meet this prerequisite:

| Code   | Title  | Units |
|--------|--|-------|
| PE 452 | Adapted Physical Education                         | 3     |
| PE 551 | Curriculum Theory and Design in Physical Education | 3     |
| PE 597 | Structural Kinesiology                             | 3     |
| PE 598 | Motor Learning, Development, and Control           | 3     |

## Required Courses for the Adapted Physical Education Added Authorization

Adapted physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*) in any PE core or content course. Students who earn below a 2.7 (*B-*) in a PE core or content course must retake the course and achieve the minimum GPA requirement.

| Code   | Title  | Units |
|--|--|-------|
| <b>Core Courses</b>                                  |  |       |
| PE 600   | Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities   | 3     |
| PE 602   | Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities | 3     |
| PE 604   | Motor Assessment for Students Living with Disabilities                                   | 3     |
| PE 605   | Management of Adapted Physical Education Programs  | 3     |
| <b>Fieldwork (all courses required) <sup>1</sup></b> |  |       |
| PE 606A  | Field Experience in Adapted Physical Education   | 1     |
| PE 606B  | Field Experience in Adapted Physical Education   | 2     |
| Total Units  |  | 15    |

<sup>1</sup> PE 606A and PE 606B must be completed consecutively after all other adapted physical education coursework is fulfilled.

# B.S. in Kinesiology

## Mission

“Shaping difference makers who care for the whole person.”

Our mission in the kinesiology major (<https://www.apu.edu/bas/programs/kinesiology-major/>) is to shape difference makers who care for the whole person—body, mind, and spirit. We believe that exercise, movement, and sport help people thrive by improving health, fitness, and quality of life across the lifespan. To achieve our goals, we equip lifelong learners who are academically engaged, relationally focused, vocationally aware, and wellness oriented using approaches that are discipline based and grounded within a Christian worldview.

## Concentrations

### Health Professions

The health professions concentration is designed for students interested in pursuing physical therapy, occupational therapy, athletic training, chiropractic, physician’s assistant, and other allied health graduate programs. Students are also prepared to enter academic graduate programs (master’s and doctoral) in exercise physiology, biomechanics, and other subdisciplines of kinesiology. Students gain practical, hands-on training in kinesiology, including 100 hours of supervised internships and a strong theoretical foundation in the sciences, which may fulfill graduate school prerequisites. See concentration requirements in the table below.

### Applied Exercise Science

The applied exercise science concentration prepares students to obtain positions as fitness professionals, strength and conditioning specialists, wellness directors, or exercise physiologists, and/or to pursue graduate education in cardiac rehabilitation, exercise physiology, kinesiology, nutrition, sports psychology, or allied health professions (additional prerequisite courses may be necessary). Through applied and hands-on coursework, students learn to assess, design, and implement evidence-based fitness programs for clients to achieve optimal health and performance. Students also are supervised during 150+ hours of internship experience at the university’s fitness center and in the community at one of our preapproved sites. Many students are successful at finding employment in the industry prior to graduation. See concentration requirements in the table below.

## Academic Standards

Students are required to complete 120 units in order to obtain an undergraduate degree at Azusa Pacific. For some students, the combination of units from the concentration and general education courses will not meet the minimum number of units for graduation, so students may need to complete additional coursework. This can be accomplished by completing a minor in a field of interest, or by taking elective courses within, or outside of, the department.

For students to progress through the curriculum, they must earn a grade of C- or higher in each required course in the kinesiology major. Students who do not earn a C- or higher in such a course after three attempts will be removed from the major. Students are also required to follow the proper course sequencing and meet all prerequisites prior to completing the succeeding courses in the curriculum. Visit the kinesiology major website (<https://www.apu.edu/bas/programs/kinesiology-major/>) to download an academic plan for your chosen concentration.

## Certifications

Students seeking certification in the exercise science profession are subject to each association’s guidelines and standards to be eligible for each certification. Students are encouraged to sit for the NASM (<https://www.nasm.org/>) Certified Personal Trainer (CPT) examination after completing KIN 242 in their sophomore year, and the NASM Corrective Exercise Specialist (CES) and/or NSCA (<https://www.nasca.com/>) Certified Strength and Conditioning Specialist (CSCS) examinations after completing the related 300-level coursework. Students are responsible for all the associated fees and costs for the desired certification(s).

## Additional Information

CPR and First Aid certifications must be current prior to beginning any department-supervised internships or service-learning experiences. First Aid certification must be completed through the American Red Cross. No completely online courses are permitted for CPR or First Aid. Students are also responsible for the transportation costs associated with required internship experiences in the major.

All students are subject to other policies and procedures related to the major as determined by the program director and the Department of Kinesiology.

## Requirements

For students to progress through the curriculum, they must earn a grade of C- or higher in each required course in the kinesiology major. Students who do not earn a C- or higher in such a course after three attempts will be removed from the major.



## Health Professions Concentration

| Code                                      | Title  | Units |
|---|--|-------|
| KIN 102                                   | Foundations of Kinesiology   | 2     |
| KIN 270                                   | Human Motor Control, Learning, and Development                                       | 3     |
| KIN 275                                   | Biomechanics of Human Movement   | 3     |
| KIN 306                                   | Sociological and Psychological Aspects of Physical Activity and Sport                | 3     |
| or PSYC 330                               | Sports Psychology  |       |
| or PSYC 360                               | Abnormal Psychology  |       |
| KIN 360                                   | Nutrition for Exercise and Sport Science   | 3     |
| KIN 363                                   | Physiology of Exercise   | 4     |
| KIN 364                                   | Kinesiology  | 4     |
| KIN 366                                   | Care and Prevention of Athletic Injuries   | 3     |
| or KIN 372                                | Corrective Exercise Strategies   |       |
| or KIN 380                                | Concepts of Performance Enhancement  |       |
| KIN 473                                   | Fitness and Exercise Prescription  | 4     |
| KIN 478                                   | Senior Preparation in Kinesiology  | 2     |
| KIN 490                                   | Writing 3: Research Methods in Kinesiology <sup>1</sup>                              | 3     |
| KIN 495                                   | Internship in Exercise Science <sup>2</sup>  | 2     |
| FFL 131                                   | Fitness for Life: Kinesiology <sup>3</sup>   | 1     |
| MATH 130                                  | Introduction to Statistics <sup>4</sup>  | 3     |
| PSYC 110                                  | General Psychology <sup>5</sup>  | 3     |
| or PSYC 290                               | Human Growth and Development   |       |
| WRIT 241                                  | Writing 2: Physical Activity and Health Promotion <sup>6</sup>                       | 3     |
| BIOL 101                                  | Biology and Society <sup>7</sup>   | 4     |
| or BIOL 151                               | General Biology I  |       |
| CHEM 101                                  | Chemistry and Society <sup>7</sup>   | 4     |
| or CHEM 151                               | General Chemistry I  |       |
| Select one of the following:              |  | 8     |
| BIOL 230<br>& BIOL 231                    | Human Anatomy and Physiology I<br>and Human Anatomy and Physiology II <sup>7,8</sup> |       |
| BIOL 250<br>& BIOL 251                    | Human Anatomy<br>and Human Physiology <sup>8</sup>                                   |       |
| Select two of the following: <sup>9</sup> |  | 6-8   |
| BIOL 151                                  | General Biology I <sup>7</sup>   |       |
| BIOL 152                                  | General Biology II   |       |
| BIOL 220                                  | General Microbiology   |       |
| BIOC 360                                  | Principles of Biochemistry   |       |
| CHEM 151                                  | General Chemistry I <sup>7</sup>   |       |
| CHEM 152                                  | General Chemistry II   |       |
| CHEM 251                                  | Organic Chemistry: Theory I  |       |
| CHEM 252                                  | Organic Chemistry: Theory II   |       |
| PHYC 151                                  | Physics for Life Sciences I <sup>7</sup>   |       |
| PHYC 152                                  | Physics for Life Sciences II   |       |
| CHEM 123                                  | General, Organic, and Biological Chemistry for the Health Sciences <sup>7</sup>      |       |

Total Units

68-70

- <sup>1</sup> Meets the General Education Writing 3 requirement.
- <sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>3</sup> Meets the General Education Physical Education requirement.
- <sup>4</sup> Meets the General Education Quantitative Literacy requirement.
- <sup>5</sup> Meets the General Education Social Sciences requirement.
- <sup>6</sup> Meets the General Education Writing 2 requirement.

- <sup>7</sup> Meets the General Education Natural Sciences requirement.
- <sup>8</sup> Either BIOL 230 and BIOL 231 OR BIOL 250 and BIOL 251 must be taken to complete the major's anatomy and physiology requirement.
- <sup>9</sup> Foundational science courses taken during the first year in our course sequence cannot be used for this category. A student can, however, take a higher-level course in the same area of study. Example #1: BIOL 101 in first year and BIOL 151 as elective. Example #2: BIOL 151 in first year and BIOL 152 as elective.

## Applied Exercise Science Concentration

| Code  | Title  | Units |
|---|--|-------|
| KIN 102   | Foundations of Kinesiology   | 2     |
| KIN 242   | Fundamental Principles of Fitness  | 3     |
| KIN 270   | Human Motor Control, Learning, and Development   | 3     |
| KIN 275   | Biomechanics of Human Movement   | 3     |
| KIN 306<br>or PSYC 330                            | Sociological and Psychological Aspects of Physical Activity and Sport<br>Sports Psychology   | 3     |
| KIN 360   | Nutrition for Exercise and Sport Science   | 3     |
| KIN 363   | Physiology of Exercise   | 4     |
| KIN 364   | Kinesiology  | 4     |
| KIN 366<br>or KIN 372<br>or KIN 380<br>or KIN 473 | Care and Prevention of Athletic Injuries<br>Corrective Exercise Strategies<br>Concepts of Performance Enhancement<br>Fitness and Exercise Prescription | 3 - 4 |
| KIN 395   | Fitness Management   | 3     |
| KIN 478   | Senior Preparation in Kinesiology  | 2     |
| KIN 490   | Writing 3: Research Methods in Kinesiology <sup>1</sup>  | 3     |
| KIN 495   | Internship in Exercise Science <sup>2</sup>  | 2     |
| PSYC 110<br>or PSYC 290                           | General Psychology <sup>3</sup><br>Human Growth and Development  | 3     |
| FFL 131   | Fitness for Life: Kinesiology <sup>4</sup>   | 1     |
| WRIT 241  | Writing 2: Physical Activity and Health Promotion <sup>5</sup>   | 3     |
| Select one of the following:                      |  | 8     |
| BIOL 230<br>& BIOL 231                            | Human Anatomy and Physiology I<br>and Human Anatomy and Physiology II <sup>6,7</sup>   |       |
| BIOL 250<br>& BIOL 251                            | Human Anatomy<br>and Human Physiology <sup>7</sup>   |       |
| Total Units                                       |  | 53-54 |

- <sup>1</sup> Meets the General Education Writing 3 requirement.
- <sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>3</sup> Meets the General Education Social Sciences requirement.
- <sup>4</sup> Meets the General Education Physical Education requirement.
- <sup>5</sup> Meets the General Education Writing 2 requirement.
- <sup>6</sup> Meets the General Education Natural Sciences requirement.
- <sup>7</sup> Either BIOL 230 and BIOL 231 OR BIOL 250 and BIOL 251 must be taken to complete the major's anatomy and physiology requirement.

## Program Learning Outcomes

# Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop an understanding of our Biblical responsibility to care for the whole person - body, mind, and spirit.
2. Demonstrate proficiency in principles of kinesiology.
3. Design and implement exercise programs for a variety of populations and settings.

4. Evaluate movement patterns and physical fitness using effective assessment techniques.
5. Analyze issues in exercise science using an evidence-based approach
6. Explain how psycho-social factors influence personal health, wellness, and performance
7. Interact professionally with a variety of constituents, such as students, clients, patients and colleagues

# M.A. in Physical Education and Single Subject Teaching Credential

The Master of Arts in Physical Education and Single Subject Teaching Credential program (<https://www.apu.edu/bas/programs/masters-in-physical-education-single-subject/>) equips students with the skills and knowledge needed to teach physical education and coach at the K-12, junior college, and four-year university levels. The Single Subject Teaching Credential may be completed in the subject area of physical education. It includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the California Single Subject Preliminary Teaching Credential, as well as practical classroom and fieldwork experiences and advanced coursework in the emphasis area of physical education. The mode of delivery includes campus-based classes, field experiences, and online courses, but predominantly includes face-to-face courses.

The Master of Arts in Physical Education and Single Subject Teaching Credential is approved by the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://www.ncate.org/>). All single-subject teachers receive certification to teach in a specific content area through their subject-matter competence, which is achieved either through completion of a CTC-approved subject-matter program in physical education or passage of appropriate California Subject Examination for Teachers (CSET) physical education subtests. Upon completion, the credential candidate will have earned a California Single Subject Preliminary Teaching Credential in Physical Education and a Master of Arts in Physical Education.

## Requirements

Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*) in any PE core or content course. Students who earn below a 2.7 (*B-*) in a PE core or content course must retake the course and achieve the minimum GPA requirement. This applies to the M.A. portion of this program only.

| Code  | Title   | Units |
|---|---|-------|
| <b>Foundation Courses</b>                   |   |       |
| TESP 501                                    | Art of Teaching I: Foundations of Teaching  | 3     |
| TESP 511                                    | Art of Teaching II: Pedagogy and Instructional Design                               | 3     |
| TESP 502                                    | Science of Teaching I: How Students Learn   | 3     |
| TESP 512                                    | Science of Teaching II: Effective Assessment Strategies for All Learners            | 3     |
| TESP 503                                    | The Soul of Teaching: Tapestry of American Education                                | 3     |
| TESP 504                                    | Schools and Educational Systems   | 3     |
| <b>Specialization Courses</b>               |   |       |
| TEP 531                                     | Methods of Teaching Reading and Writing (7-12)                                      | 3     |
| TEP 532                                     | Secondary Pedagogy I: Teaching in Secondary Schools (7-12)                          | 2     |
| TEP 533                                     | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)            | 3     |
| TEP 534                                     | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12) | 2     |
| TEP 561                                     | Clinical Practice I: Single Subject Credential <sup>1</sup>                         | 2     |
| TEP 562                                     | Clinical Practice II: Single Subject Credential <sup>1</sup>                        | 2     |
| <b>Emphasis Core Courses</b>                |   |       |
| PE 551                                      | Curriculum Theory and Design in Physical Education                                  | 3     |
| PE 582                                      | Seminar in Professional Literature in Physical Education and Sport                  | 3     |
| <b>Emphasis Teaching/Coaching Courses</b> 3 |   |       |
| Select one of the following:                |   |       |
| PE 555                                      | Sociological and Ethical Issues in Sport  |       |
| PE 565                                      | Athletics and the Law   |       |
| PE 570                                      | Leadership and Administration of Physical Education and Athletic Programs           |       |
| PE 578                                      | Sport Psychology  |       |
| <b>Emphasis Health Science Courses</b> 3    |   |       |
| Select one of the following:                |   |       |
| PE 560                                      | Sports Medicine   |       |
| PE 575                                      | Advanced Principles of Physical Conditioning  |       |
| PE 580                                      | Wellness and Fitness for Life   |       |
| <b>Final Capstone Courses</b>               |   |       |

|             |  |    |
|-------------|--|----|
| PE 584      | Assessment, Technology, and Evaluation in Physical Education <sup>2, 3</sup> | 3  |
| PE 589      | Physical Education and Exercise Science Capstone <sup>2, 3</sup>             | 3  |
| Total Units |  | 50 |

<sup>1</sup> All foundation courses must be completed prior to beginning clinical practice.

<sup>2</sup> Students must earn a “credit” (CR) score in PE 584 and a minimum 3.0 (B) in PE 589.

<sup>3</sup> PE 584 and PE 589 must be completed consecutively, during the final two terms of the program, after all other coursework is fulfilled.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# M.A. in Physical Education with an Added Authorization in Adapted Physical Education

For more information: (626) 815-6176

The Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education program (<https://www.apu.edu/bas/programs/masters-in-physical-education-adapted-pe-authorization/>) is designed for candidates who possess a teaching credential in physical education and are seeking to teach adapted physical education in the pre-K–12 and/or community college systems. The program combines the curricula of the adapted physical education added authorization and master's degree program to deliver a unique, comprehensive education package. Upon completion, the graduate will earn an Added Authorization in Adapted Physical Education and a Master of Arts in Physical Education.

Professionals who possess an Education Specialist Credential or a Multiple Subject Teaching Credential are also welcome to apply, but must first complete either 12 units of upper-division undergraduate or graduate physical education courses with specific criteria prior to entering the Adapted Physical Education Added Authorization program, or successfully complete the California Subject Examinations for Teachers (CSET) in physical education. The following 3-unit classes are available to meet this prerequisite: PE 452, PE 551, PE 597, and PE 598.

## Requirements

The 15-unit added authorization portion of the program includes 12 units of coursework and 3 units of fieldwork in adapted physical education. The student may concurrently complete the two core and two content courses in physical education. Students may not enroll in more than 7 units per 8-week term. PE 584 and PE 589 are completed after all other adapted physical education and M.A. in Physical Education coursework is fulfilled.

Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*) in any PE core or content course. Students who earn below a 2.7 (*B-*) in a PE core or content course must retake the course and achieve the minimum GPA requirement.

| Code  | Title  | Units |
|---|--|-------|
| <b>Adapted Physical Education Core Courses</b>                          |  |       |
| PE 600  | Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities   | 3     |
| PE 602  | Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities | 3     |
| PE 604  | Motor Assessment for Students Living with Disabilities                                   | 3     |
| PE 605  | Management of Adapted Physical Education Programs  | 3     |
| <b>Fieldwork Courses <sup>1</sup></b>                                   |  |       |
| PE 606A   | Field Experience in Adapted Physical Education   | 1     |
| PE 606B   | Field Experience in Adapted Physical Education   | 2     |
| <b>Master of Arts in Physical Education Core Courses</b>                |  |       |
| PE 551  | Curriculum Theory and Design in Physical Education                                       | 3     |
| PE 582  | Seminar in Professional Literature in Physical Education and Sport                       | 3     |
| <b>Physical Education, Coaching, and Administration Content Courses</b> |  |       |
| Select one of the following:  |  | 3     |
| PE 555  | Sociological and Ethical Issues in Sport   |       |
| PE 565  | Athletics and the Law  |       |
| PE 570  | Leadership and Administration of Physical Education and Athletic Programs                |       |
| PE 578  | Sport Psychology   |       |
| <b>Health Science Content Courses</b>                                   |  |       |
| Select one of the following:  |  | 3     |
| PE 560  | Sports Medicine  |       |
| PE 575  | Advanced Principles of Physical Conditioning   |       |
| PE 580  | Wellness and Fitness for Life  |       |
| <b>Capstone Courses</b>   |  |       |
| PE 584  | Assessment, Technology, and Evaluation in Physical Education <sup>2</sup>                | 3     |
| PE 589  | Physical Education and Exercise Science Capstone <sup>2</sup>                            | 3     |
| Total Units   |  | 33    |

- <sup>1</sup> PE 606A and PE 606B must be completed consecutively after all other adapted physical education coursework is fulfilled. May be completed concurrently with PE 584 and PE 589.
- <sup>2</sup> Students must earn a "credit" (CR) grade in PE 584 and a minimum 3.0 (B) in PE 589. PE 584 and PE 589 must be completed consecutively, during the final two terms of the program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# M.S. in Athletic Training

For more information: (626) 815-5086

The Master of Science in Athletic Training (MSAT) (<https://www.apu.edu/bas/programs/athletic-training-masters/>) is an intense, demanding, and rewarding program of study. The MSAT is a full-time residency program that prepares students for successful completion of the national Board of Certification, Inc. (BOC) (<http://www.bocatc.org>) examination and for careers in athletic training (<https://www.nata.org/about/athletic-training/>). Multiple clinical experiences (<https://www.apu.edu/bas/programs/athletic-training-masters/clinical/>) provide students with practical learning designed to strengthen professional preparation and career placement, and a Christian worldview is woven throughout the program, giving students a Christ-centered perspective of this service profession.

The MSAT is a 63-unit, two-year program including two 8-week summer terms and four traditional 16-week semesters. The final spring semester includes 8 weeks of clinical immersion. Through academic coursework and hands-on clinical experiences integrated with a Christian worldview, students learn to provide immediate and follow-up care to patients while under the direct supervision of a preceptor. Students observe, learn from, and interact with a variety of healthcare personnel and members of the public, including physicians, nurses, physical therapists, patients, athletes, coaches, and parents.

Students enrolled in this program complete coursework in the areas of acute care and emergency management of injuries, orthopedic assessment and diagnosis, therapeutic modalities, therapeutic exercise, biomechanics, pharmacology, general medical conditions, strength and conditioning, healthcare administration, psychological and spiritual aspects of injury and illness, and research methodology.

Program requirements are compliant with the current *Standards for Accreditation of Professional Athletic Training Programs* established by the Commission on Accreditation of Athletic Training Education (CAATE) (<http://www.caate.net>). Students who apply must successfully complete prerequisite courses and other admissions requirements prior to enrolling. Following completion of the program, students are eligible to sit for the BOC examination to become a certified athletic trainer.

## Mission Statement

The mission of the Master of Science in Athletic Training (MSAT) program is to fully equip athletic training students with a quality education that includes a Christian perspective to become lifelong learners. The program incorporates current research and scholarly instruction in both the clinical and didactic portions of the program, preparing athletic training students to enter the profession as entry-level athletic trainers upon successfully passing the BOC examination.

## Values and Beliefs

We value:

1. The use of Christian principles in teaching and athletic training.
2. Student-centered teaching and learning, and providing all the resources necessary to equip students to enter the athletic training profession.
3. Experiential and clinical learning with impact on the greater community.
4. Educating the whole student: spiritually, intellectually, and physically.

## Goals

1. To provide an accredited athletic training program in a Christian environment for athletic training students seeking Board of Certification, Inc. certification.
2. To offer diverse clinical education experiences that expose athletic training students to the variety of employment settings available in the field of athletic training.
3. To produce entry-level athletic training professionals who conduct themselves ethically and make decisions using a Christian worldview.

## Objectives

1. To provide athletic training students with the required knowledge and skills to become competent entry-level athletic trainers.
2. To assist athletic training students in becoming true servants of God as they minister to injured persons.
3. To provide athletic training students with the ability to critically analyze evaluation, treatment, and rehabilitation protocols to ensure efficient and high-quality care for every athlete/patient/client.
4. To help athletic training students learn how to effectively communicate and interact with others.
5. To foster an understanding of multiple perspectives to facilitate learning, particularly within the clinical setting.
6. To impart the ability to make informed decisions regarding the prescribed standards of practice and ethics in the profession of athletic training.
7. To equip athletic training students with the skills necessary to seek, assimilate, analyze, and interpret data and other information vital to continued growth and understanding of the ever-changing field of athletic training.



## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Prerequisite Courses

The following prerequisites must be completed before entry:

| Code   | Title                        | Units |
|--|------------------------------|-------|
| <b>Required Courses</b>                                  |                              |       |
|  | Human Anatomy with lab       |       |
|  | Human Physiology with lab    |       |
|  | General Biology              |       |
|  | General Chemistry            |       |
|  | General Physics              |       |
|  | General Psychology           |       |
|  | Exercise Physiology with lab |       |
| <b>Additional Course (Recommended, but Not Required)</b> |                              |       |
|  | Research Methods             |       |

Note: The application for the 2021 cohort will open in July 2020 and follows the 2020 CAATE Standards (<https://caate.net/wp-content/uploads/2019/02/2020-Standards-Final-2-20-2019.pdf>) requirements for prerequisite courses.

## Other Admission Criteria

- Application cycles begin in July for the following year's cohort. Application review begins in the fall, and students are accepted on a year-round, rolling admission basis. However, to ensure consideration for the summer start date, completed applications should be submitted early in the admission cycle (<https://www.apu.edu/bas/programs/athletic-training-masters/admission/#applicationdeadlines>).
- No more than 20 percent (13 units) of the total amount of units for this program may be transferred in from a comparable graduate program. Each request will be evaluated according to the established transfer credit requirements. Refer to the Transfer Credit (p. 1471) requirements listed in the Academic Policies and Procedures (p. 1421) section of the Graduate and Professional Catalog. Specific questions regarding eligibility for transfer credit can be directed to the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/>) at (626) 815-4570.
- Once a student is offered admission into the program, a nonrefundable deposit of \$500 for the program is due within 21 days of receipt of the acceptance letter. This will be applied to the first term's tuition fee. The deposit should be submitted to:

Azusa Pacific University  
Graduate and Professional Center Cashier  
901 East Alost Avenue  
PO Box 7000  
Azusa, CA 91702-7000

- In addition, accepted students must submit the following items to the program:
  - a. Documentation of the following up-to-date immunizations: HBV series, MMR, Tdap, chicken pox, and meningococcal.
  - b. Verification of a recent (within the last 12 months) negative TB test.
  - c. Copy (with instructor's signature or QR code) of current, valid certification card(s) for Adult, Child, and Infant CPR.
  - d. Copy (with instructor's signature or QR code) of current, valid certification card for Standard First Aid.
  - e. Documentation of ability to meet MSAT Technical Standards ([http://www.apu.edu/live\\_data/files/241/msat\\_technical\\_standards.pdf](http://www.apu.edu/live_data/files/241/msat_technical_standards.pdf)) (PDF) with or without reasonable accommodations.
  - f. A signed copy of the MSAT Oath of Confidentiality ([https://www.apu.edu/live\\_data/files/241/msat\\_oath\\_of\\_confidentiality.pdf](https://www.apu.edu/live_data/files/241/msat_oath_of_confidentiality.pdf)) (PDF) regarding all medical information.
  - g. A signed copy of the MSAT Communicable Disease Policy ([http://www.apu.edu/live\\_data/files/241/msat\\_communicable\\_disease\\_policy.pdf](http://www.apu.edu/live_data/files/241/msat_communicable_disease_policy.pdf)) (PDF).

### Postacceptance materials should be submitted to:

Azusa Pacific University

Department of Kinesiology  
 Master of Science in Athletic Training  
 PO Box 7000  
 Azusa, CA 91702-7000

International applicants send additional forms to:

International Center  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000 USA  
 +1-626-812-3055  
 Fax: +1-626-815-3801  
 international@apu.edu  
 apu.edu/international (<http://www.apu.edu/international/>)

In addition to meeting the admission requirements, students whose first language is not English must meet the required English proficiency standard as demonstrated by passing the following minimum international iBT (internet-based TOEFL) scores:

| Code          | Title | Units |
|---------------|-------|-------|
| Reading: 25   |       |       |
| Speaking: 25  |       |       |
| Writing: 25   |       |       |
| Listening: 25 |       |       |

All international students must complete international student applications, which must be approved through APU's Office of International Enrollment Services (<http://www.apu.edu/international/enrollment/>).

## Requirements

| Code           | Title   | Units |
|----------------|---|-------|
| Year 1, Summer |   |       |
| AT 501         | Foundations of Athletic Training                              | 3     |
| AT 513         | Fundamental Skills in Athletic Training                       | 3     |
| AT 515         | Anatomical Basis of Athletic Training                         | 4     |
| Year 1, Fall   |   |       |
| AT 518         | Foundations of Examination and Diagnosis: Lower Extremity     | 3     |
| AT 522         | Foundations of Therapeutic Interventions: Lower Extremity     | 3     |
| AT 524         | Principles of Evidence-Based Practice                         | 2     |
| AT 528         | Clinical Integration I  | 3     |
| Year 1, Spring |   |       |
| AT 531         | Examination, Diagnosis, and Interventions: Upper Extremity    | 4     |
| AT 534         | Biomechanics  | 3     |
| AT 535         | Data Analysis and Patient Outcomes                            | 2     |
| AT 539         | Clinical Integration II                                       | 3     |
| Year 2, Summer |   |       |
| AT 542         | Examination, Diagnosis, and Interventions: Spine and Core     | 4     |
| AT 545         | Topics in Athletic Training                                   | 3     |
| AT 547         | Clinical Integration III                                      | 2     |
| Year 2, Fall   |   |       |
| AT 552         | Examination, Diagnosis, and Interventions: Medical Conditions | 4     |
| AT 554         | Holistic Aspects of Athletic Training                         | 3     |
| AT 541         | Nutrition for Active People                                   | 2     |
| AT 557         | Clinical Integration IV                                       | 2     |
| Year 2, Spring |   |       |
| AT 562         | Health Care Administration                                    | 3     |
| AT 564         | Seminar in Athletic Training                                  | 1     |

|             |  |    |
|-------------|--|----|
| AT 566      | Patient Populations in Emerging Settings | 1  |
| AT 570      | Clinical Integration V                   | 5  |
| Total Units |  | 63 |

## Clinical Education

Clinical education experiences provide students with the opportunity to practice and integrate their cognitive learning with the associated psychomotor skill requirements of the profession, and to develop entry-level clinical proficiency and the professional behavior required of an athletic trainer as defined in the 2020 Standards for Accreditation of Professional Athletic Training Programs (<https://caate.net/wp-content/uploads/2019/02/2020-Standards-Final-2-20-2019.pdf>). These clinical experiences are completed under the direct supervision of a qualified preceptor in an appropriate clinical setting. The primary settings for clinical experiences include athletic training and allied healthcare facilities, athletic practices, and competitive events. Ample opportunities are provided for students to gain clinical experience associated with a variety of populations including both genders, diverse age groups, and varying levels of risk, protective equipment, and medical experiences that address the continuum of care that would prepare students to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer.

Clinical experiences are accomplished through several clinical rotation assignments that expose students to a variety of athletic training settings, sports, and patient populations. Clinical rotations include a diversity of professional settings such as on-campus varsity athletics, high schools, colleges, professional sports, physician offices, and rehabilitative clinics. Students complete multiple rotations purposefully scheduled to complement coursework, introduce students to several types of employment settings, and provide perspectives from multiple professionals.

As required by CAATE, students complete two academic years of clinical experiences, including clinical immersive experiences.

## Graduation Requirements

Graduation requirements include successfully completing all coursework with at least a 3.0 GPA and a *B-* or better in all courses. See the current MSAT Student Handbook for details on academic probation and dismissal. See also Grading (p. 1446) in the Academic Policies and Procedures (p. 1421) section of this catalog.

Additional graduation requirements include:

1. Completion of a minimum of 1,000 clinical experience hours.
2. Completion of all Clinical Integration Proficiencies.
3. Completion of all required professional development units (attendance at and participation in regional and national athletic training conferences, in-services, community service events).

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Communicate with a variety of audiences including, but not limited to, peers, medical professionals, coaches, injured individuals, family members, and policy makers.
2. Demonstrate awareness of others' values and beliefs during professional interactions.
3. Use current evidence to help inform clinical decisions.
4. Exhibit mastery of contemporary athletic training content.
5. Conduct themselves as ethical professionals.
6. Understand how to apply Christian values to patient care.

## Faculty

### Professors

Jennifer Livingston (<http://www.apu.edu/faculty/jlivingston/>), Ph.D., ATC

Cynthia McKnight (<http://www.apu.edu/faculty/cmcknight/>), Ph.D., ATC

### Associate Professor

Christopher Schmidt (<http://www.apu.edu/faculty/cs Schmidt/>), Ph.D., ATC

### Assistant Professor

Christy Gendron (<http://www.apu.edu/faculty/chancock/>), DAT, ATC

# M.S. in Athletic Training (Summer 2020 Cohort)

The following information applies only to the Summer 2020 cohort of M.S. in Athletic Training students. Summer 2021 M.S. in Athletic Training students should review the primary M.S. in Athletic Training (p. 583) page in this catalog.

For more information: (626) 815-5086

The Master of Science in Athletic Training (MSAT) (<https://www.apu.edu/bas/programs/athletic-training-masters/>) is an intense, demanding, and rewarding program of study. The MSAT is a full-time residency program that prepares students for successful completion of the national Board of Certification, Inc. (BOC) (<http://www.bocac.org/>) examination and for careers in athletic training (<https://www.nata.org/about/athletic-training/>). Multiple clinical experiences (<https://www.apu.edu/bas/programs/athletic-training-masters/clinical/>) provide students with practical learning designed to strengthen professional preparation and career placement, and a Christian worldview is woven throughout the program, giving students a Christ-centered perspective of this service profession.

For the Summer 2020 cohort, the MSAT is a 62-unit, two-year program including two 8-week summer terms and four traditional 16-week semesters. The final spring semester of the program includes 8 weeks of clinical immersion. Through academic coursework and hands-on clinical experiences integrated with a Christian worldview, students learn to provide immediate and follow-up care to patients while under the direct supervision of a preceptor. Students observe, learn from, and interact with a variety of healthcare personnel and members of the public, including physicians, nurses, physical therapists, patients, athletes, coaches, and parents.

Students enrolled in this program complete coursework in the areas of acute care and emergency management of injuries, orthopedic assessment and diagnosis, therapeutic modalities, therapeutic exercise, biomechanics, pharmacology, general medical conditions, strength and conditioning, healthcare administration, psychological and spiritual aspects of injury and illness, and research methodology.

Program requirements are compliant with the current *Standards for the Accreditation of Professional Athletic Training Programs* established by the Commission on Accreditation of Athletic Training Education (CAATE) (<http://www.caate.net/>). Students who apply must successfully complete prerequisite courses and other admissions requirements prior to enrolling. Following completion of the program, students are eligible to sit for the BOC examination to become a certified athletic trainer.

## Mission Statement

The mission of the Master of Science in Athletic Training (MSAT) program is to fully equip athletic training students with a quality education that includes a Christian perspective to become lifelong learners. The program incorporates current research and scholarly instruction in both the clinical and didactic portions of the program, preparing athletic training students to enter the profession as entry-level athletic trainers upon successfully passing the BOC examination.

## Values and Beliefs

We value:

1. The use of Christian principles in teaching and athletic training.
2. Student-centered teaching and learning, and providing all the resources necessary to equip students to enter the athletic training profession.
3. Experiential and clinical learning with impact on the greater community.
4. Educating the whole student: spiritually, intellectually, and physically.

## Goals

1. To provide an accredited athletic training program in a Christian environment for athletic training students seeking Board of Certification, Inc. certification.
2. To offer diverse clinical education experiences that expose athletic training students to the variety of employment settings available in the field of athletic training.
3. To produce entry-level athletic training professionals who conduct themselves ethically and make decisions using a Christian worldview.

## Objectives

1. To provide athletic training students with the required knowledge and skills to become competent entry-level athletic trainers.
2. To assist athletic training students in becoming true servants of God as they minister to injured persons.
3. To provide athletic training students with the ability to critically analyze evaluation, treatment, and rehabilitation protocols to ensure efficient and high-quality care for every athlete/patient/client.
4. To help athletic training students learn how to effectively communicate and interact with others.

5. To foster an understanding of multiple perspectives to facilitate learning, particularly within the clinical setting.
6. To impart the ability to make informed decisions regarding the prescribed standards of practice and ethics in the profession of athletic training.
7. To equip athletic training students with the skills necessary to seek, assimilate, analyze, and interpret data and other information vital to continued growth and understanding of the ever-changing field of athletic training.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Prerequisite Courses

The following prerequisites must be completed before entry:

| Code   | Title                        | Units |
|--|------------------------------|-------|
| <b>Biology: Two Required Courses</b>                       |                              |       |
|  | Human Anatomy with lab       |       |
|  | Human Physiology with lab    |       |
| <b>Additional Courses (Recommended, but Not Required):</b> |                              |       |
|  | Exercise Physiology with lab |       |
|  | Research Methods             |       |

## Other Admission Criteria

- Application cycles begin in July for the following year's cohort. Application review begins in the fall, and students are accepted on a year-round, rolling admission basis. However, to ensure consideration for the summer start date, completed applications should be submitted early in the admission cycle (<https://www.apu.edu/bas/programs/athletic-training-masters/admission/#applicationdeadlines>).
- No more than 20 percent (13 units) of the total amount of units for this program may be transferred in from a comparable graduate program. Each request will be evaluated according to the established transfer credit requirements. Refer to the Transfer Credit (p. 1471) requirements listed in the Academic Policies and Procedures (p. 1421) section of the Graduate and Professional Catalog. Specific questions regarding eligibility for transfer credit can be directed to the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/>) at (626) 815-4570.
- Once a student is offered admission into the program, a nonrefundable deposit of \$500 for the program is due within 21 days of receipt of the acceptance letter. This will be applied to the first term's tuition fee. The deposit should be submitted to:

Azusa Pacific University  
 Graduate and Professional Center Cashier  
 901 East Alost Avenue  
 PO Box 7000  
 Azusa, CA 91702-7000

- In addition, accepted students must submit the following items to the program:
  1. Documentation of the following up-to-date immunizations: HBV series, MMR, Tdap, chicken pox, and meningococcal.
  2. Verification of a recent (within the last 12 months) negative TB test.
  3. Copy (with instructor's signature or QR code) of current, valid certification card(s) for Adult, Child, and Infant CPR.
  4. Copy (with instructor's signature or QR code) of current, valid certification card for Standard First Aid.
  5. Documentation of ability to meet MSAT Technical Standards ([http://www.apu.edu/live\\_data/files/241/msat\\_technical\\_standards.pdf](http://www.apu.edu/live_data/files/241/msat_technical_standards.pdf)) (PDF) with or without reasonable accommodations.
  6. A signed copy of the MSAT Oath of Confidentiality ([https://www.apu.edu/live\\_data/files/241/msat\\_oath\\_of\\_confidentiality.pdf](https://www.apu.edu/live_data/files/241/msat_oath_of_confidentiality.pdf)) (PDF) regarding all medical information.
  7. A signed copy of the MSAT Communicable Disease Policy ([http://www.apu.edu/live\\_data/files/241/msat\\_communicable\\_disease\\_policy.pdf](http://www.apu.edu/live_data/files/241/msat_communicable_disease_policy.pdf)) (PDF).

### Postacceptance materials should be submitted to:

Azusa Pacific University  
 Department of Kinesiology  
 Master of Science in Athletic Training

PO Box 7000  
Azusa, CA 91702-7000

International applicants send additional forms to:

International Center  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA

+1-626-812-3055

Fax: +1-626-815-3801  
international@apu.edu  
apu.edu/international (<http://www.apu.edu/international/>)

In addition to meeting the admission requirements, students whose first language is not English must meet the required English proficiency standard as demonstrated by passing the following minimum international iBT (internet-based TOEFL) scores:

| Code          | Title | Units |
|---------------|-------|-------|
| Reading: 25   |       |       |
| Speaking: 25  |       |       |
| Writing: 25   |       |       |
| Listening: 25 |       |       |

All international students must complete international student applications, which must be approved through APU's International Enrollment Services (<http://www.apu.edu/international/enrollment/>).

## Requirements

| Course         | Title   | Units |
|----------------|---|-------|
| <b>Year I</b>  |   |       |
| <b>Summer</b>  |   |       |
| AT 511         | Foundations of Athletic Training                              | 5     |
| AT 515         | Anatomical Basis of Athletic Training                         | 4     |
|                | Units   | 9     |
| <b>Fall</b>    |   |       |
| AT 518         | Foundations of Examination and Diagnosis:<br>Lower Extremity  | 3     |
| AT 522         | Foundations of Therapeutic Interventions: Lower<br>Extremity  | 3     |
| AT 524         | Principles of Evidence-Based Practice                         | 2     |
| AT 528         | Clinical Integration I  | 3     |
|                | Units   | 11    |
| <b>Spring</b>  |   |       |
| AT 531         | Examination, Diagnosis, and Interventions: Upper<br>Extremity | 4     |
| AT 534         | Biomechanics  | 3     |
| AT 535         | Data Analysis and Patient Outcomes                            | 2     |
| AT 539         | Clinical Integration II                                       | 3     |
|                | Units   | 12    |
| <b>Year II</b> |   |       |
| <b>Summer</b>  |   |       |
| AT 542         | Examination, Diagnosis, and Interventions: Spine<br>and Core  | 4     |
| AT 545         | Topics in Athletic Training                                   | 3     |
| AT 547         | Clinical Integration III                                      | 2     |
|                | Units   | 9     |

**Fall**

|        |  |   |
|--------|--|---|
| AT 541 | Nutrition for Active People                                      | 2 |
| AT 552 | Examination, Diagnosis, and Interventions:<br>Medical Conditions | 4 |
| AT 554 | Holistic Aspects of Athletic Training                            | 3 |
| AT 557 | Clinical Integration IV  | 2 |

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|  |       |    |
|--|-------|----|
|  | Units | 11 |
|--|-------|----|

**Spring**

|        |  |   |
|--------|--|---|
| AT 562 | Health Care Administration               | 3 |
| AT 564 | Seminar in Athletic Training             | 1 |
| AT 566 | Patient Populations in Emerging Settings | 1 |
| AT 570 | Clinical Integration V                   | 5 |

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|  |       |    |
|--|-------|----|
|  | Units | 10 |
|--|-------|----|

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|  |             |    |
|--|-------------|----|
|  | Total Units | 62 |
|--|-------------|----|

# M.S. in Physical Education

For more information: (626) 815-5473

The Master of Science in Physical Education (<https://www.apu.edu/bas/programs/masters-in-physical-education/>) equips candidates with the knowledge and skills needed to instruct physical education, administrate athletic programs, and coach at the K-12, junior college, and four-year university levels. The goal of this academic program is to develop candidates' awareness of the process involved in effecting change in the lives of people they will serve. This is achieved through the mastery of professional skills and knowledge and the integration of teaching, coaching, and administrative techniques and strategies. This program is available at the main campus in Azusa and online.

## Mission Statement

The Master of Science in Physical Education program at Azusa Pacific University comprises a Christian community of scholarly believers who seek to advance the work of God in schools of all levels by effectively training physical educators, coaches, athletic administrators, and exercise science professionals in knowledge and skills through academic excellence and a Christian perspective of truth and life.

## Prerequisites

- Twelve semester units of undergraduate coursework in education, or a baccalaureate degree or concentration in physical education.
- For each year of verified, full-time teaching or coaching experience, 3 units of prerequisites may be waived.
- Students pursuing a teaching credential should refer to the Division of Teacher Education (p. 814) prior to applying to the physical education program.

## Requirements

- Master of Science in Physical Education (p. 591)
- Master of Science in Physical Education with an Emphasis in Sport Management (p. 592)

## Requirements for the Master of Science in Physical Education

Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*) in any PE core or content course. Students who earn below a 2.7 (*B-*) in a PE core or content course must retake the course and achieve the minimum GPA requirement.

| Code                              | Title   | Units     |
|-----------------------------------|---|-----------|
| <b>Core Courses</b>               |   | <b>12</b> |
| PE 551                            | Curriculum Theory and Design in Physical Education                          |           |
| PE 552                            | History and Philosophy of Physical Education                                |           |
| PE 582                            | Seminar in Professional Literature in Physical Education and Sport          |           |
| <b>Research Project Component</b> |   | <b>3</b>  |
| PE 584                            | Assessment, Technology, and Evaluation in Physical Education <sup>1,2</sup> |           |
| PE 589                            | Physical Education and Exercise Science Capstone <sup>1,2</sup>             |           |
| <b>Content Courses</b>            |   | <b>21</b> |
| PE 555                            | Sociological and Ethical Issues in Sport                                    |           |
| PE 560                            | Sports Medicine   |           |
| PE 565                            | Athletics and the Law   |           |
| PE 570                            | Leadership and Administration of Physical Education and Athletic Programs   |           |
| PE 575                            | Advanced Principles of Physical Conditioning                                |           |
| PE 578                            | Sport Psychology  |           |
| PE 580                            | Wellness and Fitness for Life   |           |
| Approved transfer units           |   | 3-6       |
| <b>Total Units</b>                |   | <b>36</b> |

<sup>1</sup> Students must earn a "credit" in PE 584 and 3.0 (*B*) or better in PE 589.

<sup>2</sup> PE 584 and PE 589 must be completed consecutively, during the final two terms of the program, after all other coursework is fulfilled.



## Requirements for the Master of Science in Physical Education with an Emphasis in Sport Management

| Code                              | Title  | Units     |
|-----------------------------------|--|-----------|
| <b>Core Courses</b> <sup>1</sup>  |  | <b>9</b>  |
| PE 551                            | Curriculum Theory and Design in Physical Education   |           |
| PE 552                            | History and Philosophy of Physical Education   |           |
| PE 582                            | Seminar in Professional Literature in Physical Education and Sport                                     |           |
| <b>Research Project Component</b> |  | <b>6</b>  |
| PE 584                            | Assessment, Technology, and Evaluation in Physical Education <sup>2, 3</sup>                           |           |
| PE 589                            | Physical Education and Exercise Science Capstone <sup>2, 3</sup>                                       |           |
| <b>Content Courses</b>            |  | <b>21</b> |
| PE 555                            | Sociological and Ethical Issues in Sport   |           |
| PE 556                            | Facility and Event Management  |           |
| PE 557A                           | Field Studies/Internships in Sport Management <sup>4</sup>   |           |
| PE 557B                           | Field Studies/Internships in Sport Management (Internship requires departmental approval) <sup>4</sup> |           |
| PE 558                            | Sport Finance  |           |
| PE 565                            | Athletics and the Law  |           |
| PE 570                            | Leadership and Administration of Physical Education and Athletic Programs                              |           |
| PE 572                            | Foundations of Sport Management  |           |
| Total Units                       |  | 36        |

<sup>1</sup> Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.7 (*B-*) in any PE core or elective course. If a student earns below a 2.7 in a respective class, s/he will be required to retake the course to improve the GPA to a 2.7 or better.

<sup>2</sup> Students must earn a "credit" in PE 584 and 3.0 (*B*) or better in PE 589.

<sup>3</sup> PE 584 and PE 589 must be completed consecutively, after all other PE and sport management coursework is fulfilled.

<sup>4</sup> PE 557A and PE 557B must be completed consecutively, after all other sport management content coursework is fulfilled. May be completed concurrently with PE 584 and PE 589.

### Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

### Program Learning Outcomes

#### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. History and Philosophy of Physical Education: Synthesize the history and philosophy of Physical Education and how it interacts with the current discipline.
2. Integration of Faith: Integrate Christian perspectives and biblical truths to Physical Education and Sport.
3. Leadership and Administration in Physical Education and Sport: Apply the concepts of administration, organization, programming, evaluation, and leadership in Physical Education, Athletic Administration, and Sport management.
4. Psychology, Sociology, and Ethics in Physical Education, Administration, and Sport: Apply psychology, sociology, and ethical theories and practices in Physical Education, Athletic Administration, and Sport management.
5. Research and Writing: Demonstrate the ability to critically analyze research, develop a research proposal, and write according to APA standards.
6. Physical Education Fieldwork/Curriculum Assessment: Demonstrate proficiency in the development and evaluation of curriculum in Physical Education and Sport.

# Minor in Adapted Physical Activity

18 units

The adapted physical activity minor provides undergraduate students with education and experience working with individuals with disabilities. Students learn how to modify and adapt skills and activities to promote a lifetime of physical activity and wellness, and gain valuable experiences while preparing for a career in liberal studies, physical education, special education, or adapted physical education. This program also serves as excellent preparation for APU's teaching credential and Adapted Physical Education Added Authorization to gain a competitive advantage in the job market.

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| PE 325      | Motor Development and Learning   | 3     |
| PE 451      | Methods in Physical Education: 7-12 <sup>1</sup>   | 3     |
| PE 452      | Adapted Physical Education   | 3     |
| PE 600      | Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities   | 3     |
| PE 602      | Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities | 3     |
| PE 605      | Management of Adapted Physical Education Programs  | 3     |
| Total Units |  | 18    |

<sup>1</sup> Meets the General Education Integrative and Applied Learning requirement.

## Completing Graduate-level Courses as an Undergraduate Student

Coursework for the minor in adapted physical activity includes three graduate-level courses. In order for undergraduate students to enroll in these courses, the following conditions must be met:

- Must be a senior with a cumulative GPA of 3.0 or higher.
- Must obtain approval from the graduate program director or graduate department chair.
- Must obtain approval from the department chair of his/her undergraduate major.
- Must submit the Graduate/Professional Courses Taken by Undergraduate Students form provided by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/forms/>).
- No more than 9 units earned as an undergraduate may be counted toward an APU graduate degree.
- Must complete a Certificate of Clearance (COC) before completing the graduate courses.

# Department of Leadership and Organizational Psychology

## Department Overview

The Department of Leadership and Organizational Psychology (<http://www.apu.edu/bas/leadershippsych/>) offers a unique blend of academic and experiential learning that provides students with an effective type of learning experience for personal and professional growth.

The department offers an undergraduate leadership minor (p. 603) that assists students in identifying and developing personal and professional competencies that enable them to contribute more effectively to all areas of their lives, as well as two graduate degree programs, the Master of Arts in Leadership and the Master of Science in Organizational Psychology.

Learn more about the Department of Leadership and Organizational Psychology. (<http://www.apu.edu/bas/leadershippsych/>)

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<http://www.wascsenior.org>)

## Programs

### Minor

- Leadership (p. 603)

### Master's

- Leadership (p. 601)
- Organizational Psychology (p. 602)

## Courses

### LDRS 103, Calling, Major, and Career Exploration: A Strengths-Based Approach to Life Planning, 3 Units

This course complements LDRS 100 by using a strengths-based approach to life planning in order to specifically help lower-division students make decisions regarding their individual calling, selection of a major, or exploration of a career. Emphasis is on identifying and developing strengths, gifts, and talents. This course is designed specifically for freshmen/sophomores. (Not recommended if you have completed LDRS303).

### LDRS 201, Foundations of Leadership, 3 Units

This course blazes the trail for understanding the concepts of good leadership and followership, identifying oneself as a leader, discovering one's sense of calling, establishing a commitment and plan for whole-person leadership development, seeing leadership through an interdisciplinary lens, and grounding one's 'leadership story' in an awareness of current history and the reality of the Kingdom of God. Through creative experiences, meaningful texts, and powerful assignments, students are prepared for further leadership education.

### LDRS 303, Career and Life Planning, 3 Units

For students entering the professional world, this course aids in understanding career development options, finance management, and coping with stress. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they seek employment and/or apply to graduate school. Relevant guest presenters spend class time sharing important information that benefits students in planning for careers and life.

### LDRS 311, Leadership Values and Virtues, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The course focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.

**Prerequisite:** LDRS 201 (may also be taken concurrently) or junior standing or department consent.

## **LDRS 311H, Leadership Values & Virtues - Honors, 3 Units**

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The class focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.

**Prerequisite:** LDRS 201 (may also be taken concurrently), Junior standing, or departmental consent. Must also be a student admitted to the Honors College and be considered a member in 'active' status

## **LDRS 322, Leadership Strengths and Skills, 3 Units**

This course focuses on a strengths-based approach to leadership and leadership development, as well as the skills necessary for good leadership. Opportunities to understand and practice essential skills such as continual learning, powerful communication, problem solving, managing process, goal achievement, conflict resolution, win-win negotiating, and empowering stewardship are woven throughout the course. Training additional leaders is also a key topic. Effective leadership practice through emphasis on strengths development is the goal of this course.

**Prerequisite:** LDRS 201 (may also be taken concurrently) or junior standing or department consent.

## **LDRS 333, Leadership Influence and Impact, 3 Units**

This course looks at the leader as agent of change on three levels: personal change, influence on individuals and small groups, and impact on cities, organizations, and cultures. Through historical reflection and developing a systemic vision, students are equipped to make a difference in many social settings. By learning to work as mentors, facilitators, and ambassadors, emerging leaders can leave a dynamic legacy.

**Prerequisite:** LDRS 201 (may also be taken concurrently) or junior standing or department consent.

## **LDRS 335, Leadership Communication, 3 Units**

This course teaches students the theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics covered include leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership; and leadership development.

## **LDRS 401, Leadership Studies Capstone, 3 Units**

This course deepens students' capacity for leadership based on wisdom, knowledge, and understanding. In addition to concluding the leadership minor by linking leadership practice to leadership theory, students dialogue about leadership issues such as gender, community, temptation, finding one's voice, mission, and the whole-person model. A thoughtful and thorough final project and a high-quality portfolio presentation are crafted to integrate students' learning about leadership and to provide a postgraduation plan for lifelong leadership development.

**Prerequisite:** LDRS 201, LDRS 311, LDRS 322, LDRS 333

## **LDRS 497, Readings, 1-3 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a professor approved by the Program Chair. The course allows the student to identify a specific leadership theme and investigate it further.

## **LDRS 501, Foundations of Leadership Theory, 3 Units**

This course provides a conceptual and practical survey of predominant leadership theories providing students with opportunities for critical reflection and application. A focus is given to transformational theories of leadership and application is made to the M.A. in Leadership core competencies.

## **LDRS 502, Cornerstones of Christian Leadership, 3 Units**

This course utilizes APU's Four Cornerstones to discuss leadership from the Christian tradition. Students look at the example of Jesus, the ultimate servant leader, and how His followers through history have both succeeded and failed in following His example. Through probing into how Christian scholars have written about and understood leadership, as well as seeking to show that the goal of Christian leadership is to serve God and the common good of humanity, students gain a faith-based benchmark for further studies in leadership.

## **LDRS 503, Organizational Behavior, 3 Units**

This course investigates the effective functioning of individuals and groups within organizational settings. Emphasis is placed on how leaders perceive organizations from strategic design, organizational culture, and political environment perspectives. This course applies theoretical concepts to major organizational challenges such as organizational effectiveness, motivation, conflict, job stress and satisfaction, and decision making. The focus of the course includes organizational communication, as well as the attitudinal and behavioral implications for leaders.

## **LDRS 510, Creative and Collaborative Leadership, 3 Units**

This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

## **LDRS 511, Exploration of Leadership Thought, 3 Units**

This foundational course provides an overview of the evolution of leadership thought, including a review of the fundamental theories and principles that led to the study of leadership as a discipline, as well as an examination of the story of leadership from a biblical perspective. Students are introduced to a holistic framework for leadership development informed by an understanding of the importance of ethics, values, and spirituality from a Christian worldview.

### **LDRS 512, EQ I: Self-Leadership, 3 Units**

This course focuses on the self-competence elements of emotional intelligence - leader self-awareness and leader self-management - from psychological, spiritual, emotional, and developmental perspectives. Students enhance their self-leadership through the improvement of self-competence and self-development.

### **LDRS 516, Leadership Development and Practice, 3 Units**

This course emphasizes the process of leadership development from a transformational perspective. Students consider both their personal growth and the dynamic mechanisms necessary for facilitating the development of others. Emphasis is on the issues and challenges of creating a lifelong learning mindset individually and organizationally, mentoring strategies, team building, developing effective followers, and designing career development systems. This course provides the opportunity for application through a practicum assignment.

### **LDRS 520, Understanding Vocation in a Changing World, 3 Units**

This course focuses on understanding one's true overarching vocation in life as it connects to the purposes of God in this world to steward the earth and its peoples. One's vocation then influences what one does with his or her life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, values, and career anchors. Students also learn to design career programs for organizational settings.

### **LDRS 523, EQ 2: Relational Leadership, 3 Units**

This course focuses on the social competence elements of emotional intelligence - leader/follower social awareness and leader/follower relationship management - from psychological, spiritual, emotional, and developmental perspectives. Students enhance their relational leadership acumen through the study of motivation, and social skills for leader/follower relational development.

**Prerequisite:** LDRS 512

### **LDRS 524, Principles and Practices of Design Thinking, 3 Units**

Students in this course explore the fundamental principles and practices of design thinking, in relation to the workplace and in the context of the person as leader. Concepts such as creativity, empathy, failure, risk, and creative confidence are explored. This course also provides the opportunity to practice design thinking on personal and organizational levels.

### **LDRS 532, Leadership Practicum, 3 Units**

This course creates a dialogue between previously explored concepts/theories of leadership and the practical experiences of exemplar practitioners. Students are involved in community service and exposed to community leaders for interaction, observation, and analysis. These encounters enable students to assess and activate their leadership journey based on spiritual, mental, educational, and emotional aspects of leadership development.

**Prerequisite:** LDRS 501, LDRS 502, and LDRS 503

### **LDRS 533, Systems and Strategic Planning for Leaders, 3 Units**

This course focuses on systems thinking from a leadership perspective. By working with stories, scenarios, and strategy, students learn to address complex problems, anticipate consequences, and leverage potential. Attention will be given to the use of narrative for influencing constituent participation. Finally, organizational design is considered as a key concern for leaders in organizations.

**Prerequisite:** LDRS 501, LDRS 502, and LDRS 503

### **LDRS 534, Leader as an Agent of Change, 3 Units**

This course looks at the leader as an agent of change through three lenses: self examination, change theory, and organizational culture. Each is assessed in light of implications for those involved in the change initiative. Special attention will be given to the transformational change that takes place for leaders and followers when the call for change occurs. Application is made to organizations, informal networks, temporary situations, and other social contexts.

### **LDRS 535, Leading Dynamic Change, 3 Units**

This course focuses on the practice of leading organizational change, as well as the importance of personal change within the life of the leader. Students engage in activities and projects to enhance understanding of the role of the leader as a change agent within the organization.

### **LDRS 536, Disruptors and Conflict, 3 Units**

This course prepares students to manage their responses to conflict in order to leverage disruptive issues in leadership with creative confidence. Through the study of personal and organizational conflict management skills, students become equipped to solve complex issues that are disruptive to personal, team, and organizational functioning.

### **LDRS 542, Leading Across Cultures, 3 Units**

In a pluralistic society, leaders are often tasked with the responsibility of bridging both domestic and international contexts in a convergence of global learning. This seminar will examine the historical, organizational, and interpersonal significance of leading across cultures, with particular emphasis on discerning the underlying values of community behaviors as well as the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for leaders to effectively serve in diverse contexts. A variety of theoretical, research and applied issues are addressed; in particular, the course aims to explore social location theory as a means of equipping graduates to advance equity and positive change through increased capacity for diversity engagement.

## **LDRS 547, Navigating Social Climates, 3 Units**

This course equips students as leaders in today's globalized organizations and societies who analyze, through multiple lenses, issues of inequity and injustice that exist locally, nationally, and globally. The course utilizes conceptual and experiential learning in which students encounter and reflect on realities of inequity and injustice in the social and natural worlds, in interpersonal, intergroup, and organizational relationships. Students are also expected to begin to develop habits and skills to promote shalom-oriented organizations and communities.

## **LDRS 548, Strategic Foresight, Thinking, and Planning, 3 Units**

This course focuses on engaging the full strategy cycle, which includes strategic foresight, thinking, and planning. Through an applied project, students engage in scanning for trends and developing stories and scenarios; develop strategic thinking skills; and engage in a strategic planning process.

## **LDRS 559, Curiosity to Inquiry, 3 Units**

This pass/fail course underscores curiosity as an innate human capacity and cultivates students' ability to use it toward human-centered inquiry and socially transformative innovations. Students engage in the ideation and inspiration phases of Design Thinking in solving a complex leadership challenge for an organization or a community. Through the process, students are expected to become familiar with traditional as well as innovative data collection techniques and become informed consumers of published research. Successful completion of this course results in a prototype for the leadership experiment, which the student implements in LDRS 560 Leadership Experiment.

**Prerequisite:** LDRS 511, LDRS 512, LDRS 523, LDRS 524, LDRS 535, LDRS 536, LDRS 547, and LDRS 548.

## **LDRS 560, Leadership Experiment, 3 Units**

As a completion of the M.A. in Leadership program's 4D model of Discover, Design, Develop, and Deliver, this final course helps students continue their leadership experiment started in LDRS 559 and culminates with a TEDx-style presentation. This is a pass/fail course.

**Prerequisite:** LDRS 559, and enrollment in the M.A. in Leadership program.

## **LDRS 561, Group and Conflict Issues in Leadership, 3 Units**

This course helps the student understand small-group behavior. It uses experience-based methods, case studies, reading material, and simulation. The course examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

## **LDRS 563, Ethical Decision Making, 3 Units**

This course investigates the intersection of ethics and effective decision making. Students will explore ethical implications of the decision making process, with particular emphasis on the ways that ethical decision making applies to individuals, groups, and organizational systems. This course applies theoretical concepts to significant organizational problems requiring effective decision making processes. Attention will be given to systematic rational approaches as well as the role of intuition and group dynamics in the decision making process. The course will utilize lecture, case study analysis, group exercises, review of current literature, classroom discussions, and simulations to create an effective learning environment.

## **LDRS 571, Leadership for a Learning Environment, 3 Units**

This course looks at the leader's role in designing and implementing effective learning strategies and effective methods for educating adults. Emphasis is given to the creation of programs that focus on learning styles, discussion-oriented teaching, inspiring presentation skills, and results-oriented outcomes. During the course, students are given opportunities to demonstrate competency in the principles and practices of materials development, teaching, training, and skill development.

## **LDRS 592, Research Methods and Design, 3 Units**

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the leadership setting, focusing on research traditions, procedures, theories, and methods. Emphasis is placed on identifying methods appropriate for particular research questions and conducting disciplined inquiry regardless of method selected. Particular emphasis will be placed on identifying a research question and conducting a comprehensive review of relevant literature.

## **LDRS 593, Applied Research, 3 Units**

This course provides an introduction to basic concepts, principles, and methods of evaluation and applied research in leadership settings, focusing on action research methodology. A faculty-student collaborative process, participatory action research allows students to engage in inquiry and action for change in response to organizational or community problems. During the course, students will identify a research question in their personal leadership contexts, review the current research literature, develop a plan to collect initial data, and present their project and findings to the class. At each stage of inquiry, the professor and peer research groups will provide feedback.

**Prerequisite:** LDRS 592 (May be taken concurrently)

## **LDRS 595, Capstone Project in Leadership, 3 Units**

The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established through the M.A. in Leadership program competencies. The course assesses cognitive, affective, and applied learning in a student-centered and student-directed manner which requires the command, analysis, and synthesis of knowledge and skills. The capstone course integrates scholarship and praxis through the development of a literature review and 360-degree assessment and requires application of that learning to professional and personal contexts as evidenced through artifacts demonstrating competence. In culmination of their graduate studies, students will formulate a personal philosophy of leadership and develop a personalized growth plan that synthesizes their academic learning and outlines future professional and intellectual goals.

**Prerequisite:** Students enrolled in the M.A. in Leadership program

### **LDRS 597, Current Issues in Leadership, 3 Units**

Current topics are chosen for discussion, research, and decision making relevant to the Organizational Leadership emphasis.

### **LDRS 598, Special Topics, 3 Units**

In this course, a topic of current interest or need is examined in depth. Students analyze and evaluate topics/ issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

### **LDRS 599, Readings in Leadership Studies, 1-3 Units**

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

### **OPSY 501, Introduction to Organizational Psychology, 3 Units**

This course is an introduction to the field of organizational psychology, providing an overview of the fundamentals of Industrial and Organizational Psychology. Students are introduced to the field along with the various sub-fields with the discipline. Special consideration is given to topics that integrate the application of psychology to organizational environments. Coursework will provide a history of I/O psychology, offer a comparative review of topics within both Industrial Psychology and Organizational Psychology, and help students gain a fundamental understanding of employee selection, training, motivation, job satisfaction, communication, group behavior, and stress management. The course will also include a review of the organizational psychology literature as well as ethical guidelines and professional standards governing the practice of organizational psychology.

**Prerequisite:** Acceptance into the MS, Organizational Psychology program.

### **OPSY 502, Organizational Ethics, 3 Units**

This course presents philosophical and ethical perspectives integral to understanding the moral context of leadership and decision-making within organizations. Students learn how virtues and values frame leadership development, gain an appreciation for ethical and moral reflection in decision-making, and understand the processes and rewards of character within organizational relationships.

**Prerequisite:** Acceptance into the MS, Organizational Psychology program.

### **OPSY 503, Group and Organizational Behavior, 3 Units**

This course offers a behavioral science approach to organizational life and enables students to investigate the effective functioning of individuals and groups within organizational settings. Emphasis is placed on the psychology of teams, team dysfunction, group conflict, and organizational culture. This course applies theoretical concepts to challenges such as team dynamics, conflict, decision making, and organizational behavior patterns.

**Prerequisite:** Acceptance into the M.S. in Organizational Psychology program; successful completion of OPSY 501 is recommended.

### **OPSY 505, Individual and Team Assessment, 3 Units**

Students receive instruction and training in individual assessment techniques for vocational and business applications including pre- and post-employment assessment for selection, onboarding training, advancement, developmental or remedial coaching, and succession planning. Students are introduced to qualitative and quantitative assessment methods as key tools for leadership assessment and will learn the importance of assessment in organizational and leadership dynamics, gain competency in the use of several key assessment methods and instruments, and learn to apply these instruments to leadership development within work team environments. Students will also be introduced to job analyses and use measurement tools relevant for assessing occupational interests, abilities, competency modeling, and work-related personality constructs. Students will complete several individual assessments as part of the experiential, outside-of-class portion of the course.

**Prerequisite:** Acceptance into the MS, Organizational Psychology program.

### **OPSY 510, Organizational Assessment and Interventions, 3 Units**

Students are introduced to interventional strategies that correspond to the primary issues related to organizational life: change management, organizational culture, and leadership and team dynamics. Students gain competency in focusing on these critical areas of assessment and intervention: qualitative method, conducting needs analysis, proposing consultation projects and employee assistance programs. Students become familiar with research methodologies related to existing programs and successful programs within companies.

**Prerequisite:** Successful completion of OPSY 501

### **OPSY 515, Qualitative Approaches for Coaching Application, 3 Units**

Students in this course examine theories and practices within the fields of psychology, organizational behavior, business, and other relevant fields as they relate to the practice of executive coaching. They also explore coaching competencies, professional ethics, and models of executive coaching, and are introduced to a repertoire of basic coaching skills applicable to most executive coaching situations (e.g., self-awareness, empathy, listening, questioning, giving and receiving feedback, confrontation, limit setting, demonstrating leadership, etc.).

**Prerequisite:** OPSY 501

## **OPSY 520, Consultative Applications of Organizational Psychology, 3 Units**

This course approaches the applied aspects of organizational psychology, providing an overview of the consulting process as it relates to external and internal consultation in industry. Students are introduced to the theoretical and practical aspects of providing organizational consultation. Special consideration is given to topics that integrate the competencies needed for applying psychology to organizational environments. Coursework provides an overview of organizational consulting models and frameworks, and focuses on the fundamental steps in the consulting process that lead to high-impact outcomes. The course also includes a review of the organizational psychology literature, as well as ethical guidelines and professional standards governing the practice of organizational psychology.

**Prerequisite:** Acceptance into the M.S. in Organizational Psychology program, and successful completion of OPSY 501.

## **OPSY 534, Organizational Systems: Theories of Change, 3 Units**

This course will engage the idea of organizational change from a systems perspective and approach content through analysis of theory, praxis, and story. Practical application will be explored as to how students can and will be equipped to serve as change agents in both an internal and external consultant role. Special attention will be given to the specific steps involved in identifying the need for change, engaging internal and external stakeholders in the change process, and implementing desired change initiatives.

**Prerequisite:** Successful completion of OPSY 501

## **OPSY 542, Organizational Implications of Diversity, 3 Units**

This course explores theoretical and practical ideas about diversity in organizations by equipping students to identify and engage individual, societal, and organizational dynamics related to 21st century workplace diversity and inclusion. The course will explore basic psychological processes-including attitudes toward marginalization, structural inequity, privilege, and prejudice-that affect how members of different social groups perceive and interact with one another in organizational settings. Providing critical perspectives on the historical, socio-cultural, and psychological factors of organizational diversity, students will explore the ethical implications of navigating complex organizational cultures and will discuss strategies for fostering and sustaining diversity.

**Prerequisite:** Acceptance into the MS, Organizational Psychology program.

## **OPSY 590, Statistics in Organizational Psychology, 3 Units**

This course provides an introduction to the basic concepts of statistical ideas and methods that aims to equip students to carry out common statistical procedures and to follow statistical reasoning in the practice of organizational psychology. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. The course also addresses reliability, validity, and utility as criteria for evaluating the quality of any psychological measurement tool. Emphasis is placed on the application of fundamental concepts to real world situations. The course also offers an introduction to basic statistical analysis and use of SPSS program.

**Prerequisite:** Acceptance into the MS, Organizational Psychology program.

## **OPSY 592, Research Methodology and Survey Applications, 3 Units**

This course introduces and applies quantitative and qualitative research techniques of investigation to psychological activities in organizations. Methods of acquiring, analyzing, writing and presenting qualitative research are presented, and ways of linking quantitative and qualitative data are addressed. Students will learn methods of participant observation, data collection techniques (interviews and focus groups), along with development, administration and analysis of surveys. Related topics will include principles of survey design, item development, attitude and opinion measurement scale development, and reliability and validity of item scales. Students will learn how to design and apply effective research methods in organizational survey application arenas such as job analyses and competency-modeling projects, training, recruitment, customer satisfaction, employee engagement, and 360o performance rating activities. Final project includes developing and administering a small-scale survey. Students will analyze the results and provide deliverables. The course also provides opportunities to enhance statistical analysis skills through the use of the SPSS program.

**Prerequisite:** OPSY 590

## **OPSY 595, Introduction to Thesis in Organizational Psychology, 3 Units**

This course provides a student researcher with a directed study focused on preparing a master's thesis in leadership. Students identify a worthy research topic, write a comprehensive literature review, select an appropriate research method, and shape a compelling research proposal.

**Prerequisite:** Permission from the department chair and OPSY 501, OPSY 502, OPSY 503, OPSY 505, OPSY 510, OPSY 515, OPSY 520, OPSY 534, OPSY 542, OPSY 590, and OPSY 592

## **OPSY 596, Thesis in Organizational Psychology: Data Collection and Analysis, 3 Units**

This course provides a student researcher with a directed study focused on completing a master's thesis in organizational psychology. Building on the research proposal completed in OPSY 595, students collect and analyze data and present their findings in the form of a completed master's thesis and oral presentation to the thesis committee.

**Prerequisite:** OPSY 595

## **Faculty**

### **Chair**

Edgar Barron (<http://www.apu.edu/faculty/ebarron/>), Ed.D.



## **Director, M.S. in Organizational Psychology Program**

Wendi Dykes (<http://www.apu.edu/faculty/wdykes/>), Ph.D.

## **Director, M.A. in Leadership Program**

Jillian Gilbert (<http://www.apu.edu/faculty/jgilbert/>), DSL

## **Administrative Assistant**

Emmaleigh Carson

## **Professor**

Michael M. Whyte (<http://www.apu.edu/faculty/mwhyte/>), Ph.D.

## **Associate Professors**

David Dunaetz (<http://www.apu.edu/faculty/ddunaetz/>), Ph.D.

Jillian Gilbert (<http://www.apu.edu/faculty/jgilbert/>), DSL

Shawna Lafreniere (<http://www.apu.edu/faculty/slafreniere/>), Ph.D.

Frances Wu (<http://www.apu.edu/faculty/swu/>), Ph.D.

## **Assistant Professor**

Wendi Dykes (<http://www.apu.edu/faculty/wdykes/>), Ph.D.

## **Faculty Emeriti**

Gary Lemaster (<http://www.apu.edu/faculty/glemaster/>), Ph.D.

## **Adjunct Faculty**

Tara Anderson

John Baugus (<http://www.apu.edu/faculty/jbaugus/>), MBA, MDR, SPHR

Richard Benjamin

Lacey Dang (<http://www.apu.edu/faculty/ldang/>), M.A.

Meghan Ebersole (<http://www.apu.edu/faculty/mebersole/>), M.A.

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Mike Medeiros (<http://www.apu.edu/faculty/mmedeiros/>), D.Min.

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Dana Powell (<http://www.apu.edu/faculty/dbpowell/>), M.A., MBA

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# M.A. in Leadership

The Master of Arts in Leadership (<https://www.apu.edu/bas/programs/masters-in-leadership/>) (available face to face and online) is an interdisciplinary degree that equips leaders with skills and tools that can be applied across a variety of vocations and fields. With a focus on character, creativity, curiosity, and innovation grounded in a framework of Christian values, you will explore what being a leader means to you, and how you can hone your skills to help others thrive.

Throughout the program, you will:

1. Discover various dimensions of leadership character as it pertains to the individual, team, and enterprise.
2. Design strategic leadership initiatives through curiosity, inquiry, and experimentation.
3. Develop relevant skills and tools needed to lead a changing leadership landscape with creativity and agility.
4. Deliver innovative solutions to complex leadership and organizational challenges.

## Requirements

Students pursuing the M.A. in Leadership must complete 30 units of coursework as well as a TEDx-style talk sharing learnings from their Leadership Experiment course. Up to 6 units of appropriate coursework may be transferred into the program by petition.

| Code                | Title                                       | Units |
|---------------------|---|-------|
| <b>Core Courses</b> |   |       |
| LDRS 511            | Exploration of Leadership Thought           | 3     |
| LDRS 512            | EQ I: Self-Leadership                       | 3     |
| LDRS 523            | EQ 2: Relational Leadership                 | 3     |
| LDRS 524            | Principles and Practices of Design Thinking | 3     |
| LDRS 535            | Leading Dynamic Change                      | 3     |
| LDRS 536            | Disruptors and Conflict                     | 3     |
| LDRS 547            | Navigating Social Climates                  | 3     |
| LDRS 548            | Strategic Foresight, Thinking, and Planning | 3     |
| LDRS 559            | Curiosity to Inquiry                        | 3     |
| LDRS 560            | Leadership Experiment                       | 3     |
| Total Units         |   | 30    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Discover various dimensions of leadership character as it pertains to the individual, team, and enterprise.
2. Design strategic leadership initiatives through curiosity, inquiry, and experimentation.
3. Develop relevant skills and tools needed to lead a changing leadership landscape with creativity and agility.
4. Deliver innovative solutions to complex leadership and organizational challenges.

# M.S. in Organizational Psychology

## Requirements

The Master of Science in Organizational Psychology (<https://www.apu.edu/bas/programs/masters-in-organizational-psychology/>) program includes 13 courses (39 units), all of which are required for the degree. There are no electives.

| Code        | Title   | Units |
|-------------|---|-------|
| OPSY 501    | Introduction to Organizational Psychology                         | 3     |
| OPSY 502    | Organizational Ethics   | 3     |
| OPSY 503    | Group and Organizational Behavior                                 | 3     |
| OPSY 505    | Individual and Team Assessment                                    | 3     |
| OPSY 510    | Organizational Assessment and Interventions                       | 3     |
| OPSY 515    | Qualitative Approaches for Coaching Application                   | 3     |
| OPSY 520    | Consultative Applications of Organizational Psychology            | 3     |
| OPSY 534    | Organizational Systems: Theories of Change                        | 3     |
| OPSY 542    | Organizational Implications of Diversity                          | 3     |
| OPSY 590    | Statistics in Organizational Psychology                           | 3     |
| OPSY 592    | Research Methodology and Survey Applications                      | 3     |
| OPSY 595    | Introduction to Thesis in Organizational Psychology               | 3     |
| OPSY 596    | Thesis in Organizational Psychology: Data Collection and Analysis | 3     |
| Total Units |   | 39    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain the theoretical constructs of organizations in relation to the attitudes, feelings, and behaviors of those who work in the organization.
2. Utilize research and diagnostic tools to develop the competencies needed as an organizational consultant.
3. Construct organization development interventions using experience-based models and simulations.
4. Approach individual and organizational wellness through a holistic perspective framed through a Christian worldview.

# Minor in Leadership

18 units

The undergraduate leadership minor capitalizes upon the university's intention to develop disciples and scholars who seek to advance the work of God in the world. This minor does so by encouraging students to pursue excellence in their chosen major while also seeking proficiency as strengths-driven leaders. Courses are thoughtful, challenging, and relationally focused while providing opportunities for reflection, conversation, and research. Students in the minor learn about whole-person development, leadership and virtue, the role of personal strengths and skills in good leadership, and how to lead as agents of change. Disciplined self-leadership, combined with the knowledge of how to facilitate effective collaboration, make leadership minor graduates an asset to any context in which they may serve. Even as they are encouraged toward lifelong development (both as persons and leaders), students have the opportunity to create, articulate, and practice their own philosophy of Christian leadership.

## Mission Statement

The leadership minor seeks to educate and inspire students to integrate their faith into their calling and, as people of integrity, live purposefully for the glory of God.

## Requirements

The minor in leadership comprises 18 units of leadership coursework.

*Note: Seniors may take one course in the M.A. in Leadership program. If a student is accepted into the M.A. in Leadership, the course will count toward that degree as well. For more information, call (626) 815-4674.*

| Code                | Title                                     | Units     |
|---------------------|---|-----------|
| <b>Core Courses</b> |   | <b>18</b> |
| LDRS 201            | Foundations of Leadership <sup>1, 2</sup> | 3         |
| LDRS 303            | Career and Life Planning                  | 3         |
| LDRS 311            | Leadership Values and Virtues             | 3         |
| LDRS 322            | Leadership Strengths and Skills           | 3         |
| LDRS 333            | Leadership Influence and Impact           | 3         |
| LDRS 401            | Leadership Studies Capstone               | 3         |
| Total Units         |   | 18        |

<sup>1</sup> ROTC students can receive credit for LDRS 201 and one of the 300-level courses following the completion of their program.

<sup>2</sup> LDRS 201 is the prerequisite for LDRS 311, LDRS 322, and LDRS 333, but this prerequisite is waived for students enrolling in the 200- and 300-level courses in the same semester.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify the foundational concepts in the field of leadership and their personal application.
2. Define virtuous leadership and articulate personal application.
3. Demonstrate personal leadership strengths.
4. Recognize the dynamics of change and practice in numerous contexts.
5. Articulate a personal leadership philosophy from a Christian perspective.
6. Model confidence while using leadership resources.

# Department of Marriage and Family Therapy

The Department of Marriage and Family Therapy (<https://www.apu.edu/bas/marriage-family-therapy/resources/>) offers the Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy (MFT) (p. 611) program, which is intended for individuals who seek to develop a solid foundation in the theoretical and applied practice of professional counseling with individuals, couples, and families. Also included in the program are interdisciplinary studies in theology, ethics, and psychotherapy. For those planning to practice at the master's level, this program meets the current education requirements for California licensure as a marriage and family therapist.

The Department of Marriage and Family Therapy also offers a Substance Use Disorders Certificate (p. 610) that is designed for students and alumni of the clinical psychology program but which is open to anyone interested in gaining competency in the substance use disorders field.

## Programs

- Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) (p. 611)
- Substance Use Disorders Certificate (p. 610)

## Courses

### PPSY 510, Psychotherapy and Cultural Diversity, 3 Units

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the contemporary practice of psychotherapy. Students are encouraged to begin the process of garnering multicultural competency by examining their own attitudes and biases, increasing their knowledge of diverse populations, and developing skills related to service provision. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to engage in a process of developing competency in this arena. An introduction to the distinctives of several cultural groups is provided.

### PPSY 511, Addictions, Assessment, and Interventions, 3 Units

This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment, and emphasizes assessment and intervention skills and processes, and evidence-based research relevant to treatment. The nature and scope of addictions are defined, DSM-IV criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities, and other issues of diversity are considered. If this course is used as a prerequisite course for the optional Substance Use Disorder concentration, a grade of B- or higher must be earned.

### PPSY 512, Legal, Ethical, and Moral Issues in Therapy, 3 Units

This course introduces and develops student competency in the legal, ethical, and moral issues related to the practice of marriage and family therapy in California. Consideration is given to the student practitioner's values, behaviors, and culture in relationship to becoming a licensed marriage and family therapist. Professional legal and ethical codes, as well as moral decisions, are studied and applied in clinical scenarios. Areas of focus include, but are not limited to, the requirements of mandated reporting, suicide assessment and interventions, and the limits of confidentiality. Additionally, students review statutory, regulatory, and decisional laws related to the MFT's scope of practice, including privilege, family law, and the treatment of minors.

### PPSY 513, Substance Use Disorders II: History, Support, and Promising Practices, 3 Units

This course reviews the history of addiction and drugs in society from prohibition to the 21st century, including America's war on drugs. Students study mutual support groups such as 12-step programs, Rational Recovery, and Celebrate Recovery. Also included is the study of psychopharmacology (illicit drugs, abuse of prescription drugs, and medication-assisted treatment). New and emerging trends and promising practices are considered.

**Prerequisite:** PPSY 511

### PPSY 514, Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment, 3 Units

This course introduces co-occurring disorders, co-morbidity, and integrated treatment including mental health treatment, substance abuse, and primary health. Students learn the distinction between mental health disorders and substance-induced disorders and how to differentiate between the two. Behavioral addictions such as gambling, nicotine, and gaming, and the physiological impact of such disorders, are studied.

**Prerequisite:** PPSY 511 and PPSY 513

## **PPSY 515, SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices, 3 Units**

This course focuses on substance abuse in the family system from adolescents to the elderly. Special populations are examined, such as high-risk groups, perspectives of women, and chronic pain. Special attention is paid to culturally and linguistically appropriate services. The ethical considerations of dual relationships and confidentiality are addressed. Evidence-based practices (motivational interviewing) and core concepts of relapse prevention techniques are major focuses.

**Prerequisite:** PPSY 511, PPSY 513 and PPSY 514

## **PPSY 516, Legal and Ethical Issues in Substance Use Disorders, 1 Unit**

This course is designed to enhance the substance use disorders concentration and certificate, giving students further education and an opportunity to review, discuss, and apply the legal and ethical issues specific to the field of substance use disorders.

**Corequisite:** PPSY 513

## **PPSY 517, Motivational Interviewing with the SUD Population, 1 Unit**

This course is designed to enhance the Substance Use Disorders concentration and certificate, equipping students with theories and techniques of motivational interviewing as it applies to the assessment and treatment of substance use disorders.

**Corequisite:** PPSY 514

## **PPSY 525, Crisis and Trauma in Community Mental Health, 3 Units**

This course prepares students in the understanding and treatment of child abuse, domestic violence, and trauma. Content includes detection, assessment, and intervention strategies. Awareness of resiliency factors and their application to client recovery is addressed. Target populations include survivors, perpetrators, and those experiencing co-morbid disorders. Attention is paid to understanding the issues of diversity and its impact on client welfare, including elder abuse, same-gender abuse, and ethnic differences. This course also presents the challenges of accessing resources in community mental health. Guest speakers/consumers are invited. This course meets the domestic violence and child abuse requirements for MFT and LCSW licensure in California.

## **PPSY 533, Christian Spiritual Formation and Psychotherapy, 3 Units**

This course will provide an historical overview of Christian Spirituality, which is understood as ways of expressing devotion to God. As background for discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology, spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

## **PPSY 551, Theories of Psychotherapy, 3 Units**

This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Established schools of thought, the recovery model, evidence-based and promising practices and their immediate descendants are presented through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks.

## **PPSY 552, Human Sexuality and Sex Therapy, 3 Units**

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate biological, psychological, social, and moral perspectives of the theories of sexual development and functioning, including issues of heterosexuality, homosexuality, gender identity, and transgender. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marriage and sex therapy.

## **PPSY 555, Career Development Theories and Techniques, 3 Units**

This course provides a comprehensive review of career development theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling is emphasized. A focus on the relationship of career to other issues in counseling is addressed.

## **PPSY 557, Couples Therapy, 3 Units**

This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions of several theoretical models and are introduced to psychological instruments used in couples therapy. Emphasis is placed on how couples therapy attends to diversity issues such as ethnicity, spirituality, and cultural considerations within the clinical setting. Legal and ethical issues pertaining to couples therapy are integrated into treatment considerations.

## **PPSY 558, Advanced Developmental Psychology, 3 Units**

The purpose of this course is to help students learn to utilize a lifespan perspective in their work as marriage and family therapists. The course focuses on the important developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low educational attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities.

**Prerequisite:** Human Development or equivalent

## **PPSY 561, Child and Adolescent Therapy, 3 Units**

This course provides an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities are presented, providing the student with an opportunity to develop knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of the development aspects, family dynamics, social environments, and multicultural issues are addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

## **PPSY 563, Psychopathology, 3 Units**

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage, and family dysfunction. Students develop diagnostic skills through a master of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM 5), and review available community resources for those with severe mental disorders.

## **PPSY 571, Family Therapy, 3 Units**

This course is an overview of current theories and methods of family therapy interventions. There is an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families) during the clinical hour. The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

## **PPSY 572, Research Methodology, 3 Units**

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course provides students with the basic knowledge and experience of conducting psychological experiments and how and when to use statistical procedures. Students build skills in how to apply clinical outcome research to clinical treatment planning and interventions. Sensitivity to issues of diversity in psychological research is stressed.

## **PPSY 577, Psychological Assessment, 3 Units**

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing techniques. Emphasis is on developing skills in administering tests, interpreting test findings, and applying test findings through report writing. Current research regarding psychological testing is also reviewed.

## **PPSY 580, Introduction to Clinical Practice: Basic Skills, 3 Units**

This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play, and student audio/ videotaped clinical practice. A grade of B or better must be achieved in order to advance to PPSY 581.

## **PPSY 581, Introduction to Clinical Practice: Advanced Skills, 3 Units**

This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

**Prerequisite:** PPSY 580

## **PPSY 582, Group Skills, 3 Units**

This course introduces students to the theories and techniques utilized in group counseling. The course includes information about principles of group dynamics, group process, and developmental stages. Students explore the therapeutic factors of group work and group leadership style. Content also includes current research and literature, methods, and evaluation of effectiveness. Ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style are addressed.

**Prerequisite:** PPSY 580 and PPSY 581

## **PPSY 585, Psychobiology and Psychopharmacology, 3 Units**

This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

## **PPSY 592, Introduction to Clinical Placement, 1 Unit**

This course is designed to support and equip students with entry-level practice management skills for clinical placement within community mental health and private practice settings. Students develop knowledge and gain practice in identifying diagnoses, presenting problems, documentation, and treatment planning. This course also provides program oversight of students' clinical placement experiences.

**Prerequisite:** PPSY 580 and PPSY 581

## **PPSY 593, Clinical Consultation, 1 Unit**

This course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload, and to provide program oversight of clinical placement experience.

**Prerequisite:** PPSY 597, PPSY 598, and current placement in a clinical site

## **PPSY 595, Special Topics, 1-6 Units**

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. The unit values of these courses range from 1-6 unit credits, depending upon the specific contact hours and workload involved in the course.

## **PPSY 597, Clinical Placement I, 3 Units**

This course provides oversight of students' clinical placement and supervision experiences. The course focuses on enhancing students' clinical skills and knowledge of the interpersonal process of psychotherapy. Special attention is given to case management issues, documentation, community-based resources, health promotion, legal and ethical issues, and treatment planning. Treatment planning, from the perspective of the recovery model and other theoretical approaches, includes instruction and practice in determining the presenting problem, diagnosis, prognosis, client goals, and clinical interventions. Clinical skills, the processes of psychotherapy and supervision are addressed through experiential learning, readings, discussion, reflection and assignments. This course also provides students with a forum for discussing their clinical caseload (individuals, children, couples, families, and groups) and their interaction with placement supervisors. Students must be serving at an approved training site to be enrolled in this course.

## **PPSY 598, Clinical Placement II, 3 Units**

This course is an adjunct to the student's clinical placement. It builds on PPSY 597 to provide oversight and consultation for the student's clinical placement, and the further development of clinical skills. The course focuses on management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from a public mental health and private practice perspective. The final evaluative component of the MFT program, the clinical comprehensive exam, is taken at the conclusion of this course. Students must be serving at an APU-approved training site to be enrolled in this course.

**Prerequisite:** PPSY 597

## **PPSY 599, Readings in Psychology, 1-4 Units**

## **PPSY 786, Global Psychology, 2 Units**

This course provides a systematic overview of existing approaches to working globally. Theory, research, and intervention are highlighted, and the history of globalization, current trends, and common problems and issues are examined. Students are encouraged to develop their clinical skills in applying psychology to significant global concerns in diverse countries and cultures and practically apply their knowledge during an intensive, three-week practicum in Kenya, East Africa.

## **Faculty**

### **Chair; Program Director (Azusa Campus)**

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### **Clinical Director (Azusa Campus)**

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Joy Bustrum (<http://www.apu.edu/faculty/jbustrum/>), Psy.D.

## **Associate Professor**

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Samantha Ferreira, M.A., LMFT

Jill Morgan, Ph.D.

Summer Richards, M.A., LMFT

# Certificate in Substance Use Disorders

The Substance Use Disorders Certificate (<https://www.apu.edu/bas/programs/substance-use-disorders-certificate/>) is designed for students already enrolled in the MFT program, and for program alumni wishing to return and enhance their knowledge base. The certificate comprises 11 additional units taken over the course of a year, allowing students time to work in the field while gaining expertise. This program expands on the skills and knowledge needed to improve the health and wellness of individuals struggling with substance use, giving students access to a competency that historically has been afforded only to those working in the substance use disorder field.

Students who have not already taken PPSY 511 as part of the MFT program must complete it as part of their certificate.

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| PPSY 511    | Addictions, Assessment, and Interventions  | 3     |
| PPSY 513    | Substance Use Disorders II: History, Support, and Promising Practices                        | 3     |
| PPSY 514    | Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment  | 3     |
| PPSY 515    | SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices | 3     |
| PPSY 516    | Legal and Ethical Issues in Substance Use Disorders  | 1     |
| PPSY 517    | Motivational Interviewing with the SUD Population  | 1     |
| Total Units |  | 14    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# M.A. in Clinical Psychology: Marriage and Family Therapy (MFT)

## Mission Statement

The MFT program (<https://www.apu.edu/mft/>) is dedicated to the education and training of competent, self-aware, and culturally sensitive family therapists. Using a foundation in Christian faith, a systemic family psychology approach, and an integration of theories of psychotherapy, students explore personal, ethical, and social values as they prepare to serve the needs of their communities.

## Licensed Professional Clinical Counselor (LPCC) Option

The MFT program offers one additional course that provides for students interested in dual licensure as an LPCC and an MFT. Coursework meets California education requirements for both licenses.

## Gottman Couples Therapy Level 1 Certificate

The Couples Therapy course includes the completion of Gottman Level 1 training, which equips students with new insight into couples' struggles using research-based assessments and effective interventions based on the Gottman Sound Relationship House Theory. Students receive a certificate of completion and are then eligible to take the Level 2 training.

## Substance Use Disorders Certificate

Upon completion of the MFT program, students may choose to take 11 additional units that fulfill the requirements for a certificate in substance use disorders. This certificate allows students to establish a competency that historically has been afforded only to those working in the substance use disorders field. As primary care physicians, mental health providers, and substance use treatment providers coalesce into whole-person care, you will be a part of cutting-edge treatment.

## Program Goals

### Diversity

Students will recognize the importance of diversity and its impact on clinical practice. Students will be equipped with awareness of beliefs and customs of diverse cultural groups and how to implement this knowledge when treating clients and interacting with agency personnel.

### Identity Formation

Students will articulate their personal narrative inclusive of values, beliefs, behaviors, and traditions of faith that inform their worldview.

### Ethical Practice

Students will understand the ethical guidelines and legal requirements within the field of marriage and family therapy. Students gain knowledge of when to use resources and seek consultation if faced with ethical or legal dilemmas in the context of therapy.

### Competency

Students will be trained to become practitioners in marriage and family therapy with professional competencies in relationship, intervention, diversity, integration of faith and practice, and systemic family psychology.

## Admission

Admitted students typically begin in the fall semester. To be considered for fall enrollment, the deadline for submission of a completed application is March 1. Students who apply earlier will be given priority consideration for admission.

Applicants may also apply to begin in the spring semester. The deadline for submission of a completed application for spring enrollment is October 1. Applicants for the spring semester will be considered based on space available at the Azusa campus and the Orange County, San Diego, and Inland Empire regional campuses.

Admission to the program does not guarantee that students will obtain a license or credential in marriage and family therapy or as an LPCC. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with Azusa Pacific University and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., Social Security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. Azusa Pacific will not refund tuition, fees, or any associated costs to students who determine, subsequent to admission, that they cannot meet licensure or credentialing requirements.

## Application Requirements

- To be admitted into the program, students must hold a bachelor's degree from a regionally accredited university or college (or an equivalent degree from a college or university in another country) with a minimum 3.0 grade-point average on a 4.0 scale. At the discretion of the university, a higher professional degree such as an M.D. or D.C. may be accepted as a substitute for the bachelor's degree.
- Students who enter the program with a bachelor's degree in a major other than psychology will be required to take Abnormal Psychology with a grade of *B* or better before beginning the program. Prerequisites may be waived on an individual basis.
- International applicants whose first language is not English must submit an iBT (internet-based TOEFL) score of 90 minimum; the minimum subsets are: Reading 22, Speaking 22, Listening 22, and Writing 24. Students may also submit results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Because written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. If applicants do not meet the minimum requirement, they must go through the American Language and Culture Institute (ALCI) (<http://www.apu.edu/international/alci/>) first to raise their proficiency. Students may be mandated to go to ALCI if they are not meeting the language and writing standards for the program.

## Personal and Group Psychotherapy

During the course of the program, students must complete 40 hours of individual psychotherapy. Students have the option of completing 20 sessions (40 hours) of group therapy in lieu of 20 of the 40 required individual psychotherapy hours.

## Clinical Placement

Students develop therapeutic skills through required hours of direct clinical experience. Clinical placements may range from 12-30 months depending upon course track sequences.

While students are responsible for securing a placement site, assistance is provided by the director of clinical training, site directors, and in the Introduction to Clinical Practice courses. In addition, students receive support from and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFT and LPCC requirements in California. To ensure the highest quality in clinical placements, the director of clinical training maintains contact with offsite supervisors and evaluates the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the degree program.

Students are required to obtain 300 hours of direct client experience for the MFT license, and 300 hours of direct client experience for the LPCC license. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFT licensure in California. Hours for the LPCC license begin postgraduation.

## Comprehensive Examination

As a final evaluative component of the MFT program, each student must pass the Comprehensive Examination, which includes two elements:

1. A law and ethics exam
2. A clinical exam

Failure to pass the Comprehensive Examination may prevent graduation from the program.

## Program Locations

The Department of Marriage and Family Therapy offers its master's degree program on APU's Azusa campus as well as at the Orange County, San Diego, and Inland Empire regional campuses. More information may be obtained by contacting the program director, the local site administrator, or a program representative.

### Azusa Campus

Program Administrator and Director: Vicki Ewing, M.A., MFT  
 vewing@apu.edu  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000  
 (626) 815-6000, Ext. 5523

### Orange County Regional Campus

Director: Melissa Zwart, M.S. M.A., LMFT  
 mzwart@apu.edu  
 1915 Orangewood Ave., Suite 100

Orange, CA 92868-2046  
(714) 935-0260

### San Diego Regional Campus

Director: Aimee Vadnais, Psy.D., MFT  
avadnais@apu.edu  
5353 Mission Center Rd., Suite 300  
San Diego, CA 92108-1306  
(619) 718-9655

### Inland Empire Regional Campus

Director: Hilary Catling, M.A., LMFT  
hcatling@apu.edu  
375 W. Hospitality Lane  
San Bernardino, CA 92408  
(909) 888-9977

## Course Requirements

The degree must be completed in a minimum of two years and a maximum of six. Any extensions beyond six years must be requested as an exception to APU policy and must be submitted in writing on an Academic General Petition. A three-year course of study is recommended for most working students. The program is composed of 63 units of coursework. A maximum of 12 units of selected coursework, which meet the following criteria, may be transferred:

- Taken within the past eight years and completed with a grade of *B* or better
- Obtained at a regionally accredited institution
- Received from a graduate program in clinical psychology, counseling psychology, or marriage and family therapy
- Acceptable for California MFT licensing requirements
- Approval by the program director

Students in the program must maintain a 3.0 GPA with no course grade lower than a *C-*. Course resulting in grades lower than a *C-* will be retaken. In order to graduate, students may not have more than two instances of a *C+/-* on their transcript. If a student receives a third *C+/-*, the student will be required to retake one of the courses and receive a *B-* or better.

A student who receives two NO CREDIT grades in a CREDIT/NO CREDIT course (e.g., PPSY 593) will be referred to the Clinical Training Committee (CTC), which will meet to review the student's situation and issue a recommendation. The CTC recommendation may include: 1) academic and/or clinical probation, 2) postponing clinical placement, 3) a recommended leave of absence, or 4) dismissal from the program.

| Code                        | Title  | Units        |
|-----------------------------|--|--------------|
| <b>Program Requirements</b> |  | <b>63-66</b> |
| PPSY 510                    | Psychotherapy and Cultural Diversity                   | 3            |
| PPSY 511                    | Addictions, Assessment, and Interventions <sup>1</sup> | 3            |
| PPSY 512                    | Legal, Ethical, and Moral Issues in Therapy            | 3            |
| PPSY 525                    | Crisis and Trauma in Community Mental Health           | 3            |
| PPSY 533                    | Christian Spiritual Formation and Psychotherapy        | 3            |
| PPSY 551                    | Theories of Psychotherapy                              | 3            |
| PPSY 552                    | Human Sexuality and Sex Therapy                        | 3            |
| PPSY 557                    | Couples Therapy  | 3            |
| PPSY 558                    | Advanced Developmental Psychology                      | 3            |
| PPSY 561                    | Child and Adolescent Therapy                           | 3            |
| PPSY 563                    | Psychopathology  | 3            |
| PPSY 571                    | Family Therapy   | 3            |
| PPSY 572                    | Research Methodology                                   | 3            |
| PPSY 577                    | Psychological Assessment                               | 3            |
| PPSY 580                    | Introduction to Clinical Practice: Basic Skills        | 3            |
| PPSY 581                    | Introduction to Clinical Practice: Advanced Skills     | 3            |
| PPSY 582                    | Group Skills   | 3            |
| PPSY 585                    | Psychobiology and Psychopharmacology                   | 3            |
| PPSY 592                    | Introduction to Clinical Placement                     | 1            |

|   |  |              |
|---|--|--------------|
| PPSY 593  | Clinical Consultation <sup>2</sup>   | 1            |
| PPSY 595  | Special Topics <sup>3</sup>  | 1            |
| PPSY 597  | Clinical Placement I   | 3            |
| PPSY 598  | Clinical Placement II  | 3            |
| <b>Optional Certificate in Substance Use Disorders <sup>1</sup></b> |  | <b>11</b>    |
| PPSY 513  | Substance Use Disorders II: History, Support, and Promising Practices                        | 3            |
| PPSY 514  | Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment  | 3            |
| PPSY 515  | SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices | 3            |
| PPSY 516  | Legal and Ethical Issues in Substance Use Disorders  | 1            |
| PPSY 517  | Motivational Interviewing with the SUD Population  | 1            |
| <b>Optional Electives</b>   |  | <b>0-5</b>   |
| PPSY 555  | Career Development Theories and Techniques   | 3            |
| PPSY 786  | Global Psychology <sup>4</sup>   | 2            |
| <b>Total Units</b>  |  | <b>63-82</b> |

<sup>1</sup> Students who elect to take the optional concentration in substance use disorders must complete the master's degree prior to enrolling in the concentration coursework. Additionally, PPSY 511 must have been completed with a grade of *B-* or better, and students must have completed their practicum at an APU-affiliated substance use disorder clinical placement site. Upon completion of the concentration, students receive a Substance Use Disorders Certificate.

<sup>2</sup> Students who have not completed their hours of experience must enroll in this course until their hours are completed. This course may be taken up to three times. Students who have already completed their hours of experience are not required to take this course.

<sup>3</sup> This course must be taken twice during a student's course of study, with different special topics.

<sup>4</sup> To participate in this course, students must apply and be accepted to it. Due to international requirements, other policies may be applicable.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Diversity: The program will produce graduates who can apply their knowledge of family therapy in a culturally appropriate manner to a wide range of demographic groups.
2. Identity Formation: The program will produce graduates who demonstrate an awareness of their personal narrative and how it impacts their contribution to the field of marriage and family therapy.
3. Ethical practice: The program will produce graduates who will become clinicians who are ethically grounded, demonstrate integrity, and operate within the laws of the profession.
4. Competency: The program will prepare graduates to effectively utilize a variety of theoretical approaches to marriage and family therapy.

# Department of Physical Therapy

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org/>)
- The Doctor of Physical Therapy program at Azusa Pacific University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (<http://www.capteonline.org/>), 1111 North Fairfax Street, Alexandria, VA 22314-1488; telephone: (703) 684-2782; email: [accreditation@apta.org](mailto:accreditation@apta.org).

Learn more about the Department of Physical Therapy. (<http://www.apu.edu/bas/physicaltherapy/>)

## Programs

### Doctoral Programs

- Doctor of Physical Therapy (DPT) (p. 623)
- Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science (p. 627)

### Fellowship

- Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance (p. 629)

## Courses

### PT 502, Professional Relationships, 2 Units

(30 contact hours) This course introduces the role of the physical therapist as a professional health educator. Emphasis is on developing interpersonal and communication skills in relation to the interaction between therapist and patient, other health professionals, and within groups.

### PT 506, Seminar I, 2 Units

(30 contact hours) This course introduces the student to the physical therapy profession. Historical and legal issues, as well as practice settings and health care trends are addressed. Emphasis is placed on professional development and responsibility of the physical therapist as a lifelong learner.

### PT 558, Research Methods in Physical Therapy, 3 Units

This course introduces the student to the concepts of Physical Therapy research. A survey of major research methods is conducted and statistical methods are examined.

### PT 572, Pharmacology, 3 Units

This is an introduction to pharmacology which includes pharmacokinetics and pharmacodynamics. Emphasis is on drugs commonly encountered during rehabilitation. Side effects that alter physical performance and drug effects influenced by exercise are studied.

### PT 701, Human Anatomy, 8 Units

This is a 16-week intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy are explored utilizing lectures, classroom demonstrations, human cadaver dissections, dissection videos, and hands-on functional demonstrations. Biomechanics are studied from functional and clinical approaches. Emphasis is on histology, head, neck, upper extremity, and thorax during the first half of the term; emphasis in the second half is on the spine, pelvis, lower extremity, spinal cord, and internal organs.

**Corequisite:** PT 702

### PT 702, Clinical Skills I, 6 Units

First in a series of courses designed to examine basic evaluation and clinical skills of the physical therapist, this course focuses on objective techniques of assessment for the upper and lower extremity and spine through measurement of range of motion (ROM), muscle testing (MMT), general neurological screening, and palpation. Kinesiology of all joints is studied from functional and clinical approaches, concluding in the assessment of normal gait mechanics. An introduction to body mechanics and documentation is provided to prepare the student for safe clinical practice. Learning takes place through laboratory activities, homework, online videos, and practical examination using a problem-solving approach.

### PT 703, Clinical Neuroscience, 6 Units

This course covers in depth the anatomy and physiology of the central and peripheral nervous systems and neuromuscular function, serving as a foundation for PT 704. It includes correlation of pathology with neurological symptoms and diagnostic tests.



## **PT 704, Neurorehabilitation, 8 Units**

This course focuses on developing skills used for differential diagnosis, functional evaluation, treatment theory, and management of neurologically impaired adults. Students examine the neurophysiologic rationale for treatment approaches commonly used in physical therapy for neurologically impaired patients. Emphasis is placed on integration and development of hands-on skills in a laboratory setting. Major areas investigated include spinal cord injury, stroke, traumatic brain injury, Parkinson's disease, polyneuropathies, and common degenerative diseases.

## **PT 705, Orthopedics I, 8 Units**

This course emphasizes the general principles and methodology of rehabilitation of orthopedic patients. Examination of the spine and lower quarter is emphasized. Mobilization, therapeutic exercise programs, and complete evaluation, treatment, and documentation are addressed specifically per diagnosis.

## **PT 711, Wellness, 3 Units**

This course focuses on the promotion of optimal health, and disease and injury prevention, in the general adult and pediatric populations. It addresses screening techniques and risk assessment, as well as tests and measures related to aerobic capacity, balance, flexibility, strength and endurance, and posture. Findings are applied to exercise prescription.

## **PT 724, PT Clinical Skills II, 3 Units**

(60 contact hours) This is the second in a series of clinical skills courses and discusses the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on physical agents in relation to treatment.

## **PT 726, PT Clinical Skills III, 2 Units**

This clinical skills laboratory course involves 45 contact hours and introduces students to assistive devices, bed mobility, and transfer training. Students perform measurement, selection, and adaptation of assistive devices, and implement bed mobility and transfer training based on patient diagnosis and need. Emphasis is on patient safety with handling, as well as body mechanics and safety of the therapist. Information is reiterated with laboratory activities, case studies, and a practical and written examination using a problem-solving approach.

## **PT 742, Prosthetics and Orthotics, 2 Units**

(60 contact hours) This course provides foundational knowledge of the types, uses, and fitting of prosthetic and orthotic devices. Rehabilitation intervention is addressed in regard to functional use, measurements, care, adjustments, precautions, and patient education for the appropriate device. Case studies, literature review, lecture, problem-solving models, videos, and laboratory practice are used.

## **PT 744, Professional Ethics, 2 Units**

Students in this course examine the major ethical issues affecting physical therapists and the healthcare profession. It involves an exploration of ethical decision making through examination of moral development, ethical theories and worldviews with specific instruction in ethical problem solving, application of the physical therapy code of ethics, as well as analysis of ethical dilemmas and case studies. Through class and small group discussions the student will examine his/her own moral values, be able to identify ethical problems and dilemmas and effectively evaluate and determine a moral course of action. It will include the ethical obligation for patient and professional advocacy as well as guidelines in spiritual care.

## **PT 748, Orthopedics II, 4 Units**

This course emphasizes the general principles and methodology of rehabilitation of orthopedic patients. Examination of the shoulder, elbow, wrist, hand, and temporomandibular joint is emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation are addressed specifically per diagnosis.

## **PT 750, Comprehensive Exams, 1 Unit**

This course gives the student an opportunity to demonstrate their qualifications to enter the clinical section of their physical therapy education.

## **PT 752, Cardiopulmonary Patient Management, 3 Units**

This course presents basic cardiac and pulmonary pathology and theories leading to decision-making skills in cardiopulmonary rehabilitation. Presentation of case studies reinforces management of patients with cardiopulmonary dysfunction. Practical application of theoretical concepts is emphasized.

## **PT 754, General Medicine, 3 Units**

This course gives students experience in the management of general medicine patients with acute, chronic, and terminal diseases. The laboratory portion of the course assists in developing clinical skills and reasoning to determine appropriate and safe therapeutic procedures and protocols for this population.

## **PT 760, Pediatrics, 4 Units**

This course provides the background knowledge needed to assess functional status, evaluate, and develop appropriate treatment programs for infants and children from premature birth to adolescence. Lab sessions allow for observation and assessment of typical development and the opportunity to experience a variety of intervention strategies.

**PT 762, Seminar II, 2 Units**

(30 contact hours) The clinical performance instrument is reviewed in this course, and written and oral communication skills specific to the clinic are refined. Expectations of clinical professional behavior are also emphasized. The student presents an in-service on a specific evaluation or treatment approach to be used in the clinic, incorporating lecture and lab into instruction. The student's performance is self assessed, peer assessed, and evaluated by the instructor.

**PT 764, Current Concepts in Chronic Pain, 2 Units**

In this course students participate in evidence-based discussions incorporating critical appraisal of the evidence, as well as in critical problem solving discussions with case studies. Students also discuss and apply knowledge of abnormal pain mechanisms to common case scenarios incorporating lecture material with current evidence. Further, students evaluate their problem solving strategies through self reflective assignments, peer interaction and evaluation by the course instructor to facilitate self directed learning.

**PT 768, Administration, 3 Units**

(75 contact hours) This course presents the basic components of administration, financial and staff management, marketing strategies, and public relations for clinical directors and/or owners. Administrative and contractual legal issues and reimbursement mechanisms are explored.

**PT 771, Clinical Experience I, 9 Units**

PT 771, PT 773, and PT 775 are three clinical experiences which provide integration of prior didactic work with full time clinical exposure under the supervision of a licensed physical therapist. Courses may be taken in any order as offered in the curriculum.

**PT 773, Clinical Experience II, 9 Units**

PT 771, PT 773, and PT 775 are three clinical experiences which provide integration of prior didactic work with full time clinical exposure under the supervision of a licensed physical therapist. Courses may be taken in any order as offered in the curriculum.

**PT 774, Capstone I, 3 Units**

In the first of the capstone course series, students choose a clinical question of interest and conduct an extensive literature review.

**PT 775, Clinical Experience III, 9 Units**

PT 771, PT 773, and PT 775 are three clinical experiences which provide integration of prior didactic work with full time clinical exposure under the supervision of a licensed physical therapist. Courses may be taken in any order as offered in the curriculum.

**PT 775A, Clinical Experience III, 5 Units**

This is the third of three clinical rotations providing the opportunity for integration of prior didactic work with full-time clinical exposure (480 contact hours) under the supervision of a licensed physical therapist.

**PT 775B, Clinical Experience III, 5 Units**

This is the third of three clinical rotations providing the opportunity for integration of prior didactic work with full-time clinical exposure (480 contact hours) under the supervision of a licensed physical therapist.

**PT 776, Capstone II, 3 Units**

In this, the second course in the capstone series, research of the clinical question continues through faculty-supervised collection and synthesis of data.

**PT 778, Diagnostic Imaging, 3 Units**

(45 contact hours) This course familiarizes the Doctor of Physical Therapy student with the indications, instrumentation, and clinical interpretation of orthopedic imaging techniques including plane film X-ray, magnetic resonance, computerized tomography, and radioisotope imaging. Selection protocols for each are discussed to acquaint the student with advantages and disadvantages of each method and what type of information each technique best presents. This course focuses on the clinical interpretation and practical integration of imaging data into rehabilitation treatment regimen design and communication with other medical professionals.

**PT 779, Special Topics II, 2 Units**

This is the second of two courses that examine specialized topics/techniques of current interest for physical therapists. Material includes men's and women's health, performing artist dysfunction, sport-specific taping and rehabilitation, and on-field support for athletes. Lectures and hands-on lab sessions give students opportunities to evaluate and to develop and administer a plan of care in each of the specialty areas, under faculty supervision.

**PT 781, Integrated Clinical Education, 1 Unit**

This course allows students to integrate didactic learning with a part-time clinical experience under the supervision and mentorship of a licensed physical therapist.

**PT 783, Integrated Community Service, 0 Units**

In this course, students integrate didactic and clinical learning with clinical service to the global or local community under the mentorship and supervision of a licensed physical therapist.

## **PT 785, Advanced Patient Management, 2 Units**

This is the last in a series of patient management courses. Within a strong clinical reasoning framework, students evaluate and plan intervention strategies for more complex patient problems, as well as for patient impairments complicated by the involvement of multiple other factors/systems. Students integrate analysis skills, manual skills, motor control and motor learning concepts, therapeutic exercise, physical agents, and patient education into the management of the patient's movement. In addition to refining their existing skills, students are introduced to more advanced examination and intervention techniques. Students also employ clinical reasoning to formulate management plans that require prioritization and collaboration with the patient/client in order to accommodate environmental, financial, cultural, psychosocial, and time-restriction factors typical of current clinical practice. The patient problems encountered and analyzed throughout the course, and the clinical reasoning process applied to all components of these clinical problems, facilitate the development of clinical reasoning and clinical pattern recognition.

## **PT 790, Physical Diagnosis Screening, 4 Units**

This course prepares students to utilize various methods of physical examination to identify which pathologies are and are not amenable to physical therapy intervention. Students gain experience with EKG interpretation, heart and lung sounds, otoscopic and ophthalmic examination, basic hematological and serum chemistry analysis, HEENT exams, peripheral vascular exams, psychological screening, abdominal palpation, and dermatological examination.

## **PT 794, Fellowship I, 2 Units**

This course is an integration of key movement approaches advocated by Shirley Sahrman PT, Ph.D.; Vladimir Janda, MD, D.Sc.; and Pavel Kolar, PT, Ph.D., focusing on specific movement impairments in the spine and upper and lower quarters, including the interaction between the central nervous system and motor system in the production of movement, stability, and/or controlled mobility. This course also includes instruction in principles of biomechanics, ergonomics, and body proportions and their relationship to movement impairments that limit optimal performance of function.

## **PT 795, Fellowship II, 3 Units**

This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues including chronic pain. Application of the movement approach and strength and conditioning are applied to athletes with focus on running, rotation and overhead sports, contact sports, and performing artists.

**Prerequisite:** PT 794

## **PT 796, Fellowship III, 3 Units**

This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues, including rotation and overhead sports, contact sports, and performing artists. Application of the movement approach and strength and conditioning are applied to athletes.

## **PT 797, Fellowship IV, 2 Units**

This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues including concussions and vestibular issues.

**Prerequisite:** PT 796

## **PT 798, Special Topics I, 2 Units**

This is the first of two courses which examine specialized topics/techniques of current interest for physical therapists. This course includes topics of movement science, basic taping techniques for the orthopedic and neurologic populations, ergonomics, wound care and lymphedema management. Lecture and hands on lab sessions will provide opportunities for the student to evaluate, develop and administer a plan of care in each of the specialty areas under faculty supervision.

## **PT 799, Independent Study, 1-6 Units**

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

## **RMS 701, Foundations of Rehabilitation and Movement Science, 3 Units**

This course provides the foundation for doctoral studies and careers in the field of rehabilitation and movement science, equipping students with fundamental knowledge, principles, and primary concepts underlying the field, historical perspectives and current models of health care, and new areas of study being explored. The course is divided into two parts: the first provides the framework necessary for understanding the field, and the second uses a mixture of lectures and independent learning to explore the subspecialties of each student.

## **RMS 702, Basic Biostatistics I, 4 Units**

This course focuses on introductory and advanced analysis of variance (ANOVA) methods and their relation to rehabilitation and movement science research. Advanced ANOVA methods covered in this course include repeated measure, mixed design, ANCOVA, and MANOVA. Specifically, students learn to implement, analyze, and report ANOVA findings for APA-style journal publications. Use of SPSS and R is emphasized.

**Corequisite:** RMS 702L

### **RMS 702L, Basic Biostatistics Lab, 1 Unit**

In this course, the lab component to RMS 702, students apply the statistical analysis knowledge from RMS 702 to computational procedures using SPSS and R.

**Corequisite:** RMS 702

### **RMS 703, Teaching, Learning, and Assessment Theory and Methods, 3 Units**

This course equips future academicians with knowledge and skills in teaching, learning, and assessment, preparing them to fulfill their roles as instructors in a way that promotes high levels of student engagement and growth. Students in this course develop a coherent personal philosophy of teaching and learning, and create a unit of study reflecting that philosophy that includes meaningful assessments of learning.

### **RMS 704, Research for the Rehabilitation and Movement Scientist, 3 Units**

This course introduces the concepts of research in rehabilitation and movement science: research design and statistical methods, critical evaluation of published research relevant to rehabilitation science, scientific writing, and preparation for conducting clinical research.

### **RMS 705, Instrumentation and Outcome Measures, 3 Units**

This course covers the basic principles of how to design and utilize outcome measures and instrumentation, and how to scrutinize their psychometric properties. In addition, students gain greater insight on how to select the outcome measure(s) and instrumentation they intend to use in their Ph.D. field of study.

### **RMS 706, Leadership Theories Applied to Rehabilitation Education and Administration, 3 Units**

Students in this course explore leadership theories related to organizational leadership and apply them to the context of higher education. In doing so, students discover and define their individual leadership philosophy and competency model.

### **RMS 707, Ethics in Education and Research, 3 Units**

This course provides a foundation for future educators and researchers to promote responsible conduct in education, health care, and research. Students become familiar with current issues and debates in healthcare education and research ethics, and prepare for the kinds of ethical issues and federal requirements they will encounter throughout their careers. The course starts with a review of the history of and debate over ethics and research, focusing on those involved in the healthcare field and analyzing the various ethical dimensions of different types of research and academia in health care, in particular informed consent, risk-benefit assessment, ethical review, and research with special populations. It then offers the opportunity to study, in more detail, subjects such as research with children and animals, ethics review committees, and research integrity.

### **RMS 708, Literature Appraisal: Systematic Reviews and Meta-analysis, 3 Units**

This course helps students develop important skills in engaging with the literature in the field. Students systematically extract the relevant literature in an area of interest, develop protocols, then critically appraise and succinctly summarize the main findings and relate them to the focus of their doctoral study.

### **RMS 709, Grant and Scientific Writing, 3 Units**

Students in this course develop valuable skills in designing research studies for grant applications. The course includes a step-by-step introduction to identifying gaps in research and potential funders in the area of interest, crafting research aims and objectives, developing protocols, and creating collaborative grant proposals worthy of funder consideration.

**Prerequisite:** RMS 701, RMS 704

### **RMS 710, Intermediate Biostatistics II, 4 Units**

This course focuses on introductory and advanced regression methods, the latter of which includes hierarchal regression, mediation, moderation, and logistic regression. Students learn to implement, analyze, and report regression findings for APA-style journal publications. Use of SPSS and R is emphasized.

**Prerequisite:** RMS 702;

**Corequisite:** RMS 710L

### **RMS 710L, Intermediate Biostatistics Lab, 1 Unit**

In this course, the lab component to RMS 710, students apply the statistical analysis knowledge from RMS 710 to computational procedures using SPSS and R.

**Corequisite:** RMS 710

### **RMS 711, Concentration Independent Inquiry I, 3 Units**

This independent inquiry course is designed by the Ph.D. student and approved by the instructor. The course covers an area of inquiry - via a research, reading, study, or learning activity - that contributes a dimension of knowledge or understanding to the student's doctoral focus in addition to that provided in the general program curriculum.

## **RMS 712, Mixed Methods, 4 Units**

This course provides an in-depth study of how to plan, conduct, and analyze studies that use mixed-methods research designs, including correlational, survey, and qualitative methods. Students identify core areas of mixed-methods research in behavioral and applied sciences research and begin building a strong research concept about those areas. This course also emphasizes scale development methods used in behavioral and applied sciences.

## **RMS 713, Teaching Practicum, 3 Units**

This is an independent inquiry course in which a student works with a faculty mentor to design and develop lecture content, learning outcomes, and assessment methods for either a preprofessional course or a professional or postprofessional curriculum including program outcomes.

**Prerequisite:** RMS 703

## **RMS 714, Interdisciplinary Topics Seminar I, 1 Unit**

This course introduces the science of motor control/motor learning, including the neuromotor processes that underlie normal and abnormal movement. Theories of motor learning and mechanisms for acquisition of skill are discussed. Neuromotor and neuropsychological research are investigated and clinical implications are considered.

## **RMS 715, Interdisciplinary Topics Seminar II, 1 Unit**

In this course focusing on chronic pain as a multidimensional experience, students examine the roles of physical therapists in the management of patients/clients with chronic pain conditions. Students apply knowledge of the neurophysiological basis of pain-and of the factors that differentiate acute, 'normal' pain from various chronic, 'abnormal' pain mechanisms-to evaluation and intervention strategies, including those incorporating a neuroplastic approach to chronic pain. Other topics addressed, within the context of treating the whole person, are biomedical, biopsychosocial, and environmental factors that predispose to development of chronic pain, and prevention strategies. Students engage in critical appraisal of the evidence and science underlying pain and its management, and utilize case studies in critical problem-solving discussions that incorporate lecture material with current evidence. Students evaluate their problem-solving strategies through self-reflective assignments, peer interaction, and evaluation by the course instructor to facilitate self-directed learning.

## **RMS 716, Interdisciplinary Topics Seminar III, 1 Unit**

This course focuses on the theoretical concepts and methodologies related to the study of biomechanics, and helps students develop a theoretical biomechanical research question informed by scientific evidence and knowledge gained throughout the course. Students review traditional and current biomechanical research methods, with a focus on interpretation of previous research and its application to future research questions, and also examine biomechanical demands on tendons, joints, and muscles, as well as whole-body movement patterns. Students participate in hands-on application using biomechanical assessment tools such as 3D motion capture, force-plates, EMG, dynamometer, and clinically relevant biomechanical tests. They also discuss and analyze a variety of available methods for biomechanical analysis, and design appropriate procedures to assess kinematic and kinetic outcomes.

**Prerequisite:** RMS 705

## **RMS 717, Interdisciplinary Topics Seminar IV, 1 Unit**

In this course, students gain valuable insight and skills in how to detect and manage mental health disorders. Students learn to use screening tools, and also learn about the pathophysiology of conditions, barriers to service delivery, and the roles of the mental health interdisciplinary team.

## **RMS 718, Concentration Independent Inquiry II, 3 Units**

This independent inquiry course is designed by the Ph.D. student and approved by the instructor. The course covers an area of inquiry - via a research, reading, study, or learning activity - that is part of the student's doctoral focus and not already covered in the program.

## **RMS 719, Qualifying Examination and Research Prospectus, 1 Unit**

In this course, students prepare for and complete a qualifying exam and write a research prospectus for a future study. The qualifying exam is composed of an oral presentation of the written research prospectus and a comprehensive written exam.

**Prerequisite:** RMS 701, RMS 702, RMS 702L, RMS 703, RMS 704, RMS 705, RMS 706, RMS 707, RMS 708, RMS 709, RMS 710, RMS 710L, RMS 711, RMS 712, RMS 713, RMS 714, RMS 715, RMS 716, RMS 717;

**Corequisite:** RMS 718

## **RMS 720, Dissertation I: Introduction and Systematic Review, 3 Units**

This course, the first in a series addressing the dissertation, supports students' development of the dissertation proposal, focusing on the preparation and critique of chapter one (the introduction) and chapter two (the literature review).

## **RMS 721, Dissertation II: Methods and Research Proposal, 3 Units**

This course, the second in a series addressing the dissertation, assists students with the continuing development of the first three dissertation chapters and with obtaining Institutional Review Board (IRB) approval, culminating in the proposal defense.

**Prerequisite:** RMS 720

## **RMS 722, Dissertation III: Data Collection, Results, and Analysis, 3 Units**

This course, the third in a series addressing the dissertation, supports students' continued writing of the first four chapters of the dissertation, including data collection, data entry, and analysis.

**Prerequisite:** RMS 720, RMS 721, and successful proposal defense.

## **RMS 723, Dissertation IV: Discussion and Research Defense, 3 Units**

This course, the fourth in a series addressing the dissertation, supports students' completion of the dissertation process, including discussion of the main findings in comparison to published literature, final conclusions, and preparation for the dissertation defense.

**Prerequisite:** RMS 720, RMS 721 and RMS 722

## **RMS 749, Dissertation Continuation I, 1 Unit**

This course is a self-directed continuation of the student's dissertation work on their methods and research proposal. Course may be repeated until the work is complete.

**Prerequisite:** RMS 721

## **RMS 750, Dissertation Continuation II, 1 Unit**

This course is a self-directed continuation of the student's dissertation work. Course may be repeated until the work is complete.

**Prerequisite:** RMS 723

## **Faculty**

### **Department Chair**

Susan Shore (<http://www.apu.edu/faculty/ssshore/>), PT, Ph.D.

### **Program Directors**

Annette Karim (<http://www.apu.edu/faculty/akarim/>), PT, DPT, Ph.D., OCS, FAAOMPT, Ph.D. and Postprofessional Programs

Derrick G. Sueki (<http://www.apu.edu/faculty/dsueki/>), PT, DPT, Ph.D., GCPT, OCS, FAAOMPT, DPT Program

### **Professors**

Kathryn Kumagai Shimamura (<http://www.apu.edu/faculty/kkumagai/>), PT, DPT, NCS, OCS, CSCS, FAAOMPT

Susan Shore (<http://www.apu.edu/faculty/ssshore/>), PT, Ph.D.

Abebaw Yohannes (<http://www.apu.edu/faculty/ayohannes/>), Ph.D.

### **Associate Professors**

Wendy Chung (<http://www.apu.edu/faculty/wchung/>), PT, D.Sc.

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Daniel Farwell (<http://www.apu.edu/faculty/dfarwell/>), PT, DPT, SCS

Chris Patterson (<http://www.apu.edu/faculty/cpatterson/>), PT, DPT, OCS

Michael Wong (<http://www.apu.edu/faculty/mswong/>), PT, DPT, OCS, FAAOMPT

### **Assistant Professors**

Melissa Cole (<http://www.apu.edu/faculty/macole/>), PT, DPT, PCS

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Derrick G. Sueki (<http://www.apu.edu/faculty/dsueki/>), PT, DPT, Ph.D., GCPT, OCS, FAAOMPT

### **Adjunct Faculty**

Elizabeth Ashoff, PT, DPT, NCS

Mark Baker, PT, DPT, OCS

Katherine Finn, PT, DPT, OCS

Clare Frank (<http://www.apu.edu/faculty/cfrank/>), DPT, OCS, FAAOMPT

Valerie Hanson, DPT, PT, DPT, NCS

Jaclyn Harrison, PT, DPT, NCS

Vicky Hu, PT, DPT, CCS, CSCS

Lisa Hwang, PT, DPT, D.Sc.

Louie Labial, PT, DPT

Anne LeMoine, PT, DPT, OCS

Marshall LeMoine, PT, DPT, OCS, SCS, FAAOMPT

Amanda McCoid, PT, DPT

Charmayne Ross, PT, D.Sc.

Claire Smith, PT, DPT, NCS

Ryan Somers (<http://www.apu.edu/faculty/rmsomers/>), PT, DPT

# Doctor of Physical Therapy

For more information: (626) 815-5020

The Doctor of Physical Therapy program (<https://www.apu.edu/bas/programs/dpt/>) is a 3-year (including summers), entry-level professional program emphasizing the scientific basis of human structure and human movement, the spiritual basis of human worth, and the integration of these foundational elements into a comprehensive and problem-solving, evidence- and consensus-based approach to artful evaluation and skillful treatment.

## Mission Statement

The Doctor of Physical Therapy program prepares graduates to practice as competent generalist physical therapists who have a solid foundation for postprofessional specialization. These graduates are guided by Christian principles and ethical values. They are critical thinkers and lifelong learners, supporting the global community and the physical therapy profession by functioning as service-oriented practitioners. They promote excellence in patient care, are guided by a belief in human worth and dignity, and are dedicated to the optimization of human health and function.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Admission Requirements

University graduate and program admission requirements must be met before an application is complete (see Admission to the University (p. 1178)):

1. The applicant must have an officially posted bachelor's degree from a regionally accredited college or university by the time he or she matriculates to APU.
2. Prerequisite courses must be similar in value to courses offered by an accredited four-year college or university. Grades of C or better are required. Science courses must have laboratories. No prerequisite work may be taken on a pass/no pass basis. Hybrid online science courses that combine online lectures and in-person labs may be acceptable. Courses can be taken at any regionally accredited college or university. *All science prerequisite coursework more than seven years old is not accepted.*
3. A cumulative baccalaureate or master's degree GPA of at least 3.0.
4. A cumulative science GPA of at least 3.0 (a science GPA below 3.0 will not be considered for admission).

## Prerequisites

The following prerequisites must be completed by the end of the fall term before entry:

| Code   | Title   | Units |
|--|---|-------|
| BIOLOGY: Four courses  |   |       |
|  | Human Anatomy with lab (required)                   |       |
|  | Human Physiology with lab (required)                |       |
|  | Cell Biology or General Biology with lab (required) |       |
|  | Biology—any additional course (lab not required)    |       |
| CHEMISTRY: One year with lab   |   |       |
|  | General Chemistry or Organic Chemistry              |       |
| PHYSICS: One year with lab (must include electro, hydro, and magnetic physics) |   |       |
| EXERCISE PHYSIOLOGY: One course  |   |       |
| STATISTICS: One course   |   |       |
| PSYCHOLOGY: Two courses  |   |       |
|  | General Psychology (required)                       |       |
|  | Any other Psychology course                         |       |
| HUMANITIES AND ARTS: Three courses   |   |       |
|  | English Composition (required)                      |       |
|  | English Literature                                  |       |
|  | History/Political Science/Sociology                 |       |



Music/Art Appreciation

Philosophy/Ethics

Speech/Communication

#### ADDITIONAL COURSES

(recommended but not required):

Athletic Training

Exercise Science

Kinesiology/Biomechanics

Nutrition

Writing Course

### Other Admission Criteria

- The Department of Physical Therapy participates in the Physical Therapist Centralized Application Service (PTCAS). To apply to the APU DPT program, visit the PTCAS website (<http://www.ptcas.org/>) and follow all instructions. Early applications are encouraged. Final deadline is October 1.
- The DPT program reviews applications on a rolling basis, and acceptances are processed year-round. To ensure consideration for the January start date, completed applications should be submitted early in the admissions cycle.
- International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or [international@apu.edu](mailto:international@apu.edu).
- Submit to PTCAS all supporting documents, including:
  - Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all postbaccalaureate study. Mail transcripts to APU's Graduate and Professional Center only if admitted into the program. (To be considered official, a transcript must be sent directly from the Office of the Registrar of the school attended to the Graduate and Professional Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
  - Three recommendation forms from persons well-suited to evaluate qualifications for graduate study and/or physical therapy: one must be from a registered/licensed physical therapist, and two from faculty members familiar with academic work in areas closely related to the proposed field of study or responsible persons well-informed about relevant work completed by the student.
  - 100 hours of clinical experience in a physical therapy setting.
  - GRE taken within the last five years; submit self-reported GRE scores with PTCAS application and follow up with official scores. Use APU Institution Code 4596 and Department Code 0619.
  - Essay

Students admitted into the DPT program will be required to provide a \$1,200 nonrefundable enrollment deposit to reserve a seat. Deposit is due within 10 days of receipt of the acceptance letter. This will be applied to the first term's tuition fee.

#### If applicable, any additional materials should be submitted to:

Graduate and Professional Center: Admissions  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000

Located at:  
 Azusa Pacific University  
 568 E. Foothill Blvd.  
 Azusa, CA 91702  
 (626) 815-4570  
 Fax: (626) 815-4571  
[gpadmissions@apu.edu](mailto:gpadmissions@apu.edu)  
[apu.edu/gpc](http://www.apu.edu/gpc/) (<http://www.apu.edu/gpc/>)

#### International applicants should send additional forms to:

International Center  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000 USA  
 +1-626-812-3055  
 Fax: +1-626-815-3801  
[international@apu.edu](mailto:international@apu.edu)  
[apu.edu/international](http://www.apu.edu/international/) (<http://www.apu.edu/international/>)

In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated by passing the following minimum international iBT (internet-based TOEFL) scores:

|             |               |
|-------------|---------------|
| Reading: 25 | Speaking: 25  |
| Writing: 25 | Listening: 25 |

All international students must complete international student applications, which must be approved through APU's Office of International Enrollment Services (<http://www.apu.edu/international/enrollment/>).

## Course Requirements

Graduation requirements include maintaining a minimum 3.0 program and cumulative grade-point average (GPA). The calculation is based upon courses taken in fall, spring, and summer semesters. See Grading (p. 1446) and Academic Probation and Dismissal (p. 1423) in the Academic Policies and Procedures (p. 1421) section of this catalog.

| Code          | Title                                | Units |
|---------------|--------------------------------------|-------|
| <b>Year 1</b> |                                      |       |
| <b>Spring</b> |                                      |       |
| PT 502        | Professional Relationships           | 2     |
| PT 506        | Seminar I                            | 2     |
| PT 701        | Human Anatomy                        | 8     |
| PT 702        | Clinical Skills I                    | 6     |
| <b>Summer</b> |                                      |       |
| PT 558        | Research Methods in Physical Therapy | 3     |
| PT 724        | PT Clinical Skills II                | 3     |
| PT 726        | PT Clinical Skills III               | 2     |
| <b>Fall</b>   |                                      |       |
| PT 703        | Clinical Neuroscience                | 6     |
| PT 705        | Orthopedics I                        | 8     |
| PT 752        | Cardiopulmonary Patient Management   | 3     |
| PT 754        | General Medicine                     | 3     |
| <b>Year 2</b> |                                      |       |
| <b>Spring</b> |                                      |       |
| PT 704        | Neurorehabilitation                  | 8     |
| PT 742        | Prosthetics and Orthotics            | 2     |
| PT 748        | Orthopedics II                       | 4     |
| PT 760        | Pediatrics                           | 4     |
| PT 762        | Seminar II                           | 2     |
| PT 781        | Integrated Clinical Education        | 1     |
| <b>Summer</b> |                                      |       |
| PT 750        | Comprehensive Exams                  | 1     |
| PT 572        | Pharmacology                         | 3     |
| PT 771        | Clinical Experience I                | 9     |
| <b>Fall</b>   |                                      |       |
| PT 773        | Clinical Experience II               | 9     |
| PT 778        | Diagnostic Imaging                   | 3     |
| <b>Year 3</b> |                                      |       |
| <b>Spring</b> |                                      |       |
| PT 744        | Professional Ethics                  | 2     |
| PT 764        | Current Concepts in Chronic Pain     | 2     |
| PT 774        | Capstone I                           | 3     |
| PT 776        | Capstone II                          | 3     |
| PT 783        | Integrated Community Service         | 0     |
| PT 790        | Physical Diagnosis Screening         | 4     |
| PT 798        | Special Topics I                     | 2     |

|               |                              |     |
|---------------|------------------------------|-----|
| <b>Summer</b> |                              |     |
| PT 775        | Clinical Experience III      | 9   |
| PT 783        | Integrated Community Service | 0   |
| <b>Fall</b>   |                              |     |
| PT 711        | Wellness                     | 3   |
| PT 768        | Administration               | 3   |
| PT 779        | Special Topics II            | 2   |
| PT 783        | Integrated Community Service | 0   |
| PT 785        | Advanced Patient Management  | 2   |
| Total Units   |                              | 127 |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Deliver physical therapy as competent generalists in a variety of community settings to patients of diverse age, gender and cultural backgrounds.
2. Pursue lifelong learning through professional growth and specialization.
3. Incorporate knowledge of the Christian worldview into their understanding of current ethical, legal, and social issues in professional physical therapy practice.
4. Engage with faculty in clinical research to encourage critical thinking and evidence-based practice.
5. Provide for the medical and spiritual needs of the community as service-oriented practitioners who value human worth and seek to advance total patient care and the optimization of health and function.

# Ph.D. in Rehabilitation and Movement Science

## Mission Statement

The Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science (<https://www.apu.edu/bas/programs/phd-rehabilitation-movement-science/>) program at Azusa Pacific University prepares graduates to practice as academic faculty and clinical researchers in the fields of rehabilitation and movement science. These graduates are guided by Christian principles and ethical values, and are critical thinkers and lifelong learners, supporting the global community and the rehabilitation and movement science profession as service-oriented practitioners. They promote excellence in patient care, are guided by a belief in human worth and dignity, and are dedicated to the optimization of human health and function.

## Requirements

| Code          | Title  | Units |
|---------------|--|-------|
| <b>YEAR 1</b> |  |       |
| <b>Fall</b>   |  |       |
| RMS 701       | Foundations of Rehabilitation and Movement Science                         | 3     |
| RMS 702       | Basic Biostatistics I  | 4     |
| RMS 702L      | Basic Biostatistics Lab  | 1     |
| RMS 714       | Interdisciplinary Topics Seminar I   | 1     |
| <b>Spring</b> |  |       |
| RMS 710       | Intermediate Biostatistics II  | 4     |
| RMS 704       | Research for the Rehabilitation and Movement Scientist                     | 3     |
| RMS 710L      | Intermediate Biostatistics Lab   | 1     |
| RMS 715       | Interdisciplinary Topics Seminar II  | 1     |
| <b>Summer</b> |  |       |
| RMS 705       | Instrumentation and Outcome Measures                                       | 3     |
| RMS 708       | Literature Appraisal: Systematic Reviews and Meta-analysis                 | 3     |
| <b>YEAR 2</b> |  |       |
| <b>Fall</b>   |  |       |
| RMS 707       | Ethics in Education and Research   | 3     |
| RMS 703       | Teaching, Learning, and Assessment Theory and Methods                      | 3     |
| RMS 716       | Interdisciplinary Topics Seminar III                                       | 1     |
| <b>Spring</b> |  |       |
| RMS 711       | Concentration Independent Inquiry I  | 3     |
| RMS 712       | Mixed Methods  | 4     |
| RMS 713       | Teaching Practicum   | 3     |
| RMS 717       | Interdisciplinary Topics Seminar IV  | 1     |
| <b>Summer</b> |  |       |
| RMS 718       | Concentration Independent Inquiry II                                       | 3     |
| RMS 706       | Leadership Theories Applied to Rehabilitation Education and Administration | 3     |
| <b>YEAR 3</b> |  |       |
| <b>Fall</b>   |  |       |
| RMS 709       | Grant and Scientific Writing   | 3     |
| RMS 719       | Qualifying Examination and Research Prospectus                             | 1     |
| <b>Spring</b> |  |       |
| RMS 720       | Dissertation I: Introduction and Systematic Review                         | 3     |
| <b>Summer</b> |  |       |
| RMS 721       | Dissertation II: Methods and Research Proposal                             | 3     |
| RMS 749       | Dissertation Continuation I <sup>1</sup>                                   | 1     |
| <b>YEAR 4</b> |  |       |
| <b>Fall</b>   |  |       |

|               |  |    |
|---------------|--|----|
| RMS 722       | Dissertation III: Data Collection, Results, and Analysis | 3  |
| <b>Spring</b> |  |    |
| RMS 723       | Dissertation IV: Discussion and Research Defense         | 3  |
| <b>Summer</b> |  |    |
| RMS 750       | Dissertation Continuation II <sup>2</sup>                | 1  |
| Total Units   |  | 64 |

- <sup>1</sup> If students do not successfully complete their research proposal at the end of RMS 721 Dissertation II, they must register for RMS 749 Dissertation Continuation I for 1 unit every term until it is successfully completed.
- <sup>2</sup> After enrolling in RMS 722 Dissertation III for one semester, and RMS 723 Dissertation IV for one semester, students must enroll in RMS 750 Dissertation Continuation II for 1 unit each semester from the time their research proposal is accepted until their dissertation is approved for ProQuest submission.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Evaluate literature in rehabilitation and movement science.
2. Disseminate research findings in appropriate venues to inform scholarship in the field.
3. Design and implement ethical research which is innovative and methodologically sound.
4. Provide servant leadership in their individual fields.
5. Examine and apply theories and principles of effective pedagogy to deliver and assess student learning in their discipline.
6. Apply principles of the Christian worldview to the science of education and research in their individual discipline.

# Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance

The Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance (<https://www.apu.edu/bas/programs/clinical-fellowship/>) aims to provide clinical training of physical therapists to accelerate their professional development in becoming a highly skilled patient-care provider, a resource, educator, and mentor to others in the community that they serve and competent consumer and contributor to the scientific literature.

The fellowship's mission is compatible with Azusa Pacific University's Doctor of Physical Therapy (<https://www.apu.edu/bas/programs/dpt/>) mission and vision statements by training physical therapists "to provide quality care to all customers through an open and dynamic learning community where the most advanced knowledge is shared and practiced freely" and by "encouraging critical thinking and evidence-based practice."

It is the intention of Azusa Pacific University:

- To provide highly skilled physical therapy for their student athletes and performing artists as well as for their students attending the university.
- To produce clinicians who demonstrate superior post-professional clinical skills, advanced knowledge in an area of clinical practice, and the ability to function as consultants, advocates, and educators of their peers and patients/clients.
- To increase the number of clinical educators/mentors for future physical therapy interns, fellows, and staff.

## Admission Requirements

Minimal eligibility requirements for acceptance into the program include:

Applications will be reviewed by a selection committee consisting of the fellowship director, clinical faculty, and clinic directors with consideration of the following:

- Current licensure as a physical therapist by the Physical Therapy Board of California
- Completion of a residency in orthopedic physical therapy from an APTA credentialed residency program (equivalent to a minimum of 2,000 hours)
- If not residency-trained, demonstrates an equivalent knowledge and skills in orthopedic physical therapy and has at least 4,000 hours or 2 years of experience

All applicants will be interviewed by the director and clinical mentors of the fellowship. Observation of a live patient clinical exam may be required. The following factors will be taken into consideration when reviewing applicants:

- Academic background
- Postgraduate training
- Clinical experience
- Teaching experience
- Research experience
- Community service

## Course Requirements

| Code   | Title          | Units |
|--------|----------------|-------|
| PT 794 | Fellowship I   | 2     |
| PT 795 | Fellowship II  | 3     |
| PT 796 | Fellowship III | 3     |
| PT 797 | Fellowship IV  | 2     |

Total Units 10

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Demonstrate highly skilled patient care in the movement system.
2. Distinguish themselves as expert movement systems instructors and mentors in the field of physical therapy.
3. Function as competent consumers and contributors to the evidence-based practice of physical therapy.

The program provides clinical training of physical therapists that accelerates their professional development in becoming a:

1. Highly skilled patient-care provider in the area of movement science
2. Resource, educator, and mentor to physical therapy interns, residents, and fellows
3. Leader in the areas of physical therapy practice, education, and community service
4. Competent consumer of and contributor to the evidence-based practice of physical therapy

# Department of Psychology

The Department of Psychology (<https://www.apu.edu/bas/psychology/>) at Azusa Pacific University assists students in developing the skills necessary for the observation, understanding, and analysis of human behavior. In their study of psychology, students are trained to employ systematic methods of inquiry to explain normal and abnormal behavior, examining a number of factors including neural, cognitive, developmental, cultural, interpersonal, and individual differences. Students also engage in the development of their strengths and skills in personal, intellectual, and spiritual areas.

Each faculty member is a committed Christian with an interest in the individual student. As a department, the faculty are committed to preparing students for a wide range of postbaccalaureate work in psychology or related disciplines, and helping students reflect upon the relationship of psychology to the Christian faith. Programs and activities associated with psychology are planned by the faculty, the Psychology Club, and the Psi Chi honor society to create a spirit of community. These activities include graduate school forums in which students interact with Christian psychology professionals, as well as informal gatherings where psychology majors receive information to help them successfully navigate their program requirements, meet other students, and understand career opportunities.

The design of the undergraduate curriculum reflects the extensive breadth of psychology and provides internship experience in applied field or research settings. There are two undergraduate degrees offered: the Bachelor of Arts (B.A.) (p. 649) and the Bachelor of Science (B.S.) in Psychology (p. 655). While the degrees overlap in their core courses, the focuses in terms of elective courses are different—the B.A. program focuses on the applied areas of understanding the human condition, and the B.S. program focuses on the scientific methods used to study behavior, emphasizing research skills.

The department also offers undergraduates a psychology minor (p. 667) and an alcohol and drug counseling minor (p. 665).

At the graduate and professional level, the department comprises an energetic community of scholars equipping students to understand the field of psychology through academically rigorous coursework, hands-on laboratory research, internships with community agencies, and individual research projects. The department offers a Master of Science in Research Psychology and Data Analysis (p. 662), a Master of Science in Child Life (p. 658) (including an Advanced Standing (p. 660) option), a Master of Science in Counseling Psychology with Specialization in Children and Adolescents (p. 661), a bachelor's completion program in psychology (p. 652) for transfer students who have at least 30 units of college credit, and professional minors in psychology (p. 668) and alcohol and drug counseling. (p. 666)

## Mission Statement

The Department of Psychology at APU is a community of Christian scholars who, with their diverse backgrounds and expertise in understanding human behavior in society, are committed to enhancing the development of our students through intellectual challenge, experiential learning, personal growth, and spiritual discovery so that each student develops his or her potential and is prepared for where God is leading them to serve.

## Career Opportunities

Study in psychology provides a foundational background for a broad variety of careers in which the understanding of human behavior and social processes is useful. Graduates with a bachelor's degree in psychology have a foundational background for entry-level jobs in mental health or community service agencies, business, and human resources. For advanced positions requiring testing, counseling, or consulting, a master's degree is generally the minimum requirement, while psychologists with doctoral degrees qualify for more advanced counseling, research, and teaching positions. Psychology majors with advanced degrees may pursue careers in developmental, family, health, educational, sports, industrial/organizational, ministry, and experimental psychology, as well as neuropsychology. They may also pursue licensure as clinical, counseling, or school psychologists, or marriage and family therapists. Other areas in which students seek careers include social work, marketing, law, physical therapy, and medicine. In a recent alumni survey, 85% completed postgraduate study, with two-thirds of those in a discipline-related position, and half of the alumni surveyed achieved national licensure or certification in the field. All students planning to major in psychology are urged to make an appointment at the department office (Wynn 109) and to continue visiting the department for help with progressing in the major and beyond.

## Programs

### Majors

- Psychology Major (B.A.) (p. 649)
- Psychology Major (B.S.) (p. 655)

### Minors

- Alcohol and Drug Counseling (p. 665)
- Psychology (p. 667)



## Professional Programs

- Bachelor of Arts in Psychology (p. 652)
- Psychology Minor (p. 668)
- Alcohol and Drug Counseling Minor (p. 666)

## Graduate Programs

- Master of Science in Research Psychology and Data Analysis (p. 662)
- Master of Science in Child Life (p. 658)
  - Advanced Standing Master of Science in Child Life (p. 660)
- Master of Science in Counseling Psychology with Specialization in Children and Adolescents (p. 661)

## Courses

### PCLS 501, Advanced Child Development, 3 Units

This course is an in-depth examination of physical, cognitive, emotional, moral, and social development from infancy through adolescence. Content includes developmental theory and practice of early childhood education, as well as assessment of child development and impairments in developmental functioning.

### PCLS 502, Applied Child Development and Medical Terminology, 3 Units

This course reviews psychosocial and clinical aspects of disease and injury for the hospitalized and medically fragile child. Course content includes medical terminology, charting, complementary medicine, and physiological, cognitive, social, and emotional impacts of disease and injury on the patient and family.

### PCLS 511, Family Systems Theory and Applications, 3 Units

This course explores family systems and therapeutic models with a focus on family psychology. Emphasis is on family-centered care and the effects that terminal illnesses have on the family system. Course content covers parenting medically fragile children, parenting and family relationships with a seriously ill or terminal parent, diversity issues and children with special needs, therapeutic models in family psychology, and integration of Christian faith and theology with family psychology.

### PCLS 512, Theories and Practices of Grief and Loss, 3 Units

Students in this course develop understanding of the family-centered care model and explore therapeutic interventions and techniques aimed at benefitting patients and families affected by death and serious illness. Course content focuses on death, grief, and bereavement and their effects on the family system. Each student learns hands-on interventions to guide patients and families through death, grief, loss, and healing.

### PCLS 512L, From Grief to Healing: Strategies and Application Lab, 1 Unit

In this lab course, students apply understanding of grief theories and explore practical therapeutic interventions and approaches aimed at benefitting children and families effected by death or serious illness. Focus is on historical and current views on death, grief, bereavement, and the effects on family system. Each student learns hands-on interventions to guide children and families from grief to healing process.

**Prerequisite:** PCLS 521;

**Corequisite:** PCLS 512

### PCLS 520, Infants and Toddlers: Development and Interventions, 3 Units

This course offers an in-depth exploration of the growth and development of infants and toddlers. Content includes developmental theories and developmentally appropriate interventions, as well as assessment of development and impairments in developmental functioning.

### PCLS 521, Introduction to Child Life, 3 Units

This course aids students in gaining a broad understanding of the field of Child Life and equips students with the knowledge of the history and trends of the child life profession. Course content includes: Scope of practice in Child Life, the Official Child Life documents, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

### PCLS 522, Therapeutic Interventions and Play-Based Techniques, 3 Units

This course is designed for students to develop an understanding of the history and theories of play and play-based therapies. Students gain knowledge of therapeutic play techniques, and explore research and theories on the importance of psychosocial preparation for medical procedures. Post- and preprocedural coping techniques and therapeutic interventions are taught as well. Students create hands-on interventions to prepare patients of all developmental levels for a variety of procedures.

### PCLS 523, Coping Strategies for Children Experiencing Stress and Trauma, 3 Units

This course is designed for students to explore the best evidence-based practices in play therapy, with an emphasis on psychosocial and therapeutic interventions for children with special needs (cognitive intellectual and/or pervasive developmental disabilities). This course focuses on the effects traumatic situations have on the patient/client and their family. Students explore a variety of play therapy techniques and therapeutic interventions to help patients and families work through trauma and PTSD.

### **PCLS 524, Adolescent Development and Interventions, 3 Units**

This course is an in-depth examination of the physical, cognitive, emotional, moral, and social development of adolescents. Content includes developmental theory and interventions, as well as assessment of development and impairments in developmental functioning.

### **PCLS 525, Assessment, Preparation, and Documentation, 3 Units**

This course reviews historical and current perspectives on techniques and outcomes of preparing children for healthcare encounters and life-changing events. The emphasis is on students developing proficiency in setting goals during child life assessments to plan developmentally appropriate preparation interventions and gain competencies with documentation. This course also addresses coping strategies for pain management. Achievement of course objectives is addressed through experiential learning, lectures, readings, discussion, and reflection.

### **PCLS 531, Ethics, Diversity and Professional Issues, 3 Units**

This course covers legal, ethical, moral, cultural, religious and gender issues within a family-centered context. Theories and concepts of culture and cultural diversity are explored. This course also examines issues related to parenting medically fragile children, including legal and ethical considerations. An integration of Christian faith and theology is implemented in the course in regards to professional ethics and multicultural competence.

### **PCLS 532, Child Life Administration and Leadership, 3 Units**

Students gain understanding of child life program development and acquire the leadership skills to manage a child life program. Course content includes outreach and technology in the field of child life; child life administration, supervision, and mentoring; group facilitation skills; leadership skills; and program evaluation.

### **PCLS 541, Pre Practicum in Child Life, 3 Units**

This course is designed to further develop the therapeutic tools of students prior to child life practicum placement. Students focus on developing proficiency in the core goals during crisis assessment and interventions, gain competencies in therapeutic dynamics, gain competencies in communication and listening to be applied when working with a diverse population of patients, families, and members of the multidisciplinary team. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of working with hospitalized and medically fragile children. Students are also encouraged to address issues regarding the integration of their faith with the practice of child life. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

### **PCLS 542, Practicum in Child Life, 3 Units**

This field experience course is taught by a certified child life specialist and is designed and evaluated according to the specific clinical and academic standards set forth by the Association of Child Life Professionals (ACLP). According to the ACLP, 'The Child Life Practicum is designed as an introductory experience for individuals interested in pursuing a career in child life. Through experiential learning and observation of Certified Child Life Specialists, child life practicum students begin to increase their knowledge of basic child life skills related to play, developmental assessment, and integration of child life theory into interventions with infants, children, youth and families.' All students are required to participate in weekly mentor meetings with the instructor throughout the semester.

### **PCLS 543, Internship in Child Life, 3 Units**

This field experience course is taught by a certified child life specialist and is designed and evaluated according to the specific clinical and academic standards set forth by the Association of Child Life Professionals (formerly the Child Life Council). According to the association, 'The Child Life Practicum is designed as an introductory experience for individuals interested in pursuing a career in child life. Through experiential learning and observation of Certified Child Life Specialists, child life practicum students begin to increase their knowledge of evidence-based, developmentally-appropriate interventions including therapeutic play, preparation and education that support and reduce fear, anxiety and pain for infants, children, youth and families as they cope with the stress and uncertainty of illness, injury and treatment.' All students are required to participate in a weekly on-campus mentor meeting with the instructor throughout the semester.

### **PCLS 551, Research Methods and Statistical Analysis, 3 Units**

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course will provide students with the basic knowledge and experience of developing research proposals. Students will also learn to understand survey methods, data collection, and research analysis. This course is designed for students to identify his or her thesis topic and/or project and prepare students for PCLS 552.

### **PCLS 552, Thesis/Project Seminar, 3 Units**

This master's thesis seminar is intended to provide students with a theoretical and methodological foundation necessary for completing their MS thesis/project in Child Life Science within the Psychology Department. The main objective of this seminar course is to help students develop and implement the theoretical foundation and methodological procedures needed to complete a MS graduate thesis or clinical project. CR/NC grading.

### **PCLS 599, Readings in Child Life Psychology, 1-3 Units**

Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

### **PRPS 110, General Psychology, 3 Units**

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

### **PRPS 250, Data Analysis in Psychology, 3 Units**

This course introduces students to statistical analyses that are common in psychological research. Students learn to identify the appropriate analysis, how to run the statistical analysis in SPSS, and how to interpret SPSS output. Students are also introduced to writing results in APA style.

**Prerequisite:** PRMA 130

### **PRPS 280, Introduction to Certified Alcohol Drug Counselor Credentialing, 3 Units**

Students in this course examine the effects of alcoholism and drug dependency, specifically as they relate to cultural/lifestyle considerations, human behavior, and family dynamics. Course material also considers the substance use system of care, including its programs, policies, and procedures for the treatment and recovery of individuals suffering from substance use disorders. This is the first course in a series designed to meet the educational requirements for California Consortium of Addiction Programs and Professionals (CCAPP) credentialing.

### **PRPS 290, Human Growth and Development, 3 Units**

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology and sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

### **PRPS 292, Introduction to Brain and Behavior, 3 Units**

The purpose for this course is to provide a foundation of the physiological basis of human behavior. Topics include the structure and function of different brain regions, how neurons communicate, sensory and motor function, and complex brain functions such as speech and cognition. This course serves as an introduction to the neurobiology of various psychological and neurological diseases.

### **PRPS 305, Educational Psychology, 3 Units**

Educational psychology is a broad field of study focusing on the various factors that influence learning and human knowledge. This course provides an overview of the principles and theories used throughout other psychological fields, but in the context of educational psychology. Specifically, this course covers development, culture, motivation, learning, cognition, and learner differences.

### **PRPS 320, Social Psychology, 3 Units**

How are individuals' thoughts, feelings, and behaviors influenced by other people? In this course, students are encouraged to become careful observers of social influences on human behavior by learning the theories and methods employed by social psychologists in order to apply these perspectives in everyday social interactions.

### **PRPS 330, Sports Psychology, 3 Units**

Sports psychology is a survey course that explores the role of psychology as it is related to the enhancement of athletic performance. Students will spend time on areas related to sports and physical activity such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity.

### **PRPS 340, History of Psychology, 3 Units**

The historical growth of psychological science is surveyed here. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues.

### **PRPS 345, Psychology of Child and Adolescent Development, 3 Units**

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors is reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, and cognitive and moral aspects of development are examined. *Meets the General Education Requirement: Social Science.*

### **PRPS 355, Psychology of Adult Development, 3 Units**

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects is examined. Emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality.

### **PRPS 360, Abnormal Psychology, 3 Units**

The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed.

### **PRPS 362, Research Methods in Psychology, 3 Units**

Students engage in a comprehensive overview of quantitative and qualitative research methods used in psychological research, and gain an understanding of the ethical considerations and other challenges involved in good research design. Students also complete a research project and learn to write utilizing the style adopted by the American Psychological Association.

**Prerequisite:** PRPS 250 and PRWR 260

### **PRPS 370, Industrial/Organizational Psychology, 3 Units**

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal.

### **PRPS 375, Psychology of Conflict Management and Mediation, 3 Units**

This class develops a psychological understanding of the dynamics of human conflict; the differences between constructive and destructive conflict; the different ways in which conflict can be managed, resolved and transformed, and develops the basic skills in the management and resolution of conflict.

### **PRPS 380, Psychology of Personality, 3 Units**

Students in this course become familiar with the various basic elements of personality and their integration, exploring concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. Course material also covers current and traditional theories of personality.

### **PRPS 383, Psychology of Suicide, 3 Units**

This course gives students an overview of suicidal behavior, including terminology, statistics, theories, and interventions, that addresses this sensitive topic from a biopsychosocial-spiritual perspective. Students also have opportunities to learn fundamental skills in suicide assessment, safety planning, and interventions to reduce suicide.

### **PRPS 385, Health Psychology, 3 Units**

This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas.

### **PRPS 386, Community Psychology, 3 Units**

This course is designed to give students an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social structures and their influence on individuals, groups, and organizations. The main focus will be on the development and application of community-based psychological theory and research to understanding, designing, implementing, and evaluating social change and empowerment. The roles of research and social action at multiple levels of analysis to facilitate social change will be examined.

### **PRPS 390, Cognition, 3 Units**

An overview of cognitive psychology is provided. Theories and research concerning sensation, perception, memory, and other higher-order mental processes include imagery, language, creativity, concept formation, and decision-making are discussed.

### **PRPS 400, Multicultural Psychology, 3 Units**

This course introduces students to cultural and multicultural psychology sub disciplines in psychology. Students develop knowledge of the history, major tenets, theories, research findings and behavioral practices in multicultural psychology. Students also gain understanding of the cultural bases for psychological processes. Students develop awareness, knowledge and skills for engaging in intercultural and multicultural contexts. Students are also asked to advance their cultural self-knowledge as well as knowledge of diverse others in order to develop multicultural competence in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*

### **PRPS 405, Psychology of Learning, 3 Units**

This course examines several major theories and research in the psychology of learning, as well as how learning theories have developed historically and how learning principles apply to psychological problems.

### **PRPS 410, Psychology of Exceptional Children, 3 Units**

Students examine and analyze the problems faced by the exceptional child. The study includes physical and emotional adjustment, speech and language disorders, various childhood disorders such as mental retardation and depression, and other childhood mental and physical disorders.

### **PRPS 415, Group Process, 3 Units**

Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction.

### **PRPS 420, Political Psychology, 3 Units**

This course addresses political phenomena from a psychological perspective, and students are encouraged to develop civic knowledge, apply psychological theory within political contexts, and identify determinants of political behavior. Course content includes political attitudes and identity, leadership and group influence, voting behavior, nationalism, social movements, terrorism, and international conflict/resolution. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### **PRPS 430, Intervention Strategies with Children, 3 Units**

This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and education needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site.

### **PRPS 432, Psychosocial Interventions in Pediatric Health Care, 3 Units**

This is a core course in the child life specialist curriculum, covering a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or have disabilities. Students learn various intervention techniques using developmental play, music, art, dance, and other forms of recreation, and gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team.

### **PRPS 440, Psychology of Religion, 3 Units**

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose.

### **PRPS 445, Psychology of the Family, 3 Units**

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin.

### **PRPS 450, Counseling Theory, 3 Units**

This course is an introduction to counseling and psychotherapy, with students exploring the underlying assumptions and practices of traditional and contemporary counseling theories. Students also explore common ethical concerns that emerge in counseling relationships.

### **PRPS 451, Interventions in Counseling, 3 Units**

This course introduces counseling methods and practices; legal and ethical codes of conduct for counseling professionals; community prevention, education, and early intervention methods; interviewing; screening; and interventions in counseling. Students practice basic counseling assessment and intervention methods, including crisis management and safety practices. This course meets criteria for Domain IV of the CCAPP certification requirements.

### **PRPS 453, Bilingualism, Biculturalism, and Cognition, 3 Units**

This course provides students with an overview of issues in bilingualism and biculturalism from a cognitive perspective. Theories and research concerning knowledge representation, bilingual cognition (language acquisition, production, comprehension, and variations in executive functions), and bicultural cognition (cognitive consequences of culture-specific knowledge) are discussed. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

### **PRPS 455, Field Experience, 3 Units**

This course is for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavors that offer an opportunity to apply prior training to a professional setting while acquiring new knowledge. This course can be repeated for a total of 6 units counted toward the major and 9 units toward the degree. *Meets the General Education Requirement: Integrative and Applied Learning.*

### **PRPS 463, Drugs, Behavior, and Society, 3 Units**

This course provides an overview of drug use historically and in contemporary society from community and bio-psychosocial perspectives. It provides an in-depth study of various psychoactive drugs of abuse, including physiological, psychosocial, health, legal and political aspects of drugs. This course explores drug-taking risk behaviors and issues related to dependence among high risk populations. Strategies for drug abuse prevention/education and intervention approaches are also examined in this course.

### **PRPS 464, Substance Use Assessment and Interventions, 3 Units**

Students in this course gain an in-depth understanding of empirically driven and theoretically grounded assessments and interventions for substance use issues, focusing on how to engage in effective screening and assessment protocols for substance use problem identification and service planning. Students participate in practical application of evidence-based interventions, including the use of case studies and a variety of practice exercises. Course material integrates foundational assessment and intervention models for addressing co-occurring mental health needs, family system issues, and patient-centeredness, including spirituality.

### **PRPS 466, Case Management in Mental Health and Substance Use Disorders, 3 Units**

This course offers an overview of the theory, structure, and practice of case management. Students gain an understanding of the professional practice of case management, including scope and responsibilities, multidisciplinary and ecological systems engagement, cultural and diversity factors, and ethical and legal issues. Students develop skills in effective communication, clinical documentation, case management facilitation, managing interpersonal and individual dynamics, case management interviewing, intervention planning, and implementation of services.

### **PRPS 470, Cognitive Neuroscience, 3 Units**

Cognitive neuroscience as a field studies the relationship between cognitive processes and the brain. Students will first learn about the major research methods in this field, such as lesion studies, brain imaging, and animal models. The majority of the course will then describe how these methods have been used to inform our understanding about the neural correlates of memory, decision-making, perception, and social cognition.

## **PRPS 472, Neurological and Behavioral Disorders, 3 Units**

This course examines the neurobiology of various psychological and neurological diseases. Neurological disorders covered include developmental, tumors, seizures, strokes, traumatic brain injury, neurodegenerative, and infectious disease. Behavioral disorders include schizophrenia, major affective disorders, anxiety disorders, autism, attention-deficit hyperactivity disorder, stress disorders, sleeping and eating disorders. The neurobiology of drug abuse will be analyzed based on common features of addiction, pathways affected by commonly abused drugs and heredity factors.

## **PRPS 475, Research Experience I, 3 Units**

This course helps students improve their research skills by providing an opportunity to integrate knowledge, skills, and interests in order to conduct a comprehensive research project. Successful completion of the course results in an APA-style paper or submission of a paper or poster presentation to a professional organization or in a professional setting. Concurrent enrollment in another research practicum course is permitted. 12 units of research experience (PSYC475, 476 combined) can be counted toward the bachelor degree requirements. *Meets the General Education Requirement: Integrative and Applied Learning.*

## **PRPS 480, Psychological Testing and Measurement, 3 Units**

Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments discussed, and each student is required to administer and interpret a number of instruments. Special materials fee applies. The course is offered to juniors, seniors, and graduate students only. A materials fee applies.

## **PRPS 485, Stress and Coping, 3 Units**

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomology. Students gain an understanding of basic stress management and coping techniques and their clinical applications.

## **PRPS 494, Professional Studies in Child Life, 3 Units**

This course helps students gain a broad understanding of the field of child life and equips them with the knowledge of the history and trends of the child life profession, as required by the Association of Child Life Professionals. Course content includes: 1) Scope of practice in child life, 2) child life documents, 3) impact of illness/injury and health care on patients and families, 4) family-centered care, 5) therapeutic play, and 6) preparation. Additional topics include, but are not limited to, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

## **PRPS 495, Special Topics in Psychology, 3 Units**

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

## **PRPS 496, Writing 3: Senior Seminar in Psychology and Christian Integration, 3 Units**

Students in this course discuss and critically evaluate the core ideas in the integration of psychology and the Christian faith, exploring the 4-5 established approaches for how to integrate what is known from psychological science and what is known from biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration, as well as identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology. This writing-intensive course develops students' ability to think critically and construct complex arguments related to psychology and Christianity. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Junior standing and PRWR 260

## **PRPS 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed, by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **PRPS 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

## **PRPS 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

## **PSYC 110, General Psychology, 3 Units**

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

## **PSYC 110H, General Psychology - Honors, 3 Units**

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

## **PSYC 250, Data Analysis in Psychology, 3 Units**

This course introduces students to statistical analyses that are common in psychological research. Students learn to identify the appropriate analysis, how to run the statistical analysis in SPSS, and how to interpret SPSS output. Students are also introduced to writing results in APA style.

**Prerequisite:** MATH 130

## **PSYC 280, Introduction to Certified Alcohol Drug Counselor Credentialing, 3 Units**

Students in this course examine the effects of alcoholism and drug dependency, specifically as they relate to cultural/lifestyle considerations, human behavior, and family dynamics. Course material also considers the substance use system of care, including its programs, policies, and procedures for the treatment and recovery of individuals suffering from substance use disorders. This is the first course in a series designed to meet the educational requirements for California Consortium of Addiction Programs and Professionals (CCAPP) credentialing.

## **PSYC 290, Human Growth and Development, 3 Units**

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

## **PSYC 290H, Human Growth and Development - Honors, 3 Units**

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology, sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

## **PSYC 292, Introduction to Brain and Behavior, 3 Units**

The purpose for this course is to provide a foundation of the physiological basis of human behavior. Topics include the structure and function of different brain regions, how neurons communicate, sensory and motor function, and complex brain functions such as speech and cognition. This course serves as an introduction to the neurobiology of various psychological and neurological diseases.

## **PSYC 301, Global-Local Cultural Psychology Integration I, 1 Unit**

This course prepares students for their semester of study away, introducing them to the cultural, multicultural, social, and ecosystemic contexts of the local study-away culture, including the history, major cultural values, and cultural, sociopolitical, and interpersonal dynamics that inform and situate their study away. Students develop an understanding of the cultural bases for psychological processes of individuals they are likely to engage with during their time abroad, and also develop awareness, self-knowledge, and self-assessment of their skills for engaging in intercultural and multicultural contexts. Students are prepared to advance their cultural self-knowledge and knowledge of diverse others in the formation of cultural competence.

**Prerequisite:** Enrollment in the South Africa Semester and a psychology major.

## **PSYC 302, Global-Local Cultural Psychology Integration II, 2 Units**

This course facilitates student re-entry from a semester abroad. Students critically analyze their international study experience, synthesizing their gained awareness, knowledge of self and other, and skills in engaging with diverse others during their semester abroad. This course facilitates students translating their advanced knowledge and skills from the cross-cultural context into knowledge and skills that are effective for use in navigating their domestic multicultural context, facilitating their identity formation into ethical and responsible local citizens and emerging professionals.

**Prerequisite:** Students will have returned from study abroad South Africa the previous semester and are psychology majors

## **PSYC 305, Educational Psychology, 3 Units**

Educational psychology is a broad field of study focusing on the various factors that influence learning and human knowledge. This course provides an overview of the principles and theories used throughout other psychological fields, but in the context of educational psychology. Specifically, this course covers development, culture, motivation, learning, cognition, and learner differences.

## **PSYC 320, Social Psychology, 3 Units**

How are individuals' thoughts, feelings, and behaviors influenced by other people? In this course, students are encouraged to become careful observers of social influences on human behavior by learning the theories and methods employed by social psychologists in order to apply these perspectives in everyday social interactions.

### **PSYC 330, Sports Psychology, 3 Units**

Sports psychology is a survey course that explores the role of psychology as it is related to the enhancement of athletic performance. Students will spend time on areas related to sports and physical activity such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity.

### **PSYC 340, History of Psychology, 3 Units**

The historical growth of psychological science is surveyed here. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues.

### **PSYC 345, Psychology of Child and Adolescent Development, 3 Units**

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors is reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, and cognitive and moral aspects of development are examined. *Meets the General Education Requirement: Social Science.*

### **PSYC 355, Psychology of Adult Development, 3 Units**

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects is examined. Emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality.

### **PSYC 360, Abnormal Psychology, 3 Units**

The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed.

### **PSYC 362, Research Methods in Psychology, 3 Units**

Students engage in a comprehensive overview of quantitative and qualitative research methods used in psychological research, and gain an understanding of the ethical considerations and other challenges involved in good research design. Students also complete a research project and learn to write utilizing the style adopted by the American Psychological Association.

**Prerequisite:** PSYC 250 and WRIT 260

### **PSYC 370, Industrial/Organizational Psychology, 3 Units**

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal.

### **PSYC 375, Psychology of Conflict Management and Mediation, 3 Units**

This class develops a psychological understanding of the dynamics of human conflict; the differences between constructive and destructive conflict; the different ways in which conflict can be managed, resolved and transformed, and develops the basic skills in the management and resolution of conflict.

### **PSYC 380, Psychology of Personality, 3 Units**

Students in this course become familiar with the various basic elements of personality and their integration, exploring concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. Course material also covers current and traditional theories of personality.

### **PSYC 380H, Psychology of Personality - Honors, 3 Units**

This course acquaints students with the various basic elements of personality and their integration. Students explore concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. The course also reviews current and traditional theories of personality.

**Prerequisite:** PSYC 110 and PSYC 290 or SOCW 310 + SOCW 311. Must also be a student admitted to the Honors College and be considered a member in 'active' status.

### **PSYC 383, Psychology of Suicide, 3 Units**

This course gives students an overview of suicidal behavior, including terminology, statistics, theories, and interventions, that addresses this sensitive topic from a biopsychosocial-spiritual perspective. Students also have opportunities to learn fundamental skills in suicide assessment, safety planning, and interventions to reduce suicide.

### **PSYC 385, Health Psychology, 3 Units**

This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas.



## **PSYC 386, Community Psychology, 3 Units**

This course is designed to give students an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social structures and their influence on individuals, groups, and organizations. The main focus will be on the development and application of community-based psychological theory and research to understanding, designing, implementing, and evaluating social change and empowerment. The roles of research and social action at multiple levels of analysis to facilitate social change will be examined. May be repeated up to 6 units.

## **PSYC 390, Cognition, 3 Units**

An overview of cognitive psychology is provided. Theories and research concerning sensation, perception, memory, and other higher-order mental processes include imagery, language, creativity, concept formation, and decision-making are discussed.

## **PSYC 400, Multicultural Psychology, 3 Units**

This course introduces students to cultural and multicultural psychology sub disciplines in psychology. Students develop knowledge of the history, major tenets, theories, research findings and behavioral practices in multicultural psychology. Students also gain understanding of the cultural bases for psychological processes. Students develop awareness, knowledge and skills for engaging in intercultural and multicultural contexts. Students are also asked to advance their cultural self-knowledge as well as knowledge of diverse others in order to develop multicultural competence in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*

## **PSYC 400H, Cultural Psychology- Honors, 3 Units**

This course presents major psychological theories and practices from a multicultural perspective, emphasizing shared components across cultures. A historical overview of different minority groups in the United States and how these people groups have adjusted and adapted to new cultures is presented. Students explore major psychological theories and practices from a multicultural perspective, with an emphasis on the cultural sources of diversity in thinking, emotion, motivation, self, development, and psychopathology. This course is designed to help individuals begin to understand the need for issues of being culturally competent in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** PSYC 110. Must be an Honors Program student or non-honors student with a GPA > 3.4

## **PSYC 405, Psychology of Learning, 3 Units**

This course examines several major theories and research in the psychology of learning, as well as how learning theories have developed historically and how learning principles apply to psychological problems.

## **PSYC 410, Psychology of Exceptional Children, 3 Units**

Students in this course examine and analyze the problems faced by the exceptional child. Course material covers physical and emotional adjustment, speech and language disorders, as well as other physical and mental disorders.

## **PSYC 415, Group Process, 3 Units**

Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction.

## **PSYC 420, Political Psychology, 3 Units**

This course addresses political phenomena from a psychological perspective, and students are encouraged to develop civic knowledge, apply psychological theory within political contexts, and identify determinants of political behavior. Course content includes political attitudes and identity, leadership and group influence, voting behavior, nationalism, social movements, terrorism, and international conflict/resolution. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **PSYC 430, Intervention Strategies with Children, 3 Units**

This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and education needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site.

## **PSYC 432, Psychosocial Interventions in Pediatric Health Care, 3 Units**

This is a core course in the child life specialist curriculum, covering a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or have disabilities. Students learn various intervention techniques using developmental play, music, art, dance, and other forms of recreation, and gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team.

## **PSYC 440, Psychology of Religion, 3 Units**

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose.

## **PSYC 445, Psychology of the Family, 3 Units**

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin.

## **PSYC 450, Counseling Theory, 3 Units**

This course is an introduction to counseling and psychotherapy, with students exploring the underlying assumptions and practices of traditional and contemporary counseling theories. Students also explore common ethical concerns that emerge in counseling relationships.

## **PSYC 451, Interventions in Counseling, 3 Units**

This course introduces counseling methods and practices; legal and ethical codes of conduct for counseling professionals; community prevention, education, and early intervention methods; interviewing; screening; and interventions in counseling. Students practice basic counseling assessment and intervention methods, including crisis management and safety practices. This course meets criteria for Domain IV of the CCAPP certification requirements.

## **PSYC 453, Bilingualism, Biculturalism, and Cognition, 3 Units**

This course provides students with an overview of issues in bilingualism and biculturalism from a cognitive perspective. Theories and research concerning knowledge representation, bilingual cognition (language acquisition, production, comprehension, and variations in executive functions), and bicultural cognition (cognitive consequences of culture-specific knowledge) are discussed. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

## **PSYC 454, Counseling in the Christian Community, 3 Units**

Students in this course explore the practice of counseling in Christian and ministry settings, engaging in an interdisciplinary examination of the psychological, cultural, theological, and biblical understandings of mental health care and counseling. Course material also incorporates a survey of counseling theory and practices from an integrative perspective, with attention given to ministry and Christian culture and tradition-based issues.

## **PSYC 455, Field Experience, 3 Units**

This course is for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavors that offer an opportunity to apply former training in a professional setting while acquiring new knowledge, and students may be required to share information regarding their personal life, family, or relationships. This course can be repeated to a total of 6 units counted toward the major, 9 units toward the degree. *Meets the General Education Requirement: Integrative and Applied Learning.*

## **PSYC 462, Research Methods II, 3 Units**

The course is designed to further develop students' understanding of research design and the research process in the behavioral sciences. Students investigate at an advanced level the validity threats inherent in the research process and explore a variety of advanced research designs. Students have the opportunity to utilize various designs in their own research endeavors and learn to use SPSS for the analysis of their own research endeavors and data.

## **PSYC 463, Drugs, Behavior, and Society, 3 Units**

This course provides an overview of drug use historically and in contemporary society from community and biopsychosocial perspectives. It provides an in-depth study of various psychoactive drugs of abuse, considering the physiological, psychosocial, health, legal, and political aspects of drugs. This course explores drug-taking risk behaviors and issues related to dependence among high-risk populations. Strategies for drug abuse prevention/education and intervention approaches are also examined.

## **PSYC 464, Substance Use Assessment and Interventions, 3 Units**

Students in this course gain an in-depth understanding of empirically driven and theoretically grounded assessments and interventions for substance use issues, focusing on how to engage in effective screening and assessment protocols for substance use problem identification and service planning. Students participate in practical application of evidence-based interventions, including the use of case studies and a variety of practice exercises. Course material integrates foundational assessment and intervention models for addressing co-occurring mental health needs, family system issues, and patient-centeredness, including spirituality.

## **PSYC 466, Case Management in Mental Health and Substance Use Disorders, 3 Units**

This course offers an overview of the theory, structure, and practice of case management. Students gain an understanding of the professional practice of case management, including scope and responsibilities, multidisciplinary and ecological systems engagement, cultural and diversity factors, and ethical and legal issues. Students develop skills in effective communication, clinical documentation, case management facilitation, managing interpersonal and individual dynamics, case management interviewing, intervention planning, and implementation of services.

## **PSYC 470, Cognitive Neuroscience, 3 Units**

Cognitive neuroscience is the study of the relationship between cognitive processes and the brain. Students first learn about the major research methods in this field, such as lesion studies, brain imaging, and animal models, then learn how these methods have been used to inform our understanding of the neural correlates of memory, decision making, perception, and social cognition.

## **PSYC 472, Neurological and Behavioral Disorders, 3 Units**

This course examines the neurobiology of various psychological and neurological diseases. Neurological disorders covered include developmental, tumors, seizures, strokes, traumatic brain injury, neurodegenerative, and infectious disease. Behavioral disorders include schizophrenia, major affective disorders, anxiety disorders, autism, attention-deficit hyperactivity disorder, stress disorders, sleeping and eating disorders. The neurobiology of drug abuse will be analyzed based on common features of addiction, pathways affected by commonly abused drugs and heredity factors.

### **PSYC 475, Research Experience, 3 Units**

This course helps students improve their research skills by providing an opportunity to integrate knowledge, skills, and interests while conducting a comprehensive research project. Successful completion of the course results in an APA-style paper or submission of a paper or poster presentation to a professional organization or in a professional setting. Concurrent enrollment in another research practicum course is permitted. Twelve (12) units of research experience (PSYC 475) can be counted toward the bachelor's degree requirements. *Meets the General Education Requirement: Integrative and Applied Learning.*

### **PSYC 480, Psychological Testing and Measurement, 3 Units**

Students in this course gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is explored, the dangers and advantages of psychological instruments are discussed, and each student is required to administer and interpret a number of instruments.

### **PSYC 485, Stress and Coping, 3 Units**

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomology. Students gain an understanding of basic stress management and coping techniques and their clinical applications.

### **PSYC 494, Professional Studies in Child Life, 3 Units**

This course helps students gain a broad understanding of the field of child life and equips them with the knowledge of the history and trends of the child life profession, as required by the Association of Child Life Professionals. Course content includes: 1) Scope of practice in child life, 2) child life documents, 3) impact of illness/injury and health care on patients and families, 4) family-centered care, 5) therapeutic play, and 6) preparation. Additional topics include, but are not limited to, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

### **PSYC 495, Special Topics in Psychology, 3 Units**

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

### **PSYC 496, Writing 3: Senior Seminar in Psychology and Christian Integration, 3 Units**

Students in this course discuss and critically evaluate the core ideas in the integration of psychology and the Christian faith, exploring the 4-5 established approaches for how to integrate what is known from psychological science and what is known from biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration, as well as identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology. This writing-intensive course develops students' ability to think critically and construct complex arguments related to psychology and Christianity. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Senior standing and WRIT 260.

### **PSYC 496H, Senior Seminar: Psychology and Christian Integration - Honors, 3 Units**

This class discusses and critically evaluates the core ideas in the integration of psychology and the Christian faith by teaching the four to five established approaches for how to integrate what is known from psychological science and what is known from Biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration. Students are also able to identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology.

**Prerequisite:** Senior standing, PSYC 110, completion of the UDWI req (PSYC 362), and completion of the units required for God's Word and the Christian Response. Must be a student admitted to the Honors College and be considered a member in 'active' status

### **PSYC 497, Readings, 1-4 Units**

This course offers a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent-study fee is assessed for each enrollment in this course.

### **PSYC 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent-study fee is assessed for each enrollment in this class.

### **PSYC 498H, Directed Research- Honors, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Honors College, PSYC 110, and Junior or Senior standing

## **PSYC 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, electronic media, or artistic creation of a material form. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

## **PSYC 501, Theory, Research and Practice in Psychology, 3 Units**

This course provides an intensive review of major historical and contemporary theories, research and practice approaches in the field of psychology. Emphasis is on examining the key questions, proposed models, methods, findings, ideological controversies, and issues within the field of psychology. The course covers the various grand and emergent theories to foster dialogue that evaluates the science across psychological sub-disciplines, spanning: general principles of human development, neurological bases of behavior, cognitive functioning, systemic socio-cultural factors, and individual health differences. Students engage in theoretical analyses of current trends in basic and applied theory, research, and practices of psychology across various sub-disciplines, as well as how individuals function with consideration of a Christian worldview.

**Prerequisite:** Must be first year student in the Master of Science in Research Psychology and Data Analysis program or instructor approval.

## **PSYC 511, Experimental Research Methods, 3 Units**

This course will build on your knowledge of the information learned in your undergraduate research methods course with an emphasis on experimental methodology. This course will cover a variety of topics including the basics of conducting experimental designs, ethical guidelines for conducting experimental psychological research, validity issues associated with different experimental research designs, and various methods of both collecting and analyzing data, including psychometric issues associated with different psychological measures. This will be accomplished by combining traditional lectures with application of principles through application and demonstration.

## **PSYC 512, Non-Experimental Research Methods, 3 Units**

This course provides an in-depth study of how to plan, conduct, and analyze studies that use non-experimental research designs, including correlational, survey, and qualitative methods. This course encourages students to identify core areas of descriptive psychological research and begin building a strong research concept about those areas-especially in regard to the application of non-experimental observational research designs.

## **PSYC 517, Program Evaluation, 3 Units**

This course provides students with foundational knowledge and skills in the basic methods of evaluation research. Course topics include common methods of evaluation, including systematic needs assessments, formative research, program performance, and outcome effectiveness, using mixed-methods research approaches. Students also engage in discussions about ethical considerations and other challenges involved in good evaluation design and methods. Through class lectures, reading, and interactive skill-building applications, students apply course material in group and individual assignments.

**Prerequisite:** PSYC 511, PSYC 512

## **PSYC 518, Analysis of Variance, 3 Units**

Analysis of variance (ANOVA) is a common statistical technique used by research psychologists to analyze differences in their data. This course focuses on introductory and advanced ANOVA methods and ANOVA's relation to psychological research; advanced ANOVA methods covered in this course include repeated measure, mixed design, ANCOVA, and MANOVA. Students learn to implement these methods, analyze findings, and report the findings for APA-style journal publications. Use of multiple popular statistical software programs is emphasized.

**Prerequisite:** MATH 110 or equivalent;

**Corequisite:** PSYC 518L

## **PSYC 518L, Analysis of Variance Lab, 1 Unit**

In this course, the lab component to PSYC 518, students apply the statistical analysis knowledge from PSYC 518 to computational procedures using popular social science statistical software. Additionally, this course can be used to fulfill requirements for the JMP/SAS certification.

**Corequisite:** PSYC 518

## **PSYC 519, Regression, 3 Units**

This advanced statistics course covers introductory and advanced regression analyses utilized throughout psychological research. Some of the topics covered are correlation, multiple regression, hierarchical regression, mediation/moderation, and logistic regression. Students learn to identify the appropriate regression analysis for different types of research questions, practice interpreting the results of the analyses in popular statistical software, and learn how to clearly report regression findings for APA-style journal publications. Use of multiple popular statistical software programs is emphasized.

**Prerequisite:** B- or better in PSYC 518;

**Corequisite:** PSYC 519L

## **PSYC 519L, Regression Lab, 1 Unit**

This is the lab component to PSYC 519. In this lab course, students apply the statistical analysis knowledge from PSYC 519 to computational procedures using popular social science statistical software. Additionally, this course can be used to fulfill requirements for the JMP/SAS certification.

**Corequisite:** PSYC 519

## **PSYC 520, Psychometrics: Assessment and Measurement, 3 Units**

Students in this course learn to apply classical and modern psychometric theories to develop and validate psychological tests and scales for data collection. Some of the topics included are instrument construction, reliability, validity, factor analysis, and item response theory. Students gain hands-on experience in developing a psychological instrument and analyzing the psychometric properties of previously created scales. Use of multiple popular statistical software programs is emphasized.

**Prerequisite:** B- or better in PSYC 518;

**Corequisite:** PSYC 520L

## **PSYC 520L, Psychometrics: Assessment and Measurement Lab, 1 Unit**

This is the lab component to PSYC 520. In this lab course, students apply the statistical analysis knowledge from PSYC 520 to computational procedures using popular social science statistical software. Additionally, this course can be used to fulfill requirements for the JMP/SAS certification.

**Corequisite:** PSYC 520

## **PSYC 521, Faith Integration and Research Seminar, 3 Units**

This course explores the nature of integrating psychology and religion/faith. It considers the functions and skills, as well as the theoretical modes of thought necessary for understanding the relationship between psychological research and religion. Focus is placed on the skills of research, constructive dialogue and writing. The course is intended to provide students with resources for developing their own approach to integration while also helping students clarify their own faith, morals and values that intersect with psychological research.

## **PSYC 522, Seminar in Ethical, Professional, and Diversity Issues, 3 Units**

This course introduces students to research and professional issues in psychology, with an emphasis on ethics and diversity. Students will learn to recognize the importance of ethical behavior in all aspects of science as well as how sociocultural factors and personal biases may shape the practice of psychology. Emphasis is given to the integration of the student's spiritual and sociocultural philosophy with professional ethics. Historical and contemporary issues in basic and applied psychological research and interventions are reviewed.

## **PSYC 523, Interventions for Trauma and Crisis, 3 Units**

This course helps students understand the neurobiological, cognitive, and emotional dynamics that underlie trauma-related mental health disorders. Students identify and apply effective interventions for the treatment of children and adolescents impacted by trauma, grief, and/or crisis, as well as the common co-occurring behavioral concerns. This course prepares students to effectively select appropriate evidence-based counseling interventions with diverse children and youth. The contextual dynamics of crises and trauma, family, social environments, and multicultural issues are addressed.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## **PSYC 524, Counseling Adolescents, 3 Units**

This course helps students understand the broad range of adolescent problems and disorders. A variety of psychotherapeutic modalities is presented, providing students an opportunity to develop basic adolescent-therapy skills and effective treatment strategies. The impact of development, family dynamics, social environments, and multicultural issues is addressed, and legal and ethical issues unique to adolescent populations are considered.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## **PSYC 525, Principles and Practice of Assessment and Evaluation, 3 Units**

Students in this course gain a broad understanding of the clinical use of psychological tests, assessment, and evaluation in the treatment of emotional, behavioral, and mental health concerns within the context of human diversity and social contexts and systems. Emphasis is on understanding the reliability, validity, and utility of psychological testing, developing skills in administering and interpreting appropriate assessment measures, and utilizing findings in treatment planning and report writing. Particular attention is given to the assessment of children and youth and to diversity issues, and the course meets BBS requirements for spousal or partner abuse assessment, detection, and intervention strategies; same-gender-abuse dynamics; and suicide risk assessment and intervention.

**Prerequisite:** PSYC 527

## **PSYC 526, Multicultural Counseling, 3 Units**

Students in this course learn multicultural counseling theories and techniques as they explore the counselor's role in developing cultural self-awareness, identity development, and promoting cultural social justice. Individual and community strategies for working with and advocating for diverse populations, and eliminating biases and intentional and unintentional oppression and discrimination, are discussed. Students develop an understanding of the effects of socioeconomic status on treatment and available resources, as well as cultural competency and sensitivity, and are introduced to the racial, cultural, linguistic, and ethnic backgrounds of people living in California.

## **PSYC 527, Diagnosis and Treatment Planning, 3 Units**

This course helps students understand the role and categories of psychopathology utilized in the assessment and treatment of individuals broadly and with an emphasis on children and adolescents. Students develop their diagnostic and analytical skills through a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders. Special consideration is given to co-occurring and comorbid disorders that are common in substance users and among children and youth. This course also introduces the basics of treatment planning, including diagnostic conceptualization, ecosystemic assessment, and the formulation of treatment goals and intervention strategies. Diversity issues in diagnosis and treatment planning are also considered.

## **PSYC 528, Treatment of Substance Use Disorders in Youth and Families, 3 Units**

This course prepares students to engage in counseling practices related to substance abuse recovery, addiction, and co-occurring disorders. Students learn the major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, the legal and medical aspects of substance abuse, what populations are at risk, and the role of case management, including the involvement of support people and support systems and the utilization of community resources. Issues of substance use are considered within diverse communities and family dynamics.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## **PSYC 529, Group Counseling, 3 Units**

This course helps students understand group counseling theories and techniques, including principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness. Students consider group counseling children and youth from a variety of clinical, cultural, community/milieu, and developmental contexts. Identifying, planning, and implementing best practices in group counseling is addressed.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## **PSYC 530, Evidence-Based Practices in the Treatment of Children and Youth, 3 Units**

This course helps students understand the importance of utilizing evidence-based interventions and techniques that are consistent with current professional research and practice with children and adolescents. Evidence-based practice in psychology is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences. This course prepares students to effectively select appropriate evidence-based counseling interventions with diverse children and youth, as a variety of psychotherapeutic intervention strategies are presented. The contextual dynamics of development, family, social environments, and multicultural issues are addressed.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## **PSYC 531, Ethics and Professional Issues, 3 Units**

This course helps students understand professional, ethical, and legal issues in counseling and psychotherapy from ACA and APA professional lenses. Students are introduced to California laws and regulations governing the practice of counseling and licensing as a professional clinical counselor. Students learn to navigate common ethical and legal situations that arise in counseling generally, as well as those that emerge when counseling children and youth specifically. Clinical case management, professionalism, and professional self-care are also considered.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## **PSYC 532, Theories of Counseling and Therapy, 3 Units**

This course helps students understand the broad range of counseling and psychotherapeutic theories and techniques that are consistent with current professional research and practice. Students learn to effectively engage counseling processes in a multicultural society, select appropriate counseling interventions, develop a personal model of counseling, effectively respond to crises, and promote human wellness and the prevention of emotional and behavioral disorders. A variety of psychotherapeutic modalities is presented. The contextual dynamics of development, family, social environments, and multicultural issues are addressed.

## **PSYC 533, Externalizing and Dysregulation Disorders, 3 Units**

This course helps students understand the neurodevelopmental basis of behavioral dysregulation, deficits of executive functioning, common comorbid disorders with neurodevelopmental issues, mental health disorders characterized by externalizing behavior, and disorders with primary behavioral symptoms. Students learn to identify and apply effective and appropriate evidence-based counseling interventions for the treatment of diverse children and adolescents with behavioral disorders. Various psychotherapeutic intervention strategies are presented, and the contextual dynamics of development, family, social environments, and multicultural issues are addressed.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## **PSYC 534, Family Systems Theory and Counseling, 3 Units**

This course is an overview of current theories and methods of family therapy interventions, with an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families) during the clinical hour. Coursework explores the major theories, their founding clinicians, and some of their contemporaries, and emphasizes clinical application of material through working with families with children and youth.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

## **PSYC 535, Therapies for Attachment and Internalizing Disorders, 3 Units**

This course helps students understand the developmental relational, social, and emotional dynamics that underlie internalizing mental health disorders. Students identify and apply effective interventions for the treatment of children and adolescents with anxiety, depressive, and attachment disorders, as well as the common co-occurring behavioral concerns. This course prepares students to effectively select appropriate evidence-based counseling interventions with diverse children and youth. Various psychotherapeutic intervention strategies are presented. The contextual dynamics of development, family, social environments, and multicultural issues are addressed.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

### **PSYC 536, Play-Based Therapies, 3 Units**

Students in this course learn the principles and practices of play therapy, and are prepared to effectively engage in developmentally and clinically appropriate play-based counseling with children, select appropriate interventions, develop a personal model of play therapy, and effectively respond to a variety of clinical concerns utilizing play-based assessment and treatments.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

### **PSYC 542, Practicum I, 3 Units**

This course gives counseling psychology graduate students an initial clinical counseling experience, requiring them to verify 140 hours of face-to-face clinical experience counseling individuals, families, or groups under the supervision of on-campus faculty and BBS-qualified site supervisors. This course provides oversight and consultation for students' clinical placement, and further development of clinical skills, focusing on management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from public mental health and private practice perspectives. Students must be serving at an APU-approved training site to be enrolled in this course.

**Prerequisite:** Program director permission

### **PSYC 543, Practicum II, 3 Units**

As the final evaluative component of the M.S. in Counseling Psychology program, this course includes a capstone clinical project in which students formally present a clinical case including the following elements: case assessment and conceptualization, treatment plan and process, evidence-based support for treatment strategy, and outcomes and prognosis based on identified factors related to risk and resilience as specified by the literature base. This course also requires students to verify 140 hours of face-to-face clinical experience counseling individuals, families, or groups under the supervision of on-campus faculty and Board of Behavioral Sciences-qualified site supervisors, who also offer students consultation and the further development of clinical skills. Course emphases include management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from public mental health and private practice perspectives.

**Prerequisite:** PSYC 542

### **PSYC 551, Research Methods in Counseling, 3 Units**

Students in this course survey the major social science research and statistical methods used in conducting research, needs assessments, and program evaluation. Course material equips students to read, understand, and evaluate psychological research, and prepares them to use research to inform evidence-based practice and understand the importance of research in advancing the profession of counseling.

### **PSYC 555, Career Development, 3 Units**

This course helps students understand the role of the professional counselor in facilitating career planning and development of youth and emerging adults. Students explore occupational and career education trends and career counseling theories and practices that promote equity and diversity. This course prepares students to facilitate individual education and career planning and implementation of plans. Students explore the relationship between general well-being, mental health, and education and career trajectories. Career counseling needs of special populations (e.g., mid- and late-life career changes, persons with disabilities) and at-risk populations are addressed.

**Prerequisite:** PSYC 527, PSYC 532, and PSYC 558

### **PSYC 558, Advanced Developmental Psychology, 3 Units**

This course helps students understand human growth and development across the lifespan, including normal and abnormal behavior, developmental crises, disability, psychopathology, and situational and environmental factors that affect normal and abnormal behavior. Students consider the impact of socioeconomic status and other contextual issues affecting social position and development, and explore the assessment and treatment of clinical concerns related to human sexuality and domestic violence across the lifespan and among diverse populations. Students also complete their Board of Behavioral Sciences-required study of aging and long-term care in this course.

### **PSYC 578, Research Practicum, 1-3 Units**

This course gives students the opportunity to apply their research and statistical skills in a professional research setting at a practicum site. These skills include, but are not limited to, data cleaning, data analysis, research preparation, and report writing.

**Prerequisite:** PSYC 518 and PSYC 518L

### **PSYC 585, Psychopharmacology and Psychobiology, 3 Units**

This course introduces students to the biological and neurological bases of human behavior, and to psychotropic medications as an adjunct to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided, and consideration is given to the special needs of certain populations (e.g., the elderly and substance abuse patients) when prescribing psychotropic medications. Students develop skills in case management by gaining an understanding of psychotropic medication indications, dosage scheduling, effects, and side effects as part of the therapeutic practice.

### **PSYC 588, Research Internship, 3 Units**

Students in this course obtain an internship in which they apply knowledge acquired during their master's program, helping them develop their skills in the field of research and/or data analytics. All internship sites must be preapproved and satisfy the learning outcomes of this course.

**Prerequisite:** 6 units of PSYC 578

## **PSYC 595, Special Topics, 3 Units**

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

## **PSYC 597, Introduction to Grant and Professional Writing, 3 Units**

This seminar course helps students develop and implement the theoretical foundation and methodological procedures needed to complete a Master of Science thesis in the Department of Psychology by the end of the academic year. This course guides students through the planning and execution of a master's thesis, including topic selection/refinement, thesis planning, training in the responsible conduct in research and human subjects regulatory protocols, grant funding for student research, thesis-driven data collection, data analysis, and writeup/dissemination in an organized, coherent form. The course also helps students develop their theses into scholarly presentations and manuscripts suitable for publication. A thesis is completed when the student has successfully defended it to a two-person committee comprising the thesis faculty advisor and one full-time faculty second reader.

## **PSYC 598, Thesis Seminar, 1-3 Units**

The main objective of this seminar course is to help students develop and implement the theoretical foundation and methodological procedures needed to complete a master's thesis in the Department of Psychology by the end of the academic year.

## **PSYC 599, Independent Study: Psychology Research, 1-6 Units**

This course provides instruction in research and gives students experience in research processes related to their area of study. An independent study fee is assessed for each enrollment in this class.

## **Faculty**

### **Department Chair**

Kathryn Ecklund (<http://www.apu.edu/faculty/kecklund/>), Ph.D.

### **Chair Emeritus**

Brian Eck (<http://www.apu.edu/faculty/beck/>), Ph.D.

### **Professors**

Rachel Castaneda (<http://www.apu.edu/faculty/rcastaneda/>), Ph.D.

Brian Eck (<http://www.apu.edu/faculty/beck/>), Ph.D.

Kathryn Ecklund (<http://www.apu.edu/faculty/kecklund/>), Ph.D.

Stephen S. Lambert (<http://www.apu.edu/faculty/slambert/>), Psy.D.

Alan Oda (<http://www.apu.edu/faculty/aoda/>), Ph.D.

Chong Ho (Alex) Yu (<http://www.apu.edu/faculty/cyu/>), Ph.D.

### **Associate Professors**

Brian Collisson (<http://www.apu.edu/faculty/bcollisson/>), Ph.D.

Carissa Dwiwardani (<http://www.apu.edu/faculty/cdwiwardani/>), Ph.D.

Matthew Heller (<http://www.apu.edu/faculty/mheller/>), Ph.D.

Holly Holloway-Friesen (<http://www.apu.edu/faculty/hfriesen/>), Ph.D.

Curtis Lehmann (<http://www.apu.edu/faculty/clehmann/>), Ph.D.

William Whitney (<http://www.apu.edu/faculty/wwhitney/>), Ph.D.

Scott J. Wood (<http://www.apu.edu/faculty/swood/>), Ph.D.

### **Assistant Professors**

Tanya Barclay, M.S., CCLS

L. Paul Bernard (<http://www.apu.edu/faculty/pbernard/>), M.A.

Julianne Edwards (<http://www.apu.edu/faculty/jmedwards/>), Ph.D.



Carissa Howard (<http://www.apu.edu/faculty/cjhoward/>), M.S., CCLS

Marc Kinon (<http://www.apu.edu/faculty/mkinon/>), Ph.D.

Hannah Knott (<http://www.apu.edu/faculty/hknott/>), M.S., CCLS

Danielle Lascano (<http://www.apu.edu/faculty/dlascano/>), Ed.D.

Robert Linsalato (<http://www.apu.edu/faculty/rlinsalato/>), M.A.

Alessandra Macbeth, M.A.

Andrew Shelton (<http://www.apu.edu/faculty/ashelton/>), Ph.D.

Irene C. Valdovinos, MPH

Charity Vasquez (<http://www.apu.edu/faculty/cvasquez/>), M.S., CCLS

Kristen Watkins

Crystal Wigglesworth (<http://www.apu.edu/faculty/cwigglesworth/>), M.S., CCLS

## **Adjunct Faculty**

Harmony Jackson, M.S., CCLS

# B.A. in Psychology

48 units

The B.A. in Psychology (<https://www.apu.edu/bas/programs/psychology-majors/>) program helps students learn about human behavior through the development of critical thinking skills, and gives them experience in methods of research and conducting scientific inquiries. Students who complete the program are well equipped to pursue graduate education and/or careers in clinical/counseling areas of psychology and child life, and in a variety of applied psychology and allied areas (e.g., organizational psychology, educational psychology, and social work).

## Requirements

The Bachelor of Arts in Psychology is ideal for students interested in clinical/counseling or other applied areas of psychology. The core requirements (Domain 1) give students grounding in the discipline and an understanding of the basics of human behavior. The career-focus electives (Domain 2) provide students with clear applications of psychology, clustered by common themes and areas of employment. And the applied-learning electives (Domain 3) provide students with internship and/or research experience.

| Code   | Title  | Units     |
|--|--|-----------|
| <b>Prerequisite Courses</b>  |  |           |
| MATH 130   | Introduction to Statistics <sup>1</sup>  |           |
| Choose one of the following:   |  |           |
| BIOL 101   | Biology and Society (recommended) <sup>2</sup>   |           |
| BIOL 151   | General Biology I <sup>2</sup>   |           |
| <b>Domain 1: Core Courses</b>  |  | <b>27</b> |
| PSYC 110   | General Psychology <sup>3, 4</sup>   |           |
| PSYC 250   | Data Analysis in Psychology  |           |
| WRIT 260   | Writing 2: Psychology Subdisciplines and Career Trajectories <sup>5</sup>                          |           |
| PSYC 360   | Abnormal Psychology  |           |
| PSYC 362   | Research Methods in Psychology   |           |
| PSYC 496   | Writing 3: Senior Seminar in Psychology and Christian Integration <sup>6</sup>                     |           |
| Developmental  |  |           |
| Choose one of the following:   |  |           |
| PSYC 290   | Human Growth and Development <sup>4</sup>  |           |
| PSYC 345   | Psychology of Child and Adolescent Development <sup>4</sup>  |           |
| PSYC 355   | Psychology of Adult Development  |           |
| Neurocognition   |  |           |
| Choose one of the following:   |  |           |
| PSYC 292   | Introduction to Brain and Behavior   |           |
| PSYC 390   | Cognition  |           |
| PSYC 405   | Psychology of Learning   |           |
| PSYC 472   | Neurological and Behavioral Disorders  |           |
| Sociocultural  |  |           |
| Choose one of the following:   |  |           |
| PSYC 301 & PSYC 302  | Global-Local Cultural Psychology Integration I and Global-Local Cultural Psychology Integration II |           |
| PSYC 320   | Social Psychology  |           |
| PSYC 400   | Multicultural Psychology <sup>7</sup>  |           |
| <b>Domain 2: Career Focus</b>  |  | <b>18</b> |
| Choose any six courses (18 units) from any of the following clusters. A course may be used to meet the requirement of one domain only. |  |           |
| Business and Community Cluster   |  |           |
| PSYC 301   | Global-Local Cultural Psychology Integration I   |           |
| PSYC 302   | Global-Local Cultural Psychology Integration II  |           |
| PSYC 320   | Social Psychology  |           |
| PSYC 370   | Industrial/Organizational Psychology   |           |
| PSYC 375   | Psychology of Conflict Management and Mediation  |           |
| PSYC 386   | Community Psychology   |           |

|                                   |  |
|-----------------------------------|--|
| PSYC 400                          | Multicultural Psychology   |
| PSYC 420                          | Political Psychology <sup>8</sup>  |
| Clinical and Counseling Cluster   |  |
| PSYC 280                          | Introduction to Certified Alcohol Drug Counselor Credentialing             |
| PSYC 380                          | Psychology of Personality  |
| PSYC 383                          | Psychology of Suicide  |
| PSYC 415                          | Group Process  |
| PSYC 430                          | Intervention Strategies with Children                                      |
| PSYC 445                          | Psychology of the Family   |
| PSYC 450                          | Counseling Theory  |
| PSYC 451                          | Interventions in Counseling  |
| PSYC 454                          | Counseling in the Christian Community                                      |
| PSYC 464                          | Substance Use Assessment and Interventions                                 |
| PSYC 466                          | Case Management in Mental Health and Substance Use Disorders               |
| PSYC 527                          | Diagnosis and Treatment Planning   |
| PSYC 532                          | Theories of Counseling and Therapy   |
| PPSY 558                          | Advanced Developmental Psychology  |
| Development and Education Cluster |  |
| PSYC 290                          | Human Growth and Development <sup>4</sup>                                  |
| PSYC 305                          | Educational Psychology   |
| PSYC 345                          | Psychology of Child and Adolescent Development <sup>4</sup>                |
| PSYC 355                          | Psychology of Adult Development  |
| PSYC 410                          | Psychology of Exceptional Children   |
| PSYC 432                          | Psychosocial Interventions in Pediatric Health Care                        |
| PCLS 501                          | Advanced Child Development <sup>9</sup>                                    |
| PCLS 511                          | Family Systems Theory and Applications <sup>9</sup>                        |
| PCLS 512                          | Theories and Practices of Grief and Loss <sup>9</sup>                      |
| PCLS 521                          | Introduction to Child Life <sup>9</sup>                                    |
| PCLS 523                          | Coping Strategies for Children Experiencing Stress and Trauma <sup>9</sup> |
| Methods Cluster                   |  |
| PSYC 340                          | History of Psychology  |
| PSYC 462                          | Research Methods II  |
| PSYC 475                          | Research Experience <sup>10</sup>  |
| PSYC 480                          | Psychological Testing and Measurement                                      |
| PSYC 501                          | Theory, Research and Practice in Psychology <sup>9</sup>                   |
| PSYC 511                          | Experimental Research Methods <sup>9</sup>                                 |
| PSYC 512                          | Non-Experimental Research Methods <sup>9</sup>                             |
| PSYC 518                          | Analysis of Variance <sup>9</sup>  |
| Neurocognition Cluster            |  |
| PSYC 292                          | Introduction to Brain and Behavior   |
| PSYC 390                          | Cognition  |
| PSYC 405                          | Psychology of Learning   |
| PSYC 453                          | Bilingualism, Biculturalism, and Cognition                                 |
| PSYC 470                          | Cognitive Neuroscience   |
| PSYC 472                          | Neurological and Behavioral Disorders                                      |
| Restoring Wholeness Cluster       |  |
| PSYC 330                          | Sports Psychology  |
| PSYC 385                          | Health Psychology  |
| PSYC 440                          | Psychology of Religion   |
| PSYC 463                          | Drugs, Behavior, and Society <sup>11</sup>                                 |
| PSYC 485                          | Stress and Coping  |

PSYC 455

Field Experience <sup>10, 11, 12, 13</sup>

Total Units

48

- 1 **Meets the General Education Quantitative Literacy requirement.**
- 2 **Meets the General Education Natural Sciences requirement.**
- 3 An AP Psychology score of 3, 4, or 5 will be accepted for PSYC 110.
- 4 **Meets the General Education Social Sciences requirement.**
- 5 **Meets the General Education Writing 2 requirement.**
- 6 **Meets the General Education Writing 3 requirement.**
- 7 Meets the General Education Intercultural Competence requirement.
- 8 Meets the General Education Civic Knowledge and Engagement requirement.
- 9 Requires senior standing and departmental permission.
- 10 Meets the General Education Integrative and Applied Learning requirement.
- 11 Can be double-counted toward the alcohol and drug counseling minor.
- 12 Students may petition to take PSYC 475 instead of PSYC 455.
- 13 PADM 399 counts for 3 units of PSYC 455 and 3 units of nonmajor elective credit, and meets the General Education Civic Knowledge and Engagement requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DISCIPLINARY KNOWLEDGE- Students demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.
2. CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Students demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.
3. VALUES AND ETHICS- Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. APPLICATION TO VOCATION- Students demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. FAITH INTEGRATION- Students demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

# B.A. in Psychology (Bachelor's Completion Program)

48 units

Azusa Pacific's bachelor's completion program in psychology (<https://www.apu.edu/bas/programs/psychology-bachelors-completion/>) is designed for transfer students who have at least 30 units and are interested in completing a Bachelor of Arts in Psychology at the High Desert, Inland Empire, Monrovia, Murrieta, Orange County, or San Diego regional location, or online. Students gain hands-on field experience as they learn about human behavior and how to analyze and solve problems in various settings, preparing them to make a difference in the lives of others.

Azusa Pacific's bachelor's completion programs allow students who began a program of study at another higher education institution to finish their degree at APU. In order to graduate, students must complete the required program units and General Education (p. 1147) units, for a total of 120 units.

## Requirements

The Bachelor of Arts in Psychology degree completion program is ideal for students interested in clinical/counseling or other applied areas of psychology. The core requirements (Domain 1) give students grounding in the discipline and an understanding of the basics of human behavior. The career-focus electives (Domain 2) provide students with clear applications of psychology, clustered by common themes and areas of employment. And the applied integrative learning electives (Domain 3) offer internships and/or research experience.

| Code  | Title  | Units     |
|---|--|-----------|
| <b>Prerequisites</b>  |  |           |
| PRMA 130  | Introduction to Statistics <sup>1</sup>  |           |
| PRBI 101  | Fundamentals of Biology <sup>2, 3</sup>  |           |
| <b>Domain 1: Core Courses</b>   |  |           |
| PRPS 110  | General Psychology <sup>4, 5</sup>   | 3         |
| PRPS 250  | Data Analysis in Psychology  | 3         |
| PRWR 260  | Writing 2: Psychology Subdisciplines and Career Trajectories <sup>6</sup>      | 3         |
| PRPS 360  | Abnormal Psychology  | 3         |
| PRPS 362  | Research Methods in Psychology   | 3         |
| PRPS 496  | Writing 3: Senior Seminar in Psychology and Christian Integration <sup>7</sup> | 3         |
| Developmental   |  |           |
| Choose one of the following:  |  | 3         |
| PRPS 290  | Human Growth and Development <sup>5</sup>                                      |           |
| PRPS 345  | Psychology of Child and Adolescent Development <sup>5</sup>                    |           |
| PRPS 355  | Psychology of Adult Development  |           |
| Neurocognition  |  |           |
| Choose one of the following:  |  | 3         |
| PRPS 292  | Introduction to Brain and Behavior   |           |
| PRPS 390  | Cognition  |           |
| PRPS 405  | Psychology of Learning   |           |
| PRPS 472  | Neurological and Behavioral Disorders  |           |
| Sociocultural   |  |           |
| Choose one of the following:  |  | 3         |
| PRPS 320  | Social Psychology  |           |
| PRPS 400  | Multicultural Psychology <sup>8</sup>  |           |
| <b>Domain 2: Career Focus</b>   |  | <b>18</b> |
| Choose any six courses (18 units) from any of the following clusters. A course may be used to meet the requirement of Domain 1 or Domain 2, but not both. |  |           |
| Business and Community Cluster  |  |           |
| PRPS 320  | Social Psychology  |           |
| PRPS 370  | Industrial/Organizational Psychology   |           |
| PRPS 375  | Psychology of Conflict Management and Mediation                                |           |
| PRPS 386  | Community Psychology   |           |

|   |   |
|---|---|
| PRPS 400                                      | Multicultural Psychology <sup>8</sup>   |
| PRPS 420                                      | Political Psychology <sup>9</sup>   |
| Clinical and Counseling Cluster               |   |
| PRPS 280                                      | Introduction to Certified Alcohol Drug Counselor Credentialing                  |
| PRPS 380                                      | Psychology of Personality   |
| PRPS 383                                      | Psychology of Suicide   |
| PRPS 415                                      | Group Process   |
| PRPS 430                                      | Intervention Strategies with Children   |
| PRPS 445                                      | Psychology of the Family  |
| PRPS 450                                      | Counseling Theory   |
| PRPS 451                                      | Interventions in Counseling   |
| PRPS 464                                      | Substance Use Assessment and Interventions                                      |
| PRPS 466                                      | Case Management in Mental Health and Substance Use Disorders                    |
| Development and Education Cluster             |   |
| PRPS 290                                      | Human Growth and Development <sup>5</sup>                                       |
| PRPS 305                                      | Educational Psychology  |
| PRPS 345                                      | Psychology of Child and Adolescent Development <sup>5</sup>                     |
| PRPS 355                                      | Psychology of Adult Development   |
| PRPS 410                                      | Psychology of Exceptional Children  |
| PRPS 432                                      | Psychosocial Interventions in Pediatric Health Care                             |
| PCLS 501                                      | Advanced Child Development <sup>10, 11</sup>                                    |
| PCLS 511                                      | Family Systems Theory and Applications <sup>10, 11</sup>                        |
| PCLS 523                                      | Coping Strategies for Children Experiencing Stress and Trauma <sup>10, 11</sup> |
| Methods Cluster                               |   |
| PRPS 340                                      | History of Psychology   |
| PRPS 475                                      | Research Experience I <sup>12</sup>   |
| PRPS 480                                      | Psychological Testing and Measurement   |
| PSYC 501                                      | Theory, Research and Practice in Psychology <sup>10, 11</sup>                   |
| PSYC 511                                      | Experimental Research Methods <sup>10, 11</sup>                                 |
| or PSYC 512                                   | Non-Experimental Research Methods   |
| PSYC 518                                      | Analysis of Variance <sup>10, 11</sup>  |
| Neurocognition Cluster                        |   |
| PRPS 292                                      | Introduction to Brain and Behavior  |
| PRPS 390                                      | Cognition   |
| PRPS 405                                      | Psychology of Learning  |
| PRPS 453                                      | Bilingualism, Biculturalism, and Cognition                                      |
| PRPS 470                                      | Cognitive Neuroscience  |
| PRPS 472                                      | Neurological and Behavioral Disorders   |
| Restoring Wholeness Cluster                   |   |
| PRPS 330                                      | Sports Psychology   |
| PRPS 385                                      | Health Psychology   |
| PRPS 440                                      | Psychology of Religion  |
| PRPS 463                                      | Drugs, Behavior, and Society <sup>13</sup>                                      |
| PRPS 485                                      | Stress and Coping   |
| <b>Domain 3: Applied Integrative Learning</b> |   |
| Choose one of the following:                  |   |
| PRPS 455                                      | Field Experience <sup>12, 13</sup>  |
| PRPS 475                                      | Research Experience I <sup>12</sup>   |

Total Units

48

<sup>1</sup> Meets the General Education Quantitative Literacy requirement.

<sup>2</sup> Meets the General Education Natural Sciences requirement.

- 3 Astronomy with lab, or geology with lab, may count for biology with lab requirement.
- 4 An AP Psychology score of 3, 4, or 5 will be accepted for PRPS 110.
- 5 Meets the General Education Social Sciences requirement.
- 6 Meets the General Education Writing 2 requirement.
- 7 Meets the General Education Writing 3 requirement.
- 8 Meets the General Education Intercultural Competence requirement.
- 9 Meets the General Education Civic Knowledge and Engagement requirement.
- 10 Requires senior standing and departmental permission.
- 11 Distance-learning course.
- 12 Meets the General Education Integrative and Applied Learning requirement.
- 13 Can be double-counted toward the alcohol and drug counseling minor.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DISCIPLINARY KNOWLEDGE- Demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.
2. CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.
3. VALUES AND ETHICS- (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. APPLICATION TO VOCATION- Demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. FAITH INTEGRATION- Demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

# B.S. in Psychology

48 units

The B.S. in Psychology (<https://www.apu.edu/bas/programs/psychology-majors/>) program helps students understand psychological science and the various statistical and research methodologies used to study human thought and behavior, equipping them with strong foundational knowledge in areas of applied psychological science, as well as a strong skill set in research. Students who complete the program are well equipped to pursue graduate education and/or careers in psychology and allied health fields (e.g., physician's assistant, physical therapy, occupational therapy, speech therapy, nutrition), as well as a variety of research-related careers.

## Requirements

The Bachelor of Science in Psychology is ideal for students interested in psychological research and related careers. The core requirements (Domain 1) give students grounding in the discipline and an understanding of the basics of human behavior. The career-focus electives (Domain 2) provide students with applications of psychology, clustered by common themes and areas of employment. And the applied-learning electives (Domain 3) provide students with internship and/or research experience.

| Code   | Title   | Units     |
|--|---|-----------|
| <b>Prerequisites</b>   |   |           |
| MATH 130   | Introduction to Statistics <sup>1</sup>   |           |
| Choose one of the following:   |   |           |
| BIOL 101   | Biology and Society ((recommended)) <sup>2</sup>  |           |
| BIOL 151   | General Biology I <sup>2</sup>  |           |
| <b>Domain 1: Core Courses</b>  |   | <b>27</b> |
| Domain courses may not be counted in more than one domain.   |   |           |
| PSYC 110   | General Psychology <sup>3, 4</sup>  |           |
| PSYC 250   | Data Analysis in Psychology   |           |
| WRIT 260   | Writing 2: Psychology Subdisciplines and Career Trajectories <sup>5</sup>                             |           |
| PSYC 360   | Abnormal Psychology   |           |
| PSYC 362   | Research Methods in Psychology  |           |
| PSYC 496   | Writing 3: Senior Seminar in Psychology and Christian Integration <sup>6</sup>                        |           |
| <b>Developmental</b>   |   |           |
| Choose one of the following:   |   |           |
| PSYC 290   | Human Growth and Development <sup>4</sup>   |           |
| PSYC 345   | Psychology of Child and Adolescent Development <sup>4</sup>   |           |
| PSYC 355   | Psychology of Adult Development   |           |
| <b>Neurocognition</b>  |   |           |
| Choose one of the following:   |   |           |
| PSYC 292   | Introduction to Brain and Behavior  |           |
| PSYC 390   | Cognition   |           |
| PSYC 405   | Psychology of Learning  |           |
| PSYC 472   | Neurological and Behavioral Disorders   |           |
| <b>Sociocultural</b>   |   |           |
| Choose one of the following:   |   |           |
| PSYC 301<br>& PSYC 302   | Global-Local Cultural Psychology Integration I<br>and Global-Local Cultural Psychology Integration II |           |
| PSYC 320   | Social Psychology   |           |
| PSYC 400   | Multicultural Psychology <sup>7</sup>   |           |
| <b>Domain 2: Career Focus</b>  |   | <b>18</b> |
| Choose any six courses (18 units) from any of the following clusters; three courses (9 units) must be within the Methods cluster for students to earn a B.S in Psychology. |   |           |
| <b>Business and Community Cluster</b>  |   |           |
| PSYC 301   | Global-Local Cultural Psychology Integration I  |           |
| PSYC 302   | Global-Local Cultural Psychology Integration II   |           |
| PSYC 320   | Social Psychology   |           |



|                                   |  |
|-----------------------------------|--|
| PSYC 370                          | Industrial/Organizational Psychology                                       |
| PSYC 375                          | Psychology of Conflict Management and Mediation                            |
| PSYC 386                          | Community Psychology   |
| PSYC 400                          | Multicultural Psychology <sup>7</sup>                                      |
| PSYC 420                          | Political Psychology <sup>8</sup>  |
| Clinical and Counseling Cluster   |  |
| PSYC 280                          | Introduction to Certified Alcohol Drug Counselor Credentialing             |
| PSYC 380                          | Psychology of Personality  |
| PSYC 383                          | Psychology of Suicide  |
| PSYC 415                          | Group Process  |
| PSYC 430                          | Intervention Strategies with Children                                      |
| PSYC 445                          | Psychology of the Family   |
| PSYC 450                          | Counseling Theory  |
| PSYC 464                          | Substance Use Assessment and Interventions                                 |
| PSYC 466                          | Case Management in Mental Health and Substance Use Disorders               |
| PSYC 527                          | Diagnosis and Treatment Planning <sup>9</sup>                              |
| PSYC 532                          | Theories of Counseling and Therapy <sup>9</sup>                            |
| PPSY 558                          | Advanced Developmental Psychology <sup>9</sup>                             |
| Development and Education Cluster |  |
| PSYC 290                          | Human Growth and Development <sup>4</sup>                                  |
| PSYC 305                          | Educational Psychology   |
| PSYC 345                          | Psychology of Child and Adolescent Development <sup>4</sup>                |
| PSYC 355                          | Psychology of Adult Development  |
| PSYC 410                          | Psychology of Exceptional Children   |
| PSYC 432                          | Psychosocial Interventions in Pediatric Health Care                        |
| PCLS 501                          | Advanced Child Development <sup>9</sup>                                    |
| PCLS 511                          | Family Systems Theory and Applications <sup>9</sup>                        |
| PCLS 512                          | Theories and Practices of Grief and Loss <sup>9</sup>                      |
| PCLS 521                          | Introduction to Child Life <sup>9</sup>                                    |
| PCLS 523                          | Coping Strategies for Children Experiencing Stress and Trauma <sup>9</sup> |
| Methods Cluster                   |  |
| Select 3 of the following:        |  |
| PSYC 340                          | History of Psychology  |
| PSYC 462                          | Research Methods II  |
| PSYC 475                          | Research Experience <sup>10</sup>  |
| PSYC 480                          | Psychological Testing and Measurement                                      |
| PSYC 501                          | Theory, Research and Practice in Psychology <sup>9</sup>                   |
| PSYC 511                          | Experimental Research Methods <sup>9</sup>                                 |
| PSYC 512                          | Non-Experimental Research Methods <sup>9</sup>                             |
| PSYC 518                          | Analysis of Variance <sup>9</sup>  |
| Neurocognition Cluster            |  |
| PSYC 292                          | Introduction to Brain and Behavior   |
| PSYC 390                          | Cognition  |
| PSYC 405                          | Psychology of Learning   |
| PSYC 453                          | Bilingualism, Biculturalism, and Cognition                                 |
| PSYC 470                          | Cognitive Neuroscience   |
| PSYC 472                          | Neurological and Behavioral Disorders                                      |
| Restoring Wholeness Cluster       |  |
| PSYC 330                          | Sports Psychology  |
| PSYC 385                          | Health Psychology  |
| PSYC 440                          | Psychology of Religion   |
| PSYC 463                          | Drugs, Behavior, and Society   |

|                                   |                                       |          |
|-----------------------------------|---------------------------------------|----------|
| PSYC 485                          | Stress and Coping                     |          |
| <b>Domain 3: Applied Learning</b> |                                       | <b>3</b> |
| PSYC 475                          | Research Experience <sup>10, 11</sup> |          |
| Total Units                       |                                       | 48       |

- 1 Meets the General Education Quantitative Literacy requirement.
- 2 Meets the General Education Natural Sciences requirement.
- 3 An AP Psychology score of 3, 4, or 5 will be accepted for PSYC 110.
- 4 Meets the General Education Social Sciences requirement.
- 5 Meets the General Education Writing 2 requirement.
- 6 Meets the General Education Writing 3 requirement.
- 7 Meets the General Education Intercultural Competence requirement.
- 8 Meets the General Education Civic Knowledge and Engagement requirement.
- 9 Requires senior standing and departmental permission.
- 10 Meets the General Education Integrative and Applied Learning requirement.
- 11 Students may petition to take PSYC 455 instead of PSYC 475.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DISCIPLINARY KNOWLEDGE- Demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.
2. CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.
3. VALUES AND ETHICS- Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. APPLICATION TO VOCATION- Demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. FAITH INTEGRATION- Demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

# M.S. in Child Life

The master's degree in child life (<https://www.apu.edu/bas/programs/masters-in-child-life/>) is designed to prepare graduates to successfully complete credentialing as child life specialists, who are allied health care professionals with expertise in helping children and their families navigate traumatic and challenging experiences, particularly health crises.

This is an applied/clinical program, with students required to complete a 120-hour practicum in child life followed by a 600-hour hospital internship, in addition to rigorous coursework. The program comprises 42 units and can be completed in 18 months, with available start times in spring and fall. Courses take place primarily in the evenings. There is also online synchronous learning for the Advanced Standing (p. 660) option.

## Requirements

| Code                                   | Title   | Units        |
|--|---|--------------|
| PCLS 501                               | Advanced Child Development                                    | 3            |
| PCLS 502                               | Applied Child Development and Medical Terminology             | 3            |
| PCLS 511                               | Family Systems Theory and Applications                        | 3            |
| PCLS 512                               | Theories and Practices of Grief and Loss                      | 3            |
| PCLS 521                               | Introduction to Child Life                                    | 3            |
| PCLS 522                               | Therapeutic Interventions and Play-Based Techniques           | 3            |
| PCLS 523                               | Coping Strategies for Children Experiencing Stress and Trauma | 3            |
| PCLS 525                               | Assessment, Preparation, and Documentation                    | 3            |
| PCLS 531                               | Ethics, Diversity and Professional Issues                     | 3            |
| PCLS 532                               | Child Life Administration and Leadership                      | 3            |
| PCLS 542                               | Practicum in Child Life                                       | 3            |
| PCLS 543                               | Internship in Child Life                                      | 3            |
| PCLS 551                               | Research Methods and Statistical Analysis                     | 3            |
| PCLS 552                               | Thesis/Project Seminar  | 3            |
| <b>Optional Electives <sup>1</sup></b> |   | <b>3-6</b>   |
| PCLS 520                               | Infants and Toddlers: Development and Interventions           |              |
| PCLS 524                               | Adolescent Development and Interventions                      |              |
| PCLS 545                               | Internship in Child Life II                                   |              |
| <b>Total Units</b>                     |   | <b>42-48</b> |

<sup>1</sup> These courses may serve as additional electives to the M.S. in Child Life program, or may be used as substitutes for required courses by students who enter the program with previous coursework that meets the Student Learning Outcomes for a required course. Departmental permission is required for such a substitution.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Disciplinary Knowledge – Demonstrates theoretical and conceptual knowledge to apply Child Life practices.
2. Critical Thinking, Scientific Inquiry, and Effective Communication – Able to examine and engage in scholarly inquiry and critical thinking, including evaluation and application of evidence based research relevant to child life practices and healthcare delivery system, as a basis to develop, implement and communicate effective interventions.
3. Values and Ethics – Apply knowledge of child life operating principles, code of ethical responsibilities, standards of practice, respect and value for diversity, and factors impacting infants, children, youth and families.

4. Application to Vocation – Develop professional identity demonstrating the ability to integrate and apply Child Life competencies learned in professional settings of practicum and internship.
5. Faith integration – Articulate the intersection of Christian traditions with the Child Life profession using a Christian worldview to integrate faith, beliefs, values, ethics, and service in personal and professional life.

# M.S. in Child Life (Advanced Standing)

The Advanced Standing option for the Master of Science in Child Life (<https://www.apu.edu/bas/programs/masters-in-child-life/>) program is available for Certified Child Life Specialists who have a B.A. or B.S. degree, as well as individuals who have successfully completed the 600 required child life internship hours. To pursue the Advanced Standing option, you must provide proof of a Child Life Certificate from the Child Life Certification Commission (part of the Association of Child Life Professionals), or complete the Child Life Clinical Experience Verification Form (PDF) ([https://www.apu.edu/live\\_data/files/210/clinicalexperienceverificationform.pdf](https://www.apu.edu/live_data/files/210/clinicalexperienceverificationform.pdf)).

## Requirements

| Code                                   | Title   | Units        |
|--|---|--------------|
| PCLS 501                               | Advanced Child Development                                      | 3            |
| PCLS 511                               | Family Systems Theory and Applications                          | 3            |
| PCLS 512                               | Theories and Practices of Grief and Loss                        | 3            |
| PCLS 523                               | Coping Strategies for Children Experiencing Stress and Trauma   | 3            |
| PCLS 531                               | Ethics, Diversity and Professional Issues                       | 3            |
| PCLS 532                               | Child Life Administration and Leadership                        | 3            |
| PCLS 551                               | Research Methods and Statistical Analysis                       | 3            |
| PCLS 552                               | Thesis/Project Seminar  | 3            |
| PSYC 526                               | Multicultural Counseling  | 3            |
| PSYC 524                               | Counseling Adolescents  | 3            |
| PSYC 530                               | Evidence-Based Practices in the Treatment of Children and Youth | 3            |
| PSYC 529                               | Group Counseling  | 3            |
| <b>Optional Electives <sup>1</sup></b> |   |              |
| PCLS 524                               | Adolescent Development and Interventions                        | 3            |
| PCLS 520                               | Infants and Toddlers: Development and Interventions             | 3            |
| <b>Total Units</b>                     |   | <b>36-42</b> |

<sup>1</sup> These courses may serve as additional electives to the child life program, or be used as substitutes for a required course by students who enter the program with previous coursework that meets the student learning outcomes for a particular required course. Departmental permission is required for such a substitution.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Disciplinary Knowledge – Demonstrate theoretical and conceptual knowledge to apply Child Life practices.
2. Critical thinking, scientific inquiry and effective communication – Able to examine and engage in scholarly inquiry and critical thinking, including evaluation and application of evidence based research relevant to child life practices and healthcare delivery system, as a basis to develop, implement and communicate effective interventions.
3. Values and Ethics – Apply knowledge of child life operating principles, code of ethical responsibilities, standards of practice, respect and value for diversity, and factors impacting infants, children, youth and families.
4. Application to Vocation – Develop professional identity demonstrating the ability to integrate and apply Child Life competencies learned in professional settings of practicum and internship.
5. Faith integration – Articulate the intersection of Christian traditions with the Child Life profession using a Christian worldview to integrate faith, beliefs, values, ethics, and service in personal and professional life.

# M.S. in Counseling Psychology with Specialization in Children and Adolescents

Learn more about the Master of Science in Counseling Psychology with Specialization in Children and Adolescents program. (<https://www.apu.edu/bas/programs/masters-in-counseling-psychology/>)

## Requirements

| Code        | Title   | Units |
|-------------|---|-------|
| PSYC 532    | Theories of Counseling and Therapy                              | 3     |
| PSYC 558    | Advanced Developmental Psychology                               | 3     |
| PSYC 555    | Career Development  | 3     |
| PSYC 529    | Group Counseling  | 3     |
| PSYC 525    | Principles and Practice of Assessment and Evaluation            | 3     |
| PSYC 526    | Multicultural Counseling  | 3     |
| PSYC 527    | Diagnosis and Treatment Planning                                | 3     |
| PSYC 551    | Research Methods in Counseling                                  | 3     |
| PSYC 531    | Ethics and Professional Issues                                  | 3     |
| PSYC 585    | Psychopharmacology and Psychobiology                            | 3     |
| PSYC 528    | Treatment of Substance Use Disorders in Youth and Families      | 3     |
| PSYC 523    | Interventions for Trauma and Crisis                             | 3     |
| PSYC 530    | Evidence-Based Practices in the Treatment of Children and Youth | 3     |
| PSYC 535    | Therapies for Attachment and Internalizing Disorders            | 3     |
| PSYC 533    | Externalizing and Dysregulation Disorders                       | 3     |
| PSYC 536    | Play-Based Therapies  | 3     |
| PSYC 534    | Family Systems Theory and Counseling                            | 3     |
| PSYC 524    | Counseling Adolescents  | 3     |
| PSYC 542    | Practicum I   | 3     |
| PSYC 543    | Practicum II  | 3     |
| Total Units |   | 60    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate entry-level competence in the core domains of practice identified by the Board of Behavioral Sciences for licensure as an LPCC.
2. Demonstrate core competence in child/youth development, assessment, diagnosis, treatment, psychoeducation, and prevention interventions.
3. Analyze and synthesize disciplinary research and professional literature.
4. Demonstrate professional-level skills in written and oral communication.
5. Demonstrate skills in the integration of Christian faith with professional conceptualization and service delivery in counseling.

# M.S. in Research Psychology and Data Analysis

The Master of Science in Research Psychology and Data Analysis (<https://www.apu.edu/bas/programs/research-psychology-data-analysis/>) provides research and statistical experience needed to be competitive for doctoral programs and pursue, or advance within, careers related to psychological research. The program consists of a rigorous 36-unit curriculum that can be completed in one academic year, 18 months, or 2 academic years. Students in this program acquire skills in research methods and statistical analyses commonly used within psychological research, and complete a master's thesis. Courses feature lectures, seminars, and hands-on research labs that incorporate various popular statistical software used within psychology. All courses are offered in a distance learning format that consists of face-to-face and remote students. Face-to-face students attend courses at the Azusa campus, and remote students join the face-to-face course using video conferencing technology. Throughout the program, a faculty advisor works closely with individual students to provide guidance on completing the thesis, applying to doctoral programs, and pursuing a career in research. In addition, students have the opportunity to participate in professional events, including academic conferences.

## Coursework Schedule

**Fall (13 units):** Experimental Research Methods (3), Analysis of Variance (3), Analysis of Variance Lab (1), Theory, Research, and Practice in Psychology (3), Introduction to Grant and Professional Writing (3)

**Spring (14 units):** Thesis Seminar (3), Non-Experimental Research Methods (3), Regression (3), Regression Lab (1), Psychometrics: Assessment and Measurement (3), Psychometrics: Assessment and Measurement Lab (1),

**Summer I (6 units):** Thesis Seminar (3), Program Evaluation (3)

**Summer II (3 units):** Thesis Seminar (3)

## Requirements

| Code  | Title  | Units    |
|---|--|----------|
| <b>Core Courses</b>                               |  |          |
| PSYC 501  | Theory, Research and Practice in Psychology    | 3        |
| PSYC 511  | Experimental Research Methods                  | 3        |
| PSYC 512  | Non-Experimental Research Methods              | 3        |
| PSYC 518  | Analysis of Variance                           | 3        |
| PSYC 518L   | Analysis of Variance Lab                       | 1        |
| PSYC 519  | Regression                                     | 3        |
| PSYC 519L   | Regression Lab                                 | 1        |
| PSYC 520  | Psychometrics: Assessment and Measurement      | 3        |
| PSYC 520L   | Psychometrics: Assessment and Measurement Lab  | 1        |
| PSYC 517  | Program Evaluation                             | 3        |
| PSYC 597  | Introduction to Grant and Professional Writing | 3        |
| <b>Students must choose one of the following:</b> |  | <b>9</b> |
| <b>Thesis Track</b>                               |  |          |
| PSYC 598  | Thesis Seminar <sup>1</sup>                    |          |
| <b>Internship Track</b>                           |  |          |
| PSYC 578  | Research Practicum <sup>2</sup>                |          |
| PSYC 588  | Research Internship                            |          |

**Total Units** **36-39**

<sup>1</sup> Students on the thesis track are required to take 9 units of PSYC 598, but may take up to 12 units in order to complete their thesis.

<sup>2</sup> Students on the internship track are required to take 6 units of PSYC 578.

| Code  | Title                                 | Units |
|---|---------------------------------------|-------|
| <b>Optional Concentration in Data Analytics</b> |                                       |       |
| STAT 521  | Statistical Computing and Programming | 3     |
| STAT 551  | Data Visualization                    | 3     |

|             |             |   |
|-------------|-------------|---|
| STAT 553    | Data Mining | 3 |
| Total Units |             | 9 |

| Code  | Title                              | Units |
|---|------------------------------------|-------|
| <b>Optional Concentration in Marketing Research</b> |                                    |       |
| BUSI 511  | Quantitative Analysis and Research | 3     |
| MKTG 515  | Marketing Research                 | 3     |
| MKTG 527  | Marketing Strategy                 | 3     |
| Total Units   |                                    | 9     |

| Code  | Title                                       | Units |
|---|---|-------|
| <b>Optional Concentration in Industrial Organizational Psychology</b> |   |       |
| OPSY 501  | Introduction to Organizational Psychology   | 3     |
| Choose two of the following:  |   | 6     |
| OPSY 503  | Group and Organizational Behavior           |       |
| OPSY 505  | Individual and Team Assessment              |       |
| OPSY 510  | Organizational Assessment and Interventions |       |
| OPSY 534  | Organizational Systems: Theories of Change  |       |
| Total Units   |   | 9     |

| Code   | Title   | Units |
|--|---|-------|
| <b>Optional Concentration in Counseling Psychology</b> |   |       |
| Choose three of the following:                         |   | 9     |
| PSYC 526   | Multicultural Counseling  |       |
| PSYC 530   | Evidence-Based Practices in the Treatment of Children and Youth |       |
| PSYC 531   | Ethics and Professional Issues                                  |       |
| PSYC 532   | Theories of Counseling and Therapy                              |       |
| Total Units  |   | 9     |

## Optional Concentrations <sup>1</sup>

### Data Analytics

This concentration equips students with statistical and data visualization techniques. It consists of courses that develop students' skill in statistical programming, including *R* and *SAS*, data visualization using Tableau, and data mining. Such training prepares students to pursue careers in business and/or data analytics.

### Marketing Research

This concentration equips students with conceptual and applied knowledge of marketing processes and the evaluation of products, services, and consumer behavior. It consists of courses that introduce marketing strategy and apply quantitative research methods and data analysis techniques within business and marketing contexts, using relevant marketing terminology and statistical software. Such skills are in high demand and prepare students to pursue applied psychology careers related to marketing.

### Industrial Organizational Psychology

Organizational psychology, often called industrial/organizational psychology, considers the attitudes, feelings, and behaviors of people in the workplace. At the intersection of business and psychology, courses in this concentration help you discover your ability to diagnose organizational health; develop and implement change initiatives; administer and create job satisfaction surveys; increase employee morale and expand retention strategies; advance performance management programs; hire, train, and develop talent; and advise, coach, and build successful teams.

### Counseling Psychology

This concentration is for students who are interested in getting a Ph.D. in clinical/counseling psychology and would like to take graduate courses that would expose them to this area of psychology. Students wishing to complete this concentration need to complete three courses from the M.S. in Counseling Psychology program (p. 661) as outlined in program requirements.

<sup>1</sup> The cost per unit for the concentration is based on the cost of the concentration courses, and may be different from per-unit cost for the M.S. in Research Psychology and Data Analysis.



## Graduation

In order to graduate, students must complete the required courses with an overall grade-point average (GPA) of at least 3.0 within five years of matriculation. This includes completing every required course with a *B-* or above. Students must also complete a master's thesis according to the guidelines outlined by the program and university.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain the knowledge and skills used in assessment/measurement, research design, and statistical methods in psychology.
2. Apply various theories of psychology used in assessment/measurement, research design, and statistical methods in psychology.
3. Examine the integration of psychological research with a Christian worldview.
4. Articulate the APA codes, standards, and ethics of psychological research and practice in various applied settings.
5. Demonstrate graduate level APA formatting skills for writing and presentations.

# Minor in Alcohol and Drug Counseling

24 units

The minor in alcohol and drug counseling prepares students to pursue alcohol and drug counselor credentialing with the California Consortium of Addiction Programs and Professionals (CCAPP). Students who finish this minor complete the educational requirements for certified alcohol and drug counselors, and have the foundational knowledge, understanding, and skills needed to join this ever-expanding field that allows for bachelor-level entry. *Note: There are other requirements, however, to qualify for the alcohol and drug counseling credential, as outlined and determined by CCAPP.*

For students interested in completing the Bachelor of Arts (B.A.) in Psychology (p. 649) or the Bachelor of Science (B.S.) in Psychology (p. 655), 6 units of the minor can be used to meet the requirements of the B.A. or B.S.; 15 units of the minor, including 3 units of PSYC 455, must be completed at Azusa Pacific University.

## Requirements

| Code                    | Title   | Units |
|-------------------------|---|-------|
| PSYC 280                | Introduction to Certified Alcohol Drug Counselor Credentialing              | 3     |
| PSYC 451<br>or PSYC 531 | Interventions in Counseling <sup>1</sup><br>Ethics and Professional Issues  | 3     |
| PSYC 455                | Field Experience (130 of 255 hours required) <sup>2</sup>                   | 3     |
| PSYC 463                | Drugs, Behavior, and Society <sup>3</sup>                                   | 3     |
| PSYC 464                | Substance Use Assessment and Interventions                                  | 3     |
| PSYC 466                | Case Management in Mental Health and Substance Use Disorders                | 3     |
| PSYC 485                | Stress and Coping   | 3     |
| PSYC 455<br>or PSYC 542 | Field Experience (130 of 255 hours required) <sup>1, 2</sup><br>Practicum I | 3     |
| Total Units             |   | 24    |

<sup>1</sup> Graduate courses (500-level and above) require senior standing and departmental permission.

<sup>2</sup> Three units of PSYC 455 can be used to meet requirements of the minor and the B.A. or B.S. in Psychology.

<sup>3</sup> Meets requirements of the minor and the B.A. or B.S. in Psychology.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop entry level mastery of knowledge of substance use, misuse, and effective treatment for substance use problems.
2. Demonstrate entry level skills in engagement and facilitation of substance use recovery strategies.
3. Apply knowledge and skill related to Alcohol and Drug counseling in field experiences.
4. Demonstrate the ability to integrate faith into a comprehensive conceptualization of substance use problems.

# Minor in Alcohol and Drug Counseling (Professional)

24 units

Substance use treatment is an ever-expanding career field, and the professional minor in alcohol and drug counseling gives individuals the foundational knowledge, understanding, and skills needed to enter the field as a bachelor-level staff member. This program prepares students to pursue alcohol and drug counselor credentialing with the California Consortium of Addiction Programs and Professionals (CCAPP), as students who complete this minor satisfy the educational requirements for certified alcohol and drug counselors—although, to qualify for the alcohol and drug counseling credential, additional efforts are required, as outlined and determined by CCAPP.

Note: 6 units of the alcohol and drug counseling professional minor can be used to meet requirements of the psychology bachelor's completion (B.A.) program (p. 652); 15 units of the minor, including 3 units of PRPS 455, must be completed at Azusa Pacific University.

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| PRPS 280    | Introduction to Certified Alcohol Drug Counselor Credentialing | 3     |
| PRPS 450    | Counseling Theory <sup>1</sup>                                 | 3     |
| PRPS 455    | Field Experience   | 3     |
| PRPS 463    | Drugs, Behavior, and Society                                   | 3     |
| PRPS 464    | Substance Use Assessment and Interventions                     | 3     |
| PRPS 466    | Case Management in Mental Health and Substance Use Disorders   | 3     |
| PRPS 485    | Stress and Coping  | 3     |
| PRPS 455    | Field Experience <sup>2</sup>                                  | 3     |
| Total Units |  | 24    |

<sup>1</sup> Can count toward the professional minor and the psychology bachelor's completion program.

<sup>2</sup> Three units of PRPS 455 can count toward the professional minor and the psychology bachelor's completion program.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop entry level mastery of knowledge of substance use, misuse, and effective treatment for substance use problems.
2. Demonstrate entry level skills in engagement and facilitation of substance use recovery strategies.
3. Apply knowledge and skill related to Alcohol and Drug counseling in field experiences.
4. Demonstrate the ability to integrate faith into a comprehensive conceptualization of substance use problems.

# Minor in Psychology

18 units

The psychology minor introduces students to the study of human thought and behavior. Specifically, students minoring in psychology are exposed to disciplinary knowledge, critical thinking skills, scientific inquiry, and applications of psychology. This minor is ideal for students from a wide variety of education and career paths who wish to bolster their understanding of, and interactions with, people.

## Requirements

| Code   | Title                                     | Units |
|--|---|-------|
| PSYC 110   | General Psychology <sup>1</sup>           | 3     |
| PSYC 290   | Human Growth and Development <sup>1</sup> | 3     |
| Select 12 units from any psychology courses; WRIT 260 is included as a psychology course. <sup>2</sup> |   | 12    |
| Total Units  |   | 18    |

<sup>1</sup> Meets the General Education Social Sciences requirement.

<sup>2</sup> WRIT 260, PSYC 345, PSYC 400, PSYC 420, PSYC 455, PSYC 475, and PSYC 496 meet additional General Education requirements.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. PLO 1- DISCIPLINARY KNOWLEDGE- Students demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society
2. PLO 2- CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Students demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication
3. PLO 3- VALUES AND ETHICS- Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. PLO 4- APPLICATION TO VOCATION- Students demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. PLO 5- FAITH INTEGRATION- Students demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

# Minor in Psychology (Professional)

18 units

## Requirements

| Code                                | Title   | Units |
|-------------------------------------|---|-------|
| PRPS 110                            | General Psychology <sup>1</sup>                                   | 3     |
| PRPS 290                            | Human Growth and Development <sup>1</sup>                         | 3     |
| Select 12 units from the following: |   | 12    |
| PRPS 250                            | Data Analysis in Psychology                                       |       |
| PRPS 280                            | Introduction to Certified Alcohol Drug Counselor Credentialing    |       |
| PRPS 292                            | Introduction to Brain and Behavior                                |       |
| PRPS 299                            | Applied Statistics for Social Sciences                            |       |
| PRPS 320                            | Social Psychology   |       |
| PRPS 330                            | Sports Psychology   |       |
| PRPS 340                            | History of Psychology   |       |
| PRPS 345                            | Psychology of Child and Adolescent Development                    |       |
| PRPS 355                            | Psychology of Adult Development                                   |       |
| PRPS 360                            | Abnormal Psychology   |       |
| PRPS 362                            | Research Methods in Psychology                                    |       |
| PRPS 370                            | Industrial/Organizational Psychology                              |       |
| PRPS 375                            | Psychology of Conflict Management and Mediation                   |       |
| PRPS 380                            | Psychology of Personality   |       |
| PRPS 385                            | Health Psychology   |       |
| PRPS 386                            | Community Psychology  |       |
| PRPS 390                            | Cognition   |       |
| PRPS 400                            | Multicultural Psychology  |       |
| PRPS 405                            | Psychology of Learning  |       |
| PRPS 410                            | Psychology of Exceptional Children                                |       |
| PRPS 415                            | Group Process   |       |
| PRPS 430                            | Intervention Strategies with Children                             |       |
| PRPS 432                            | Psychosocial Interventions in Pediatric Health Care               |       |
| PRPS 440                            | Psychology of Religion  |       |
| PRPS 445                            | Psychology of the Family  |       |
| PRPS 450                            | Counseling Theory   |       |
| PRPS 453                            | Bilingualism, Biculturalism, and Cognition                        |       |
| PRPS 455                            | Field Experience  |       |
| PRPS 462                            | Research Methods II   |       |
| PRPS 463                            | Drugs, Behavior, and Society                                      |       |
| PRPS 470                            | Cognitive Neuroscience  |       |
| PRPS 472                            | Neurological and Behavioral Disorders                             |       |
| PRPS 475                            | Research Experience I   |       |
| PRPS 480                            | Psychological Testing and Measurement                             |       |
| PRPS 485                            | Stress and Coping   |       |
| PRPS 494                            | Professional Studies in Child Life                                |       |
| PRPS 495                            | Special Topics in Psychology                                      |       |
| PRPS 496                            | Writing 3: Senior Seminar in Psychology and Christian Integration |       |
| PRPS 497                            | Readings  |       |
| PRPS 498                            | Directed Research   |       |
| PRPS 499                            | Thesis/Project  |       |

PRWR 260

Writing 2: Psychology Subdisciplines and Career Trajectories

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Total Units

18

<sup>1</sup> Meets the General Education Social Sciences requirement.

# Department of Social Work

Social workers help people manage and overcome some of life's most difficult challenges, such as poverty, addiction, discrimination, physical and mental illness, and abuse. They provide individual, family, and group intervention; facilitate crisis prevention and intervention; advocate and participate in political action; provide management and leadership in social welfare and nonprofit agencies; and collaborate with communities to develop necessary social and economic resources. Social workers are especially committed to advancing social justice and increasing opportunities for vulnerable populations.

Learn more about the Department of Social Work. (<https://www.apu.edu/bas/socialwork/>)

## Programs

### Undergraduate Programs

- Bachelor of Social Work (BSW) (p. 681)
- Certificate of Distinction in Undergraduate Social Work Research (p. 690)

### Graduate Program

- Master of Social Work (p. 691)

### Credential

- Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services (p. 709)

## Courses

### PRSW 410, Family Violence, 3 Units

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations.

**Prerequisite:** Junior or Senior Standing or Instructor's consent

### SOCW 250, Introduction to Social Work, 3 Units

This course introduces students to the social work profession, social welfare system, and policies in the United States. The course examines the requirements for social work practice, articulates the identity of the profession, and discovers the various settings of social work practice. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

### SOCW 251, Social Welfare Policy and Service, 3 Units

This course examines social welfare policies and programs developed to meet human needs in American society. The course explores diversity of political, cultural, historical, economic, and ideological influences on social welfare policy. The course explores how critical thinking advances social and economic justice and delivery of effective social work services.

### SOCW 275, Social Justice Foundations for Human Rights, 3 Units

The Social Justice Foundations in Human Rights course will examine assumptions and biases in regards to race, age, social class, religion, gender, sexual orientation and ability. This course will evaluate causes of community concern in the areas of civil rights, immigration, poverty, human trafficking, disabilities and war. It will review issues of oppression and discrimination. This course will have students gain insight and self-awareness in their interactions with individuals of from different cultural backgrounds. Students will practice developing action plans to promote social justice in targeted groups. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** Sophomore Standing

### SOCW 310, Human Behavior and the Social Environment I, 3 Units

This course is a study from a multi-theoretical perspective of the interaction of cultural, biological, psychological, social, spiritual, and environmental reciprocal interactions. This course focuses on human development from birth through adolescence. The knowledge of human behavior and the social environment will be applied utilizing bio-psycho-social-spiritual frameworks to guide the process of assessment, intervention, and evaluation.

**Prerequisite:** Sophomore standing, recommended SOC 120 and PSYC 110

## **SOCW 311, Human Behavior and the Social Environment II, 3 Units**

This course is a study from a multi-dimensional perspective of the interaction of cultural, biological, psychological, social, spiritual, and environmental influences that promote or deter the development of individuals from young adulthood through old age and death. This course builds upon the material presented in HBSE I, and further explores theoretical models for understanding and assessing macro systems.

**Prerequisite:** SOCW 310 and Sophomore standing

## **SOCW 332, Social Work Practice with Individuals and Families, 3 Units**

This is the first of a two-semester, three-course practice sequence wherein the student will identify professional generalist social work practice behaviors. The course will develop the student's ability to think critically and apply social work ethical principles to guide practice. The course uses evidence-based practice methods in practice which engage, assess, intervenes, and evaluates individuals and families.

Special Fee Applies

**Prerequisite:** Application and acceptance into the Social Work Major

## **SOCW 333, Social Work Practice with Communities and Organizations, 3 Units**

Social Work Practice with Communities and Organizations is another course in the generalist social work practice sequence. The Course will focus on macro social work practice, community organizing, and development. The course will provide students with the knowledge and skills needed for ever-changing contexts and the social service delivery systems used to respond to such contexts.

**Prerequisite:** SOCW 250, SOCW 332

## **SOCW 335, Community Transformation, 6 Units**

This course offers a formal and experiential study of the transformation of urban, multicultural communities with the goal of developing a service ethic through a semester-long internship. Involves directed reading, reflective papers, a service practicum, and group discussions-- aimed at both the transformation of the student community and the wider L.A. community. Course is available only through the L.A. Term Program.

## **SOCW 350, Aging: Implications for Policy and Practice, 3 Units**

This course offers an introduction to social work practice with older adults with attention given to current research, policies, and problems faced by the elderly, and the impact of the older adult population on society. Resources, programs, and services which focus on the well-being for the older adult population will be introduced.

**Prerequisite:** SOCW 251 or instructor consent

## **SOCW 351, Child Welfare, 3 Units**

Students explore programs and policies that have been developed to meet the well-being of children and families. The issues affecting these programs and policies are studied to determine how policy impacts the delivery of child welfare programs.

**Prerequisite:** SOCW 250, SOCW 251 or instructor consent

## **SOCW 360, Social Work Practice with Groups, 3 Units**

Social Work Practice with Groups is another course in the generalist social work practice sequence. This course introduces students to utilize group theories and leadership skills in social work practice. Students will demonstrate mezzo practice knowledge and skills by identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals.

**Prerequisite:** SOCW 250, SOCW 332

## **SOCW 380, Understanding International Social Problems and Services through Study Abroad, 3 Units**

Through classroom instruction, time spent in an international setting, and debriefing sessions, students in this course learn about social problems and social welfare systems of service delivery outside of the United States. Emphasis is on a global perspective of social work practice, enriching cultural experiences, and a comparison of domestic and international methods of addressing human needs through social policies and programs.

**Prerequisite:** SOCW 333 and SOCW 360; or instructor approval.

## **SOCW 400, Fundraising, Grant Writing, and Fiscal Decision Making, 3 Units**

This course prepares students for potential fundraising, grant writing, program design and evaluation, and fiscal decision-making responsibilities in human services organizations. Students assess local agencies and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on grant writing, developing fundraising strategies, and applying knowledge of ethical management and fiscal practices.

**Prerequisite:** SOCW 333

## **SOCW 410, Family Violence, 3 Units**

Family violence is an in-depth study from a system's perspective of violence that occurs in families. This course provides an overview of child abuse, spousal abuse, abuse between intimate partners, and elder abuse. The course explores the theory and research as to the causes of abuse, including individual and family factors, elder abuse, gender issues, community and societal influences, and cultural factors. This course explores the policy and programs developed to deal with these crises. Finally, methods of assessment and intervention are investigated as applicable to both professional and personal situations.

**Prerequisite:** Junior or Senior standing or instructor consent



### **SOCW 411, Intimate Relationship Violence: Assessment and Intervention, 3 Units**

This course is an in-depth study of intimate relationship violence, exploring the theory and research as to the causes of violence, gender and sexuality issues, community and societal influences, and cultural factors. Methods of assessment are investigated, as are policies and programs developed to intervene within micro and macro contexts. Course, with additional fee, meets California domestic violence counselor certification.

**Prerequisite:** Junior or senior standing or instructor's consent.

### **SOCW 415, Substance Use Disorders: Assessment and Intervention, 3 Units**

This course provides an overview of substance use disorders from a bio-psycho-social-cultural-spiritual perspective. Unique issues relative to children/adolescents, women, people with disabilities, LGBT individuals, the elderly, and minorities are explored. The course focuses on a review of various types of substance use disorders; theory on the etiology and process of substance use disorders and their treatment; information on assessment, referral, and treatment resources; and exploration of the historical and current responses to substance use disorders in the community as well as in the Church.

**Prerequisite:** Junior or senior standing or instructor's consent

### **SOCW 420, Suffering: Theological and Practical Perspectives on Disabilities, 3 Units**

This course examines theological perspectives to understand the role of suffering in the human experience. Focusing on persons with disabilities, students explore their personal values, gain understanding of bio-psycho-social-spiritual components of disability, access available resources, and develop strategies to help churches/agencies develop inclusive programs.

**Prerequisite:** 3 units of UBBL and Junior standing

### **SOCW 425, Introduction to International Development, 3 Units**

This course provides students with an opportunity to consider the theories and 'on the ground' issues concerning international development. In addition, because non-governmental organizations are the primary organisms through which international development is conducted, students will familiarize themselves with the strengths and limitations these organisms bring to the development process.

**Prerequisite:** Junior or Senior Standing

### **SOCW 430, Introduction to Nonprofit Management, 3 Units**

Students go out into the world and work for nonprofit organizations. The goals of the course are to enrich student perspective regarding nonprofits, to give them opportunity to apply their knowledge to the analysis of nonprofit managerial situations and to provide them with an understanding of the opportunities and power of nonprofit management.

**Prerequisite:** Junior or Senior Standing

### **SOCW 440, Social Work and Law, 3 Units**

Students in this course gain an increased understanding of the United States legal system and learn how to apply this understanding within social work practice. Students engage with case law as it pertains to the field of social work and social services. Students also have opportunities for critical analysis, and for refining of advocacy and problem-solving skills.

**Prerequisite:** Junior or senior standing or instructor approval.

### **SOCW 466, Field Internship I, 4 Units**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency.

**Prerequisite:** SOCW 310, SOCW 311, SOCW 333 or SOCW 335, SOCW 360,

**Corequisite:** SOCW 467

### **SOCW 467, Senior Practicum Seminar I, 3 Units**

This seminar course integrates the generalist practice knowledge and skills of a social work professional. Students learn how to identify and conduct themselves as professional social workers in their respective internship contexts. Evidence-based practice skills are developed to help students engage in research-informed practice and learn how practice shapes research. This course comprises the first semester of a two-semester course sequence.

*Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** SOCW 310 (C or above), SOCW 311 (C or above), SOCW 333 or SOCW 335, SOCW 360.

### **SOCW 468, Field Internship II, 4 Units**

This social work practicum provides a setting for the development of practice skills and an opportunity for the integration of knowledge, skills, and values in social work. Students complete a minimum of 400 hours in an approved agency.

**Prerequisite:** SOCW 466, SOCW 467

**Corequisite:** SOCW 469

### **SOCW 469, Senior Practicum Seminar II, 3 Units**

This final Social Work Seminar will focus on integration of learning and practice in preparation for beginning generalist social work practice for students currently in field placement. Students will identify, critique, and apply evidence based practice models in field practice. Emphasis will be placed on practice skills of engagement, assessment, intervention and evaluation according to the NASW Code of Ethics.

**Prerequisite:** SOCW 310 (C grade or above), SOCW 311 (C grade or above), SOCW 333 or SOCW 335, SOCW 360, SOCW 466

## **SOCW 478, Social Work Research Methods, 3 Units**

This course prepares students for evidence-informed practice and research by introducing a range of social science research methods, skills in research evaluation and critique, and development of a social science research proposal informed by their field internship practice experience.

**Prerequisite:** MATH 130.

**Corequisite:** SOCW 466, SOCW 467

## **SOCW 479, Writing 3: Social Work Research Project, 3 Units**

In this course, students prepare for evidence-informed practice and research by conducting an empirical study based on the research proposal completed in the Social Work Research Methods course (SOCW 478). Students learn to apply critical thinking to inform and communicate professional judgment through the process of data collection, data analysis, and writing a research report. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** MATH 130, SOCW 478, Writing 2;

**Corequisites:** SOCW 468, SOCW 469

## **SOCW 497, Readings in Social Work, 1-4 Units**

This is a program of study concentrating on assigned readings, discussion, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **SOCW 499, Special Topics, 1-6 Units**

Special topics courses offer undergraduate-level content that will augment the set social work curriculum. These courses include a wide range of specialized topics relevant to professional social workers. The unit value of these courses range from one to six unit credits, depending upon the specific contact hours and course workload.

**Prerequisite:** Junior or Senior Standing; Acceptance into the Social Work program

## **SOCW 511, Introduction to the Social Work Profession, 2 Units**

Content focuses on the history, identity, values, ethics, scope of practice, and knowledge base of the social work profession. Students explore ways their own backgrounds and beliefs are likely to influence professional activities, and examine the specific relationship of faith perspectives to social welfare policy and practice. Attention is given to developing professional writing and critical thinking skills.

**Prerequisite:** Admission to MSW program

## **SOCW 512, Social Welfare Policy and Policy Practice, 3 Units**

The course provides an introduction to American social welfare policies, offers a historical overview of political influences on social work practice, and presents different models for political advocacy. Content focuses on political and client advocacy with attention to the relevance of professional ethical standards and faith perspectives to policy practice.

**Prerequisite:** Admission to MSW program

## **SOCW 513, Micro-theory and Human Development, 3 Units**

Content will focus on theories that inform micro-level social work practice with individuals and families using a bio-psychosocial and spiritual framework. Human development across the life course is addressed with psychosocial theory's life stages to assist with the contextualization and integration of theories to meet the needs of diverse populations in practice.

**Prerequisite:** Admission to MSW program

## **SOCW 514, Practice I - Interviewing and Assessment, 3 Units**

This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes legal and ethical practice, stages of the helping process, interviewing and assessment skills with adults, children, and families, clinical assessment and diagnosis using the DSM, and strategies for critically analyzing and sharing assessment information.

**Prerequisite:** Admission to MSW program

## **SOCW 515, Field Seminar I, 1 Unit**

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills, understanding agency and community context, and professional ethics.

**Prerequisite:** Admission to the Social Work program;

**Corequisite:** SOCW 516

## **SOCW 516, Field I, 3 Units**

The purpose of field internship is to provide a professional setting for students to practice generalist foundation social work skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.

**Prerequisite:** Admission to the Social Work program;

**Corequisite:** SOCW 515

## **SOCW 521, Introductory Research Methods, 2 Units**

Content will introduce critical evaluation of social work research and evidence informed social work practice, along with how research can ethically be used to improve practice at individual and agency levels. Concepts include: problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

**Prerequisite:** Statistics course

## **SOCW 522, Diversity and Social Justice, 3 Units**

Content will focus on diverse populations in American society and ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to self-awareness and to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice.

**Prerequisite:** Admission to MSW program

## **SOCW 523, Macro-theory and Communities/Organizations, 3 Units**

Content will focus on macro-level theories and social work practice with organizations and communities. Models of practice that include comprehensive assessment, integrating an understanding of various forms and mechanisms of discrimination and oppression and their relevance to macro-level interventions, will be examined. Social work with organizations and communities embraces efforts to protect human and civil rights for the advancement of social and economic justice.

**Prerequisite:** SOCW 513

## **SOCW 524, Practice II - Intervention and Evaluation, 3 Units**

This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning and implementing change strategies, utilizing evidence-based practice research, interdisciplinary collaboration, advocacy, resource development, and practice evaluation.

**Prerequisite:** SOCW 514

## **SOCW 525, Field Seminar II, 1 Unit**

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills, knowledge and use of self, and professional ethics.

**Prerequisite:** SOCW 514, SOCW 515, and SOCW 516;

**Corequisite:** SOCW 526

## **SOCW 526, Field II, 3 Units**

The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.

**Prerequisite:** Admission to MSW program, SOCW 515, and SOCW 516;

**Corequisite:** SOCW 525

## **SOCW 527, Research for Evidence-Informed Practice, 2 Units**

The content of this course prepares students to critically evaluate social work research and evidence-informed social work practice, along with the ethical use of research methods to improve clinical practice. Concepts include problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and outcomes evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

**Prerequisite:** Statistics course

## **SOCW 528, Research for Data Driven Change, 2 Units**

This course will introduce critical evaluation of social work research and its ethical application towards data-driven decision-making within community practice settings. Concepts include: problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

**Prerequisite:** Statistics course

## **SOCW 529, Human Rights and Sustainable Development Policy, 2 Units**

Content will focus on the relevance of human rights and sustainable development policy to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights for social, economic and environmental justice and sustainable development strategies for poverty alleviation, universal education, public health, sanitation and housing, food security, access to clean water, population control and climate change. Analysis of existing global social policies will apply existing political, ideological, religious, cultural, age, and gender frameworks to explain current conditions and future trends. Secular and Christian perspectives will be explored.

**Prerequisite:** SOCW 522 and SOCW 523

## **SOCW 530, Organizing for Community Change, 3 Units**

This course expands foundation year macro-level practice content to enhance theoretical understanding and develop skills in the promotion of community, organizational, and policy change to enhance social well-being and advance social justice. Special attention is focused on collaborative efforts, coalition building and participatory methods to facilitate sustainable change. Additional topics include assessment of social service delivery systems, advocacy, and professional ethics in macro practice. The importance of engaging diverse communities, recognition of underrepresented and underserved populations, and utilizing cultural humility in practice are emphasized.

**Prerequisite:** SOCW 523

## **SOCW 531, Human Rights and Sustainable Development, 2 Units**

Content will focus on the relevance of human rights and sustainable development to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights and economic justice, poverty alleviation, politics, religion, culture, age, gender, and public health conditions on human rights and development-related activities. Secular and Christian perspectives will be explored.

**Prerequisite:** SOCW 522 and SOCW 523

## **SOCW 532, Advanced Community Practice, 3 Units**

This course expands foundation year macro-level practice content to include community entrance, engagement, participatory action research, and collaborative strategies to advance policies and programs supporting community interests and desired resources. Additional topics include empowerment, development of cultural competence, identification of oppressive cultural structures, globalization, and professional ethics. Engaging diverse communities and cultural humility are emphasized.

**Prerequisite:** SOCW 523

## **SOCW 533, Organizational Behavior and Management, 3 Units**

This course provides an overview of organizational behavior and effective management practices within the social service sector. Topics include: human resource/legal/ethical issues; employee diversity; organizational culture; conflict resolution; group behavior; employee training/development; hiring practices; employee motivation; budgeting; and managing organizational change. Emphasis is placed on professional written and verbal communication.

**Prerequisite:** SOCW 523

## **SOCW 534, Field Seminar III, 1 Unit**

Field Seminar III focuses on presentation and discussion of student experiences in concentration field internships. Specific emphasis is placed on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in coursework.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

**Corequisite:** SOCW 535 or SOCW 539

## **SOCW 535, Field III - Community Leadership and Program Administration, 3 Units**

The purpose of field internship is to provide a setting for students to develop advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

**Corequisite:** SOCW 534

## **SOCW 536, Adult Behavioral Health and Diagnosis, 3 Units**

This course begins a two-semester advanced clinical practice sequence focusing on adult behavioral health. Content includes advanced application of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5); symptoms, diagnoses, and treatment strategies associated with psychiatric conditions; brain functioning and chemistry; psychotropic medications; and managed care expectations. Cultural and faith perspectives are integrated throughout the course using clinical best practices.

**Prerequisite:** SOCW 514 and SOCW 524

## **SOCW 537, Child and Adolescent Behavioral Health and Diagnosis, 3 Units**

This course focuses on behavioral health issues experienced by children and adolescents, and discussion of the effects of trauma on social and emotional development. Diagnostic issues affecting children and related treatment interventions are explored in the contexts of child welfare, school-based behavioral health, and healthcare settings. Research-informed approaches are taught, to improve functioning and well-being of children and adolescents. Laws impacting work with minors and families, as well as ethical issues for social work practitioners, are presented. Course content meets California education requirements in the area of child abuse assessment for LCSW licensure.

**Prerequisite:** SOCW 513, SOCW 514, and SOCW 524

## **SOCW 538, Clinical Practice with Groups, 2 Units**

This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics include group development stages, professional ethics in practice with groups, leadership principles, diversity issues, and evaluation methods.

**Prerequisite:** SOCW 513

### **SOCW 539, Field III-Clinical Practice, 3 Units**

The purpose of field internship in the clinical specialization year is to provide a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice across the life span continuum. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

**Corequisite:** SOCW 534

### **SOCW 540, Educational Policy, 3 Units**

This course introduces policies and legislation that impact delivery of school social work services in the United States education system. Landmark local, state, and federal policies are presented for analysis and application to the public school setting, critical for gaining an understanding of the challenges for school social work practice. Historical and current perspectives including racism, equality, and access to public education are discussed.

**Prerequisite:** Completion of foundation-year curriculum; admission to the PPS program (required for students seeking the PPSC).

### **SOCW 541, Capstone Leadership Project, 3 Units**

This course prepares students for professional leadership roles in social work settings and supports completion of the capstone leadership project. Content integrates development of leadership skills, self reflection, professional use of self, interprofessional practice, use of research to inform practice, and knowledge of program context to implement sustainable change in organizations. Professional ethics and decision making, which influence the leadership role in social work, are examined.

**Prerequisite:** All foundation courses and completion of first semester of specialization courses

### **SOCW 542, International Social Work Policy and Practice, 2 Units**

Content will focus on international social work practice at multiple systems levels. Topics will include comparison of United States' and international social welfare policy, differing theoretical and religious perspectives, neo-liberal economic development policies, globalization, and issues immigrants and other marginalized groups. Practice content will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns.

**Prerequisite:** SOCW 522, SOCW 523, SOCW 531, SOCW 532

### **SOCW 543, Fundraising, Grant Writing, and Fiscal Decision Making, 3 Units**

This course prepares students for potential fundraising, grant writing, program design and evaluation, and fiscal decision-making responsibilities in human services organizations. Students assess local agencies and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on grant writing, developing fundraising strategies, and applying knowledge of ethical management and fiscal practices.

### **SOCW 544, Field Seminar IV, 1 Unit**

Field Seminar IV focuses on presentation and discussion of students experiences in concentration year field internships and preparation for masters-level social work employment and licensure. Specific emphasis is placed on critical thinking and communication of professional judgments, integration of theory, assessment, intervention, and evaluation, as well as professional development issues.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, SOCW 535 or SOCW 539;

**Corequisite:** SOCW 545 or SOCW 548

### **SOCW 545, Field IV - Community Leadership and Program Administration, 3 Units**

Field internship provides a setting for students to utilize advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 535;

**Corequisite:** SOCW 544

### **SOCW 546, Family Therapy in Context, 3 Units**

This course focuses on family practice contexts and theories of child welfare and family therapy. Content includes social worker roles and scope of practice in child welfare practice, and current approaches to assisting families in the child welfare system. Also included is the demonstration and practice of family therapy, application of theory, and assessment and intervention on diverse family systems. Course material also addresses legal and ethical problem solving related to contemporary professional ethics and statutes and regulations related to family law.

**Prerequisite:** SOCW 513, SOCW 523

### **SOCW 547, Health and Behavioral Health Policy, 2 Units**

This course explores American social welfare policies relevant to health and behavioral health care. Course content includes the historical and social contexts of health and behavioral health care, and the roles of the public and private sectors in shaping contemporary trends and issues, particularly among vulnerable communities. Topics include healthcare reform, integrated care, access/treatment disparities, advocacy and policy reform, and the recovery model.

**Prerequisite:** SOCW 512

### **SOCW 548, Field IV - Clinical Practice, 3 Units**

Field internship provides a setting for students to develop advanced clinical practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 539;

**Corequisite:** SOCW 544

### **SOCW 550, Advanced Standing: Intermediate Praxis, 3 Units**

Content focuses on theory/practice integration in professional social work. Students apply different worldviews and micro- and macro-level theories to case examples drawn from professional social work, and identify implications for intervention and evaluation. Models of practice involving diverse communities and social welfare organizations are explored.

**Prerequisite:** Admission to advanced standing MSW program;

**Corequisite:** SOCW 551

### **SOCW 551, Advanced Standing: Social Work Ethics and Practice, 3 Units**

This advanced-standing course provides overviews of the legal and ethical practice standards in social work, and addresses the skills required for effective engagement, assessment, intervention, and evaluation with individuals, families and groups. Assignments focus on social work practice skill development, application of documentation standards, use of evidence-informed practice methods, and integration of legal and ethical issues impacting practice.

**Prerequisite:** Completion of BSW degree; statistics course with a grade of C or higher.

### **SOCW 552, Program Planning and Evaluation, 3 Units**

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Over the course of this semester, you will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. Additional topics will include identification and use of performance measures, the roles of evaluators and stakeholders, the influence of the political environment, technology applications, and applicable ethics related to program design and evaluation. At the completion of this course you will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.

### **SOCW 560, Social Work Practice in Healthcare Settings, 3 Units**

This elective course offers an introduction to social work practice in healthcare settings, with a focus on the specific knowledge and skills essential for effective intervention. Students critically analyze the U.S. healthcare system as compared to international models, and apply clinical skills and relevant laws to interdisciplinary practice while understanding the context of the political, societal, and economic influences that impact service delivery and available resources. The course also articulates how a Christian worldview relates to ethical social work practice within the field of health care.

### **SOCW 561, Treatment of Substance Use Disorders, 3 Units**

This course describes substance use disorders from a bio-psycho-social-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-informed research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content meets California Board of Behavioral Sciences prelicensure requirement in the area of alcohol and other substance abuse assessment.

### **SOCW 562, Urban Social Welfare, 3 Units**

Course integrates on-site experiential learning with classroom education focused on urban issues of homelessness, gang involvement, and immigration. Students engage in weekly on-site learning activities in high-need areas of Los Angeles and Orange County. Content includes theological and sociological perspectives on urban issues as well as urban social work practice. Elective

### **SOCW 563, School Social Work, 3 Units**

This course uses an ecological perspective in teaching the practice of social work in schools. Topics include the historical, theoretical, legal, research, policy, and practice issues relevant to the delivery of school social work services; the roles and tasks performed by social workers in public schools; school social work practice models; and the professional code of ethics. The purpose of this course is to develop the knowledge, skills, and abilities necessary for successful and competent practice with students, families, schools, and communities.

**Prerequisite:** Completion of foundation-year curriculum; admission to the PPS program (required for students seeking the PPSC).

### **SOCW 564, Social Work and the Bible: Christian Perspectives on Service and Professional Practice, 3 Units**

This course focuses on theological and social work perspectives on the relevance of the Bible to professional practice activities. Content addresses diverse Christian perspectives on social welfare policies and faith integration in different practice environments. Distinctions between professional social work, Christian counseling, and missionary activity are explored. Elective

## **SOCW 565, Clinical Spanish Practice in Social Work, 3 Units**

This course prepares students to utilize clinical social work skills in the Spanish language, including assessment, engagement, intervention, and evaluation of services with individuals, groups, and communities. Content covers diversity issues including cultural competence and understanding of the Latino culture and its intragroup differences, equipping students to confront myths and stereotypes regarding this population. Course is conducted primarily in Spanish.

**Prerequisite:** SOCW 514 and SOCW 524

## **SOCW 566, Social Work, Health, and Aging, 3 Units**

This course explores concepts, social policies, resources, and interventions related to social work practice with the older adult population. Content integrates themes of diversity, ageism, empowerment, and faith, as well as community-based and cross-cultural competence. Content includes a focus on biopsychosocial assessment, with emphasis on functional and cognitive status, integrated healthcare practice, interdisciplinary practice, and end-of-life care. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

## **SOCW 567, Marital Therapy and Domestic Violence, 3 Units**

This course is an overview of current theories, methods, and psychological instruments used in marriage therapy interventions. Content includes detection, assessment, and intervention strategies for spousal or partner abuse, meeting California requirements for training in the area of domestic and family violence for MFT and LCSW licensure. Students apply course material to role-play scenarios during class time. Attention is given to issues of ethnic diversity, blended families, and faith integration.

## **SOCW 568, Military Social Work, 3 Units**

This course helps students understand the unique and complex needs of active-duty service members, veterans, and family members of military personnel, presenting knowledge and skills essential to effective clinical social work practice with these populations. Topics include military culture, ethical issues, diversity, faith integration, trauma, assessment, family issues, reintegration, domestic violence, substance use, homelessness, suicide, building resiliency, and evidence-informed interventions for use in interprofessional settings.

## **SOCW 569, Human Sexuality and Sex Therapy, 3 Units**

This course reviews human sexuality as a basis for sex therapy and clinical social work involving sexuality issues. Students examine and evaluate biological, psychological, social, moral, and faith perspectives on sexual development and functioning. In addition, students survey literature on sexual dysfunction, and learn treatment strategies utilized in various social work contexts and systems of marital and sex therapy. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

## **SOCW 570, International Social Work Policy and Practice, 3 Units**

Content focuses on international social work practice at multiple systems levels. Topics include comparison of U.S. and international social welfare policies; different theoretical, economic, cultural, ideological, and religious perspectives; neoliberal economic development policies; issues involving immigrants and other marginalized groups; and the impact of globalization and climate change on rapid urbanization and population growth. Practice content addresses poverty alleviation, conflict and postconflict reconstruction, and displacement and forced migration concerns.

**Prerequisite:** SOCW 522 and SOCW 523

## **SOCW 595, Special Topics, 1-6 Units**

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a wide range of specialized topics relevant to professional social workers. The unit values of these courses range from 1-6 depending upon the specific contact hours and coursework load. Note: Elective offerings vary year to year.

## **SOCW 599, Readings in Social Work, 1-3 Units**

Students enroll in this course to pursue independent study of professional interests/activities. Students explore topics in greater depth than in regular course offerings and/or initiate individual projects. Readings and assignments are based on learning contracts developed in consultation with a sponsoring faculty member and approved by the MSW program director. Additional fees required.

## **Faculty**

### **Department Chair**

Mary Rawlings (<http://www.apu.edu/faculty/mrawlings/>), Ph.D., LCSW

### **Graduate Program Director**

Kimberly Setterlund (<http://www.apu.edu/faculty/ksetterlund/>), MSW, LCSW

### **Director, Inland Empire MSW Program**

Evelyn Castro-Guillen (<http://www.apu.edu/faculty/eguillen/>), Ph.D., LCSW

### **Director, BSW Program**

Amy Tauati (<http://www.apu.edu/faculty/atauati/>), MSW

## Director of Field Education

Jean Un (<http://www.apu.edu/faculty/jun/>), MSW, LCSW

## Director of Student Services

Karen Maynard (<http://www.apu.edu/faculty/kmaynard/>), M.A.

## L.A. DCFS Internship Coordinator

Virginia Olivas (<http://www.apu.edu/faculty/volivas/>), MSW

## Professor

Mary Rawlings (<http://www.apu.edu/faculty/mrawlings/>), Ph.D., LCSW

## Associate Professors

Anupama Jacob (<http://www.apu.edu/faculty/ajacob/>), Ph.D.

Adria Navarro (<http://www.apu.edu/faculty/anavarro/>), Ph.D., LCSW

Jennifer S. Payne (<http://www.apu.edu/faculty/jspayne/>), Ph.D., LCSW

Regina Trammel (<http://www.apu.edu/faculty/rtrammel/>), Ph.D., LCSW

## Assistant Professors

Christie Byrd, MSW, LCSW

Evelyn Castro-Guillen (<http://www.apu.edu/faculty/eguillen/>), Ph.D., LCSW

Shelly-Ann Dewsbury, MSW, LCSW

Donna Gallup (<http://www.apu.edu/faculty/dgallup/>), Ed.D., LSW

Daniel Guzman (<http://www.apu.edu/faculty/djguzman/>), LCSW, MBA

Froylana Heredia-Miller (<http://www.apu.edu/faculty/fmiller/>), MSW, LCSW

Margaret Lee (<http://www.apu.edu/faculty/mylee/>), Ph.D., MSW

Carol Leung (<http://www.apu.edu/faculty/cleung/>), MSW, Ph.D. (Cand.)

Karen Maynard (<http://www.apu.edu/faculty/kmaynard/>), M.A.

Virginia Olivas (<http://www.apu.edu/faculty/volivas/>), MSW

Lynn Raine (<http://www.apu.edu/faculty/lraine/>), Ph.D., LCSW

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Amy Tauati (<http://www.apu.edu/faculty/atauati/>), MSW

Jean Un (<http://www.apu.edu/faculty/jun/>), MSW, LCSW

## Adjunct Faculty

Robert Bennett, MSW, LCSW, Field Liaison

Rachel Bentley, MSW, LCSW, Lecturer

Alina Bond, MSW

Elisa Cuello, MSW, LCSW, Field Liaison

Barbara Dubransky, MSW, Lecturer

Shannon Fuller, MSW, LCSW, PPSC, Lecturer



Rhonda Gee, MSW, LCSW, Field Liaison

James De Groot, MSW

Tiffany Kwong, MSW, LCSW, Lecturer

Alysha McCuiston, MSW, LCSW, Lecturer

Louisiana Medina, MSW

Carol Montgomery (<http://www.apu.edu/faculty/cmontgomery/>), LMFT, Lecturer

Jenica Morin, BSW

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Helen Nazarian, JD, MSW

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Audrey Shelby, MSW

Josefina Sierra, MSW, LCSW, Lecturer

Richard Solano, M.A., LMFT, PPCI, PPSC, Lecturer

Kristyn Sutton, LCSW

Stephanie Taylor, MSW

Robin Thomas, MSW, LCSW, Lecturer

# Bachelor of Social Work

## Mission Statement

The Bachelor of Social Work program at Azusa Pacific University seeks to develop competent generalist social work practitioners who can apply knowledge, values, and skills of social work, integrating a Christian perspective, in order to enhance the well-being of diverse individuals, families, groups, organizations, and communities, advancing social justice locally and globally.

## Program Values

The undergraduate social work program is grounded in the profession's history and commitment to social justice and diversity and in the university's commitment to advancing God's work in the world by being of service, advancing human rights, and promoting the dignity and worth of all people. The program is committed to excellence in its teaching and scholarship based on scientific inquiry, to the integration of Christian faith in learning and practice, and to the facilitation of community within the department, with students, and within the greater environment.

## BSW Program Goals

1. To prepare students for professional social work practice with diverse individuals, families, groups, organizations, and communities, locally and globally
2. To provide knowledge based on scientific inquiry, built on a liberal arts foundation of human behavior and the interaction of person and environment
3. To prepare students for lifelong learning, critical thinking, and advanced study
4. To equip students for collaboration with the community, advocating for the development of policies, resources, and programs that seek to advance human well-being, promote social and economic justice, empower clients, and respect diversity
5. To educate students regarding the values and ethics of the profession, and to the integration of Christian values throughout their practice
6. To engage in ongoing scholarship reflecting the goals and needs of professional social work practice

In their courses, BSW students learn the knowledge, values, and skills to help them engage, assess, provide intervention, and evaluate their direct practice with individuals, groups, families, and communities. Additionally, students are encouraged to think critically, become aware of their affective reactions, exercise good judgment, and use self-reflection as part of their professional development. During their senior year, students complete a supervised 400<sup>+</sup>-hour internship at a community-based agency where they apply the knowledge and skills learned in the classroom to professional environments and client groups to gain experience.

## Career Opportunities

Social workers provide services to individuals, families, groups, organizations, and communities. Social workers can apply their training and experience in a variety of practice areas, including:

|                                     |   |
|-------------------------------------|---|
| Addictions Prevention and Treatment | Homeless Individual/Families Assistance |
| Adoption and Foster Care            | Hospice and Palliative Care             |
| Advocacy Consulting and Planning    | Housing Assistance                      |
| Charter/Alternative School Programs | In-home Services                        |
| Child Abuse and Neglect             | International Social Work               |
| Child Welfare Services              | Law/Courts/Community                    |
| Criminal Justice                    | Medical Social Work                     |
| Crisis Intervention                 | Mental Health Counseling                |
| Community Mental Health             | Military Social Work                    |
| Community Planning and Advocacy     | Parent Education                        |
| Delinquent/At-risk Youth            | Police Work                             |
| Developmental Disabilities          | Political Planning and Lobbying         |
| Disaster Relief                     | Prisons and Probation                   |
| Eating Disorders                    | Public Health                           |
| Employee Assistance Programs        | Rural/Tribal Social Work                |
| Genetics/Transplant                 | School Social Work                      |
| Gerontology/Older Adult Services    | Skilled Nursing Social Work             |

## Accreditation

The undergraduate program in the Department of Social Work has been nationally accredited since 1982 by the Council on Social Work Education (<http://www.cswe.org/>).

## Advising and Admission

### Advising

Any student interested in social work is encouraged to speak with someone from the BSW program for more information about the major. Students who wish to major in social work should declare "Social Work Interest" as their intended major as soon as possible through the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/changemajor/>) in order to begin academic and professional planning. Upon declaring "Social Work Interest" as a major, students are assigned an academic success coach by the Academic Success Center (<https://www.apu.edu/academic-success/>). Students meet with their assigned coach to create an initial multiyear academic plan, and BSW faculty-mentor advisors are assigned by the BSW program. The role of the BSW faculty-mentor advisor is to provide additional academic advisement, in coordination with the academic success coach, and mentor students in their professional development. While the BSW faculty-mentor advisor is the primary contact person within the program, students are encouraged to utilize all BSW faculty office hours as needed for professional development. Students are strongly encouraged to meet with their academic success coach and/or BSW faculty-mentor advisor prior to registration each semester.

Students later apply to the major (see "Admission to the Program" section below). Upon full admission to the program, student status is changed from "Social Work Interest" to "Social Work" by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).

### Procedure

1. Schedule an appointment, if necessary, to discuss social work as a choice of major.
2. Declare "Social Work Interest" as a major through the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).
3. Contact the BSW office to receive your advisor assignment and the BSW Student Handbook ([https://www.apu.edu/live\\_data/files/242/bswstudenthb1112.pdf](https://www.apu.edu/live_data/files/242/bswstudenthb1112.pdf)).
4. Read the BSW Student Handbook in its entirety.
5. Meet with assigned success coach to develop a multiyear academic plan and confirm choice of major.
6. Meet with your academic success coach and/or BSW faculty mentor advisor for academic advising prior to registration each semester.

Note: Advisors assist in planning, but students are responsible to come prepared for advising and be knowledgeable regarding university requirements.

## Admission to the Program

Students are considered "Social Work Interest" by the registrar until formally accepted into the program. Prior to formal acceptance into the program, students should begin advising within the BSW program and can begin taking entry-level social work courses and the General Education courses that apply to social work, as outlined in the university catalog.

The BSW program reviews applications in the fall and spring semesters for currently enrolled students. Application deadlines are March 7 (fall admission) and November 7 (spring admission). Late applications may be considered on a case-by-case basis depending on the number of accepted students.

Transfer social work applicants planning to enter APU at the junior level (45 or more units) must submit the BSW Application for Admission (<https://goo.gl/forms/nfjMEL9dGN77WF513/>) in order to be considered for full acceptance into the social work program. Submit your application to the BSW program at the same time you submit your university application. Students transferring in prior to their junior year (less than 45 units) begin the major as "Social Work Interest," and submit applications prior to their junior year after starting at the university. Transfer students should seek academic advising through the Academic Success Center (<https://www.apu.edu/academic-success/>) and within the BSW program as soon as possible to begin planning coursework.

Students may be admitted fully, or on provisional status, or denied admission. If a student is admitted on provisional status, a plan for attaining full admission is provided by the committee. If this plan is not met in full, the student is not allowed to continue in the program. If denied admission, the student may initiate an appeal procedure, as outlined in the BSW Student Handbook.

## University-Admitted APU Students

Students admitted to the university and interested in pursuing the social work major should submit their BSW Application for Admission (<https://goo.gl/forms/nfjMEL9dGN77WF513/>) directly to the BSW program. Applications are reviewed by the Social Work Advising and Admissions Committee, composed of social work faculty, and is considered based on academic and personal readiness for the program.

## Admission Requirements

1. A 2.5 overall GPA
2. Completion of or enrollment in SOCW 250 Introduction to Social Work (full acceptance requires completion of this course with a C or better).

3. Acknowledgment of the ability to adhere to the National Association of Social Workers Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/>).
4. Acknowledgment of the ability to meet BSW Technical Standards and maintain professional behavior consistent with the Student Code of Conduct, both of which are outlined in the BSW Student Handbook ([https://www.apu.edu/live\\_data/files/242/bswstudenthb1112.pdf](https://www.apu.edu/live_data/files/242/bswstudenthb1112.pdf)).
5. Submission of a personal statement providing responses to the following:
  - a. What influenced your choice of social work as a profession? Include when and how you became interested in the field of social work.
  - b. What personal, volunteer, and/or employment experiences have you had, and/or what characteristics do you possess, that will contribute to your work as a professional in the field of social work?
  - c. Social workers practice with diverse people groups in diverse settings. What groups and/or settings may challenge you because of either your personal values, attitudes, and/or experiences? How will you handle this?
  - d. Social work often involves assisting individuals, families, groups, and communities in problem-solving. Give a brief description of a problem you have encountered in an employment or volunteer situation and how you resolved it. If you have neither employment nor volunteer experience, you may discuss a personal challenge that you faced.
  - e. The profession of social work has identified 12 Grand Challenges (<http://grandchallengesforsocialwork.org/grand-challenges-initiative/12-challenges/>) that reflect the purpose and mission of the social work field. Referencing the challenges, select one or more of them that align with your personal and professional interests. Utilizing the challenge(s) selected, respond to the following:
    - Discuss how your professional goals align with the efforts of the challenge(s) selected. Why is the challenge selected important and how does it connect to your interest in the social work profession?
    - Discuss the significance of the challenge(s) selected based on your personal faith beliefs or values. For example, why should people who identify as Christians be concerned with the challenge selected?

## Procedure

1. Completion of or enrollment in SOCW 250 Introduction to Social Work (full acceptance requires completion of the course with a C or better)
  - a. Note: transfer students with more than 45 units can apply prior to completing SOCW 250 Introduction to Social Work.
2. Complete all sections of the application, including complete responses to the personal statement questions.
3. Submit an unofficial APU transcript, or transcript of coursework completed elsewhere if a transfer.
4. Submit completed application to the BSW program for review by March 7 (fall admission) or November 7 (spring admission). Late applications and transfer students are evaluated on a case-by-case basis and as space allows.
5. Submit additional materials and/or interview with the BSW program director at the request of the Admissions Committee.
6. Students are notified in writing within three weeks of the Admissions Committee's decision.

## Evaluation Criteria for Personal Statements

Admission decisions for the BSW program are based upon a review of academic performance, completion of SOCW 250 as a prerequisite with a C or better (can be enrolled in the course for provisional admission), relevant work or volunteer experience, quality of written personal statement, and relevant experience as indicated in the résumé submission. If needed, a student may be asked to complete a formal interview with the BSW program director and/or submit letters of reference that can support the student's readiness for a career in social work. The Admissions Committee may seek additional information from the social work faculty, the applicant, or other formal sources. The committee focuses on academic achievement as well as criteria that demonstrate a commitment to social work values, beginning understanding of the social work profession, professional attitude and behavior, emotional maturity, and ability to express oneself clearly—orally and in writing.

Following review by the committee, the applicant is notified in writing of the committee's decision. Committee options include full admission, provisional admission with terms outlined, and denial of admission.

## Admissions Appeals Process

Any student who is dissatisfied with a decision for admission may request an in-person review with the Admissions Committee, in which they can supply further verbal and written evidence in regard to the committee's actions. The committee then provides a written response to the student within one week of the hearing. If the student is still in disagreement, he/she may appeal to the dean of the School of Behavioral and Applied Sciences.

## Requirements

Coursework for the social work major (<https://www.apu.edu/bas/programs/bsw/>) covers topics such as clinical interviewing and case management skills, human rights and social justice, community transformation and leadership, child welfare, group dynamics, and more.

A total of 69 units is required for the major, and a minimum 2.5 grade-point average (GPA) is required in all major courses, including specified General Education courses. Students must pass all required courses with a C or higher, and must maintain a 2.5 GPA to remain in the major.

| Code  | Title                           | Units    |
|---|---------------------------------|----------|
| <b>Specified General Education Requirements</b> |                                 | <b>9</b> |
| PSYC 110  | General Psychology <sup>1</sup> |          |

|   |  |          |
|---|--|----------|
| SOC 120   | Introduction to Sociology <sup>1</sup>   |          |
| SOCW 275  | Social Justice Foundations for Human Rights <sup>2</sup>   |          |
| <b>Biology Requirement</b>  |  | <b>4</b> |
| Select one of the following: <sup>3</sup>                           |  |          |
| BIOL 101  | Biology and Society <sup>4</sup>   |          |
| BIOL 151  | General Biology I <sup>4</sup>   |          |
| <b>Core Requirements</b>  |  |          |
| MATH 130  | Introduction to Statistics <sup>5</sup>  | 3        |
| SOCW 250  | Introduction to Social Work <sup>6</sup>   | 3        |
| SOCW 251  | Social Welfare Policy and Service  | 3        |
| SOCW 310  | Human Behavior and the Social Environment I  | 3        |
| SOCW 311  | Human Behavior and the Social Environment II   | 3        |
| SOCW 332  | Social Work Practice with Individuals and Families   | 3        |
| SOCW 333  | Social Work Practice with Communities and Organizations <sup>7</sup>                             | 3        |
| SOCW 350  | Aging: Implications for Policy and Practice  | 3        |
| SOCW 351  | Child Welfare  | 3        |
| SOCW 360  | Social Work Practice with Groups   | 3        |
| SOCW 466  | Field Internship I   | 4        |
| SOCW 468  | Field Internship II  | 4        |
| SOCW 467  | Senior Practicum Seminar I <sup>7, 8</sup>   | 3        |
| SOCW 469  | Senior Practicum Seminar II <sup>7</sup>   | 3        |
| SOCW 478  | Social Work Research Methods <sup>7</sup>  | 3        |
| SOCW 479  | Writing 3: Social Work Research Project <sup>9</sup>   | 3        |
| <b>Social Work Electives <sup>10</sup></b>                          |  | <b>6</b> |
| Select one of the following:  |  |          |
| SOCW 380  | Understanding International Social Problems and Services through Study Abroad                    |          |
| SOCW 400  | Fundraising, Grant Writing, and Fiscal Decision Making   |          |
| SOCW 411  | Intimate Relationship Violence: Assessment and Intervention                                      |          |
| SOCW 415  | Substance Use Disorders: Assessment and Intervention   |          |
| SOCW 420  | Suffering: Theological and Practical Perspectives on Disabilities                                |          |
| SOCW 425  | Introduction to International Development  |          |
| SOCW 430  | Introduction to Nonprofit Management   |          |
| SOCW 440  | Social Work and Law  |          |
| SOCW 497  | Readings in Social Work  |          |
| SOCW 543  | Fundraising, Grant Writing, and Fiscal Decision Making   |          |
| SOCW 560  | Social Work Practice in Healthcare Settings  |          |
| SOCW 570  | International Social Work Policy and Practice  |          |
| Select another course from the above group or one of the following: |  |          |
| ETHN 355  | The Asian American Experience  |          |
| ETHN 356  | The African American Experience  |          |
| ETHN 357  | The Chicano(a)/Latino(a) Experience  |          |
| GLBL 355  | Principles and Practice of Community Engagement (available only through study away) <sup>6</sup> |          |
| MINC 456  | Ministry Organization and Administration   |          |
| MINY 400  | Christian Values and Human Sexuality   |          |
| PADM 350  | Theory and Practice of Public Administration   |          |
| PSYC 360  | Abnormal Psychology  |          |
| PSYC 410  | Psychology of Exceptional Children   |          |
| PSYC 430  | Intervention Strategies with Children  |          |
| PSYC 432  | Psychosocial Interventions in Pediatric Health Care  |          |
| PSYC 450  | Counseling Theory  |          |
| SOC 358   | Human Diversity <sup>2</sup>   |          |
| SOC 405   | The Sociology of Gender  |          |

|          |                       |
|----------|-----------------------|
| SOC 425  | Social Movements      |
| SOC 455  | Crime and Delinquency |
| SOC 464  | Social Stratification |
| PHIL 301 | Practical Ethics      |
| PHIL 330 | Ethics                |

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Total Units 69

- 1 Meets the General Education Social Sciences requirement.
- 2 Meets the General Education Intercultural Competence requirement.
- 3 Students interested in meeting the social work major's biology requirement at another university must ensure that the course has been articulated by the biology department or obtain prior approval from their advisor to ensure that the course they plan to take covers the required content necessary to satisfy the social work curriculum.
- 4 Meets the General Education Natural Sciences requirement.
- 5 Meets the General Education Quantitative Literacy requirement.
- 6 Meets the General Education Civic Knowledge and Engagement requirement.
- 7 Only social work majors may register for these courses.
- 8 Meets the General Education Integrative and Applied Learning requirement.
- 9 Meets the General Education Writing 3 requirement.
- 10 Two electives (6 units) are required for completion of the social work major; one must be taken from courses offered within the department, and the second may be taken from either group of approved courses.

## Suggested Plan of Study

A minimum of 120 units is needed to graduate. This includes units toward General Education, major, and/or minor requirements.

| Course                          | Title   | Units |
|---------------------------------|---|-------|
| <b>Year I</b>                   |   |       |
| <b>Fall</b>                     |   |       |
| GE 100                          | First-Year Seminar (required first term)                    | 3     |
| MIN 108                         | Christian Life, Faith, and Ministry                         | 3     |
| WRIT 110                        | Writing 1: The Art and Craft of Writing                     | 3     |
| PSYC 110                        | General Psychology  | 3     |
| SOCW 250                        | Introduction to Social Work                                 | 3     |
|                                 | Units   | 15    |
| <b>Spring</b>                   |   |       |
| UBBL 100                        | Introduction to Biblical Literature: Exodus/<br>Deuteronomy | 3     |
| PHIL 100                        | Introduction to Philosophy                                  | 3     |
| Writing 2                       |   | 3     |
| BIOL 101                        | Biology and Society   | 4     |
| SOC 120                         | Introduction to Sociology                                   | 3     |
|                                 | Units   | 16    |
| <b>Year II</b>                  |   |       |
| <b>Fall</b>                     |   |       |
| UBBL 230                        | Luke/Acts   | 3     |
| Foreign Language 1 <sup>1</sup> |   | 3     |
| Fine Arts                       |   | 3     |
| SOCW 275                        | Social Justice Foundations for Human Rights                 | 3     |
| SOCW 310                        | Human Behavior and the Social Environment I                 | 3     |
|                                 | Units   | 15    |
| <b>Spring</b>                   |   |       |
| Upper Division Bible Course     |   | 3     |
| Foreign Language 2 <sup>1</sup> |   | 3     |
| COMM 111                        | Public Communication  | 3     |

|                               |   |     |
|-------------------------------|---|-----|
| SOCW 251                      | Social Welfare Policy and Service                       | 3   |
| SOCW 311                      | Human Behavior and the Social Environment II            | 3   |
| Units                         |   | 15  |
| <b>Year III</b>               |   |     |
| <b>Fall</b>                   |   |     |
| Theology                      |   | 3   |
| Literature                    |   | 3   |
| MATH 130                      | Introduction to Statistics                              | 3   |
| SOCW 332                      | Social Work Practice with Individuals and Families      | 3   |
| SOCW 351                      | Child Welfare   | 3   |
| Units                         |   | 15  |
| <b>Spring</b>                 |   |     |
| History                       |   | 3   |
| Physical Education            |   | 1   |
| SOCW 333                      | Social Work Practice with Communities and Organizations | 3   |
| SOCW 350                      | Aging: Implications for Policy and Practice             | 3   |
| SOCW 360                      | Social Work Practice with Groups                        | 3   |
| Minor or Elective Units       |   | 3   |
| Units                         |   | 16  |
| <b>Year IV</b>                |   |     |
| <b>Fall</b>                   |   |     |
| SOCW 466                      | Field Internship I                                      | 4   |
| SOCW 467                      | Senior Practicum Seminar I                              | 3   |
| SOCW 478                      | Social Work Research Methods                            | 3   |
| Social Work Elective (1 of 2) |   | 3   |
| Minor or Elective Units       |   | 3   |
| Units                         |   | 16  |
| <b>Spring</b>                 |   |     |
| SOCW 468                      | Field Internship II                                     | 4   |
| SOCW 469                      | Senior Practicum Seminar II                             | 3   |
| SOCW 479                      | Writing 3: Social Work Research Project                 | 3   |
| Social Work Elective (2 of 2) |   | 3   |
| Units                         |   | 13  |
| Total Units                   |   | 121 |

<sup>1</sup> Foreign Language Proficiency Requirement may be met by APU proficiency test; SAT, AP, CLEP, FLATS, or OPIc test score; or completion of an APU language course numbered 102 or higher.

## Field Internships

Field education is a required component of the BSW curriculum. The field application and placement process occurs during the term prior to the onset of field internships. Students complete a 400<sup>+</sup>-hour internship with a focus on applying and integrating professional social work knowledge, values, and skills in a supervised community agency setting. Students are concurrently enrolled in field seminar during field internship terms. **Course credit is not given for life experiences or for previous or current work experience.** Students are required to obtain their own malpractice insurance prior to entering their field internship. Information regarding insurance is available through the BSW program. Students are responsible for ensuring they have reliable transportation to and from field internship agencies.

Field education faculty select field internship sites using strict criteria consistent with accreditation standards set forth by the Council on Social Work Education (<https://www.cswe.org/>), including the congruence of field agency mission and goals with professional social work ethics and standards. Field agencies must also provide student supervision consistent with accreditation requirements.

Additional information regarding field education can be found in the Field Education Manual (<https://www.apu.edu/bas/programs/bsw/fieldeducation/>).

## Transfer of Credits

Students transferring from CSWE-accredited undergraduate social work programs may submit to their advisor a list of social work courses completed within the last five years for evaluation for transfer of credits. Each course will be evaluated by the department on a case-by-case basis for compatibility with program requirements. General Education requirements for the major will be assessed by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>). Students who leave the BSW program must reapply for admission to the BSW program if the absence is two years or more. **Course credit is not given for life experiences or for previous or current work experience.**

## Social Work Student Conduct Code

In addition to maintaining academic standards, students must demonstrate professional expectations and adherence to the Department of Social Work conduct code. Violation of the code may result in probation or termination from the program. Refer to the BSW Student Handbook (PDF) ([https://www.apu.edu/live\\_data/files/242/bswstudenthb1112.pdf](https://www.apu.edu/live_data/files/242/bswstudenthb1112.pdf)) for the full description of the conduct code and appeals process.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate ethical and professional behavior.
2. Engage in diversity and differences in practice.
3. Advance human rights and social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. Critically analyze how Christian beliefs and values can be ethically integrated in professional social work practice.

## Program Competencies/Learning Outcomes

Students will demonstrate these competencies (CSWE, 2015):

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate or create privilege and power. Social workers:



- apply and communicate an understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental rights such as freedom, safety, privacy, and an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive, environmental, economic, social and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the process for translating research:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice in practice settings at micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies and other professional as appropriate. Social workers:

- apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

## **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional and interorganizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies;
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

## **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate method for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluations of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

## **Competency 10: Critically Analyze How Christian Beliefs and Values Can be Ethically Integrated in Professional Social Work Practice**

Social workers understand the role of spirituality and faith as part of a holistic approach to social practice and in understanding human behavior and the social environment. Social workers apply ethical principles in the integration of faith in practice, mindful of their own beliefs and impact on the helping relationship. Social workers recognize that faith communities are part of the cultural context of individuals, families, and communities, and provide protective as well as risk factors in the process of change. In this context, social workers articulate how Christian beliefs and values can be ethically integrated in professional social work practice. They:

- demonstrate self-awareness of their own worldview, as it relates to a Christian worldview;
- articulate how a Christian worldview is integrated into social work practice; and
- critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process.

# Certificate of Distinction in Undergraduate Social Work Research

The Certificate of Distinction in Undergraduate Social Work Research is available to seniors participating in the advanced research section of SOCW 478 and SOCW 479 of the BSW program.

## Requirements and Expectations

- Students must have a minimum cumulative GPA of 3.3 and have received a *B* or higher in statistics (MATH 130) or equivalent course in order to participate in the advanced research section. Students who have received less than a *B* in statistics but meet the GPA requirement may petition to be in the advanced research section. Petitions will be reviewed on a case-by-case basis.
- Students must have completed and received a *C* or higher in all other required BSW courses leading to their senior year.
- Students must complete an application that includes a brief essay noting why they wish to participate in the advanced research section.
- Students must receive a recommendation from one other BSW faculty member who can speak to the student's writing ability and professional readiness to participate in the advanced research section.
- Students must develop an original research project tied to their field internship in accordance with the course requirements.
- Students must complete the appropriate Institutional Review Board (IRB) application and receive approval for their projects from APU's IRB office (<https://www.apu.edu/researchandgrants/ethics/irb/>).
- Students must submit an abstract for presentation at an appropriate campus-wide research event.
- Students must submit an abstract for the student research poster competition at the national undergraduate social work conference (The Association of Baccalaureate Social Work Program Directors (BPD) conference) held every March. Students who are selected, through a review process, to present their research at the BPD conference must attend the conference and participate in the research poster competition. Students apply for travel grants from APU's Undergraduate Research Program (<https://www.apu.edu/undergraduate-research/>) to support travel and conference-related expenses.
- Students are invited to submit abstracts to participate in the annual, highly competitive Posters on the Hill interdisciplinary student conference in Washington, DC, sponsored by the Council on Undergraduate Research.
- Students coauthor with the instructor to submit an article based on their research to a peer-reviewed academic journal in social work for publication consideration by the end of the spring semester. Students are expected to remain in touch with the course instructor postgraduation to work on any revisions requested by the journal(s) in order to be accepted for publication.

| Code        | Title  | Units |
|-------------|--|-------|
| SOCW 478    | Social Work Research Methods                         | 3     |
| SOCW 479    | Writing 3: Social Work Research Project <sup>1</sup> | 3     |
| Total Units |  | 6     |

<sup>1</sup> Meets the General Education Writing 3 requirement.

# Master of Social Work

## MSW Program Mission and Goals

The following mission statement guides APU's Master of Social Work (MSW) program (<https://www.apu.edu/bas/programs/msw/>):

*The Master of Social Work (MSW) program develops competent advanced social work practitioners and leaders who can integrate the knowledge, values, and skills of social work to advance human well-being, promote social and environmental justice, and advocate equity for individuals, families, groups, organizations, and communities, informed by our Christian faith tradition.*

*We value:*

- *The Social Work Code of Ethics*
- *Diversity and inclusive excellence*
- *Innovative teaching and scholarship*
- *Integration of faith and learning*
- *Social work leadership development*
- *Strengthening communities in local, national, and global contexts*

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascenior.org/>)
- The MSW program is accredited by the Council on Social Work Education (CSWE) (<http://www.cswe.org/>).

## Specializations

The Master of Social Work (MSW) program (<https://www.apu.edu/bas/programs/msw/>) offers two specializations:

### Clinical Practice with Individuals and Families

This specialization prepares students for clinically oriented practice with individuals, children, and families in contexts such as mental health clinics, veterans' services, managed care facilities, shelters, group homes, child welfare agencies, hospice, schools, correctional institutions, and other settings where personal helping relationships are developed. Specific emphasis is placed on advanced clinical practice skills with children, adolescents, adults, families, and older adults; group therapy skills; and policies specific to health and mental health concerns.

### Community Leadership and Program Administration

This specialization prepares students to provide leadership in nonprofit agencies, government programs, and policy and advocacy organizations in a variety of local and global contexts. Drawing on the significant cultural diversity characterizing the Los Angeles area, and the expertise of faculty, the curriculum prepares students to be proactive leaders and to collaborate with communities to improve upon the complex local, national, and international social problems they encounter. Curriculum content in this specialization includes organizational behavior and management, program planning and evaluation, organizing for community change, human rights and social policy with an optional emphasis in international social work, and research methods for data-driven change.

## Program Options

The **full-time** program (two years, 60 units) includes classes two days per week and approximately 16 hours per week of supervised internship. All students take the same first-year foundation courses. Specialization courses are taken in the second year of the program (Azusa Campus).

The **part-time** program (four years, 60 units) includes classes every Tuesday beginning at 4:20 p.m. (two classes per term, scheduled back-to-back). In addition, there are a total of four Saturday intensive courses required, which meet three to five times per term, in years one and three of the program. All students take the same foundation courses in the first and second years. Specialization courses are taken in the third and fourth years of the program. Supervised internships requiring approximately 16 hours per week occur in the second and fourth years (Azusa Campus).

The **part-time** program (three years, 60 units) at the Inland Empire Regional Campus meets every Thursday beginning at 4:20 p.m., and five Saturdays (all day), per semester. Supervised internships requiring approximately 16 hours per week occur in the second and third years at a field placement specific to the specialization; placements are available in San Bernardino, Riverside, Los Angeles, Orange, and Ventura counties. *Clinical Practice with Individuals and Families specialization only (Inland Regional Campus).*

The **full-time Advanced Standing** program (36 units) allows graduates of CSWE-accredited BSW programs to earn their MSW degree in 10 months. Students complete two 3-unit Advanced Standing bridge courses during a 6-week summer session (July-August, two evenings a week) prior to the

start of their specialization curriculum, in which they join existing full-time MSW students for the remaining two terms (30 units) of the MSW program. Advanced Standing student field internships require 20 hours per week for fall and spring terms (Azusa Campus).

The **part-time Advanced Standing** program allows graduates of CSWE-accredited BSW programs to earn their MSW degree over the course of two years. Students complete two 3-unit Advanced Standing bridge courses during a 6-week summer session (July-August, two evenings a week) prior to the start of their specialization curriculum, in which they join existing part-time MSW students for the remaining two years (30 units) of the part-time MSW program. Part-time Advanced Standing student field internships require 20 hours per week for fall and spring of the second year of the program.

The two bridge courses for advanced standing are:

| Code     | Title  | Units |
|----------|--|-------|
| SOCW 550 | Advanced Standing: Intermediate Praxis             | 3     |
| SOCW 551 | Advanced Standing: Social Work Ethics and Practice | 3     |

## Field Internships

Field education is a required component of the MSW curriculum. The field application and placement process occurs during the term prior to the onset of field internships. Over the course of the program, students complete two field internships, with a focus on applying and integrating professional social work knowledge, values, and skills in a supervised community agency setting. Field internships occur Monday–Friday during business hours. Successful completion of the field internship/seminar curriculum, with a grade of *B-* or higher, is required for field credit and to proceed to the next field course sequence. Students are concurrently enrolled in field seminar during field internship terms. Full-time students complete field internships during both years of the program, whereas part-time students complete field internships during the second and fourth years. Students in the two- and four-year options earn a total of 16 semester units for field education coursework. Advanced Standing students complete a total of eight field education units over two terms. **Course credit is not given for life experiences or for previous or current work experience.** Students are required to obtain their own malpractice insurance prior to entering their field internship. Information regarding insurance is available through the MSW program. Students are responsible for ensuring they have reliable transportation to and from field internship agencies.

Field education faculty select field internship sites using strict criteria consistent with accreditation standards set forth by the Council on Social Work Education, including the congruence of field agency mission and goals with those of professional social work ethics and standards. Field agencies must also provide student supervision consistent with accreditation requirements.

## Transfer of MSW Credits

Students formerly enrolled in CSWE-accredited MSW programs at other schools may submit a list of MSW foundation-level courses completed within five years prior to admission to APU, for evaluation regarding transfer of credits. Each course will be evaluated by the MSW program on a case-by-case basis for compatibility with program requirements. A maximum of 12 units may be transferred. No credit is given for prior field internship hours.

The MSW program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives. For any course in question, the MSW program will request a copy of the syllabus and bibliography in order to evaluate course objectives and learning activities.

A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been done while the student was enrolled in good standing as a graduate student; a letter from the MSW program director is required verifying that the student was in good standing.
2. The work must have been done within five years prior to starting the MSW program at Azusa Pacific University.
3. The school from which the credits are transferred must be accredited by a regional accreditation agency.
4. No transfer grade is lower than a *B*.
5. None of the transfer coursework consists of extension or workshop courses.
6. Petition for transfer of credit occurs after enrollment in APU's MSW program.

**Course credit is not given for life experiences or for previous or current work experience.**

## Transfer of Elective Credits

The MSW program has two elective courses (total of 6 units). Students transferring from another graduate program may petition to have up to 6 units evaluated for possible elective credit. The course(s) must be relevant to the MSW program and preferably have been taken within five years prior to admission. Petitions must be submitted to the MSW program for evaluation. Due to the importance of MSW program compliance with CSWE accreditation standards, students may be asked to provide course syllabi in order to assess the relevance and timeliness of course material. Once in the MSW program, students must take elective courses at Azusa Pacific University. Independent study may be taken in place of elective courses.

Advanced Standing students may not transfer in any elective credit.

## Social Work Student Conduct Code

In addition to maintaining academic standards, students must also demonstrate professional standards and adherence to the Department of Social Work conduct code. Violation of the code may result in probation or termination from the program. Refer to the MSW Student Handbook (<https://www.apu.edu/bas/programs/msw/students/>) for the full description of the conduct code and appeals process.

## Academic Probation and Disqualification

Continuation in the MSW program requires a demonstration of academic ability: Students must maintain a minimum 3.0 GPA to continue in the program, and if a student's GPA drops below the minimum, the student will be placed on academic probation and given one enrollment period to raise it to 3.0. A 3.0 GPA is also required for continued financial aid. Students must also pass all required social work courses with a *B-* or higher; if a student does not obtain a sufficient grade, the course must be repeated, but a course may be attempted only twice—if the second attempt results in an insufficient grade, the student will be dismissed from the program.

## Course Requirements

| Code  | Title   | Units     |
|---|---|-----------|
| <b>Foundation Coursework</b>  |   |           |
| SOCW 511  | Introduction to the Social Work Profession                  | 2         |
| SOCW 512  | Social Welfare Policy and Policy Practice                   | 3         |
| SOCW 513  | Micro-theory and Human Development                          | 3         |
| SOCW 514  | Practice I - Interviewing and Assessment                    | 3         |
| SOCW 515  | Field Seminar I   | 1         |
| SOCW 516  | Field I   | 3         |
| SOCW 522  | Diversity and Social Justice                                | 3         |
| SOCW 523  | Macro-theory and Communities/Organizations                  | 3         |
| SOCW 524  | Practice II - Intervention and Evaluation                   | 3         |
| SOCW 525  | Field Seminar II  | 1         |
| SOCW 526  | Field II  | 3         |
| SOCW 538  | Clinical Practice with Groups                               | 2         |
| <b>Coursework by Specialization</b>                                     |   | <b>30</b> |
| <b>Clinical Practice with Individuals and Families</b>                  |   |           |
| SOCW 527  | Research for Evidence-Informed Practice <sup>1</sup>        |           |
| SOCW 534  | Field Seminar III   |           |
| SOCW 536  | Adult Behavioral Health and Diagnosis                       |           |
| SOCW 537  | Child and Adolescent Behavioral Health and Diagnosis        |           |
| SOCW 539  | Field III-Clinical Practice                                 |           |
| SOCW 541  | Capstone Leadership Project                                 |           |
| SOCW 544  | Field Seminar IV  |           |
| SOCW 546  | Family Therapy in Context                                   |           |
| SOCW 547  | Health and Behavioral Health Policy                         |           |
| SOCW 548  | Field IV - Clinical Practice                                |           |
| XXX   | Elective (3 units)  |           |
| XXX   | Elective (3 units)  |           |
| <b>Optional Pupil Personnel Services Credential (PPSC) <sup>2</sup></b> |   |           |
| SOCW 540  | Educational Policy  |           |
| SOCW 563  | School Social Work  |           |
| <b>Community Leadership and Program Administration</b>                  |   |           |
| SOCW 528  | Research for Data Driven Change <sup>1</sup>                |           |
| SOCW 529  | Human Rights and Sustainable Development Policy             |           |
| SOCW 530  | Organizing for Community Change                             |           |
| SOCW 533  | Organizational Behavior and Management                      |           |
| SOCW 534  | Field Seminar III   |           |
| SOCW 535  | Field III - Community Leadership and Program Administration |           |
| SOCW 541  | Capstone Leadership Project                                 |           |

|                    |  |              |
|--------------------|--|--------------|
| SOCW 544           | Field Seminar IV   |              |
| SOCW 545           | Field IV - Community Leadership and Program Administration |              |
| SOCW 552           | Program Planning and Evaluation                            |              |
| XXX                | Elective (3 units)   |              |
| XXX                | Elective (3 units)   |              |
| <b>Total Units</b> |  | <b>60-66</b> |

- <sup>1</sup> Students may test out of SOCW 527 and SOCW 528 but still need to complete the required unit total for the program. Contact the Department of Social Work (<https://www.apu.edu/bas/socialwork/contact/>) for more details.
- <sup>2</sup> Students from either specialization can take one or both credential courses as part of the two-elective graduation requirement—or *in addition* to that requirement—so they could end up with 63 or even 66 units. But even if a community specialization student takes both courses, they DO NOT earn the credential, because only clinical specialization students can receive the credential.

## Requirements for Advanced Standing Program

| Code  | Title   | Units          |
|---|---|----------------|
| <b>Bridge Courses</b>   |   |                |
| SOCW 550  | Advanced Standing: Intermediate Praxis                          | 3              |
| SOCW 551  | Advanced Standing: Social Work Ethics and Practice              | 3              |
| <b>Specialization Coursework</b>  |   |                |
| Select one of the following   |   | 30             |
| <b>Clinical Practice with Individuals and Families</b>                  |   |                |
| SOCW 534  | Field Seminar III (1)   |                |
| SOCW 536  | Adult Behavioral Health and Diagnosis (3)                       |                |
| SOCW 537  | Child and Adolescent Behavioral Health and Diagnosis (3)        |                |
| SOCW 539  | Field III-Clinical Practice (3)                                 |                |
| SOCW 527  | Research for Evidence-Informed Practice (2) <sup>1</sup>        |                |
| SOCW 541  | Capstone Leadership Project (3)                                 |                |
| SOCW 544  | Field Seminar IV (1)  |                |
| SOCW 546  | Family Therapy in Context (3)                                   |                |
| SOCW 547  | Health and Behavioral Health Policy (2)                         |                |
| SOCW 548  | Field IV - Clinical Practice (3)                                |                |
| XXX Electives 3 units   |   |                |
| XXX Electives 3 units   |   |                |
| <b>Optional Pupil Personnel Services Credential (PPSC) <sup>2</sup></b> |   |                |
| SOCW 540  | Educational Policy  |                |
| SOCW 563  | School Social Work  |                |
| <b>Community Leadership and Program Administration</b>                  |   |                |
| SOCW 533  | Organizational Behavior and Management (3)                      |                |
| SOCW 552  | Program Planning and Evaluation (3)                             |                |
| SOCW 528  | Research for Data Driven Change (2) <sup>1</sup>                |                |
| SOCW 529  | Human Rights and Sustainable Development Policy (2)             |                |
| SOCW 530  | Organizing for Community Change (3)                             |                |
| SOCW 534  | Field Seminar III (1)   |                |
| SOCW 535  | Field III - Community Leadership and Program Administration (3) |                |
| SOCW 541  | Capstone Leadership Project (3)                                 |                |
| SOCW 544  | Field Seminar IV (1)  |                |
| SOCW 545  | Field IV - Community Leadership and Program Administration (3)  |                |
| XXX Electives 3 units   |   |                |
| XXX Electives 3 units   |   |                |
| <b>Total Units</b>  |   | <b>36 - 42</b> |

- <sup>1</sup> Students may test out of SOCW 527 and SOCW 528 but still need to complete the required unit total for the program. See department for more details.

<sup>2</sup> Students from either specialization can take one or both credential courses as part of the two-elective graduation requirement—or *in addition* to that requirement—so they could end up with 39 or even 42 units. But even if a community specialization student takes both courses, they **DO NOT** earn the credential, because only clinical specialization students can receive the credential.

## Electives

The following is a list of approved electives for the MSW program:

| Code   | Title  | Units |
|--|--|-------|
| <b>These electives may be taken for either specialization:</b>   |  |       |
| SOCW 540   | Educational Policy                                     | 3     |
| SOCW 543   | Fundraising, Grant Writing, and Fiscal Decision Making | 3     |
| SOCW 560   | Social Work Practice in Healthcare Settings            | 3     |
| SOCW 561   | Treatment of Substance Use Disorders                   | 3     |
| SOCW 563   | School Social Work                                     | 3     |
| SOCW 565   | Clinical Spanish Practice in Social Work               | 3     |
| SOCW 566   | Social Work, Health, and Aging                         | 3     |
| SOCW 567   | Marital Therapy and Domestic Violence                  | 3     |
| SOCW 568   | Military Social Work                                   | 3     |
| SOCW 569   | Human Sexuality and Sex Therapy                        | 3     |
| SOCW 570   | International Social Work Policy and Practice          | 3     |
| SOCW 595   | Special Topics   | 1-6   |
| <b>Clinical specialization students may take any of these required community courses as electives:</b> |  |       |
| SOCW 529   | Human Rights and Sustainable Development Policy        | 2     |
| SOCW 530   | Organizing for Community Change                        | 3     |
| SOCW 533   | Organizational Behavior and Management                 | 3     |
| SOCW 552   | Program Planning and Evaluation                        | 3     |
| <b>Community specialization students may take any of these required clinical courses as electives:</b> |  |       |
| SOCW 536   | Adult Behavioral Health and Diagnosis                  | 3     |
| SOCW 537   | Child and Adolescent Behavioral Health and Diagnosis   | 3     |
| SOCW 546   | Family Therapy in Context                              | 3     |
| SOCW 547   | Health and Behavioral Health Policy                    | 2     |

## Prelicensure Coursework Options

Course content approved by the BBS for meeting prelicensure requirements, as follows, is embedded in the foundation-year MSW curricula.

- Human Sexuality (10 hours)
- Alcohol and Other Chemical Substance Dependency (15 hours)
- Child Abuse Assessment (7 hours)
- Spousal or Partner Abuse (15 hours)
- Aging and Long-Term Care (10 hours)
- California Law/Professional Ethics (18 hours)
- Suicide Assessment and Intervention (6 hours)

Advanced Standing students, who enroll only in specialization coursework, may complete prelicensure requirements in MSW elective courses, as listed below, or may satisfy requirements through qualifying undergraduate coursework:

- SOCW 537 Child and Adolescent Behavioral Health and Diagnosis (Child Abuse Assessment Requirement)
- SOCW 561 Treatment of Substance Use Disorders (Alcoholism/Chemical Dependency Requirement)
- SOCW 566 Social Work, Health, and Aging (Aging and Long-Term Care Requirement)
- SOCW 567 Marital Therapy and Domestic Violence (Spousal or Partner Abuse Requirement)
- SOCW 569 Human Sexuality and Sex Therapy (Human Sexuality Requirement)

Students are responsible for meeting prelicensure requirements and should save relevant course syllabi as proof of hours and content completed. See the MSW Student Handbook (<https://www.apu.edu/bas/programs/msw/students/>) for more information.



## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Identify with the profession of social work, and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.
11. Articulate how Christian beliefs and values can be ethically integrated in professional social work practice.

## Program Competencies/Program Learning Outcomes

### Foundation Competencies EPAS 2015

#### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers (NASW) (<http://www.naswdc.org/>) Code of Ethics, relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

#### Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and culture exclusions, may recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Social workers understand that every person regardless of position in society has fundamental rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive, environmental, economic, social and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi disciplinary sources and multiple ways of knowing. They also understand the process for translating research:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice in practice settings at micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

### **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies and other professional as appropriate. Social workers:

- apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional and interorganizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies;
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate method for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluations of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice**

Social workers understand the role of spirituality and faith as part of a holistic approach to social work practice and in understanding human behavior and the social environment. Social workers apply ethical principles in the integration of faith in practice, mindful of their own beliefs and their impact on the helping relationship. Social workers recognize that faith communities are part of the cultural context of individuals, families, and communities, and provide protective as well as risk factors in the process of change. In this context, social workers articulate how Christian beliefs and values can be ethically integrated in professional social work practice. Social workers:

- demonstrate an understanding of a Christian worldview related to social work practice;
- critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process;
- demonstrate understanding of ethical integration of faith and spirituality in social work practice; and
- understand the contributions and capacity of faith-based organizations and churches as resources in the delivery of social services.

## **Clinical Practice with Individuals and Families Competencies EPAS 2015**

### **Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers have a deep understanding and commitment to the value base of the profession, and can conceptualize and apply ethical standards and relevant laws and regulations to complex cases involving diverse populations and emerging technologies. Social workers demonstrate advanced critical thinking skills to examine and incorporate use of best-practice frameworks for decision making, including use of supervision. Social workers integrate the value base of the profession by reflecting on one's own biases and values while considering interconnected ethical implications of assessment, diagnosis, treatment planning, and intervention. Social workers demonstrate effective regulation in working with clients while using professional judgment and behaviors, and engage in reflective and reflexive practices. Social workers demonstrate the ability to work in interprofessional teams, engaging in activities within the role and scope of practice of diverse social work settings. Social workers are aware of the importance of lifelong learning and demonstrate the ability to adapt to, learn about, and apply emerging forms of practice. They:

- consistently apply and advance National Association of Social Workers (NASW) (<http://www.naswdc.org/>) principles and code of ethics in ambiguous and complex practice situations;
- recognize complex ethical considerations related to technology and practice; and
- recognize the role and appropriate use of supervision and consultation in ethical decision making.

## Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience as it applies to clinical practice with individuals, families, and groups. Social workers can identify the ways that practitioner and client cultural backgrounds and beliefs may affect clinical social work practice. Social workers are able to recognize and address stigma, access to care, and quality-of-care issues relating to diverse client groups by identifying structures and values that oppress and/or enhance privilege or power. Social workers are able to demonstrate advanced insight into personal biases and values and their influence on work with diverse clients, extending consistent dignity and respect to others. Social workers understand how cultural concepts of distress shape assessment, diagnosis, and treatment. They:

- demonstrate and express how cultural concepts of distress and identity, as well as intersectionality, shape assessment, diagnosis, and treatment;
- apply cultural humility and competence in adapting integrated services to meet diverse client needs; and
- collaborate with and advocate for vulnerable and disempowered individuals, families, and groups so that services and resources are equitably accessed.

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand the importance of protecting fundamental human rights to end all forms of oppression. Mindful of every person's fundamental right to self-determination, social workers help empower clients to navigate organizations and institutions in order to meet all their basic needs. Social workers are knowledgeable of best practices that help reduce and eradicate structural injustices within health, mental health, education, and community systems so that all individuals, particularly those who are vulnerable and oppressed, can lead healthy and thriving lives. They:

- identify and develop strategies that help reduce and eliminate systemic forms of oppression an individual may experience in his/her community or institution;
- integrate theories of human need and social justice in order to formulate policies that advance human rights for vulnerable populations; and
- use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.

## Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand the evaluation methods of evidence-informed practice. They know how to consume and evaluate the quantitative and qualitative research literature on practice to remain informed of emerging practice trends. Social workers innovate new and effective intervention models, while identifying gaps in the research literature, particularly around disenfranchised, oppressed, and marginalized populations. They also recognize the philosophical limitations of current evidence-based research models. Social workers use best practices in research to design, analyze, and conduct their own research using quantitative or qualitative research methods. They:

- evaluate the social work profession research base to inform theory, scientific inquiry, and research;
- apply critical thinking to engage and develop a quantitative and qualitative research proposal question;
- identify practice implications determined by evidence-informed research; and
- use and translate research evidence to inform, improve, and innovate practice, policy, and service delivery.

## Competency 5: Engage in Policy Practice

Social workers understand the dynamic and political nature of clinical practice and apply interventions contextualized within a framework of advancing human rights within social welfare systems. Using a person-in-environment perspective, social workers understand how a client's experience is directly impacted by local, state, or federal policies. Social workers actively engage in policy practice through advocacy and by implementing strategies that help effect change at the organizational and governmental levels. They:

- identify how organizational and governmental policies impact the practice environment and the client's ability to access services;
- work alongside and on behalf of clients to influence service delivery through advocacy and legislative change; and
- use evidence-informed practice and research-based evidence to advocate for policies that advance social and economic well-being.

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand engagement as an integral component of clinical social work practice, and understand the importance of relationship as instrumental in the facilitation of the helping process. Social workers utilize interpersonal skills, knowledge of human behavior, and multiple theoretical frameworks to facilitate engagement with individuals, families, groups, organizations, and communities. They:

- demonstrate the ability to attend to the interpersonal dynamics and contextual factors that strengthen and potentially threaten the therapeutic alliance;
- establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes;
- develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective; and
- utilize appropriate multidimensional assessment instruments.

## Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in detailed client assessment, recognizing that assessment is an ongoing, dynamic process. They engage in differential diagnosis, utilizing the DSM in a critical and responsible manner, and utilize the various aspects of a comprehensive assessment to accurately assess their clients. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness, and are knowledgeable about interprofessional collaboration, utilization of collateral contacts, and appropriate referral to supplemental services for their clients as needed. Social workers recognize how agency setting, clinical bias, and cultural differences affect assessment and diagnosis. They:

- perform detailed client assessment and utilize critical thinking to arrive at accurate diagnoses and treatment plans;
- select appropriate intervention strategies and treatment modalities based on accurate cultural formulation and assessment of their client's presenting problems; and
- critically apply diagnostic classification systems in a process of continuous assessment.

## Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers demonstrate advanced skills in assessment and diagnosis in order to determine appropriate application of human behavior and practice theories that inform intervention within family contexts. Social workers link interventions to problems, applying best-practice interventions throughout the dynamic and interactive process of social work practice with diverse family populations. Social workers apply critical thinking and trauma theory, and demonstrate the ability to respond to, assess, and intervene with crises and trauma at the individual, family, and community levels. Social workers engage in interprofessional and collaborative teams and within systems impacting mental health in order to advocate for, inform, and achieve client or community goals. They:

- critically select and apply best practices, evidence-based interventions, and appropriate clinical techniques for a range of presenting concerns identified in the assessment of individuals and families in diverse situations;
- demonstrate understanding of theories informing assessment of and interventions with families in diverse situations;
- demonstrate the ability to identify crises and the appropriate use of crisis intervention and prevention strategies as needed; and
- collaborate effectively with other professionals to coordinate treatment interventions and appropriate advocacy.

## Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in an ongoing evaluation of the dynamic and interactive process of social work practice, recognizing the diversity that exists in serving individuals, families, groups, organizations, and communities. Understanding the integral relationship between processes and outcomes, social workers apply multidimensional methods of evaluation to advance practice, policy, and service delivery effectiveness, using qualitative and quantitative outcomes measures. In doing so, social workers incorporate a thorough understanding of human behavior and the social environment in evaluating the effectiveness of applied interventions. They:

- use clinical evaluation of the process and/or outcomes to develop best-practice interventions for a range of bio-psycho-social-spiritual conditions; and
- utilize outcomes data to evaluate effectiveness of applied interventions.

## Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Social workers deeply understand the role of spirituality and faith as part of a holistic approach to social work practice, particularly in understanding human behavior and the social environment. Social workers competently engage in assessing and diagnosing multifaceted needs by applying a bio-psycho-social-spiritual framework. Guided by ethics and cultural humility, social workers respect differences and professional boundaries while incorporating spirituality and faith in their clinical work with individuals, families, groups, and communities. They critically evaluate the role that Christian beliefs and values play in the helping process.

- Use critical thinking skills to apply Christian beliefs and values, as appropriate, to client needs, in an ethical manner.
- Apply bio-psycho-social-spiritual assessment skills as applicable to practice contexts.
- Integrate clients' religious, spiritual, and faith traditions and/or faith communities, as indicated, to enhance recovery.

## Community Leadership and Program Administration Competencies EPAS 2015

### Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding and commitment to the value base of the profession, particularly the commitment to advance social justice. Social workers understand the person-in-environment perspective, and possess advanced understanding of how to apply ethical standards and relevant laws and regulations to micro, mezzo, and macro practice situations. Social workers apply critical thinking and ethical frameworks to complex decision making in community practice, including the research and policy arenas. Social workers demonstrate advanced awareness of personal biases and influences and maintain professional judgment when practicing with diverse organizations and communities. Macro social workers understand the roles and responsibilities of managers in social welfare organizations, community organizers in neighborhoods, and policy advocates in state, national, and international governance. Social workers also understand emerging forms of technology, including social media, data information systems, and analytics software, and take great ethical consideration in the application of such technology. They:

- demonstrate advanced insight in personal reflection and self-regulation to maintain professionalism;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate ability to effectively communicate orally and in writing when assuming a leadership role and when collaborating with other professionals;
- use supervision and consultation to guide professional judgment and behavior;
- apply ethical decision-making skills to address complex and ambiguous practice situations; and
- utilize technology ethically and appropriately when conducting research, tracking quality of service delivery, and facilitating program outcomes.

## Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience as it applies to an individual's experience within their larger social and cultural environment. Social workers are committed to the promotion of equal social and economic rights across all dimensions of diversity and within local, organizational, and policy arenas, recognizing the roles that privilege and discrimination have in determining the access and allocation of societal resources. Social workers are knowledgeable about challenging and rectifying organizational and structural forms of oppression, and ensure that communities, organizations, and policies are sensitive to and knowledgeable of the unique and diverse needs of their clients and constituencies. They:

- ensure the cultural competencies of programs and policies by recognizing the similarities and differences between the values and norms of the dominant society and those of oppressed, underserved, and underrepresented populations;
- collaborate with and advocate for vulnerable and disempowered communities so that power and resources are equitably distributed; and
- apply cultural humility in the examination of personal biases and values and their influence on work with diverse clients and constituencies, extending consistent dignity and respect to others.

## Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand the foundational functions of the United Nations' universal human rights treaties for the protection of the civil, political, social, economic, educational, health, and ecological rights of individuals, communities, and sovereign nations. Social workers understand the role of cultural relativism as applied to diverse norms and values, exhibited across multicultural global populations. Social workers understand the impact of globalization on poverty, environmental resources, climate change, and the mechanisms for local and global governance as related to social policy development. They:

- integrate human rights principles for elimination of oppressive structures when developing social policies on community, state, federal, and global levels;
- apply theoretical, political, economic, and social sciences frameworks when analyzing human rights and social justice issues; and
- engage in research-informed advocacy for the rights of diverse population groups to establish social, economic, and environmental justice.

## Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers recognize how multiple forms of knowing and their associated research methodologies help inform how evidence is developed and used to inform data-driven programmatic and policy development and implementation. Social workers understand the conceptual and operational links between program and policy design and its impact on the clients and constituencies they are designed to serve. They:

- use and translate research evidence to inform and improve practice, policy, and service delivery;
- create scientifically rigorous inquiries to create, plan, and evaluate programs and policies; and
- articulate the tensions between practice wisdom and research evidence when making practice decisions.

## Competency 5: Engage in Policy Practice

Social workers understand the operationalization of social policies into equitable and effective service delivery. Social workers understand the foundational functions of human rights and social justice principles as they apply to social welfare and social services policies. Social workers understand the fundamental strategies, including engagement of stakeholders, political advocacy, and policy creation and analysis, for the establishment of social, economic, and environmental justice. They:

- assess and analyze the formative effect of organizational, ideological, religious, economic, and political factors on domestic and global social policies;
- implement sustainable development principles in the analysis and development of domestic and global social policies and programs; and
- engage multiple stakeholders in social policy development and implementation on community, state, federal, and global levels.

## Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is a critical component of social work practice and specialize in connecting with groups, organizations, and communities utilizing theoretical practice models for engaging in the change process. Social workers establish relationships by analyzing relevant systems and identifying potential stakeholders. Social workers are committed to engagement with diverse clients and constituencies to enhance assessment and improve effectiveness of interventions. They:

- use interpersonal skills to engage constituents in the change process;
- pursue reciprocal relationships to develop desired outcomes and expectations; and
- collaborate effectively with constituents to facilitate sustainable change.

### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is contextual and is an ongoing component of effective social work practice among groups, organizations, and communities. Social workers collect information through identified stakeholders within critical systems, and are committed to effective assessment among diverse clients and constituencies to enhance the effectiveness of interventions. Social workers apply relevant theoretical and evidence-informed practice models in assessment of groups, organizations, and communities. They:

- research, collect, analyze, and interpret system policy and community and organizational data to inform assessment and intervention strategies;
- select and modify appropriate intervention strategies based on evidence and continuous assessment;
- mutually develop agreed-upon goals and measurable objectives; and
- initiate strategies and/or actions to achieve goals and objectives within the context of the organization, community, and/or policy arenas.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice and specialize in interventions relevant to groups, organizations, and communities. Social workers are knowledgeable of and apply evidence-informed interventions that are grounded in participatory methods. Social workers in macro practice understand the importance of acknowledging systems and power structures to best promote change and recognize the value of place-based initiative. Social workers are specifically skilled in advocacy, facilitation, policy practice, administration, and development of intervention strategies within groups, organizations, and communities. They:

- develop intervention goals and design and implement a plan of action in collaboration with individuals, groups, organizations, and communities;
- plan for the use of models, methods, and strategies that are appropriate to the local, regional, national, and international context; and
- identify power structures and use consensus building to enhance service implementation.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of ensuring effective practice with groups, organizations, and communities. Social workers recognize stakeholders in the development of evaluation methods and ensure that a broad range of qualitative and quantitative measures are utilized. Social workers in macro practice understand data collection, analysis, interpretation, and application related to program and policy evaluation, and are committed to the dissemination of outcomes of intervention strategies to enhance evidence-informed practice. They:

- establish and/or ensure that measurable evaluation criteria and methods are being utilized within change efforts;
- collect, analyze, and interpret system, policy, community, and organizational data relevant to intervention evaluation; and
- utilize evaluation data in collaboration with constituents to select and modify appropriate intervention strategies for enhanced benefit to client systems.

### **Competency 10: Articulate How Christian Beliefs and Values Can be Ethically Integrated in Professional Social Work Practice**

Social workers understand how Christian beliefs and values can be ethically integrated into professional social work practice, and are knowledgeable about the capacity of faith-based organizations and churches as resources in the delivery of social services. Social workers understand the ethical integration of personal faith and core values as social workers, and recognize the contributions of the global Christian community in promoting social justice. They:

- critically evaluate the strengths and challenges of faith-based organizations and churches in the delivery of client services;
- demonstrate understanding of the ethical integration of personal faith and core values when working with organizations, communities, and policy arenas; and
- identify ways in which social justice is enhanced and supported by the global Christian community.

## **Courses**

### **SOCW 511, Introduction to the Social Work Profession, 2 Units**

Content focuses on the history, identity, values, ethics, scope of practice, and knowledge base of the social work profession. Students explore ways their own backgrounds and beliefs are likely to influence professional activities, and examine the specific relationship of faith perspectives to social welfare policy and practice. Attention is given to developing professional writing and critical thinking skills.

**Prerequisite:** Admission to MSW program

## **SOCW 512, Social Welfare Policy and Policy Practice, 3 Units**

The course provides an introduction to American social welfare policies, offers a historical overview of political influences on social work practice, and presents different models for political advocacy. Content focuses on political and client advocacy with attention to the relevance of professional ethical standards and faith perspectives to policy practice.

**Prerequisite:** Admission to MSW program

## **SOCW 513, Micro-theory and Human Development, 3 Units**

Content will focus on theories that inform micro-level social work practice with individuals and families using a bio-psychosocial and spiritual framework. Human development across the life course is addressed with psychosocial theory's life stages to assist with the contextualization and integration of theories to meet the needs of diverse populations in practice.

**Prerequisite:** Admission to MSW program

## **SOCW 514, Practice I - Interviewing and Assessment, 3 Units**

This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes legal and ethical practice, stages of the helping process, interviewing and assessment skills with adults, children, and families, clinical assessment and diagnosis using the DSM, and strategies for critically analyzing and sharing assessment information.

**Prerequisite:** Admission to MSW program

## **SOCW 515, Field Seminar I, 1 Unit**

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills, understanding agency and community context, and professional ethics.

**Prerequisite:** Admission to the Social Work program;

**Corequisite:** SOCW 516

## **SOCW 516, Field I, 3 Units**

The purpose of field internship is to provide a professional setting for students to practice generalist foundation social work skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.

**Prerequisite:** Admission to the Social Work program;

**Corequisite:** SOCW 515

## **SOCW 521, Introductory Research Methods, 2 Units**

Content will introduce critical evaluation of social work research and evidence informed social work practice, along with how research can ethically be used to improve practice at individual and agency levels. Concepts include: problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

**Prerequisite:** Statistics course

## **SOCW 522, Diversity and Social Justice, 3 Units**

Content will focus on diverse populations in American society and ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to self-awareness and to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice.

**Prerequisite:** Admission to MSW program

## **SOCW 523, Macro-theory and Communities/Organizations, 3 Units**

Content will focus on macro-level theories and social work practice with organizations and communities. Models of practice that include comprehensive assessment, integrating an understanding of various forms and mechanisms of discrimination and oppression and their relevance to macro-level interventions, will be examined. Social work with organizations and communities embraces efforts to protect human and civil rights for the advancement of social and economic justice.

**Prerequisite:** SOCW 513

## **SOCW 524, Practice II - Intervention and Evaluation, 3 Units**

This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning and implementing change strategies, utilizing evidence-based practice research, interdisciplinary collaboration, advocacy, resource development, and practice evaluation.

**Prerequisite:** SOCW 514



## **SOCW 525, Field Seminar II, 1 Unit**

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills, knowledge and use of self, and professional ethics.

**Prerequisite:** SOCW 514, SOCW 515, and SOCW 516;

**Corequisite:** SOCW 526

## **SOCW 526, Field II, 3 Units**

The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.

**Prerequisite:** Admission to MSW program, SOCW 515, and SOCW 516;

**Corequisite:** SOCW 525

## **SOCW 527, Research for Evidence-Informed Practice, 2 Units**

The content of this course prepares students to critically evaluate social work research and evidence-informed social work practice, along with the ethical use of research methods to improve clinical practice. Concepts include problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and outcomes evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

**Prerequisite:** Statistics course

## **SOCW 528, Research for Data Driven Change, 2 Units**

This course will introduce critical evaluation of social work research and its ethical application towards data-driven decision-making within community practice settings. Concepts include: problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.

**Prerequisite:** Statistics course

## **SOCW 529, Human Rights and Sustainable Development Policy, 2 Units**

Content will focus on the relevance of human rights and sustainable development policy to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights for social, economic and environmental justice and sustainable development strategies for poverty alleviation, universal education, public health, sanitation and housing, food security, access to clean water, population control and climate change. Analysis of existing global social policies will apply existing political, ideological, religious, cultural, age, and gender frameworks to explain current conditions and future trends. Secular and Christian perspectives will be explored.

**Prerequisite:** SOCW 522 and SOCW 523

## **SOCW 530, Organizing for Community Change, 3 Units**

This course expands foundation year macro-level practice content to enhance theoretical understanding and develop skills in the promotion of community, organizational, and policy change to enhance social well-being and advance social justice. Special attention is focused on collaborative efforts, coalition building and participatory methods to facilitate sustainable change. Additional topics include assessment of social service delivery systems, advocacy, and professional ethics in macro practice. The importance of engaging diverse communities, recognition of underrepresented and underserved populations, and utilizing cultural humility in practice are emphasized.

**Prerequisite:** SOCW 523

## **SOCW 531, Human Rights and Sustainable Development, 2 Units**

Content will focus on the relevance of human rights and sustainable development to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights and economic justice, poverty alleviation, politics, religion, culture, age, gender, and public health conditions on human rights and development-related activities. Secular and Christian perspectives will be explored.

**Prerequisite:** SOCW 522 and SOCW 523

## **SOCW 532, Advanced Community Practice, 3 Units**

This course expands foundation year macro-level practice content to include community entrance, engagement, participatory action research, and collaborative strategies to advance policies and programs supporting community interests and desired resources. Additional topics include empowerment, development of cultural competence, identification of oppressive cultural structures, globalization, and professional ethics. Engaging diverse communities and cultural humility are emphasized.

**Prerequisite:** SOCW 523

## **SOCW 533, Organizational Behavior and Management, 3 Units**

This course provides an overview of organizational behavior and effective management practices within the social service sector. Topics include: human resource/legal/ethical issues; employee diversity; organizational culture; conflict resolution; group behavior; employee training/development; hiring practices; employee motivation; budgeting; and managing organizational change. Emphasis is placed on professional written and verbal communication.

**Prerequisite:** SOCW 523

### **SOCW 534, Field Seminar III, 1 Unit**

Field Seminar III focuses on presentation and discussion of student experiences in concentration field internships. Specific emphasis is placed on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in coursework.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

**Corequisite:** SOCW 535 or SOCW 539

### **SOCW 535, Field III - Community Leadership and Program Administration, 3 Units**

The purpose of field internship is to provide a setting for students to develop advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

**Corequisite:** SOCW 534

### **SOCW 536, Adult Behavioral Health and Diagnosis, 3 Units**

This course begins a two-semester advanced clinical practice sequence focusing on adult behavioral health. Content includes advanced application of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5); symptoms, diagnoses, and treatment strategies associated with psychiatric conditions; brain functioning and chemistry; psychotropic medications; and managed care expectations. Cultural and faith perspectives are integrated throughout the course using clinical best practices.

**Prerequisite:** SOCW 514 and SOCW 524

### **SOCW 537, Child and Adolescent Behavioral Health and Diagnosis, 3 Units**

This course focuses on behavioral health issues experienced by children and adolescents, and discussion of the effects of trauma on social and emotional development. Diagnostic issues affecting children and related treatment interventions are explored in the contexts of child welfare, school-based behavioral health, and healthcare settings. Research-informed approaches are taught, to improve functioning and well-being of children and adolescents. Laws impacting work with minors and families, as well as ethical issues for social work practitioners, are presented. Course content meets California education requirements in the area of child abuse assessment for LCSW licensure.

**Prerequisite:** SOCW 513, SOCW 514, and SOCW 524

### **SOCW 538, Clinical Practice with Groups, 2 Units**

This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics include group development stages, professional ethics in practice with groups, leadership principles, diversity issues, and evaluation methods.

**Prerequisite:** SOCW 513

### **SOCW 539, Field III-Clinical Practice, 3 Units**

The purpose of field internship in the clinical specialization year is to provide a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice across the life span continuum. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;

**Corequisite:** SOCW 534

### **SOCW 540, Educational Policy, 3 Units**

This course introduces policies and legislation that impact delivery of school social work services in the United States education system. Landmark local, state, and federal policies are presented for analysis and application to the public school setting, critical for gaining an understanding of the challenges for school social work practice. Historical and current perspectives including racism, equality, and access to public education are discussed.

**Prerequisite:** Completion of foundation-year curriculum; admission to the PPS program (required for students seeking the PPSC).

### **SOCW 541, Capstone Leadership Project, 3 Units**

This course prepares students for professional leadership roles in social work settings and supports completion of the capstone leadership project. Content integrates development of leadership skills, self reflection, professional use of self, interprofessional practice, use of research to inform practice, and knowledge of program context to implement sustainable change in organizations. Professional ethics and decision making, which influence the leadership role in social work, are examined.

**Prerequisite:** All foundation courses and completion of first semester of specialization courses

### **SOCW 542, International Social Work Policy and Practice, 2 Units**

Content will focus on international social work practice at multiple systems levels. Topics will include comparison of United States' and international social welfare policy, differing theoretical and religious perspectives, neo-liberal economic development policies, globalization, and issues immigrants and other marginalized groups. Practice content will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns.

**Prerequisite:** SOCW 522, SOCW 523, SOCW 531, SOCW 532

### **SOCW 543, Fundraising, Grant Writing, and Fiscal Decision Making, 3 Units**

This course prepares students for potential fundraising, grant writing, program design and evaluation, and fiscal decision-making responsibilities in human services organizations. Students assess local agencies and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on grant writing, developing fundraising strategies, and applying knowledge of ethical management and fiscal practices.

### **SOCW 544, Field Seminar IV, 1 Unit**

Field Seminar IV focuses on presentation and discussion of students' experiences in concentration year field internships and preparation for masters-level social work employment and licensure. Specific emphasis is placed on critical thinking and communication of professional judgments, integration of theory, assessment, intervention, and evaluation, as well as professional development issues.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, SOCW 535 or SOCW 539;

**Corequisite:** SOCW 545 or SOCW 548

### **SOCW 545, Field IV - Community Leadership and Program Administration, 3 Units**

Field internship provides a setting for students to utilize advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 535;

**Corequisite:** SOCW 544

### **SOCW 546, Family Therapy in Context, 3 Units**

This course focuses on family practice contexts and theories of child welfare and family therapy. Content includes social worker roles and scope of practice in child welfare practice, and current approaches to assisting families in the child welfare system. Also included is the demonstration and practice of family therapy, application of theory, and assessment and intervention on diverse family systems. Course material also addresses legal and ethical problem solving related to contemporary professional ethics and statutes and regulations related to family law.

**Prerequisite:** SOCW 513, SOCW 523

### **SOCW 547, Health and Behavioral Health Policy, 2 Units**

This course explores American social welfare policies relevant to health and behavioral health care. Course content includes the historical and social contexts of health and behavioral health care, and the roles of the public and private sectors in shaping contemporary trends and issues, particularly among vulnerable communities. Topics include healthcare reform, integrated care, access/treatment disparities, advocacy and policy reform, and the recovery model.

**Prerequisite:** SOCW 512

### **SOCW 548, Field IV - Clinical Practice, 3 Units**

Field internship provides a setting for students to develop advanced clinical practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.

**Prerequisite:** SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 539;

**Corequisite:** SOCW 544

### **SOCW 550, Advanced Standing: Intermediate Praxis, 3 Units**

Content focuses on theory/practice integration in professional social work. Students apply different worldviews and micro- and macro-level theories to case examples drawn from professional social work, and identify implications for intervention and evaluation. Models of practice involving diverse communities and social welfare organizations are explored.

**Prerequisite:** Admission to advanced standing MSW program;

**Corequisite:** SOCW 551

### **SOCW 551, Advanced Standing: Social Work Ethics and Practice, 3 Units**

This advanced-standing course provides overviews of the legal and ethical practice standards in social work, and addresses the skills required for effective engagement, assessment, intervention, and evaluation with individuals, families and groups. Assignments focus on social work practice skill development, application of documentation standards, use of evidence-informed practice methods, and integration of legal and ethical issues impacting practice.

**Prerequisite:** Completion of BSW degree; statistics course with a grade of C or higher.

### **SOCW 552, Program Planning and Evaluation, 3 Units**

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Over the course of this semester, you will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. Additional topics will include identification and use of performance measures, the roles of evaluators and stakeholders, the influence of the political environment, technology applications, and applicable ethics related to program design and evaluation. At the completion of this course you will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.

### **SOCW 560, Social Work Practice in Healthcare Settings, 3 Units**

This elective course offers an introduction to social work practice in healthcare settings, with a focus on the specific knowledge and skills essential for effective intervention. Students critically analyze the U.S. healthcare system as compared to international models, and apply clinical skills and relevant laws to interdisciplinary practice while understanding the context of the political, societal, and economic influences that impact service delivery and available resources. The course also articulates how a Christian worldview relates to ethical social work practice within the field of health care.

### **SOCW 561, Treatment of Substance Use Disorders, 3 Units**

This course describes substance use disorders from a bio-psycho-social-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-informed research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content meets California Board of Behavioral Sciences prelicensure requirement in the area of alcohol and other substance abuse assessment.

### **SOCW 562, Urban Social Welfare, 3 Units**

Course integrates on-site experiential learning with classroom education focused on urban issues of homelessness, gang involvement, and immigration. Students engage in weekly on-site learning activities in high-need areas of Los Angeles and Orange County. Content includes theological and sociological perspectives on urban issues as well as urban social work practice. Elective

### **SOCW 563, School Social Work, 3 Units**

This course uses an ecological perspective in teaching the practice of social work in schools. Topics include the historical, theoretical, legal, research, policy, and practice issues relevant to the delivery of school social work services; the roles and tasks performed by social workers in public schools; school social work practice models; and the professional code of ethics. The purpose of this course is to develop the knowledge, skills, and abilities necessary for successful and competent practice with students, families, schools, and communities.

**Prerequisite:** Completion of foundation-year curriculum; admission to the PPS program (required for students seeking the PPSC).

### **SOCW 564, Social Work and the Bible: Christian Perspectives on Service and Professional Practice, 3 Units**

This course focuses on theological and social work perspectives on the relevance of the Bible to professional practice activities. Content addresses diverse Christian perspectives on social welfare policies and faith integration in different practice environments. Distinctions between professional social work, Christian counseling, and missionary activity are explored. Elective

### **SOCW 565, Clinical Spanish Practice in Social Work, 3 Units**

This course prepares students to utilize clinical social work skills in the Spanish language, including assessment, engagement, intervention, and evaluation of services with individuals, groups, and communities. Content covers diversity issues including cultural competence and understanding of the Latino culture and its intragroup differences, equipping students to confront myths and stereotypes regarding this population. Course is conducted primarily in Spanish.

**Prerequisite:** SOCW 514 and SOCW 524

### **SOCW 566, Social Work, Health, and Aging, 3 Units**

This course explores concepts, social policies, resources, and interventions related to social work practice with the older adult population. Content integrates themes of diversity, ageism, empowerment, and faith, as well as community-based and cross-cultural competence. Content includes a focus on biopsychosocial assessment, with emphasis on functional and cognitive status, integrated healthcare practice, interdisciplinary practice, and end-of-life care. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

### **SOCW 567, Marital Therapy and Domestic Violence, 3 Units**

This course is an overview of current theories, methods, and psychological instruments used in marriage therapy interventions. Content includes detection, assessment, and intervention strategies for spousal or partner abuse, meeting California requirements for training in the area of domestic and family violence for MFT and LCSW licensure. Students apply course material to role-play scenarios during class time. Attention is given to issues of ethnic diversity, blended families, and faith integration.

### **SOCW 568, Military Social Work, 3 Units**

This course helps students understand the unique and complex needs of active-duty service members, veterans, and family members of military personnel, presenting knowledge and skills essential to effective clinical social work practice with these populations. Topics include military culture, ethical issues, diversity, faith integration, trauma, assessment, family issues, reintegration, domestic violence, substance use, homelessness, suicide, building resiliency, and evidence-informed interventions for use in interprofessional settings.

### **SOCW 569, Human Sexuality and Sex Therapy, 3 Units**

This course reviews human sexuality as a basis for sex therapy and clinical social work involving sexuality issues. Students examine and evaluate biological, psychological, social, moral, and faith perspectives on sexual development and functioning. In addition, students survey literature on sexual dysfunction, and learn treatment strategies utilized in various social work contexts and systems of marital and sex therapy. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

### **SOCW 570, International Social Work Policy and Practice, 3 Units**

Content focuses on international social work practice at multiple systems levels. Topics include comparison of U.S. and international social welfare policies; different theoretical, economic, cultural, ideological, and religious perspectives; neoliberal economic development policies; issues involving immigrants and other marginalized groups; and the impact of globalization and climate change on rapid urbanization and population growth. Practice content addresses poverty alleviation, conflict and postconflict reconstruction, and displacement and forced migration concerns.

**Prerequisite:** SOCW 522 and SOCW 523

### **SOCW 595, Special Topics, 1-6 Units**

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a wide range of specialized topics relevant to professional social workers. The unit values of these courses range from 1-6 depending upon the specific contact hours and coursework load. Note: Elective offerings vary year to year.

### **SOCW 599, Readings in Social Work, 1-3 Units**

Students enroll in this course to pursue independent study of professional interests/activities. Students explore topics in greater depth than in regular course offerings and/or initiate individual projects. Readings and assignments are based on learning contracts developed in consultation with a sponsoring faculty member and approved by the MSW program director. Additional fees required.

# Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services

Help meet the need for professional social workers equipped to serve children and adolescents in schools. Azusa Pacific's Pupil Personnel Services Credential (PPSC) in School Social Work and Child Welfare and Attendance program (<https://www.apu.edu/bas/programs/pps-credential/>) will advance your skills with a practice specialization that provides a competitive edge for employment in social work services within P-12 school settings.

Designed as a complement to the MSW degree program (<https://www.apu.edu/bas/programs/msw/>), this credential combines a solid theoretical base and evidence-informed practice models related to school social work and child welfare and attendance. Through relevant coursework and fieldwork opportunities, you will learn how to support children, parents, and school personnel while shaping a responsive environment to help children succeed academically and thrive emotionally.

- MSW Students: This credential option is available for APU MSW students pursuing the clinical practice specialization.
- MSW Degree Holders: Individuals who already hold an MSW degree and have appropriate experience may also qualify for the credential program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

To apply for the PPSC program, you must be enrolled in or planning to enroll in APU's Master of Social Work program, or have already completed an MSW degree.

## Current MSW Student Admission Requirements

The PPSC program is open to all students enrolled in the 60-unit APU MSW program who have successfully completed foundation-level curriculum, are enrolled in the Clinical Practice with Individuals and Families specialization, and complete the PPSC program requirements as outlined below:

- Attend PPSC orientation prior to applying to a specialization field internship
- Complete the PPSC application (<https://www.apu.edu/graduateprofessionalcenter/apply/>)
- Provide a personal statement as outlined in the PPSC General Program Requirements (PDF) ([https://www.apu.edu/live\\_data/files/242/msw\\_ppsc\\_general\\_program\\_requirements.pdf](https://www.apu.edu/live_data/files/242/msw_ppsc_general_program_requirements.pdf))
- Obtain a Certificate of Clearance through the California Commission on Teacher Credentialing (CTC) website (<https://www.ctc.ca.gov/credentials/submit-online/>)
- Provide evidence of meeting basic skills requirements (as outlined by the CTC)

For more information, refer to the PPSC Auxiliary Student Handbook (PDF) ([https://www.apu.edu/live\\_data/files/242/msw\\_ppsc\\_auxiliary\\_student\\_handbook.pdf](https://www.apu.edu/live_data/files/242/msw_ppsc_auxiliary_student_handbook.pdf)) and the PPSC General Program Requirements (PDF) ([https://www.apu.edu/live\\_data/files/242/msw\\_ppsc\\_general\\_program\\_requirements.pdf](https://www.apu.edu/live_data/files/242/msw_ppsc_general_program_requirements.pdf)).

To learn more about registering, contact Karen Maynard, director of student services, at [kmaynard@apu.edu](mailto:kmaynard@apu.edu) or (626) 857-2400.

## Post-MSW Admission Requirements

Post-MSW PPSC applicants must meet the following admissions requirements:

- Hold an MSW degree from a CSWE-accredited program, with advanced coursework focused on clinical or direct practice; or have two years of post-MSW practice experience with children, youth, and families
- Provide verification of completion of a course with child psychopathology content, or evidence of 2 years of work experience with children and families
- Complete the PPSC application (<https://www.apu.edu/graduateprofessionalcenter/apply/>)
- Provide official transcripts, along with syllabi and course descriptions as needed, to provide proof of prerequisite coursework completed

- Obtain a Certificate of Clearance through the California Commission on Teacher Credentialing (CTC) website (<https://www.ctc.ca.gov/credentials/submit-online/>)
- Provide evidence of meeting basic skills requirements (as outlined by the CTC)

Note: The Certificate of Clearance and basic skills requirements are program requirements, but not conditions for admission.

Note: Applicants who have already completed the required fieldwork hours can apply to have hours verified for the credential and completed coursework only. Applicants who still need the required hours will also need to complete field internship requirements.

## Course Requirements

| Code                                 | Title                        | Units |
|--------------------------------------|------------------------------|-------|
| SOCW 540                             | Educational Policy           | 3     |
| SOCW 563                             | School Social Work           | 3     |
| <b>Field Internship <sup>1</sup></b> |                              |       |
| SOCW 534                             | Field Seminar III            | 1     |
| SOCW 539                             | Field III-Clinical Practice  | 3     |
| SOCW 544                             | Field Seminar IV             | 1     |
| SOCW 548                             | Field IV - Clinical Practice | 3     |
| Total Units                          |                              | 14    |

<sup>1</sup> Candidates can apply to have prior fieldwork hours verified by the program.

## Equipping School Social Work Leaders

Coming from a Christian-based perspective, the PPS credential faculty are committed to preparing a workforce that can advocate for and meet needs within the community and school system. During the credential program, you will:

- Learn to conduct biopsychosocial assessments, intervene in crises, identify community resources and linkages, and participate in interprofessional collaboration and consultation.
- Study alongside faculty who are active practitioners of school social work.
- For those completing the credential with the MSW, participate in fieldwork opportunities in diverse school settings to put learning into practice.
- Benefit from potential opportunities to disseminate research at local, regional, or national conferences with faculty.

This credential option builds on the MSW program's mission to develop competent advanced social work practitioners who integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations, and communities within the school setting.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Understand factors that contribute to successful learning.
2. Understand and apply ways in which pupil development, well being, and learning can be enhanced by family school collaboration.
3. Apply knowledge and models of systematic and collaborative school safety planning to support a safe and secure learning environment for pupils.
4. Apply knowledge and skills of best practices to assess and reduce school violence.
5. Identify methods of addressing the needs of witnesses, victims and perpetrators of violence as related to improved behavior and enhanced teaching and learning.
6. Apply knowledge of learning theories, as well as factors that influence learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences.
7. Evaluate the appropriateness of instructional strategies and activities used to teach concepts to pupils, which create positive learning environments and take into account learning assets and deficits.
8. Identify and apply models of supervision used to mentor candidates in field placements to promote professional growth and skill development.
9. Recognize the important role that supervisors play in pre-professional training of future PPSC school social workers.
10. Understand the collaborative goal of pupil success and well-being, and the role of the school social worker to work in partnerships to fully develop pupils, schools, family resources and community linkages.
11. Apply knowledge and understanding of the history, philosophy and trends in Child Welfare and Attendance (CWA) Programs and the role of school social worker.

12. Apply knowledge the professional role of the CWA Supervisor as a student advocate in relation to Child Welfare and Attendance (CWA) Programs.
13. Demonstrate knowledge and application of laws related to child welfare and attendance.
14. Apply knowledge and understanding of leadership and management of child welfare and attendance programs.
15. Gain knowledge of skill in establishing communication system for child welfare and attendance programs.
16. Gain knowledge of funding sources for child welfare and attendance programs.
17. Will be knowledgeable of case management strategies to improve attendance and CWA compliance.
18. Demonstrate knowledge and skill to develop, utilize, and maintain inter- and intra-agency collaboration and partnerships.
19. Understand the organizational culture and politics of public school and related systems particularly as they relate to the role of student advocate and the professional role of the child welfare and attendance supervisor.
20. Skills pertaining to the assessment and amelioration of barriers to learning.
21. Skills to apply alternative education pathways to improve and reduce barriers to learning.



# Support Services

## The Community Counseling Center

The Community Counseling Center (<http://www.apu.edu/ccc/>), a Christian-based counseling center, provides high-quality counseling and consulting services at a low cost to the community. Families use the center's resources to resolve life-transition dilemmas and find harmony between their values and actions. The center also enables students in APU's clinical psychology programs to develop the necessary skills to become effective therapists and/or psychologists. For more information, call (626) 815-5421.

# School of Business and Management

## Mission

The School of Business and Management (<https://www.apu.edu/business/>) is a Christ-centered community of scholars and professionals pursuing academic excellence to advance the work of God in the world, developing students of character and competence as difference makers in business and society.

## Tenets

The School of Business and Management is committed to the following core principles:

### Academic Excellence

Learning and producing scholarship in a community of excellence by:

1. Viewing students as the first priority.
2. Maintaining a dynamic teaching environment where relevant business and management theories and practical tools are imparted.
3. Engaging in scholarship that advances the thinking in related fields, informs teaching, involves students, and serves communities in practical ways.
4. Investing in campus infrastructure, technology, and alliances to enhance capabilities to learn and produce scholarship.
5. Sustaining a learning environment that fosters critical analysis and creative thinking.

### Students of Character

Learning and producing scholarship in a community of faith by:

1. Modeling and infusing a Christian perspective of truth and life throughout SBM programs.
2. Enlivening the mind and transforming the heart by developing important links between faith, learning, and application.
3. Facilitating nurturing, caring, and mentoring relationships among faculty, staff, students, and alumni.
4. Practicing God-honoring diversity.

### Advance the Work of God in the World

Learning and producing scholarship to impact the world by:

1. Helping students identify their strengths and providing mentoring to ensure those strengths are developed and utilized to benefit business and society.
2. Using experiential, real-world, and service learning to create value for students and the community.
3. Developing programs, alumni, and students that have an impact around the world.
4. Preparing students academically, professionally, and spiritually to engage their field and community in God-honoring ways.
5. Actively advancing the work of God through research, teaching, and community service.
6. Teaching the ethical conduct of business throughout all SBM programs.

## LP and Timothy Leung School of Accounting

Housed within Azusa Pacific's School of Business and Management, the LP and Timothy Leung School of Accounting (<http://www.apu.edu/business/accounting/>) focuses on developing graduates with the Christian character and competence demanded by the public accounting profession. The school offers a B.S. in Accounting (p. 740), an accounting minor (p. 764), and a Master of Professional Accountancy (MAcc) (p. 755).

## Vision Statement

To be a premier Christian accounting school, recognized as a thought leader on accounting character and competence to reflect the life of Christ and shine the light of Truth.

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org/>)
- The School of Business and Management (SBM) is accredited by the International Accreditation Council for Business Education (IACBE) (<http://iacbe.org/>).

## Undergraduate Business Programs

The School of Business and Management (SBM) provides professional career preparation in accordance with the university's Christian heritage and mission. To this end, the school has built a reputation for pragmatic and ethically based education. The curriculum blends with the liberal studies foundation provided by other schools or departments of the university.

The school encompasses diverse programs in business, management, and economics, and within these programs are multiple options for majors and minors. The school offers a Bachelor of Arts in Business Management (p. 736) and a Bachelor of Science in Business with six majors: accounting (p. 740), economics (p. 742), entrepreneurship (p. 744), finance (p. 746), international business (p. 748), and marketing (p. 750). The B.A. degree requires students to complete the common professional component (the business core) and then select elective courses deemed most appropriate for their career objectives. The B.S. degrees require students to complete the business core and courses in an area of specialization. The school also offers a Bachelor of Arts in Economics (p. 738), which requires the completion of the economics core and additional economics electives.

At the professional level, the school offers a Bachelor of Business Administration (BBA) degree completion program (p. 752) and a business administration minor (p. 765), both of which feature learning that is immediately applicable in the workplace. The relevant coursework addresses current issues in business and encourages the integration of real-world work experiences and hands-on projects. Combine these experiences with internships or international study opportunities to further expand your portfolio and network. Optional concentrations provide students the opportunities to dive deeper into the specific business areas of supply chain management, human resource development, and leading teams and people.

Curriculum content in the undergraduate business program is aligned with graduate school requirements for those who wish to pursue a Master of Business Administration (MBA) (p. 757), Master of Business Management (MBM) (p. 761), or Master of Professional Accountancy (MAcc) (p. 755).

## Graduate Business Programs

The School of Business and Management offers a Master of Business Administration (MBA) (p. 757), Master of Business Management (MBM) (p. 761), and Master of Professional Accountancy (MAcc) (p. 755). These comprehensive and intensive graduate accounting, business, and management programs develop exceptional business management professionals with outstanding moral character, strong analytical and innovative decision-making skills, and a worldview that understands and appreciates the global diversity in cultures, markets, and economies. SBM graduate programs provide advanced professional education and academic studies leading to successful careers in business firms, government agencies, and nonprofit organizations.

The graduate business and management programs are an integral part of the university's vision of scholastic leadership through excellence in academic programs, a community service focus, and deep commitment to faith that reaches across the globe. The programs further reflect the commitment of the School of Business and Management to continuously advance the university's core principles of transformational scholarship, faith integration, God-honoring diversity, and intentional internationalization.

## Programs

### Majors

- Accounting (B.S.) (p. 740)
- Business Economics (B.S.) (p. 742)
- Business Management (B.A.) (p. 736)
- Economics (B.A.) (p. 738)
- Entrepreneurship (B.S.) (p. 744)
- Finance (B.S.) (p. 746)
- International Business (B.S.) (p. 748)
- Marketing (B.S.) (p. 750)

### Minors

- Accounting (p. 764)
- Business Management (p. 766)
- Economics (p. 767)
- Entrepreneurship (p. 768)
- Finance (p. 769)
- Marketing (p. 770)

### Professional

- Bachelor of Business Administration (BBA) (p. 752)
- Business Administration Minor (Professional) (p. 765)

## Graduate

- Master of Business Administration (MBA) (p. 757)
- Master of Business Management (MBM) (p. 761)
- Master of Professional Accountancy (MAcc) (p. 755)

## Courses

### ACCT 120, Principles of Accounting I, 4 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity. Students complete a computer simulation which introduces computer application in accounting.

### ACCT 121, Principles of Accounting II, 3 Units

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.

**Prerequisite:** ACCT 120

### ACCT 122, Accounting Perspectives, 1 Unit

This course introduces students pursuing an accounting degree to a broad overview of the various career paths available to successful accounting graduates.

### ACCT 320, Intermediate Accounting I, 3 Units

This course offers an intensive study of the accounting theory and principles underlying financial accounting. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants. This course begins with a review of the accounting model and covers accounting theory as it relates to revenue recognition, current assets including cash, accounts receivable, inventories, and current liabilities.

**Prerequisite:** ACCT 121

### ACCT 321, Intermediate Accounting II, 3 Units

This course continues the study begun in ACCT 320, covering operational assets, intangible assets, investments, long-term liabilities, leases, income taxes, corporate capital transactions, and statement of cash flows. Emphasis is placed on the theoretical and conceptual framework of the financial reporting process including the role and authority of official accounting pronouncements and the responsibilities of professional accountants.

**Prerequisite:** ACCT 320

### ACCT 325, Cost Accounting, 3 Units

This course explores managerial accounting concepts used in planning and controlling operations, determining cost of production, inventory control and evaluation, budgeting, and long-range planning. Emphasis is placed on cost determination, cost accumulation, cost-volume-profit relationships, standard costs, variances analysis and reporting, and the relationship between controlling costs and controlling operations.

**Prerequisite:** ACCT 321

### ACCT 331, Federal Taxes I, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to individuals. Emphasis is placed on the theoretical framework and philosophy of the federal tax system as well as practical application and planning. This course covers basic concepts in the determination of income, classes of deductions, allowable credits, and property transactions. The importance of appropriate tax planning is stressed.

**Prerequisite:** ACCT 121

### ACCT 332, Federal Taxes II, 3 Units

This course offers an intensive study of the theory and principles of federal income tax law as it applies to business entities - corporations, partnerships, estates, and trusts. Emphasis is placed on the theoretical framework as well as practical application and planning. This course covers basic concepts of taxation in corporate formation and operation, partnership and S corporation formation and operation, and fundamentals of estate, gift, and trust taxation. The course also covers the tax audit process and professional tax preparer responsibilities.

**Prerequisite:** ACCT 331

### ACCT 336, Advanced Accounting, 3 Units

This course provides an in-depth study of accounting theory and principles. Topics include business combinations, consolidations, insolvency, foreign currency transactions, segment reporting, partnerships, fund accounting, and accounting for state and local governmental units and other non-business organizations.

**Prerequisite:** ACCT 321

### **ACCT 425, Writing 3: Accounting Ethics, 3 Units**

Students in this course are introduced to issues of accounting ethics that professionals encounter in practice, moral reasoning to resolve ethical dilemmas, and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspectives on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance. Credit is not given for both ACCT 425 and ACCT 525. ACCT 425 does not satisfy the requirements of the Master of Professional Accounting (MAcc) program. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2 and ACCT 321.

### **ACCT 426, Auditing Principles I, 3 Units**

This course is an overview of auditing concepts, with special attention to auditing standards, professional ethics, the legal ability inherent in the attest function, the study and evaluation of internal control, the nature of evidence, statistical sampling, and the impact of electronic data processing. The basic approach to planning an audit is also addressed, as are the audit objectives and procedures applied to the elements in a financial statement.

### **ACCT 427, Auditing Principles II, 3 Units**

This course takes the concepts and procedures learned in ACCT 426 and applies them in a comprehensive audit case study. Students prepare audit work papers that demonstrate application of audit theory and objectives for various classes of financial statement accounts. Students are exposed to the planning, control, and review procedures used by many public accounting firms. The use of computerized audit software is covered.

**Prerequisite:** ACCT 426

### **ACCT 502, Financial Accounting, 3 Units**

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity. Students will interpret company performance by analyzing accounting statements and complete a computer simulation which demonstrates computer applications in accounting.

### **ACCT 505, Accounting Internship, 3 Units**

This course provides a practical application of principles and theory in an actual business setting through an accounting internship with a CPA firm. Students without prior public accounting internships or work experience are required to take the course.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 510, Accounting and Tax Research Methods, 3 Units**

In preparation for professional practice, students explore accounting research methods and tax issues utilizing professional online research databases to properly identify and focus research questions, interpret data, develop opinions, and effectively communicate the results.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 512, Management Accounting, 3 Units**

Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based

### **ACCT 515, Accounting Information Systems, 3 Units**

This course emphasizes the application of accounting information systems. Students gain experience in auditing data within the computer environment and learn the controls necessary to ensure the accuracy and reliability of the accounting system.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 520, Global Financial Accounting Standards, 3 Units**

This course compares global accounting standards of the International Financial Reporting Standards to Generally Accepted Accounting Principles standards in the United States. Topics include statements of operations, financial position, stockholders' equity, and cash flow, as well as research and development, inventories, pensions, stock options, intangibles, leases, and taxes. Students learn through in-depth analysis of contemporary financial reporting requirements promulgated by the national and international accounting standards boards.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 525, Accounting Ethics, 3 Units**

Students explore accounting ethics encountered in practice such as, moral reasoning to resolve ethical dilemmas and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspective on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 530, Advanced Business Law, 3 Units**

Focusing on advanced legal issues encountered in financial and commercial business transactions, this course offers an in-depth study of business law, mergers and acquisitions, sales, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and the legal liability of accountants.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 535, Advanced Managerial Accounting, 3 Units**

Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing, and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 540, Forensic Accounting and Fraud Investigation, 3 Units**

Discussion focuses on the principles and methodology of forensic accounting, including fraud detection and prevention. Students examine consumer, management, employee, and financial statement fraud. Prevention through internal controls and evidence gathering techniques are also addressed.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 545, Advanced Auditing, 3 Units**

This course covers advanced auditing topics and helps students develop an understanding of auditing standards and practice through in-depth analysis of contemporary auditing theory as promulgated by the accounting profession. The course emphasizes pronouncements by the Auditing Standards Board and the Public Company Accounting Oversight Board.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 550, Accounting for Governmental and Nonprofit Entities, 3 Units**

Students review theory and principles applicable to nonprofit accounting and accounting for government units. Topics include financial performance measurement and the accounting requirements and reporting practices of specific types of nonprofit organizations. Government topics include objectives and principles of government accounting and budgetary, revenue, and expenditure accounting.

**Prerequisite:** Acceptance into the Accountancy Program

### **ACCT 590, Integrative Accounting Review, 3 Units**

In this course, students integrate the learning experience by completing modules related directly to CPA exam preparation.

**Prerequisite:** Acceptance into the Accountancy Program

### **BUSI 100, Personal Finance, 3 Units**

An overview of personal financial planning offers students power over financial resources, freedom to give generously, and insight for better citizenship. The course emphasizes concepts such as goal setting, budgeting, debt management, investing, major purchases, insurance, and retirement/estate planning.

### **BUSI 110, Business and Entrepreneurship, 3 Units**

This course introduces students to the role of business in society and the impact of the social environment on the firm. It acquaints students with the basic functional areas of business, including management, human resources, marketing, finance, and production.

### **BUSI 240, Introduction to Information Systems, 3 Units**

This class offers a study of the fundamentals of information systems methods and equipment, computer characteristics and concepts, and elements of programming. Business applications of computers are discussed and demonstrated. A working knowledge of personal computer productivity tools such as Web browsers, Microsoft operating systems, and Microsoft Office is provided.

### **BUSI 244, Spreadsheets and Information Technology, 3 Units**

This course introduces information technology and its application to business, emphasizing the use of spreadsheets to solve common business problems. Students learn how the components of information technology (hardware, software, databases, networks, etc.) work together to build intraorganizational information systems such as those for supply chain management, enterprise resource planning, and customer relationship management.

**Prerequisite:** BUSI 240

### **BUSI 296, Business Law, 3 Units**

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

### **BUSI 311, Quantitative Analysis for Management, 3 Units**

This course equips students with analytical and mathematical models for business decision making. Included are statistical analysis, project management, simulation, and linear programming.

**Prerequisite:** B- or better in MATH 110

### **BUSI 313, Negotiation Strategies and Skills, 3 Units**

Students in this course learn the basics of negotiation, then research and explore additional techniques that help them establish alternative criteria to expand and build upon their bargaining style. Each student is assessed on negotiating style, role playing, principled negotiation, and information gathering. Emphasis is on topics related to negotiations in a business context.

### **BUSI 350, Business Internship, 1-3 Units**

This course gives students the opportunity for practical application of principle and theory in an actual business setting through an internship. Students learn to set objectives and measure performance against those objectives in the business setting through a structured reporting process with the instructor.

**Prerequisite:** Completion of 60 units and instructor's permission.

### **BUSI 370, International Business, 3 Units**

This course presents a survey of issues in international business, with a focus on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources.

*Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** MGMT 210 and MKTG 260

### **BUSI 405, Business Report Writing, 3 Units**

Students practice writing clear, well-organized, effective formal and informal reports. Evaluation and preparation of business reports, utilizing business research methods and communication techniques are emphasized. Management of data and the use of graphics also are included.

### **BUSI 430, Money and Banking, 3 Units**

This course includes a study of monetary theories and banking principles, with special reference to contemporary developments in money and banking in the United States, the Federal Reserve System, and financial investment.

**Prerequisite:** ACCT 121, ECON 250, and ECON 251

### **BUSI 495, Writing 3: Business Ethics, 3 Units**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns that confront business professionals in the workplace. Students explore biblical and moral principles for ethical analysis and reflection and utilize the case method to research and write managerial responses to current ethical dilemmas in the workplace. This course fulfills the General Education Writing 3 requirement and is recommended for all business majors. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2

### **BUSI 496, Senior Seminar: Business Ethics, 3 Units**

This course focuses on the integration of Christian faith, ethical issues and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course will explore biblical and moral principles as related to real life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing and upper-division writing intensive course, majority of God's Word and the Christian Response

### **BUSI 496H, Senior Seminar: Business Ethics - Honors, 3 Units**

This course focuses on the integration of Christian faith, ethical issues and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course will explore biblical and moral principles as related to real life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior Standing and upper-division writing intensive course. Must also be a student admitted to the Honors College and be considered a member in 'active' status.

### **BUSI 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### **BUSI 497H, Readings - Honors, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### **BUSI 511, Quantitative Analysis and Research, 3 Units**

Decision making in the business enterprise is becoming increasingly complex. This course introduces students to the research process including literature review, hypothesis development, research design, data collection, sampling, hypothesis testing, regression analysis, qualitative data analysis, and report writing. Upon completion of the course, students should be able to design, execute and present a quantitative business research project from start to finish. Laptop computers are required in each class, and students should have already mastered basic statistical analysis prior to taking this class.

### **BUSI 514, Operations Management, 3 Units**

Different business strategies require different processes, and each strategy utilizes unique capabilities to gain competitive advantage. Students in this case-based course use a process view of operations to analyze key dimensions such as capacity planning, cycle time management, role of technology, logistics and supply chain management, and quality management. Students also connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business reengineering.

### **BUSI 516, Organizational Behavior, 3 Units**

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change through knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture, and strategic organizational design. Case based.

### **BUSI 519, Research Design and Program Evaluation for Nonprofits, 3 Units**

This practical methods course focuses on the available literature and research studies in the public and nonprofit sectors. In addition, it prepares students in such areas as setting research objectives, respondent selection/sample size, questionnaire development, evaluation, and the merits of conducting research in-house versus using an outside consultant or research firm. The course also covers qualitative research techniques, including depth interviews and focus groups. It includes a unit on copy testing (of brochures, direct mail, print, and video) to evaluate message communication before or after production.

### **BUSI 522, Private Enterprise and Public Policy, 3 Units**

This course provides an introduction to political economy, the role of government in a mixed economy, business-government relations, the public policy process, regulation of business, corporate political activity, and the creation of businesses to capitalize on opportunities driven by legislative or regulatory action. Case based.

### **BUSI 523, Manufacturing Operations, 3 Units**

This course provides an understanding of the concepts, methodologies, and applications of production operations management. Focus is on analysis and study of production methods and procedures available to line and staff management in various-sized U.S. and global business operations. Significant attention is given to decision-making processes appropriate for manufacturing or service organizations, including tactical and operational considerations. Coursework stresses the need and reasons for input, involvement, and interaction of operations personnel with all other disciplines and areas of a business organization.

### **BUSI 528, Consulting for Organizations, 3 Units**

This course provides an overview of the consulting and advisory process as it relates to external and internal consultation in industry. The course focuses on various aspects of the consulting process life cycle such as gaining and retaining clients, developing proposals and engagement letters, defining client needs and diagnosing problems, utilizing effective data collection and analysis methodologies, documenting information gathered, developing solutions, presenting recommendations, and managing project requirements. Several types of consulting services and related issues are addressed. Students gain experience in basic consulting skills by completing a real-life consulting project and presenting their findings orally and in writing.

**Prerequisite:** MGMT 521

### **BUSI 530, Capstone Project: Entrepreneurial Emphasis, 3 Units**

The project integrates the learning experience with a plan for development and implementation of a new, untried venture. The completed project describes the product or service offered, including necessary financing, proposed staffing, market size and niche, and the timetable associated with each element. Oral defense before a faculty panel completes the experience.

### **BUSI 532, Ethical Issues in Nonprofit Management, 3 Units**

Following introductory class sessions on moral philosophy and democratic capitalism, students explore a variety of issues/decisions confronting leaders/managers. Case study situations include such areas as stewardship, truth in advertising, social (behavior change) marketing, marketing research (privacy and confidentiality); corporate responsibility, board/staff relations (accountability), individual responsibility (limits of welfare), and global issues (government corruption, labor practices, etc.).

### **BUSI 542, Managing Cultural Differences, 3 Units**

Students learn how to identify, analyze, and plan for those elements within the cultural, economic, and political environments of international business that require specialized understanding and strategy for successful management or organized enterprise.

### **BUSI 543, International Trade and Finance, 3 Units**

Students learn about the financial-monetary-economic environment of international business. Topics include the balance of payments, foreign exchange markets and risk, trade finance, direct foreign investment, capital budgeting in the multinational firm, and the international money and capital markets. Emphasis is placed on decision making with regard to international investment and financing.

### **BUSI 548, International Business, 3 Units**

This course covers the various strategies businesses use in worldwide operations. Students explore the development of business strategies, the motivations for firms to expand operations globally, organizational challenges, and managerial implications. Students also examine political, economic, and social factors that shape the international business environment. The course focuses on competitive responses to these external pressures and identifies strategic models or approaches. Organizational capabilities, structures, and systems are examined to deliver optimal results. The necessary processes to acquire cross-border knowledge for creating joint ventures and alliances are examined. Finally, the future role of Multi-National Enterprises (MNE's) for the global economy is explored. Case and simulation based.



## **BUSI 550, Capstone Project: International Emphasis, 3 Units**

Students submit a business plan that summarizes the major areas within international business from organization to quantitative methods. Methodology and underlying theories are presented through an exploration of the present international business environment. Oral defense of the completed project before a faculty panel is required.

## **BUSI 551, Situation Analysis and Diagnosis, 3 Units**

This course introduces the purpose, methods, and skills of situation analysis and diagnosis in carefully selected case studies. Students benefit from a focused approach to interpreting, understanding, and developing skills to discover appropriate conclusions in differing business environments and situations.

## **BUSI 552, Comparative Management, 3 Units**

The course enables the international business student to understand how management objectives, goals, practices, and business-government interaction are related to the cultural settings in which they take place. The course includes: analysis of international similarities and differences in managerial functions, structure and process, etc., in light of environmental factors; identification of the impact and results of different management practices; and an inquiry into the 'universals' of management.

**Corequisite:** BUSI 551

## **BUSI 555, Integrated Decision Making in Nonprofits, 3 Units**

This course, taken in the student's final semester, develops the students' ability to understand the decision-making process and execute the steps involved in identifying, evaluating, and implementing an effective business strategy for a nonprofit organization. The purpose is achieved as students identify their organization's mission, primary customers, and specific goals by integrating the functional knowledge acquired in previous nonprofit courses (i.e., management, marketing, finance, research, ethics, etc.) and by developing a comprehensive strategic plan for a new organization, an existing organization, or from the perspective of an organization that wants to review its current offerings. As such, the course also examines factors unique to a nonprofit (e.g., involvement of the board and lay members, government funders, communication with various customer groups, and assuring congruence between organizational mission and the strategic plan).

## **BUSI 561, Fund Development: Planning, Implementing, and Evaluation, 3 Units**

This course examines the principles and methods of fundraising that respond to one's understanding of what donors, funders, and volunteers value, that is, what inspires their giving and how to develop and nurture these relationships. It uses case studies to demonstrate successful/unsuccessful promotional techniques, including advertising campaigns, direct mail, and special events. It also explores such areas as if/when to use consultants and special forms of planned giving. Finally, the course includes units on philanthropy/corporate giving and foundations, as well as a unit on grant writing.

## **BUSI 562, Effective Nonprofit Leadership and Management, 3 Units**

This course addresses the questions: What are the characteristics of effective leadership and management? How can one organize for success and evaluate/strengthen the work already done? It explores the fundamental challenges to effective leadership including defining and articulating the organization's mission, identifying and understanding the multiple 'customers' served, and identifying and prioritizing the critical managerial tasks that must be successfully executed. As such, it examines the roles of the executive director, the board, staff, and volunteers. Finally, this course introduces students to the Drucker Formulation Self-Assessment Tool for Nonprofit Organizations based on management expert Peter F. Drucker's principles of management.

## **BUSI 563, Public Accounting: Legal and Financial Issues in Nonprofit Management, 3 Units**

This course introduces the legal and financial issues relevant to managing a 501 (c)(3) nonprofit organization. Issues addressed include organizing the entity, qualifying for and maintaining nonprofit status, fundraising, and nonprofit enterprise. Financial areas covered include the principles of fiscal responsibility for nonprofits as well as cost accounting, budgeting, the presentation of financial statements, proposed development, and in-kind resources.

## **BUSI 564, Strategic Marketing for Nonprofits, 3 Units**

This course provides an introduction to the field of strategic marketing of nonprofit organizations (e.g., educational institutions, churches, the public and social sectors, health services, and the arts). The course texts, outside readings, videos, case studies, and class exercises focus on understanding three areas of effectiveness: 1) what makes an organization effective or not; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

## **BUSI 569, Nonprofits in America: History, Philosophy, and Tradition, 3 Units**

This introductory course traces the history, philosophy, and societal role of nonprofits in the United States and how the independent sector today compares organizationally to business and government. As such, it examines the roles of government (at the state and federal levels), religion and churches (including constitutional issues), business (corporate philanthropy), and the rights/responsibilities of individuals (e.g., natural law and contemporary public policy).

### **BUSI 576, Business Internship, 3 Units**

This course gives students an opportunity to apply educational principles, theory, and disciplinary skills to a position with an organization, either for-profit or not-for-profit. Students are responsible for obtaining employment, and must submit the application for appropriate internship approvals. They also learn to set objectives and measure performance against those objectives in a business or related setting through a structured reporting process with the instructor. Projects and assignments are due throughout the term.

**Prerequisite:** Appropriate employment for internship, completion of 30 units of coursework, and instructor's permission.

### **BUSI 577, Global Field Study, 3 Units**

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

### **BUSI 581, Strategic Leadership, 2 Units**

Students learn to set an organization's strategic direction, align corporate organizational structure to implement strategy, and lead individuals. Students explore the power and strategic importance of their own formation and identity as a leader in creating value, mobilizing resources around opportunities, and influencing others through their corporate role. Class discussions serve as a framework for exploring high-performance impact, corporate culture, reputation, leading strategic change, and leadership theories and styles, with particular attention to servant leadership as an extension of a Christian worldview. Students further explore informal and formal authority and the strategic connection between personal leadership and organizational effectiveness.

### **BUSI 583, Integrated Decision Making, 3 Units**

Students seek to develop the capability to appreciate and carry out the decision-making processes involved in identifying, evaluating, selecting, and implementing strategy in a company. This purpose is achieved by requiring the student to set goals, analyze business problems, develop a framework for making decisions to reach these goals, integrate the functional knowledge acquired in previous courses, and experience, through computer simulation business cases, the processes and functions performed by executive officers in meeting goals, and coping with an uncertain business environment.

### **BUSI 590, Capstone Project, 3 Units**

Intended for students with extensive workplace experience, this comprehensive capstone provides an opportunity for students to integrate their learning through the formulation of a corporate report providing strategic direction to a national, international, or global business. The completed strategic plan describes the general economic process applied to a business selected by the student: seasonal sales cycle, inflation/recession tendencies, and product life cycle. Emphasis is placed on the development of strategies, economic analysis, and flexibility of strategic alternatives within the plan.

### **BUSI 591, Marketing Strategy for Competitive Advantage, 3 Units**

This course concentrates on the strategic issues encountered in marketing, in terms of total corporate and business strategy. Emphasis centers on matching internal strengths with outside opportunities, giving attention to weaknesses of the firm and threats from the environment. The goal is attainment of a sustainable competitive advantage.

**Prerequisite:** MGMT 578

### **BUSI 592, Financial Strategy for Competitive Advantage, 3 Units**

This seminar stresses the enterprise-wide view of the strategic management of financial resources. Lectures and case studies present the tools and perspective necessary to gain a competitive advantage through financial management.

**Prerequisite:** FIN 513 and MGMT 578

### **BUSI 593, Manufacturing Strategy for Competitive Advantage, 3 Units**

This course concentrates on the strategic issues encountered in the manufacturing processes. Manufacturing is recognized as an important strategic resource which can provide major competitive strengths for a business. Today's manufacturing managers must look to the future to plan, set objectives, initiate strategy, establish policies, and commit resources. The goal is attainment of a sustainable competitive advantage.

**Prerequisite:** MGMT 578

### **BUSI 594, Emerging Trends in Information Technology, 3 Units**

This course, intended for students without a background in information technology (IT), surveys current topics in IT and their impact on business, management, organizations, and society. Course topics include business intelligence, cybersecurity, business analytics, social networks, data visualization, agile software development, and business process management. Students develop a sufficient understanding of how organizations can utilize technologies, get hands-on skill development using real-world tools and deliverables, and explore management and organizational issues associated with technological change.

### **BUSI 595, Capability Design and Management of Strategic Change, 3 Units**

Management capabilities and components, strategic diagnosis, and capability design are addressed. The course introduces state-of-the-art, real-time planning systems, including crisis management. Evaluation of organizational dynamics during discontinuous strategic changes is addressed. Strategic diagnosis and capability design are applied to a successful operation of a corporate firm.

## **BUSI 597, Field Experience, 2 Units**

This program of study exposes students to the inner workings of several different organizations, research and development, and manufacturing facilities. The commonalities and differences students observe stimulates their thinking with regard to what matters and what works. The course consists of an intensive fieldwork experience as well as assigned readings that focus on firsthand experiences of business leaders. Grading is Pass/Fail.

## **BUSI 598, Executive Seminar, 1 Unit**

This seminar introduces contemporary issues within business, human resources, and/or organizational development, and their impact on organizational effectiveness. Seminars focus on skill development to improve working environments and interactions among employees, leaders, organizations, and communities. May be taken three times with different topics.

## **BUSI 599, Readings in Business, 1-3 Units**

Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

## **ECON 250, Principles of Macroeconomics, 3 Units**

This course provides an introduction to concepts and tools of economic analysis for macroeconomics. Students study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*

**Prerequisite:** C- or better in MATH 110 or MATH 151 or MATH 165, or 60 or higher on the ALEKS math placement assessment.

## **ECON 251, Principles of Microeconomics, 3 Units**

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy.

**Prerequisite:** C- or better in MATH 110 or MATH 151 or MATH 165, or 60 or higher on the ALEKS math placement assessment.

## **ECON 350, Intermediate Macroeconomics, 3 Units**

This course develops more complex economic models applicable to the study of such topics as economic growth; the effects of monetary policy on business cycles, prices and interest rates; government spending and debt; and the macroeconomy with trade.

**Prerequisite:** ECON 250; MATH 151 or MATH 165

## **ECON 351, Intermediate Microeconomics, 3 Units**

This course expands the concepts and tools of economic analysis developed in the Principles of Microeconomics course. The course develops more in-depth models of interactions in society: consumer choice, firm decisions, perfect and imperfect competition. Issues of uncertainty and strategic interaction are addressed as well as extensions to multiple markets.

**Prerequisite:** ECON 251; MATH 151 or MATH 165

## **ECON 355, Environmental Economics, 3 Units**

This course applies economic perspectives and analytical tools to the study of environmental problems. It focuses on decisions that have environmental impacts and on the economic impact of environmental policies. The effect of business activities on the environment and the effects of policy on business are of specific concern.

**Prerequisite:** ECON 251

## **ECON 356, Labor Economics, 3 Units**

This course examines the allocation of labor in a society among its various possible uses. Students consider the role of markets in allocating this labor, issues of market power, and the role of government policy in accomplishing social objectives. Wage determination, job search, and labor productivity are also discussed.

**Prerequisite:** ECON 251

## **ECON 357, Economics of the Developing World, 3 Units**

This course introduces students to the economic and social issues confronting the majority of people in the world. Students survey the current conditions of people in the developing world and build ways of understanding the complex issues that they face. Using these tools, students examine economic and financial infrastructure, political conditions, levels and trends in poverty and income distribution, job creation and economic growth, health and education, and environmental conditions which all affect the state of 'development' of a people.

**Prerequisite:** ECON 250 and ECON 251

## **ECON 359, Urban and Regional Economics, 3 Units**

This course combines the disciplines of economics and geography. Economic interactions among individuals, firms, and governmental units are analyzed geographically by focusing on central cities, suburbs, and outlying regions. Within this urban and regional context, this course places particular emphasis on market forces, land use, transportation, crime, housing, and local government. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** ECON 250 and ECON 251

## **ECON 371, Comparative Economics, 3 Units**

Students are offered an integrated treatment of policy, institutions, business, and international trade theory within the different types of economic systems. The values that societies hold are examined as reasons for why different systems are chosen in different countries. The course studies the economics of both market economies and socialist economies, examining their domestic and international policies toward economic interactions.

**Prerequisite:** ECON 250

## **ECON 452, Econometrics, 3 Units**

This course introduces students to econometric analysis to better understand the economic environment. Cross-sectional regression analysis and time series methods are covered, and serial correlation and heteroskedasticity are addressed. Panel data methods are introduced, as well as such topics as instrumental variables and simultaneous equation estimation.

**Prerequisite:** ECON 350; ECON 351 (may be taken concurrently); MATH 130 or MATH 361

## **ECON 453, Microfinance and Microenterprise, 3 Units**

Microfinance and microenterprise development are strategies for strengthening the economic opportunities of poorer households to enable families to build assets, provide income, and plan for a better future. This course examines these approaches in depth and evaluates the effectiveness of various projects at accomplishing their stated goals.

**Prerequisite:** ECON 250, ECON 251, and Junior Standing

## **ECON 454, Industrial Organization and Regulation, 3 Units**

This course investigates the importance of market structure for firm and consumer outcomes beyond the standard perfect competition and monopoly models. Students will learn to incorporate real world attributes into their understanding of market activity through case studies and advanced market models. Topics to be addressed include cartels, entry and exit, oligopoly, price discrimination, and research and development.

**Prerequisite:** ECON 351; ECON 350 (may be taken concurrently)

## **ECON 458, Economics and Religion, 3 Units**

This course provides students an opportunity to examine the relationship between religion and economic life in terms of individuals' actions and the elements of the economic system. In particular, students examine the relationship between economic behavior/institutions and Islam, Confucianism, and Christianity.

**Prerequisite:** ECON 350, ECON 351 (may be taken concurrently), Junior Standing.

## **ECON 497, Readings, 1-4 Units**

This program of study concentrates on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time faculty member.

## **ECON 502, Business Economics, 3 Units**

This course provides a survey of the concepts and tools of economic analysis of both microeconomics and macroeconomics. Students study the basics of interactions between firms and consumers: consumer demands, firm costs, production decisions, resources utilization and price determination under various market structures, market entry and exit decisions, and the role of government in the markets of an economy. Students learn the basic mathematical models needed to begin analyzing business decisions. Students also develop basic tools to analyzing the fundamentals of national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. A number of current national and international issues will be analyzed using these tools.

## **ECON 521, Managerial Economics, 3 Units**

Students learn to think strategically about the economic environment in which a firm operates. The first half of the course covers the foundations of microeconomics (supply and demand, market price and output, production, cost, and simple competitive market equilibrium). The second half deals with applying microeconomic theory to economic strategy, including more sophisticated pricing and competitive strategies. Case based.

## **ECON 575, Global Business Economics, 3 Units**

This course covers the concepts of global economics, measurement of economic performance, macroeconomic indicators affecting the global business environment, sources of country-specific economic data and data evaluation, microeconomic analysis of decisions in multinational firms, and economic performance forecasting. It also explores the global economic environment of business, including socioeconomic goals and policies that impact multinational business performance and global business strategies, as well as international economic forces influencing business decisions and the firm. It further explores global business economic cases featuring methodology and research perspectives of economics and the contribution of the economics paradigm to business decisions and processes.

**Prerequisite:** ECON 521

## **ENTR 210, Small Business Ventures, 3 Units**

Students in this course apply their leadership, problem-solving, and strategy skills to consider how winning entrepreneurs think, act, and perform, then establish goals to practice emulating those actions, attitudes, and strategies. New venture creation is about the process of getting a new venture started, growing the venture, successfully harvesting it, and starting again.

**Prerequisite:** BUSI 110

### **ENTR 312, Creativity and Innovation, 3 Units**

Students in this course investigate innovation in the corporate setting and the personal creative process, with an emphasis on understanding the role innovation plays in corporate success. Via lectures and personal exercises designed to build information content and a repertoire of specific techniques, students learn and apply the practical toolkit for sharpening and implementing their innovative and creative skills.

**Prerequisite:** BUSI 110

### **ENTR 314, Entrepreneurial Management, 3 Units**

Students apply their creative and innovative talents while sharpening their analytical abilities. Students will develop a new business idea and craft it into a comprehensive business plan that details the qualitative (e.g. business modeling and milestone planning) and quantitative (financial forecasts and valuation) process of bringing a new venture idea to fruition. The business plan that each team develops is an operating plan for a start-up company or a new venture within a larger corporation.

**Prerequisite:** ENTR 310

### **ENTR 315, Social Entrepreneurship, 3 Units**

Social entrepreneurship is an emerging and rapidly changing field dedicated to the starting and growing of social mission-driven ventures - organizations that strive to advance social change through innovative solutions. This course exposes students to viable business models in social enterprise, focusing on the ideas, process, steps, and strategies required for creating new social ventures. Through lectures, case studies, and classroom dialogue, students will learn to think strategically and to act opportunistically with balanced social and financial perspective.

**Prerequisite:** BUSI 110

### **ENTR 420, Entrepreneurship and Innovation Practicum, 3 Units**

This course gives students practical experience through guest speakers and company visits, and through work in an entrepreneurial or innovative organization, with students translating those experiences into academic learning. With close guidance from practicum faculty, students identify and work with a business or a public or nonprofit organization. Working individually or in small teams, students complete a defined project of approximately 100 hours that has practical value and academic rigor. Students provide regular status reports and receive faculty coaching during the practicum.

**Prerequisite:** Junior standing

### **ENTR 520, Entrepreneurial Decision Making, 3 Units**

This course covers the tactical and strategic decisions that are essential for successfully starting and managing a new business. The course provides the framework for students to learn the application of practical business knowledge and tactics in transforming entrepreneurial vision into winning business strategies and thriving entrepreneurial ventures. Students learn the techniques for successful entrepreneurial decisions, including modeling successful business and strategic plans; effectively targeting, evaluating, and identifying alternate financing sources; competitive pricing, product differentiation, and market targeting as key drivers for sales growth and profitability; and effective competitive and risk assessment, analysis, and management.

### **ENTR 524, New Venture Creation, 3 Units**

Students review the experiences entrepreneurs encounter in conceiving and launching a business. The course combines personal assessment and involvement exercises with an emphasis on group interactions, personal planning, and contemplating an entrepreneurial career. Team activities, personal planning exercises, new venture simulation, and case studies are utilized. Students analyze factors affecting purchase decisions in the marketplace, apply behavioral and social science concepts to the study of buyer behavior, and study methods that organizations use for personal selling, sales promotion, public relations, the art of negotiating, and other forms of promotion to communicate with customers and prospects.

### **ENTR 525, Entrepreneurial Venture Analysis, 3 Units**

This course covers case studies and analysis of entrepreneurial ventures and the identification of the different ways management concepts and techniques are applied in developing innovative businesses, standardizing products, designing processes, and operating tools. The course explores the identification of the systems and analytical decision models applied in various entrepreneurial operating functions and the techniques for setting performance standards and designing the activities required to drastically upgrade the yield from resources in order to create new markets and new customers. It evaluates the complex dynamics of entrepreneurial challenges in modern theory and practice through the use of case studies of entrepreneurial ventures.

### **FIN 300, Business Finance for Managers, 3 Units**

This course introduces concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short-term financial needs of the organization, and how to make good capital budgeting decisions. Credit is not given for both FIN 300 and FIN 320. FIN 300 does not satisfy the prerequisites of any course requiring FIN 320 as a prerequisite.

**Prerequisite:** ACCT 120, MATH 110; business management majors only.

### **FIN 320, Principles of Corporate Finance, 3 Units**

Students in this course explore the principles and practices of financial management. Sources and methods of raising capital, allocation of funds within the firm, cash flow and financial statement analysis, financial markets, and capital budgeting techniques are addressed. Additional concepts covered include present-value analysis, long-term financial planning, risk and return, and basic derivatives.

**Prerequisite:** ACCT 120 and BUSI 311 or MATH 151 or MATH 165 (May be taken concurrently)

### **FIN 330, Financial Analysis, 3 Units**

This course equips students with the necessary tools of financial statement analysis for business valuation and strategic considerations. Students explore the ideas of ratio analysis and time value of money in discounted cash flows in order to analyze the financial conditions of a business organization. Course material also covers credit analysis and corporate finance issues such as merger and acquisition and debt financing. Case studies are used extensively.

**Prerequisite:** ACCT 121 and FIN 320

### **FIN 331, Managerial Finance, 3 Units**

This course extends the concepts and methodologies introduced in Principles of Finance to incorporate the practical uses as a manager in an organization. The course places emphasis on managerial decisions using spreadsheet applications. Topics include: financial statement analysis, project analysis, long-term financial planning, risk and return, and basic derivatives.

**Prerequisite:** FIN 320 or Instructor's consent

### **FIN 338, Applied Portfolio Management, 3 Units**

Students in this course engage in practical application of financial investment principles and theory through a portfolio management opportunity in a business setting. Students learn to set portfolio objectives and measure performance against specific metrics in the business setting through a structured reporting process with the instructor.

**Prerequisite:** FIN 320 and MATH 130

### **FIN 352, Financial Markets and Institutions, 3 Units**

This course covers financial markets, instruments, and institutions, with students examining the roles of depository institutions, insurance companies, and others in the process of intermediation. The structure of financial markets, recent developments in financial instruments, interest rate determination, and the regulatory environment are discussed.

**Prerequisite:** ECON 250 or instructor consent; B- or higher in MATH 110

### **FIN 372, International Trade and Finance, 3 Units**

Students study the theory and practice of international trade and international finance. The course addresses questions of why countries trade, what they trade, and national and global trade policies. Also, foreign exchange markets, exchange rate determination, foreign direct investment, and international capital markets are studied.

**Prerequisite:** ECON 250 and ECON 251

### **FIN 432, Investment Analysis, 3 Units**

This course introduces the student to the basic tools of investment analysis and integrates these with the actual operations of investments and portfolio construction. The emphasis is on providing analyses of asset selection with an experience of real market activities.

**Prerequisite:** FIN 320; MATH 151 or MATH 165, FIN 352 (may be taken concurrently) or Instructor's consent

### **FIN 434, Derivatives, 3 Units**

This course prepares students with a basic understanding of derivatives of financial assets and commodities (such as futures, options, swaps, etc.). Pricing of these derivatives and their function in hedging and speculation is discussed. Recent innovations of pricing models for instruments such as interest rate derivatives, exotic options, and assessment of market risk based on the market prices of derivatives are also covered.

**Prerequisite:** FIN 432, MATH 130

### **FIN 436, Financial Risk Management, 3 Units**

The course introduces students to the theory and management tools of risk management and financial innovation, including the use of different combinations of financial assets and derivatives to immunize an organization's market risk. Topics include dynamic hedging using derivatives such as futures and options, and possibly the development of new products (or combinations) to protect a business or portfolio from exposure to financial risk.

**Prerequisite:** FIN 320, FIN 338 (may be taken concurrently), and FIN 432 or instructor's consent

### **FIN 439, Seminar in Finance, 3 Units**

This course covers case studies in corporate finance, such as corporate strategy and structure, capital structure and payout policy, raising capital, corporate restructuring, and corporate governance. The course provides students with an understanding of the strategic issues of corporate financial management. In particular, advanced topics such as assessment and analysis of market volatility, evolution of financial structures, and strategies are also covered.

**Prerequisite:** FIN 330, FIN 432 or instructor consent

### **FIN 502, Business Finance for Managers, 3 Units**

This course provides an introduction to concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short term financial needs of the organization, and how to make good capital budgeting decisions. Students will analyze company performance and make recommendations by applying class content to financial issues.

### **FIN 513, Corporate Finance, 3 Units**

Students in this course examine how financial decisions can affect the value and health of firms. Topics include cash flow and ratio analysis, discounted cash flow analysis, stock and bond valuation, investment criteria and decisions, capital budgeting, capital structure decisions, risk-return analysis, and long-term and short-term financing decisions. In addition, students read and discuss articles related to God's financial principles.

**Prerequisite:** ACCT 512

### **FIN 526, Capital Formation, 3 Units**

Students study the market processes by which resources are allocated, from the capital formation of economic activities of the economy's various sectors to the financial activities in the money and capital markets. Specifically, the course includes the use of flow of funds analysis as applied to capital markets and various financial chronicles as sources for explaining and predicting economic behavior; the theory and reality of the interest rate structure; the nature of various capital markets and their securities; knowledge of corporate debt and equity instruments; federal, state, and local government securities; and mortgages. This course leads to a basic knowledge and understanding of the sources and uses of funds and the role of financial intermediation in the growth and development of economies.

**Prerequisite:** FIN 513

### **FIN 536, Entrepreneurial Finance, 3 Units**

This course examines the financial decisions of entrepreneurs and venture capital investors based on the stages of a venture development. Topics include financial options for entrepreneurs and investors, preparations for and analysis of a new business' financial statements, and the valuation of the venture.

**Prerequisite:** FIN 513

### **FIN 546, Investments, 3 Units**

This course provides students with the study of financial instruments. Along with the knowledge of investment principles, students focus on the decision process for evaluating various investment opportunities. In addition, students discuss their stewardship responsibilities to God as individual Christian investors and Christian financial managers in a corporation.

**Prerequisite:** FIN 513

### **FIN 567, Advanced Financial Analysis, 3 Units**

Students explore the practical applications of financial management based on case studies. Major topics include financial statement analysis, financial forecasting, cost of capital estimation, capital budgeting decisions, capital structure decisions, equity financing, and mergers and acquisitions.

**Prerequisite:** FIN 513

### **HROD 500, Foundations of Human Resource Development, 3 Units**

The course provides an introduction to and overview of the field of human resource development with emphasis upon its historical and philosophical foundations. Theories and concepts relevant to the field are analyzed. Special emphasis is placed on the roles and functions of OD professionals within organizations and understanding the basic competencies of professional practice.

### **HROD 501, Organizational Design and the Psychology of Work Behavior, 3 Units**

This course examines the fundamental theories and viewpoints on the nature of work, its role in adult life, and the function of employment organizations. Included is discussion of forces impacting individual, group, and system performance and productivity within complex sociotechnical systems. Particular emphasis is placed on examining the role of work in the growth and functioning of humans and in identifying the characteristics of organizations in which both the human needs of the people who compose the organization and the organization as a productive, adaptive entity are satisfied.

### **HROD 512, Employee Development, 3 Units**

This course introduces theories of human growth and development as a foundation for understanding the developmental challenges facing individuals during their lifespans. Specific implications and applications are made related to how human growth and development is effected by and affects organizational life.

### **HROD 520, Career Development Systems, 3 Units**

Students study the emerging field of career planning and development related to initial and ongoing professional development. Current literature, relevant theories, and major approaches to career planning and development are examined in accordance with career planning and development approaches in organizations. Students use various self-assessment tools and diagnostic instruments to evaluate data on their own work histories, interests, skills, and values.

### **HROD 530, Labor Law and Negotiations for Human Resource Professionals, 3 Units**

This course provides a brief introduction to the pervasiveness and importance of labor law and negotiations. All human resources professionals must understand labor law and the rights given to employees pursuant to those laws, regardless of whether the employees are members of a union. Professionals must also be thoroughly versed in collective bargaining and the labor relations process in order to be prepared to work for companies whose employees are either represented by a union or are seeking to join a union. Course material equips students for these tasks, as well as for involvement in negotiating agreements and resolving conflicts, such as collective bargaining agreements, agreements with benefit plan providers, individual employee claims, and the terms of employment for new employees.

**Prerequisite:** MGMT 517

## **HROD 531, Designing and Managing Compensation and Benefit Systems, 3 Units**

This course provides a solid understanding of the art of compensation practice and its role in promoting companies' competitive advantages. Compensation systems in organizations must be linked to organizational objectives and strategies. Scholars and managers agree that the way compensation is allocated among employees sends a message about what management believes is important and the types of activities it encourages. With the responsibility of administering compensation expenditures wisely, HR professionals must balance the interests and costs of employers with the needs and expectations of employees.

**Prerequisite:** MGMT 517

## **HROD 532, Human Resource Law, 3 Units**

Human resources professionals are routinely called upon to navigate a number of legal issues. This course introduces the major laws governing human resource management in the work place beginning with the core skills it takes to safely interview job candidates, counsel employees, and mediate disputes. Students gain a thorough understanding of EEOC and ADA regulations and learn how to comply with the Family and Medical Leave Act. Emphasis is on the laws about unlawful discrimination, recruiting, hiring, promotions, harassment, and reasonable accommodation.

**Prerequisite:** MGMT 517

## **HROD 550, Instructional Design and Training Methods, 3 Units**

This course focuses on methods to assess an organization's training and development needs, and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design are explored. Methods of instructional design and course development are emphasized.

## **HROD 575, Leveraging Diverse Community Partnerships, 3 Units**

Students gain an in-depth understanding of the recruitment and retention of diverse workforces. This course gives students practical methods for recruiting employees from diverse backgrounds through the development of culturally sensitive marketing and recruiting materials. It also addresses issues regarding the management, retention, and advancement of employees from diverse backgrounds.

## **HROD 576, Managing in a Multicultural Context, 3 Units**

This course focuses on developing an understanding of diversity and cultural difference. Students examine effective and ineffective management techniques and learn helpful approaches to conflict resolution in multicultural work environments.

## **HROD 577, Cultural Explorations in Global Business, 3 Units**

Future business leaders engage their own and others' cultures in the context of a global marketplace while understanding how those cultures may impact the bottom line. Students also investigate the complexities of company demands to increase compliance with international business standards.

## **HROD 578, Recruiting and Retaining a Diverse Workforce, 3 Units**

In leveraging diverse community partnerships, students learn practical methods for developing culturally sensitive marketing campaigns for the purpose of recruiting diverse employees into multiple areas of industry. Also, issues regarding management and retention of employees from diverse backgrounds are examined, including glass ceiling issues.

## **HROD 599, Readings in Human and Organizational Development, 1-3 Units**

Students may enroll in an independent study for unit credit. In this course, students investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. It provides an opportunity to identify and develop an area of study of particular concern to the individual learner. Readings are pursued in accordance with a study plan developed in consultation with a sponsoring faculty member and approved by the graduate programs chair and dean. Course requirements typically involve a literature review and submission of a paper. Unit credit varies depending on the scope of the study plan.

## **IBUS 374, Topics in International Management and Strategy, 3 Units**

Students in this course analyze operational management issues encountered in international and culturally diverse enterprises. Course material may focus on human resource management, production management, cross-cultural issues, or strategic planning and implications for the firm.

**Prerequisite:** BUSI 370

## **IBUS 479, Import/Export Practicum, 3 Units**

In this project-based class, students gain practical knowledge of the business of imports and exports. Students are expected to start a one-semester small business importing a product from abroad and selling it domestically. Key assignments may include a market analysis, sourcing analysis, business plan, importing a sample, and selling the sample. Students have freedom of scope and scale when deciding which product(s) should comprise the project.

**Prerequisite:** BUSI 370 or instructor consent

## **MGMT 210, Principles of Management, 3 Units**

In this course, elements of planning, organizing, leading, and control are covered. Particular emphasis is given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, boards of directors, organization charting, formal and informal organization, communication, and reaction to change.



## **MGMT 311, Leadership In Management, 3 Units**

This course covers contemporary theories, principles, and practices of leadership within the context of managing businesses and organizations, introducing leadership topics such as change management, developing leaders and followers, and organizational communication. Significant attention is given to students' personal assessment and evaluation of their personality, strengths, leadership styles, and work, in order to establish a leadership and management identity.

**Prerequisite:** MGMT 210

## **MGMT 312, Managing Teams and Groups, 3 Units**

This course introduces students to essential theories and concepts for analyzing, understanding, and managing groups and teams in the workplace. The course examines components that comprise teams, helps students develop skills in diagnosing opportunities and threats that face teams, and enhances teamwork expertise. Significant time is spent exploring interpersonal processes, conflict resolution, and characteristics that influence the effectiveness of a team. This course also provides an understanding of principles and processes necessary for leading teams effectively in a wide variety of situations.

**Prerequisite:** MGMT 210

## **MGMT 335, Real Estate Management, 3 Units**

This course offers an introduction to real estate principles and practices, essential real estate law, practices incidental to ownership, real estate brokerage, and property evaluation.

## **MGMT 350, Business Management Internship, 3 Units**

This course gives students the opportunity to apply their knowledge of principle and theory, and practice their skills and abilities, in an actual business setting through an internship. Course format is similar to that of an independent study, combining in-class meetings, online lesson plans, and real-life work experience. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Completion of 60 units, and instructor consent.

## **MGMT 410, Production Management, 3 Units**

This course focuses on decision making and allocation control regarding personnel, materials, and machine utilization in a manufacturing environment. Handling and control of materials, inventory, purchasing, and quality control are addressed. Students also learn about setting standards and developing skills in estimating, forecasting, and scheduling.

**Prerequisite:** MGMT 210, MATH 110

## **MGMT 440, Business Process Management, 3 Units**

Business processes are the core of organizations, providing service to customers, impacting operations and cost structures, and defining enterprise software requirements. In this course, students explore what business processes are-how they are defined, documented, and managed. The course introduces the role of business architect as the initial developer of an enterprise software solution, and features real-world software tools, since software develops (and demands) a deeper understanding of the complexity and nuances associated with business process management. The course is suitable for all business students, since technology has become such a critical component of business.

**Prerequisite:** BUSI 240

## **MGMT 445, Human Resource Management, 3 Units**

Students in this course study the human factors in modern business, particularly how they affect and are influenced by labor-management interactions and personnel relations, techniques, and procedures.

**Prerequisite:** MGMT 210

## **MGMT 448, Organizational and Administrative Behavior, 3 Units**

Organizational behavior is an interdisciplinary field drawing from psychology, sociology, economics, organization theory, statistics, and other areas. In this course, students gain an understanding of the field and the various research strategies involved as they examine human behavior in organizations, as well as individual, group, and organization-level processes that impact workplace behavior and organizational life. Students are exposed to organizational behavioral science theories and their applications in different management settings and types of organizations, and have an opportunity to engage in experiential and skill-building activities, applying conceptual frameworks in community settings and developing strategies for increasing stakeholder and civic participation. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** MGMT 210

## **MGMT 450, Strategic Management, 3 Units**

This course focuses on fundamental decisions in the life of a business: What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow--and what is the right size for the business? *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** MGMT 210; FIN 300 or FIN 320; MKTG 260; junior standing.

## **MGMT 501, Managerial Communication, 3 Units**

Management, by definition, is achieving results with and through other people. Therefore, all of the technical and analytical skills in the world are useless unless you can communicate- that is, explain, persuade, and collaborate with others either by writing, interacting one-on-one, or presenting to a group. This course is aimed at equipping students with the necessary techniques and skills of research and communication used to inform others, inspire them and enlist their activity and willing cooperation.

## **MGMT 502, Developing Management Skills, 3 Units**

This course provides an introduction to management skills necessary for the twenty-first century characterized by chaotic, transformational, and rapid-fire change. Scientific evidence demonstrates how management skills are associated with personal and organizational successes. Although management skills are applicable in most areas of your life, this course will focus on work setting management skills to help students improve their own competency in a managerial role.

## **MGMT 503, Business Strategy: Theory and Practice, 3 Units**

This course provides a review of management as an area of theoretical development as well as a field of practice. It comprises classical management theories and modern approaches to organization and business. Main blocks of the course are functions of management, managerial processes and interaction between organizations and their environment. This course includes elements of organizational behavior. Business cases are used as application of theoretical concepts.

## **MGMT 510, Current Issues in Business and Management, 3 Units**

This course examines organizational and behavioral problems facing managers. Students develop an awareness of modern concepts, strategies, and techniques that can enhance organizational effectiveness. Among these subjects are organizational design, personal leadership and delegation, communication, conflict management, and interpersonal perception group dynamics.

## **MGMT 515, Applied Research and Analysis, 3 Units**

Students study research methodology as it relates to needs for research-derived information, with emphasis on the research process in the development of primary and secondary research information, conducting research related to given products or services, and the analysis and evaluation of actual business organizations.

## **MGMT 516, High Performance People Management, 3 Units**

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. Case based

## **MGMT 517, Managing Human Capital, 3 Units**

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

**Prerequisite:** HROD 500 or GNRS 560

## **MGMT 521, Organizational Development and Change, 3 Units**

Students investigate the emerging field of organizational development (OD) - major theories, basic concepts, and primary intervention strategies. Emphasis is placed on diagnosing the relationship between an organization's mission and culture, and facilitating system-wide, planned changes to improve organizational effectiveness.

**Prerequisite:** MGMT 515 and MGMT 516

## **MGMT 529, Ethical Decision Making, 3 Units**

This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in a business context, and considers ethical problems in business according to Christian principles. Emphasis is placed on the role of the leader in organizations.

## **MGMT 540, Diversity for Strategic Advantage, 3 Units**

This course introduces the major goals, principles, and concepts of multiculturalism with particular emphasis on its impact on organizational effectiveness. It explores the cultural, linguistic, and socioeconomic factors influencing the workplace. This course offers concepts to improve learning and working environments and interaction among employees, businesses, and communities.

## **MGMT 541, Global Business Management, 3 Units**

This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

## **MGMT 551, Leadership in Organizations, 3 Units**

This course introduces current literature and theories of leadership. Leadership within organizational settings is examined. Leadership dilemmas and issues are analyzed (e.g., ethics, decision making, power and authority, conflict management). Emphasis is placed on identifying and enhancing leadership in organizational settings.

## **MGMT 561, Managing Teams and Conflict, 3 Units**

This course helps the student understand small-group behavior. It uses experience-based methods, cases, reading material, and simulation, and examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

## **MGMT 570, Organizational Performance Improvement, 3 Units**

This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the OD 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.

**Prerequisite:** MGMT 521

## **MGMT 577, Global Field Study, 0 Units**

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

## **MGMT 578, Strategic Management, 3 Units**

Taken in the last semester, this course explores how to convert executive vision into definitive plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation and change management. Students use strategy support systems to transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. Case and project based.

**Prerequisite:** FIN 513, ACCT 512, BUSI 511, and MKTG 527

## **MGMT 581, Ethical Leadership, 3 Units**

This course provides a foundation for two integrative themes - leadership and ethics. Leadership is examined from both a theoretical and practical perspective, with an emphasis on servant leadership. An ethical framework for management decision-making is established and used. Students will learn about their spiritual gifts, strengths themes, personality types, and leadership styles, and will explore how to effectively apply them in leadership settings.

## **MGMT 582, Strategic Management in Not-for-Profit, 3 Units**

This course offers a study of the strategic management issues which are unique to government and other not-for-profit organizations. Included are: defining characteristics of different types of not-for-profit organizations; convergence of environmental demands on not-for-profit organizations and business firms; power in not-for-profit organizations; multiple stakeholder and stakeholder power; formulation of legitimacy strategy; and success measurement in not-for-profit organizations.

**Prerequisite:** BUSI 450 or equivalent

## **MGMT 583, Global Strategic Management, 3 Units**

The course explores the main issues that companies and their managers confront when they 'go global' or 'manage globally'. Students gain both theoretical and practical insight into the management of a global organization to appreciate the opportunities, problems (both worldwide and local), and alternative strategies for globalization or localization.

## **MGMT 597, Master's Project in Management, 3 Units**

This capstone course involves the implementation and application of management theory. Students participate in a service-learning project for a community-based organization, applying management methodology. Students are expected to complete a master's level research project demonstrating competency in management theory, the individual area of emphasis, as well as faith integration.

**Prerequisite:** MGMT 521; final semester of MAM program

## **MKTG 260, Principles of Marketing, 3 Units**

The movement of goods from producers to consumers is analyzed in this course, which includes discussion of the channels of distribution, marketing functions, management considerations, and problems in marketing practice. Marketing trends in current economic systems are reviewed.

## **MKTG 350, Marketing Internship, 1-3 Units**

This course integrates marketing principles and theory into a working environment related to marketing. Includes research, setting objectives, general marketing decision making, and reflection.

**Prerequisite:** MKTG 260, completion of 60 units, and instructor consent.

## **MKTG 361, Integrated Marketing Communications, 3 Units**

The marketing communication function is introduced. Topics include advertising theory and measurement, communication theory, promotional strategies, the IMC mix, public relations and publicity, consumer education, creative strategy, and promotional ethics.

**Prerequisite:** MKTG 260

## **MKTG 362, Consumer Behavior, 3 Units**

This course involves a comprehensive examination of the nature of markets and the factors influencing market development and change. Students study individual consumer behavior in relation to the buying-selling process, with emphasis on understanding the consumer in order to facilitate the development of an effective marketing strategy.

**Prerequisite:** MKTG 260

### **MKTG 363, Marketing Research, 3 Units**

This course is an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in management decision making. Research methodology includes specific topic areas as the research process, primary and secondary data, qualitative and quantitative research methods, statistical analysis, and utilization of technology.

**Prerequisite:** MKTG 260 and MATH 130

### **MKTG 364, Sales and Sales Management, 3 Units**

In this course, consideration is given to personal sales strategies and practices, including relationship management, negotiation, consultative selling, and key account management. The sales management function, including recruiting and selecting salespeople, motivation and training, compensation plans and quotas, supervising, sales forecasting and budgeting, salesforce evaluation, and the ethics in selling and sales management is covered.

**Prerequisite:** MKTG 260 or instructor consent

### **MKTG 368, Retail Management, 3 Units**

Students learn the principles of retail marketing of products and services. The course emphasizes the unique issues and problems of store managers, merchandising executives, and service company managers. Location, sales promotion, organization, human resources management, procurement, inventory, product mix and profitability, traditional and online retail methods are considered.

**Prerequisite:** MKTG 260

### **MKTG 369, Global Industrial Marketing, 3 Units**

Students learn the marketing of business goods by manufacturers to other businesses, government agencies, and social institutions. The course consists of market analysis, sales forecasting, product strategy, effective use of sales force, and industrial promotional planning and implementation. Extensive quantitative techniques are utilized.

**Prerequisite:** MKTG 362, MKTG 363

### **MKTG 373, Global Marketing Management, 3 Units**

This course is an overview of international marketing and considers the powerful economic, technological, industrial, political, and demographic forces that are converging to build the foundation of a global marketplace in a dynamic and ever-changing world. Students conduct projects involving international marketing.

**Prerequisite:** MKTG 260 and BUSI 370

### **MKTG 465, Strategic Marketing Management, 3 Units**

This course offers a strategic approach to the management of the marketing function. As the capstone course for marketing majors, students utilize marketing case analysis to examine and evaluate the entire marketing decision-making process. Course content focuses on the strategic analysis of market opportunities and the development of the marketing mix through project coursework.

**Prerequisite:** MKTG 361, MKTG 362

### **MKTG 466, Digital Marketing, 3 Units**

Within an organization's strategic and business objectives, digital marketing leverages traditional marketing, utilizing essential digital marketing tools such as online branding, display advertising, social media marketing and Search Engine Optimization. Course content will emphasize the development of digital marketing strategies and programs for an organization.

**Prerequisite:** MKTG 260

### **MKTG 502, Marketing Principles, 3 Units**

This course focuses on understanding marketing management, formulating and implementing marketing strategies, and provides a systematic framework for marketing planning, analysis and evaluation. The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, positioning and targeting.

### **MKTG 515, Marketing Research, 3 Units**

This course prepares students to approach marketing research from a management perspective. The role of marketing research process, the human side of marketing research, and organizational and ethical issues are discussed. Students utilize comprehensive cases and analysis, along with a marketing research project.

**Prerequisite:** MKTG 527 and BUSI 511

### **MKTG 527, Marketing Strategy, 3 Units**

This course offers in-depth management, analysis, and decision making resources related to marketing strategy, including environmental turbulence, competitive analysis, customer and market analysis, product life cycle analysis and marketing mix management. Issues will be discussed from a Christian worldview. It is primarily case-based.

### **MKTG 545, International Marketing, 3 Units**

International marketing is the performance of business activities that direct the flow of a company's goods and services to consumers or users in more than one nation. The elements of the marketing mix (product, price, promotion, and place-channels of distribution) first studied in domestic marketing are analyzed in global terms, thus adding the elements of geography, cultural forces, and the structure of distribution to the uncontrollables with which the marketer must contend.

## **MKTG 565, Integrated Marketing Communications, 3 Units**

In this course, the marketing communication function is introduced and analyzed. Topics include advertising theory, planning and measurement, communication theory, the IMC mix, promotional strategies, public relations and publicity, consumer education, collateral materials planning, and promotional ethics.

**Prerequisite:** MKTG 527

## **MKTG 580, Strategic Digital Marketing, 3 Units**

This course discusses the differences between E-commerce and E-business in relation to the firm, emphasizing the correlation between business, technology, and society. An advanced marketing course, it builds on the firm's business model, which guides its traditional and dynamic online marketing presence. Emphasis is placed on the importance of the Christian worldview and community citizenship, and on developing a positive long-term relationship with customers and stakeholders, thereby creating a distinct competitive advantage for the firm. Student projects integrate learning activities with business organizations.

**Prerequisite:** MKTG 527

## **PRBA 120, Financial Accounting, 3 Units**

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity. Students complete a computer simulation which introduces computer application in accounting.

## **PRBA 121, Managerial Accounting, 3 Units**

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.

**Prerequisite:** PRBA 120

## **PRBA 210, Principles of Management, 3 Units**

Elements of planning, organizing, leading, and control are covered. Particular emphasis is given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

## **PRBA 240, Spreadsheets and Information Technology, 3 Units**

This course provides an introduction to information technology and its application to business, placing a special emphasis on developing spreadsheets to solve common business problems. The course builds a functional level of understanding for how components of information technology (hardware, software, databases, networks, etc.) work together to build interorganizational information systems such as supply chain management, enterprise resource planning, and customer relationship management.

## **PRBA 250, Principles of Macroeconomics, 3 Units**

This course introduces concepts and tools of economic analysis for macroeconomics. Students study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*

**Prerequisite:** C- or better in PRMA 110 or 60 or higher on ALEKS math placement assessment.

## **PRBA 251, Principles of Microeconomics, 3 Units**

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy.

**Prerequisite:** C- or better in PRMA 110

## **PRBA 260, Marketing Principles, 3 Units**

This course provides an introduction to the theory and practical application of marketing principles by examining concepts related to understanding, reaching, and responding to customers.

## **PRBA 296, Business Law, 3 Units**

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

## **PRBA 300, Business Finance for Managers, 3 Units**

This course provides an introduction to concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short term financial needs of the organization, and how to make good capital budgeting decisions.

**Prerequisite:** PRBA 120, BBA Majors only

### **PRBA 305, Operations Management, 3 Units**

In this course, students learn about operations and productivity, operations strategy in a global environment, project management, forecasting, design of goods and services, quality management, process strategy, location strategies, layout strategies, job design and work management, supply chain management, inventory management, aggregate planning, materials requirements planning, scheduling, lean operations, and maintenance and reliability.

**Prerequisite:** PRMA 110

### **PRBA 313, Introduction to Supply Chain Management and Logistics, 3 Units**

This course covers the formulation and implementation of logistics and supply chain strategy for competitive advantage, including analysis of logistics capabilities, enhancement of strategy-supportive capabilities, and integration with strategically chosen supply chain partners.

### **PRBA 315, Business System Analytics, 3 Units**

This course introduces fundamental concepts and methods of business analysis (or analytics) and examines the role of managers in qualitative and quantitative analysis designed to foster efficient and effective operations of an organization. Emphasis is on understanding the tools and techniques needed for a successful manager in a global organization in the 21st century.

### **PRBA 317, Quality Management, 3 Units**

This course introduces fundamental concepts and methods of quality management and productivity improvement, and examines the role of managers in designing and implementing programs to improve quality of products and services. Emphasis is on understanding the forces that make quality and productivity critical organizational issues. Student ability to implement quality-management tools, techniques, and processes is demonstrated.

### **PRBA 370, International Business, 3 Units**

This course presents a survey of issues in international business, with focus on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources.

*Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** PRBA 250

### **PRBA 445, Human Resource Management, 3 Units**

Students study the human factors in modern business as they are influenced by and effect labor-management interactions, personnel relations, techniques, and procedures.

**Prerequisite:** Acceptance into the School of Business and Management.

### **PRBA 448, Organization and Administrative Behavior, 3 Units**

Organizational behavior is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, economics, organization theory, statistics, and many others. The purpose of this course is to provide students with an understanding of the field of organizational behavior and the various research strategies that it employs. This course will examine human behavior in organizations: individual, group and organizational level processes that impact workplace behavior and organizational life. Students will be exposed to organizational behavioral science theories and their applications in different management setting and a variety of organizations. Students will have an opportunity to engage in experiential and skill-building activities and apply conceptual frameworks in community settings and develop strategies for engaging stakeholder participation and increasing civic participation.

**Prerequisite:** PRBA 210

### **PRBA 450, Strategic Management, 3 Units**

This course focuses on fundamental decisions in the life of a business: What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow-and what is the right size for the business? *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** PRBA 210, PRBA 300, and Senior Status.

### **PRBA 495, Writing 3: Business Ethics, 3 Units**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns that confront business professionals in the workplace, with particular regard to leadership and transitions. Students in this course explore biblical and moral principles as related to real-life case studies, and have the opportunity to complete in-depth study in a business-related area to further prepare them as effective participants and leaders in the workplace.

*Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** PRWR 261 and senior Standing

### **WEB 571, Web Site Design and Development, 3 Units**

This course examines fundamental principles of website design, emphasizing considerations of functionality, information architecture, and usability. The course also introduces the students to prototyping tools used to develop and communicate website designs.

### **WEB 572, Emergent Information Technologies, 3 Units**

This course involves the study of technological change, especially the effects of technological change on society and commerce and how these changes and effects transpire. The course also entails a study of key technologies that are having, or may have, significant effects on society and commerce.

## **WEB 573, Relational Database Technology, 3 Units**

This course presents the relational database model and explains a process for relational database design, and covers the fundamentals of relational database creation and maintenance. It also explains the use of an application development environment, such as Allaire's Cold Fusion, to develop Web database applications.

## **WEB 575, Internet Business and Strategic Management, 3 Units**

This course describes how the Internet has created demand for e-business, and how this new economic and technological shift has transformed the way in which business models are created. Major trends driving e-business are identified. E-business application architecture is reviewed. The importance of creating a customer relationship management (CRM) is emphasized. The significance of strategic management is paramount to a sustainable competitive advantage, where enterprise resource planning is being utilized. In this quickly changing environment, knowledge management becomes important to integrate technologies and solutions for organizations. Clarifying strategic objectives with the process improvement, strategic improvement, and business transformation are considered, along with elements of tactical execution options and e-project management.

## **Faculty**

### **Interim Dean**

Roxanne Helm-Stevens (<http://www.apu.edu/faculty/rhelmstevens/>), DBA

### **Associate Dean**

Ron Jewe (<http://www.apu.edu/faculty/rjewe/>), Ph.D.

### **Chair of Accounting and Economics**

Ken Kederian (<http://www.apu.edu/faculty/vkederian/>), MBA, CPA, CGMA

### **Chair of Business, Management, and Marketing**

Dan Kiple (<http://www.apu.edu/faculty/dkiple/>), DBA

### **Chair of Entrepreneurship, Finance, and International Business**

Daniel Park (<http://www.apu.edu/faculty/dpark/>), Ph.D.

### **LP and Bobbi Leung Chair of Accounting Ethics**

John M. Thornton (<http://www.apu.edu/faculty/jthornton/>), Ph.D., CPA

### **Program Director, Regional Campuses**

Marlon Ware (<http://www.apu.edu/faculty/mware/>), MBA

## **Professors**

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Roger Conover (<http://www.apu.edu/faculty/rconover/>), Ph.D.

Roxanne Helm-Stevens (<http://www.apu.edu/faculty/rhelmstevens/>), DBA

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## **Associate Professors**

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## **Assistant Professors**

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Lanelle Chase (<http://www.apu.edu/faculty/lchase/>), MBA

Stephanie Geter (<http://www.apu.edu/faculty/sgeter/>), CPA, CFE, MBA

William Ingersoll (<http://www.apu.edu/faculty/wingersoll/>), Ph.D.

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Marlon Ware (<http://www.apu.edu/faculty/mware/>), MBA

## **Fulbright Scholars**

George Babbes (<http://www.apu.edu/faculty/gbabbes/>), Ph.D.

Thomas Cairns (<http://www.apu.edu/business/faculty/tcairns/>), DBA

Stuart Strother (<http://www.apu.edu/business/faculty/sstrother/>), Ph.D.



# B.A. in Business Management

61 units

Preparation for a business career requires a deep appreciation for, and a sound understanding of, the marketplace. Thus the business management (<https://www.apu.edu/business/programs/business-management-major/>) major program is designed for those who seek a broad spectrum of business courses or wish to combine several fields. This program develops competence in conceptual, human, and technical skills, and these skills—developed through a well-chosen sequence of electives—make those completing the program well prepared for employment in public- and private-sector organizations.

## Career Opportunities

Coursework in general business management includes a fundamental system of values that serves as the basis for decision making. Students are prepared upon graduation for first-line management positions such as supervisor and team or shift leader. This degree also prepares and equips students for staff specialist or general administration positions. Students may enter into a wide range of industries, including retail and sales, commercial banking, real estate, savings and loan associations, entertainment, and more. Some graduates begin new ventures, operate small businesses, develop new products, or return to the family business.

## Requirements

The Bachelor of Arts in Business Management comprises 61 units. Students must achieve an average GPA of 2.5 or higher in their major courses (including the Business Core).

| Code                                 | Title  | Units |
|--------------------------------------|--|-------|
| <b>Business Core Courses</b>         |  |       |
| ACCT 120                             | Principles of Accounting I                                       | 4     |
| ACCT 121                             | Principles of Accounting II                                      | 3     |
| MATH 130                             | Introduction to Statistics <sup>1</sup>                          | 3     |
| MGMT 210                             | Principles of Management   | 3     |
| BUSI 240                             | Introduction to Information Systems                              | 3     |
| ECON 250                             | Principles of Macroeconomics <sup>2</sup>                        | 3     |
| ECON 251                             | Principles of Microeconomics                                     | 3     |
| MKTG 260                             | Principles of Marketing  | 3     |
| BUSI 296                             | Business Law   | 3     |
| BUSI 370                             | International Business <sup>3</sup>                              | 3     |
| FIN 320<br>or FIN 300                | Principles of Corporate Finance<br>Business Finance for Managers | 3     |
| MGMT 448                             | Organizational and Administrative Behavior <sup>4</sup>          | 3     |
| MGMT 450                             | Strategic Management <sup>5</sup>                                | 3     |
| <b>Business Management Courses</b>   |  |       |
| MGMT 311                             | Leadership In Management   | 3     |
| MGMT 312                             | Managing Teams and Groups  | 3     |
| MGMT 410                             | Production Management  | 3     |
| MGMT 445                             | Human Resource Management  | 3     |
| <b>Business Management Electives</b> |  |       |
| Select three of the following:       |  | 9     |
| BUSI 100                             | Personal Finance   |       |
| BUSI 110                             | Business and Entrepreneurship                                    |       |
| IBUS 374                             | Topics in International Management and Strategy                  |       |
| MGMT 335                             | Real Estate Management   |       |
| MGMT 350                             | Business Management Internship <sup>5</sup>                      |       |
| MKTG 364                             | Sales and Sales Management                                       |       |
| MKTG 368                             | Retail Management  |       |
| MKTG 373                             | Global Marketing Management                                      |       |
| Total Units                          |  | 61    |

- 1 Meets the General Education Quantitative Literacy requirement.
- 2 Meets the General Education Social Sciences requirement.
- 3 Meets the General Education Intercultural Competence requirement.
- 4 Meets the General Education Civic Knowledge and Engagement requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of business management concepts.
9. Discipline Problem Solving/Strategy: Solve core management problems, or analyze management situations and provide strategy for effectiveness.

# B.A. in Economics

Economists study how society creates and allocates value among its members, including the supply and demand decisions of individuals and firms, the market structure and competitive conditions of particular industries, and the effects of policy changes on business and social decisions. National economic growth, the structure of domestic and international economic systems, employment and wage conditions, and the availability of financial resources are also significant issues. Economics also examines how social and economic conditions are changing in the developing world, and how small- and large-scale efforts can improve the living conditions of people. At APU, students may choose from among a broad range of economics course offerings.

## Career Opportunities

Economics teaches students to think critically and analytically and prepares them to address complex problems in a wide variety of settings. Graduates may work as business or policy analysts, or in such diverse fields as law, journalism, education, nongovernmental and mission organizations, and international affairs. Students interested in graduate study in economics will benefit from taking additional mathematics courses.

## Economics Core

The core requirements of the economics major (<https://www.apu.edu/business/programs/economics-major/>) provide students with grounding in the primary areas of the discipline and an understanding of the basics of economic behavior. All students with an economics major must complete the common economics core in the table below.

## Requirements

The economics major comprises 42 units. Students must attain a minimum C- grade in all courses required for the major, and an average GPA of 2.5 in all courses counted for the major (this includes the Economics Core).

| Code                       | Title   | Units |
|----------------------------|---|-------|
| <b>Economics Core</b>      |   |       |
| ECON 250                   | Principles of Macroeconomics <sup>1</sup>           | 3     |
| ECON 251                   | Principles of Microeconomics                        | 3     |
| ECON 350                   | Intermediate Macroeconomics <sup>F</sup>            | 3     |
| ECON 351                   | Intermediate Microeconomics <sup>S</sup>            | 3     |
| ECON 458                   | Economics and Religion <sup>S</sup>                 | 3     |
| MATH 130                   | Introduction to Statistics <sup>2</sup>             | 3     |
| MATH 151                   | Applied Calculus I                                  | 3     |
| <b>Economics Electives</b> |   |       |
| Select 7 of the following: |   | 21    |
| FIN 352                    | Financial Markets and Institutions                  |       |
| ECON 355                   | Environmental Economics <sup>OF</sup>               |       |
| ECON 356                   | Labor Economics <sup>EF</sup>                       |       |
| ECON 357                   | Economics of the Developing World <sup>ES</sup>     |       |
| ECON 359                   | Urban and Regional Economics <sup>3</sup>           |       |
| ECON 371                   | Comparative Economics <sup>F</sup>                  |       |
| FIN 372                    | International Trade and Finance <sup>S</sup>        |       |
| ECON 452                   | Econometrics <sup>S</sup>                           |       |
| ECON 453                   | Microfinance and Microenterprise <sup>OS</sup>      |       |
| ECON 454                   | Industrial Organization and Regulation <sup>F</sup> |       |
| PADM 350                   | Theory and Practice of Public Administration        |       |
| PADM 399                   | Public Administration Practicum <sup>3, 4</sup>     |       |
| Total Units                |   | 42    |

<sup>1</sup> Meets the General Education Social Sciences requirement.

<sup>2</sup> Meets the General Education Quantitative Literacy requirement.

<sup>3</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>4</sup> PADM 399 counts for 3 units of major elective credit and 3 units of nonmajor elective credit.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Students will be able to convey ideas clearly through professional written communication.
5. Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Students will be able to demonstrate knowledge of economics concepts.
9. Discipline Problem Solving/Strategy: Students will be able a) solve core economics problems or b) analyze economics situations and provide strategy for effectiveness.

# B.S. in Accounting

The accounting major (<https://www.apu.edu/business/programs/accounting-major/>) surveys the principles, theories, and concepts of the accounting profession while providing an intense review of the economic, quantitative, and managerial aspects of business. Its practical component leads to work assignments in local certified public accountant (CPA) firms in students' junior and senior years. The combination of classroom theory and real-world experience also prepares candidates for the CPA examination administered by the various state boards of accountancy in the United States.

## Career Opportunities

Opportunities available to graduates include professional careers in accounting services, auditing, management advising services, and accounting departments in private firms and government bodies.

## Requirements

The accounting major comprises 67-69 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Business Core Courses</b> |   |       |
| ACCT 120                     | Principles of Accounting I                              | 4     |
| ACCT 121                     | Principles of Accounting II                             | 3     |
| MATH 130                     | Introduction to Statistics <sup>1</sup>                 | 3     |
| MGMT 210                     | Principles of Management                                | 3     |
| BUSI 240                     | Introduction to Information Systems                     | 3     |
| ECON 250                     | Principles of Macroeconomics <sup>2</sup>               | 3     |
| ECON 251                     | Principles of Microeconomics                            | 3     |
| MKTG 260                     | Principles of Marketing                                 | 3     |
| BUSI 296                     | Business Law  | 3     |
| FIN 320                      | Principles of Corporate Finance                         | 3     |
| BUSI 370                     | International Business <sup>3</sup>                     | 3     |
| MGMT 448                     | Organizational and Administrative Behavior <sup>4</sup> | 3     |
| MGMT 450                     | Strategic Management <sup>5</sup>                       | 3     |
| Select one of the following: |   | 3-5   |
| BUSI 311                     | Quantitative Analysis for Management                    |       |
| MATH 151                     | Applied Calculus I                                      |       |
| MATH 165                     | Calculus I  |       |
| <b>Accounting Courses</b>    |   |       |
| ACCT 320                     | Intermediate Accounting I <sup>F</sup>                  | 3     |
| ACCT 321                     | Intermediate Accounting II <sup>S</sup>                 | 3     |
| ACCT 325                     | Cost Accounting <sup>S</sup>                            | 3     |
| ACCT 331                     | Federal Taxes I <sup>F</sup>                            | 3     |
| ACCT 332                     | Federal Taxes II <sup>S</sup>                           | 3     |
| ACCT 336                     | Advanced Accounting <sup>F</sup>                        | 3     |
| ACCT 426                     | Auditing Principles I <sup>F</sup>                      | 3     |
| ACCT 427                     | Auditing Principles II <sup>S</sup>                     | 3     |

Total Units 67-69

- <sup>1</sup> Meets the General Education Quantitative Literacy requirement.
- <sup>2</sup> Meets the General Education Social Sciences requirement.
- <sup>3</sup> Meets the General Education Intercultural Competence requirement.
- <sup>4</sup> Meets the General Education Civic Knowledge and Engagement requirement.
- <sup>5</sup> Meets the General Education Integrative and Applied Learning requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |

|    |                                 |
|----|---------------------------------|
| EF | Offered in Fall in even years   |
| ES | Offered in Spring in even years |
| OF | Offered in Fall in odd years    |
| OS | Offered in Spring in odd years  |

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Students will be able to convey ideas clearly through professional written communication.
5. Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Students will be able to demonstrate knowledge of accounting concepts.
9. Discipline Problem Solving/Strategy: Students will be able a) solve core accounting problems or b) analyze accounting situations and provide strategy for effectiveness.

# B.S. in Business: Economics

64-66 units

The business economics major (<https://www.apu.edu/business/programs/business-economics-major/>) equips students with analytical skills built on a strong general business foundation. This major focuses on business management responsibilities and the improvement in business decision making that comes from a deeper understanding of the economic environment of business, including labor, environmental, and international issues. Students become grounded in economic theory and practical applications.

## Career Opportunities

Business economics careers may be found throughout the field of business, including business and financial analysis and forecasting, banking, labor organizations, and international trade. Individuals in possession of strong analytical skills are in high demand.

## Requirements

The Bachelor of Science in Business: Economics comprises 64-66 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core). To ensure that all ECON prerequisites are satisfied, economics students should choose MATH 151 or MATH 165 in the Business Core.

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Business Core Courses</b> |   |       |
| ACCT 120                     | Principles of Accounting I                              | 4     |
| ACCT 121                     | Principles of Accounting II                             | 3     |
| MATH 130                     | Introduction to Statistics <sup>1</sup>                 | 3     |
| MGMT 210                     | Principles of Management                                | 3     |
| BUSI 240                     | Introduction to Information Systems                     | 3     |
| ECON 250                     | Principles of Macroeconomics <sup>2</sup>               | 3     |
| ECON 251                     | Principles of Microeconomics                            | 3     |
| MKTG 260                     | Principles of Marketing                                 | 3     |
| BUSI 296                     | Business Law  | 3     |
| FIN 320                      | Principles of Corporate Finance                         | 3     |
| BUSI 370                     | International Business <sup>3</sup>                     | 3     |
| MGMT 448                     | Organizational and Administrative Behavior <sup>4</sup> | 3     |
| MGMT 450                     | Strategic Management <sup>5</sup>                       | 3     |
| Select one of the following: |   | 3-5   |
| BUSI 311                     | Quantitative Analysis for Management                    |       |
| MATH 151                     | Applied Calculus I                                      |       |
| MATH 165                     | Calculus I  |       |
| <b>Economics Courses</b>     |   |       |
| ECON 350                     | Intermediate Macroeconomics <sup>F</sup>                | 3     |
| ECON 351                     | Intermediate Microeconomics <sup>S</sup>                | 3     |
| ECON 452                     | Econometrics <sup>S</sup>                               | 3     |
| ECON 454                     | Industrial Organization and Regulation <sup>F</sup>     | 3     |
| ECON 458                     | Economics and Religion <sup>S</sup>                     | 3     |
| Select 2 of the following:   |   | 6     |
| ECON 355                     | Environmental Economics <sup>OF</sup>                   |       |
| ECON 356                     | Labor Economics <sup>EF</sup>                           |       |
| ECON 357                     | Economics of the Developing World <sup>ES</sup>         |       |
| ECON 359                     | Urban and Regional Economics <sup>4, S</sup>            |       |
| FIN 372                      | International Trade and Finance                         |       |
| ECON 453                     | Microfinance and Microenterprise <sup>OS</sup>          |       |
| FIN 352                      | Financial Markets and Institutions                      |       |
| PADM 350                     | Theory and Practice of Public Administration            |       |

|          |   |
|----------|---|
| PADM 399 | Public Administration Practicum <sup>4, 6</sup> |
|----------|---|

Total Units

64-66

- |   |  |
|---|--|
| 1 | Meets the General Education Quantitative Literacy requirement.                                 |
| 2 | Meets the General Education Social Sciences requirement.                                       |
| 3 | Meets the General Education Intercultural Competence requirement.                              |
| 4 | Meets the General Education Civic Knowledge and Engagement requirement.                        |
| 5 | Meets the General Education Integrative and Applied Learning requirement.                      |
| 6 | PADM 399 counts for 3 units of major elective credit and 3 units of non-major elective credit. |

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of economic concepts.
9. Discipline Problem Solving/Strategy: Solve core economic problems, or analyze economic situations and provide strategy for effectiveness.



# B.S. in Entrepreneurship

The entrepreneurship major (<https://www.apu.edu/business/programs/entrepreneurship-major/>) focuses on the creation of social and economic value and is designed to prepare students for the intricacies of planning, launching, and leading a new business, with a focus on creativity and innovation, new venture planning, entrepreneurial finance, and managing and growing a new business. Entrepreneurship students learn how to shape entrepreneurial opportunities and assess financial and market feasibility. The entrepreneurship major includes working in teams, constructing business models, communicating with partners and customers, and assessing feasibility while launching a new venture or initiative. Entrepreneurship majors apply their knowledge and skills in academic and real-world settings.

## Career Opportunities

The skills and competencies gained in this program are vital for the success of any business or organization, including early-stage startups, corporations, family businesses, nonprofits, franchises, and other settings. Graduates can start new businesses, buy existing ventures, or go into entrepreneurial positions in profit or not-for-profit ventures. Other career options include intrapreneurship (innovation in large organizations), venture capital, and social entrepreneurship.

## Requirements

The entrepreneurship major comprises 61 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

| Code                            | Title   | Units     |
|---------------------------------|---|-----------|
| <b>Business Core Courses</b>    |   |           |
| ACCT 120                        | Principles of Accounting I                              | 4         |
| ACCT 121                        | Principles of Accounting II                             | 3         |
| MATH 130                        | Introduction to Statistics <sup>1</sup>                 | 3         |
| MGMT 210                        | Principles of Management                                | 3         |
| BUSI 240                        | Introduction to Information Systems                     | 3         |
| ECON 250                        | Principles of Macroeconomics <sup>2</sup>               | 3         |
| ECON 251                        | Principles of Microeconomics                            | 3         |
| MKTG 260                        | Principles of Marketing                                 | 3         |
| BUSI 296                        | Business Law  | 3         |
| FIN 320                         | Principles of Corporate Finance                         | 3         |
| BUSI 370                        | International Business <sup>3</sup>                     | 3         |
| MGMT 448                        | Organizational and Administrative Behavior <sup>4</sup> | 3         |
| MGMT 450                        | Strategic Management <sup>5</sup>                       | 3         |
| Select one of the following:    |   | 3         |
| BUSI 311                        | Quantitative Analysis for Management                    |           |
| MATH 151                        | Applied Calculus I                                      |           |
| MATH 165                        | Calculus I  |           |
| <b>Entrepreneurship Courses</b> |   |           |
| BUSI 110                        | Business and Entrepreneurship                           | 3         |
| ENTR 312                        | Creativity and Innovation                               | 3         |
| MKTG 466                        | Digital Marketing                                       | 3         |
| BUSI 313                        | Negotiation Strategies and Skills                       | 3         |
| ENTR 315                        | Social Entrepreneurship                                 | 3         |
| <b>Additional Competencies</b>  |   |           |
| MGMT 350                        | Business Management Internship                          | 3         |
| <b>Total Units</b>              |   | <b>61</b> |

- <sup>1</sup> Meets the General Education Quantitative Literacy requirement.
- <sup>2</sup> Meets the General Education Social Sciences requirement.
- <sup>3</sup> Meets the General Education Intercultural Competence requirement.
- <sup>4</sup> Meets the General Education Civic Knowledge and Engagement requirement.
- <sup>5</sup> Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Students will be able to convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of entrepreneurship concepts.
9. Discipline Problem Solving/Strategy: Solve core entrepreneurship problems, or analyze entrepreneurship situations and provide strategy for effectiveness.

# B.S. in Finance

64 units

The finance major (<https://www.apu.edu/business/programs/finance-major/>) is designed for students interested in the stewardship of the financial resources of individuals, corporations, or financial institutions. As future managers, students learn the principles and applications of financial analysis, management, and strategy, and gain experience in portfolio construction; applications of derivatives in financial management, asset management, and international financial management; and case studies in corporate finance. The program equips students with the theoretical understanding and practical skills necessary to evaluate and direct decisions regarding the allocation of financial resources among a variety of competing opportunities, with the goal of maximizing the value of the resources managed. To ensure that all finance (FIN) prerequisites are satisfied, business finance students should choose MATH 151 or MATH 165 in the Business Core. *To complete the finance major in four years, students must complete FIN 320 and MATH 151 or MATH 165 by the end of their sophomore year.*

## Career Opportunities

This program prepares students for employment in a variety of fields, such as corporate financial management, investment analysis and planning, financial institution management, and risk management. According to the *Occupational Outlook Handbook*, such occupations are expected to experience strong rates of growth. Moreover, these occupations generally offer attractive starting salaries and working conditions.

## Requirements

The finance major comprises 64 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Business Core Courses</b> |   |       |
| ACCT 120                     | Principles of Accounting I                              | 4     |
| ACCT 121                     | Principles of Accounting II                             | 3     |
| MATH 130                     | Introduction to Statistics <sup>1</sup>                 | 3     |
| MGMT 210                     | Principles of Management                                | 3     |
| BUSI 240                     | Introduction to Information Systems                     | 3     |
| ECON 250                     | Principles of Macroeconomics <sup>2</sup>               | 3     |
| ECON 251                     | Principles of Microeconomics                            | 3     |
| MKTG 260                     | Principles of Marketing                                 | 3     |
| BUSI 296                     | Business Law  | 3     |
| FIN 320                      | Principles of Corporate Finance                         | 3     |
| BUSI 370                     | International Business <sup>3</sup>                     | 3     |
| MGMT 448                     | Organizational and Administrative Behavior <sup>4</sup> | 3     |
| MGMT 450                     | Strategic Management <sup>5</sup>                       | 3     |
| Select one of the following: |   | 3     |
| BUSI 311                     | Quantitative Analysis for Management                    |       |
| MATH 151                     | Applied Calculus I                                      |       |
| MATH 165                     | Calculus I  |       |
| <b>Finance Courses</b>       |   |       |
| FIN 372                      | International Trade and Finance <sup>S</sup>            | 3     |
| FIN 330                      | Financial Analysis <sup>F</sup>                         | 3     |
| FIN 338                      | Applied Portfolio Management <sup>F</sup>               | 3     |
| FIN 352                      | Financial Markets and Institutions <sup>F</sup>         | 3     |
| FIN 432                      | Investment Analysis <sup>S</sup>                        | 3     |
| FIN 436                      | Financial Risk Management <sup>F</sup>                  | 3     |
| FIN 439                      | Seminar in Finance <sup>S</sup>                         | 3     |
| Total Units                  |   | 64    |

<sup>1</sup> Meets the General Education Quantitative Literacy requirement.

<sup>2</sup> Meets the General Education Social Sciences requirement.

<sup>3</sup> Meets the General Education Intercultural Competence requirement.

- 4 Meets the General Education Civic Knowledge and Engagement requirement.  
 5 Meets the General Education Integrative and Applied Learning requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of finance concepts.
9. Discipline Problem Solving/Strategy: Solve core finance problems, or analyze finance situations and provide strategy for effectiveness.

# B.S. in International Business

61 units

The international business major (<https://www.apu.edu/business/programs/international-business-major/>) provides students a strong general business foundation followed by courses preparing them for careers in global business. The program incorporates a liberal arts approach to the study of culture, history, economics, and politics as it prepares students to work in a dynamic and interdependent global business environment. Students also acquire practical skills and experience through study-away opportunities, internships, foreign language study, and the import/export practicum project.

## Career Opportunities

International business careers may be found with multinational corporations, foreign companies, banks, international investments, export/import trade, international law, international nonprofit organizations, world missions, and public/foreign service. Individuals graduate from this program with significant international experience, as well as proficiency in a foreign language, and are in high demand in today's job market.

## Requirements

The international business major comprises 61 units. Students must achieve an average GPA of 2.5 or higher in their major courses (including the Business Core).

| Code                                  | Title   | Units |
|---------------------------------------|---|-------|
| <b>Business Core Courses</b>          |   |       |
| ACCT 120                              | Principles of Accounting I                              | 4     |
| ACCT 121                              | Principles of Accounting II                             | 3     |
| MATH 130                              | Introduction to Statistics <sup>1</sup>                 | 3     |
| MGMT 210                              | Principles of Management                                | 3     |
| BUSI 240                              | Introduction to Information Systems                     | 3     |
| ECON 250                              | Principles of Macroeconomics <sup>2</sup>               | 3     |
| ECON 251                              | Principles of Microeconomics                            | 3     |
| MKTG 260                              | Principles of Marketing                                 | 3     |
| BUSI 296                              | Business Law  | 3     |
| FIN 320                               | Principles of Corporate Finance                         | 3     |
| BUSI 370                              | International Business <sup>3</sup>                     | 3     |
| MGMT 448                              | Organizational and Administrative Behavior <sup>4</sup> | 3     |
| MGMT 450                              | Strategic Management <sup>5</sup>                       | 3     |
| Select one of the following:          |   | 3     |
| BUSI 311                              | Quantitative Analysis for Management                    |       |
| MATH 151                              | Applied Calculus I                                      |       |
| MATH 165                              | Calculus I  |       |
| <b>International Business Courses</b> |   |       |
| IBUS 374                              | Topics in International Management and Strategy         | 3     |
| FIN 372                               | International Trade and Finance                         | 3     |
| Select three of the following:        |   | 9     |
| ECON 371                              | Comparative Economics                                   |       |
| IBUS 479                              | Import/Export Practicum                                 |       |
| MKTG 373                              | Global Marketing Management                             |       |
| RELG 200                              | World Religions   |       |
| <b>Additional competencies</b>        |   |       |
| MGMT 350                              | Business Management Internship <sup>5</sup>             | 3     |
| Academic study away participation     |   |       |
| Total Units                           |   | 61    |

<sup>1</sup> Meets the General Education Quantitative Literacy requirement.

<sup>2</sup> Meets the General Education Social Sciences requirement.

<sup>3</sup> Meets the General Education Intercultural Competence requirement.

- 4 Meets the General Education Civic Knowledge and Engagement requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

## **Program Learning Outcomes**

## **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. **Competent Business Knowledge:** Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. **Critical Thinking:** Identify and solve business problems using analytical and critical thinking skills.
3. **Christian Business Ethics:** Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. **Written Communication:** Convey ideas clearly through professional written communication.
5. **Oral Communication:** Express ideas effectively through professional oral presentations.
6. **Collaborative Teamwork:** Demonstrate the ability to function as an effective business team member.
7. **Comprehensive Global Awareness:** Identify cultural, economic and political aspects of business in a global environment.
8. **Discipline Knowledge:** Demonstrate knowledge of international business concepts.
9. **Discipline Problem Solving/Strategy:** Solve core international business problems, or analyze international business situations and provide strategy for effectiveness.

# B.S. in Marketing

The marketing major (<https://www.apu.edu/business/programs/marketing-major/>) provides students with a strong business foundation and solid skills in the functional areas of marketing. Further, coursework in digital and social media marketing equips students with the skills to take advantage of current trends in marketing. The program emphasizes academic preparation, as well as skill-building practice with the integration of class projects and marketing case studies. Many students are able to secure internships during their time at APU to give them work experience and build their résumés.

## Career Opportunities

Career paths open to marketing majors include marketing coordinator/specialist, marketing project manager, account coordinator/executive manager, product/brand manager, digital marketing specialist/manager, social media marketing manager, creative assistant, web content writer/manager, sales representative/manager, marketing researcher/analyst, marketing manager, advertising and promotion manager, media planner/buyer, retail marketer, marketing analytics specialist, and marketing communications coordinator. Income potential and personal fulfillment are high. Marketing professionals who excel can become top executives.

## Requirements

The marketing major comprises 64-66 units. Students must achieve an average GPA of 2.5 or higher in their major courses (this includes the Business Core).

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Business Core Courses</b> |   |       |
| ACCT 120                     | Principles of Accounting I                              | 4     |
| ACCT 121                     | Principles of Accounting II                             | 3     |
| MATH 130                     | Introduction to Statistics <sup>1</sup>                 | 3     |
| MGMT 210                     | Principles of Management                                | 3     |
| BUSI 240                     | Introduction to Information Systems                     | 3     |
| ECON 250                     | Principles of Macroeconomics <sup>2</sup>               | 3     |
| ECON 251                     | Principles of Microeconomics                            | 3     |
| MKTG 260                     | Principles of Marketing                                 | 3     |
| BUSI 296                     | Business Law  | 3     |
| FIN 320                      | Principles of Corporate Finance                         | 3     |
| BUSI 370                     | International Business <sup>3</sup>                     | 3     |
| MGMT 448                     | Organizational and Administrative Behavior <sup>4</sup> | 3     |
| MGMT 450                     | Strategic Management <sup>5</sup>                       | 3     |
| Select one of the following: |   | 3-5   |
| BUSI 311                     | Quantitative Analysis for Management                    |       |
| MATH 151                     | Applied Calculus I                                      |       |
| MATH 165                     | Calculus I  |       |
| <b>Marketing Courses</b>     |   |       |
| MKTG 361                     | Integrated Marketing Communications                     | 3     |
| MKTG 362                     | Consumer Behavior                                       | 3     |
| MKTG 363                     | Marketing Research                                      | 3     |
| MKTG 465                     | Strategic Marketing Management                          | 3     |
| MKTG 466                     | Digital Marketing                                       | 3     |
| Select one of the following: |   | 3     |
| MKTG 350                     | Marketing Internship                                    |       |
| BUSI 350                     | Business Internship                                     |       |
| Select one of the following: |   | 3     |
| MKTG 368                     | Retail Management <sup>F</sup>                          |       |
| MKTG 364                     | Sales and Sales Management <sup>S</sup>                 |       |
| MKTG 373                     | Global Marketing Management                             |       |
| Total Units                  |   | 64-66 |

<sup>1</sup> Meets the General Education Quantitative Literacy requirement.

<sup>2</sup> Meets the General Education Social Sciences requirement.

- 3 Meets the General Education Intercultural Competence requirement.
- 4 Meets the General Education Civic Knowledge and Engagement requirement.
- 5 Meets the General Education Integrative and Applied Learning requirement.

|     |                                       |
|-----|---------------------------------------|
| F   | Offered in Fall only                  |
| S   | Offered in Spring only                |
| F/S | Offered in both Fall and Spring terms |
| EF  | Offered in Fall in even years         |
| ES  | Offered in Spring in even years       |
| OF  | Offered in Fall in odd years          |
| OS  | Offered in Spring in odd years        |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of marketing concepts.
9. Discipline Problem Solving/Strategy: Solve core marketing problems, or analyze marketing situations and provide strategy for effectiveness.



# Bachelor of Business Administration (BBA)

51-60 units

Today's business leaders must be agile and able to adapt to a rapidly changing business world while leading employees by modeling character, integrity, and compassion. Azusa Pacific's Bachelor of Business Administration (BBA) (<https://www.apu.edu/business/programs/bba-degree/>) bachelor's completion program equips students with the leadership and analytical skills needed to advance their career, achieve their goals, and help shape the future of business.

Designed for working professionals with at least 15 units of transferable college credit, the BBA program is designed to allow immediate application of learning in the workplace. Relevant coursework addresses current issues in business and encourages the integration of real-world work experiences and hands-on projects. Students combine these experiences with internships or international study opportunities to further expand their portfolio and network. Throughout the program, students build on existing experience while gaining a strong foundation in strategic management, finance, marketing, accounting, and more.

## Requirements

The Bachelor of Business Administration bachelor's completion program requires 120 total units, including General Education units and 51 units of core business courses (BBA students may also choose an optional 9-unit concentration).

| Code                              | Title   | Units        |
|-----------------------------------|---|--------------|
| <b>Core Courses</b>               |   |              |
| PRBA 120                          | Financial Accounting                                  | 3            |
| PRBA 121                          | Managerial Accounting                                 | 3            |
| PRMA 130                          | Introduction to Statistics <sup>1</sup>               | 3            |
| PRBA 210                          | Principles of Management                              | 3            |
| PRBA 240                          | Spreadsheets and Information Technology               | 3            |
| PRBA 250                          | Principles of Macroeconomics <sup>2</sup>             | 3            |
| PRBA 251                          | Principles of Microeconomics                          | 3            |
| PRBA 260                          | Marketing Principles                                  | 3            |
| PRWR 261                          | Writing 2: Business Communication <sup>3</sup>        | 3            |
| PRBA 296                          | Business Law  | 3            |
| PRBA 300                          | Business Finance for Managers                         | 3            |
| PRBA 305                          | Operations Management                                 | 3            |
| PRBA 370                          | International Business                                | 3            |
| PRBA 448                          | Organization and Administrative Behavior              | 3            |
| PRBA 445                          | Human Resource Management                             | 3            |
| PRBA 450                          | Strategic Management <sup>4</sup>                     | 3            |
| PRBA 495                          | Writing 3: Business Ethics <sup>5</sup>               | 3            |
| <b>Optional Concentrations</b>    |   |              |
| <b>Supply Chain Management</b>    |   |              |
| PRBA 313                          | Introduction to Supply Chain Management and Logistics |              |
| PRBA 315                          | Business System Analytics                             |              |
| PRBA 317                          | Quality Management                                    |              |
| <b>Human Resource Development</b> |   |              |
| HROD 500                          | Foundations of Human Resource Development             |              |
| HROD 512                          | Employee Development                                  |              |
| HROD 550                          | Instructional Design and Training Methods             |              |
| <b>Leading Teams and People</b>   |   |              |
| MGMT 510                          | Current Issues in Business and Management             |              |
| MGMT 561                          | Managing Teams and Conflict                           |              |
| MGMT 516                          | High Performance People Management                    |              |
| <b>Total Units</b>                |   | <b>51-60</b> |

<sup>1</sup> Meets the General Education Quantitative Literacy requirement.

<sup>2</sup> Meets the General Education Social Sciences requirement.

- 3 Meets the General Education Writing 2 requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Meets the General Education Writing 3 requirement.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Business Knowledge: Apply business knowledge from multiple business disciplines to plan, design, and execute business strategies.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Quantitative Reasoning: Analyze quantitative data to address real-world or discipline-specific business problems.
4. Christian Business Ethics: Use biblically-based ethics to make moral and virtuous ethical and socially responsible business decisions.
5. Written Communication: Convey ideas clearly and effectively through professional written communication.
6. Oral Communication: Communicate in informative or persuasive ways using the appropriate genre, channel, structure, and style.
7. Collaborative Teamwork: Effectively participate in business-focused teams as members and leaders in diverse environments.
8. Global/Multicultural Awareness: Identify and respond to cultural, economic, and political aspects of business in multicultural and global environments, informed by biblically based ethics.
9. Discipline Knowledge: Demonstrate knowledge of business concepts.
10. Discipline Problem Solving: Solve core business problems and effectively analyze and address business situations.

# LP and Timothy Leung School of Accounting

Housed within Azusa Pacific's School of Business and Management (<http://www.apu.edu/business/>), the LP and Timothy Leung School of Accounting (<http://www.apu.edu/business/accounting/>) focuses on developing graduates with the Christian character and competence demanded by the public accounting profession.

## Vision Statement

To be a premier Christian accounting school, recognized as a thought leader on accounting character and competence to reflect the life of Christ and shine the light of Truth.

## Graduate Program

- Master of Professional Accountancy (MAcc) (p. 755)

## Faculty

### Chair and Professor

John Thornton (<http://www.apu.edu/faculty/jthornton/>), Ph.D., CPA

### Associate Professor

Paul Anderson (<http://www.apu.edu/faculty/pvanderson/>), MBA, CPA

### Assistant Professor

Ken Kederian (<http://www.apu.edu/faculty/vkederian/>), MBA, CPA, CGMA

# Master of Professional Accountancy (MAcc)

For more information: (626) 815-3085

The Master of Professional Accountancy (MAcc) (<https://www.apu.edu/business/programs/macc/>) is a 30-unit degree program that prepares students for careers as certified public accountants (CPAs). The program's curriculum combines coursework and an internship with a public accounting firm to prepare students to pass the CPA exam and meet the 150-semester-credit-hour rule required for certification by 49 of 50 states. The program focuses on developing students' character and competence consistent with the LP and Timothy Leung School of Accounting's vision (p. 754). Ideal candidates will have recently completed an undergraduate degree in accounting or a related field with a concentration in accounting, with plans to enter the public accounting profession.

## Application Deadline

Applications are accepted year-round, but to ensure full consideration for scholarships and internships, completed applications should be received at least six weeks prior to the start of the term.

## Requirements

Program curriculum requires 30 units of specific core courses. If a student has already successfully completed an approved internship, ACCT 505 should be replaced with an elective. If a student has passed the CPA exam in full or in part, ACCT 590 should be replaced with an elective.

| Code                | Title  | Units |
|---------------------|--|-------|
| <b>Core Courses</b> |  |       |
| ACCT 505            | Accounting Internship <sup>1</sup>                 | 3     |
| ACCT 510            | Accounting and Tax Research Methods                | 3     |
| ACCT 515            | Accounting Information Systems                     | 3     |
| ACCT 520            | Global Financial Accounting Standards              | 3     |
| ACCT 525            | Accounting Ethics                                  | 3     |
| ACCT 530            | Advanced Business Law                              | 3     |
| ACCT 535            | Advanced Managerial Accounting                     | 3     |
| ACCT 540            | Forensic Accounting and Fraud Investigation        | 3     |
| ACCT 545            | Advanced Auditing                                  | 3     |
| ACCT 590            | Integrative Accounting Review <sup>2</sup>         | 3     |
| <b>Electives</b>    |  |       |
| ACCT 550            | Accounting for Governmental and Nonprofit Entities |       |
| FIN 513             | Corporate Finance                                  |       |
| BUSI 514            | Operations Management                              |       |
| ECON 521            | Managerial Economics                               |       |
| FIN 567             | Advanced Financial Analysis                        |       |
| MGMT 578            | Strategic Management                               |       |
| Total Units         |  | 30    |

<sup>1</sup> If a student has already successfully completed an approved internship, an elective should be chosen to replace ACCT 505.

<sup>2</sup> If a student has passed the CPA exam in full or in part, an elective should be chosen to replace ACCT 590.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Additional Admission Information

Admission to the program is based on a review of each applicant's academic achievements, GMAT score, personal statement, and references. Each applicant must also interview with the chair of the accounting programs. A bachelor's degree in accounting or the equivalent or dean's permission is required for admission. While the entirety of an applicant's package is considered, accepted applicants generally fit into one of the following two categories:

- *Regular Program Acceptance* — Students admitted to the program in this group hold undergraduate degrees in accounting or the equivalent or dean's approval, GPAs of 3.3 or higher, and GMAT scores of 550 or higher. Most students are admitted under this category.
- *Conditional Program Acceptance* — Students admitted to the program conditionally typically have undergraduate GPAs of 3.0-3.29 or GMAT scores of 500-549. Only a limited number of applicants in this group are accepted into the program. Students in this group should take special care in writing their personal statements. If admitted, conditional students must maintain a *B* or better overall GPA in the first 12 units of coursework, with no course grade below a *B-*, in order to continue in the program.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate mastery of key accounting content areas, such as, financial reporting, business and economic concepts, auditing and regulation.
2. Identify and solve accounting or business problems using analytical and critical thinking skills.
3. Compose responses to accounting or business decisions that demonstrate a Christian worldview.
4. Express themselves clearly and effectively through professional written and oral communications.

# Master of Business Administration (MBA)

For more information: (626) 815-3085

The Master of Business Administration (MBA) (<https://www.apu.edu/business/programs/mba/>) program offers working professionals an accessible yet rigorous graduate business program that can be completed in 12-30 months. The program teaches students the key concepts and equips them with the analytical and relational skills to make sound recommendations and decisions. The curriculum is designed to strike a balance between theory and practice, combining scholarship with practical experience and actual corporate case studies of business decision making. Students also select an area of concentration based on specific interests and career aspirations.

The program provides the opportunity for students to develop sound analytical abilities, establish collaborative and team-building skills, and become aware of social responsibility as a factor in decision making. The curriculum also allows students to acquire an understanding of the global business environment and how it is affected by cultural and market diversities. Faculty lectures are combined with case studies and discussions, student presentations, and team projects. The accelerated and interactive classroom environment includes applied learning activities, use of new technologies in solving business problems, and independent field research and studies. National and international travel opportunities provide students with intensive boardroom field experience, where students get to dialogue with industry executives and government leaders.

To accommodate busy schedules, classes are offered during the evening, online, and at select regional campuses, and students may take advantage of the multiple delivery formats to customize their education experience. Students are admitted to and can start the MBA program in any of the six terms during the academic year.

## Requirements

The MBA program curriculum comprises 42 units: 30 units of core courses and 12+ units of concentration courses. Concentration options include accounting, entrepreneurship, finance, institutional research, international business, marketing, organizational science, and sport management. Students may request approval to take a second concentration.

| Code  | Title                              | Units        |
|---|------------------------------------|--------------|
| <b>Core Courses</b>                                       |                                    | <b>30</b>    |
| ACCT 512  | Management Accounting              |              |
| BUSI 514  | Operations Management              |              |
| MGMT 515  | Applied Research and Analysis      |              |
| ECON 521  | Managerial Economics               |              |
| FIN 513   | Corporate Finance                  |              |
| MGMT 516  | High Performance People Management |              |
| MGMT 541  | Global Business Management         |              |
| MGMT 581  | Ethical Leadership                 |              |
| MGMT 578  | Strategic Management               |              |
| MKTG 527  | Marketing Strategy                 |              |
| <b>Concentrations (Choose One)</b>                        |                                    | <b>12-17</b> |
| <b>Accounting<sup>1</sup></b>                             |                                    |              |
| Any 12 units of master's-level accounting courses         |                                    |              |
| <b>Entrepreneurship</b>                                   |                                    |              |
| ENTR 520  | Entrepreneurial Decision Making    |              |
| MKTG 580  | Strategic Digital Marketing        |              |
| FIN 536   | Entrepreneurial Finance            |              |
| Experienced-Based Capstone (choose one of the following): |                                    |              |
| BUSI 577  | Global Field Study                 |              |
| BUSI 590  | Capstone Project                   |              |
| <b>Finance</b>  |                                    |              |
| FIN 536   | Entrepreneurial Finance            |              |
| FIN 546   | Investments                        |              |
| FIN 567   | Advanced Financial Analysis        |              |
| Experienced-Based Capstone (choose one of the following): |                                    |              |
| BUSI 577  | Global Field Study                 |              |
| BUSI 590  | Capstone Project                   |              |
| <b>Institutional Research<sup>2</sup></b>                 |                                    |              |

|   |   |
|---|---|
| PSYC 512  | Non-Experimental Research Methods   |
| PSYC 517  | Program Evaluation  |
| PSYC 518  | Analysis of Variance  |
| PSYC 518L   | Analysis of Variance Lab  |
| PSYC 519  | Regression  |
| PSYC 519L   | Regression Lab  |
| Experienced-Based Capstone (choose one of the following): |   |
| BUSI 577  | Global Field Study  |
| BUSI 590  | Capstone Project  |
| <b>International Business</b> <sup>3</sup>                |   |
| BUSI 577  | Global Field Study  |
| MKTG 545  | International Marketing   |
| MGMT 561  | Managing Teams and Conflict   |
| MGMT 583  | Global Strategic Management   |
| <b>Marketing</b>  |   |
| MKTG 545  | International Marketing   |
| MKTG 565  | Integrated Marketing Communications                                       |
| MKTG 580  | Strategic Digital Marketing   |
| Experienced-Based Capstone (choose one of the following): |   |
| BUSI 577  | Global Field Study  |
| BUSI 590  | Capstone Project  |
| <b>Organizational Science</b> <sup>4</sup>                |   |
| <b>Sport Management</b>                                   |   |
| PE 556  | Facility and Event Management   |
| PE 572  | Foundations of Sport Management   |
| PE 557A   | Field Studies/Internships in Sport Management <sup>5</sup>                |
| PE 557B   | Field Studies/Internships in Sport Management <sup>5</sup>                |
| Choose one of the following:                              |   |
| PE 570  | Leadership and Administration of Physical Education and Athletic Programs |
| PE 565  | Athletics and the Law   |

Total Units

42-47

- <sup>1</sup> Any student with a bachelor's degree in accounting or its equivalent may choose the accounting concentration, which consists of 12 units of regularly offered Master of Professional Accountancy (MAcc) courses.
- <sup>2</sup> This concentration is 17 units.
- <sup>3</sup> Students who choose a concentration in international business are required to take at least one international study course, typically BUSI 577 Global Field Study. BUSI 577 may be repeated once and substituted for one of the other required concentration courses with approval.
- <sup>4</sup> This concentration is designed for students who for personal and/or career reasons need to create an individualized concentration. The final course of the concentration is a capstone project or global field study; the other three courses are typically chosen from existing concentration courses offered by the School of Business and Management, but students with unique needs may propose concentrations that include up to 12 units of graduate study offered by other schools or colleges within Azusa Pacific University. All concentrations must be approved in advance by the SBM Graduate Business Admissions Committee. Concentration courses must also be approved by the other college(s)/school(s) in which the courses will be taken.
- <sup>5</sup> PE 557A and PE 557B must be completed consecutively after all other sport management coursework is completed.

## MBA Preparatory Courses

The School of Business and Management offers foundational courses specifically designed to assist students without a previous business education and/or students who do not meet the entrance requirements for full admission. Courses in accounting, economics, finance, marketing, and statistics provide students the necessary prerequisite knowledge and skills needed to study the field of business at the graduate level. If any of these prerequisite courses are required, a determination will be based on a review of each student's unique combination of undergraduate coursework at Azusa Pacific University (or another accredited institution of higher learning) and any relevant work experience.

| Code     | Title                | Units |
|----------|----------------------|-------|
| ACCT 502 | Financial Accounting | 3     |
| ECON 502 | Business Economics   | 3     |

|          |                               |   |
|----------|-------------------------------|---|
| FIN 502  | Business Finance for Managers | 3 |
| MKTG 502 | Marketing Principles          | 3 |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Changes

If a student wishes to change programs, the School of Business and Management requires students to file a Change of Program form and comply with all program admission requirements.

## Course Attendance and Schedule

The collaborative learning process that characterizes the MBA program requires that students are prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the MBA program, and absences from class are not appropriate except in cases of emergency.

Students should make note of the start and end of the term as they determine their schedules. Because program coursework is offered in accelerated seven-week sessions, students generally cannot miss more than one class without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes and assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

## Academic Honors

### Outstanding Graduate

At each commissioning ceremony, graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement and is secondarily given to the outstanding candidate who contributed most to the APU MBA learning community.

### Commissioning Ceremony

Preceding each commencement, the School of Business and Management holds a commissioning ceremony for graduating students and their families. This event includes an achievement awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate.

## Graduation

In order to graduate, students must complete the required courses with an overall grade-point average (GPA) of at least 3.0 within five years of matriculation. This includes completing every required course with a C- or above. All courses taken within the SBM and applied toward the MBA degree must be taken for a letter grade, except for courses offered only on a pass/fail (P/F) basis.

## Field Study Fees

Mandatory and elected international field study, global field study, and field experience trips incur appropriate required fees. Students who switch programs, withdraw, or are otherwise unable to participate in international field study, global field study, or field experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip. View the most up-to-date fees. (<http://www.apu.edu/graduateprofessionalcenter/sfs/costs/fees/>)

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Cross-Disciplinary Integration: Demonstrate knowledge of multiple business disciplines, including, accounting, finance, marketing, management, and strategic integration.
2. Global Perspective: Demonstrate the ability to frame management decisions, recommendations, and implementation actions in the context of accurately identified global opportunities and challenges.
3. Critical Thinking: Quickly and accurately identify and anticipate valid business problems/opportunities using analytical, quantitative, and critical thinking skills.



4. Character: Demonstrate the ability to give voice to and defend personal values.
5. Communication: Create and deliver professional oral business presentations.
6. Collaboration: Develop the skills necessary to successfully lead and contribute to a team in a dynamic competitive environment.

# Master of Business Management (MBM)

For more information: (626) 815-3085

The Master of Business Management (MBM) program (<https://www.apu.edu/business/programs/masters-in-management/>) offers working professionals an accessible yet rigorous graduate business program that can be completed in 12-30 months. Program coursework provides students with the fundamental tools and functional knowledge necessary for successful business management and leadership, as well as the scholastic and professional applications framework to acquire state-of-the-art global leadership and management perspectives. Focus is placed on creating value within organizations, and making continuous positive contributions in a rapidly changing, highly diversified, and increasingly integrated business environment. Coursework also builds a foundation for successful executive leadership, development of a collaborative work ethic, expansion of management vision with global perspectives, ethical decision-making skills, and the ongoing quest for innovative value creation.

The 39-unit MBM program develops exceptional business management professionals with outstanding moral character and strong analytical and innovative decision-making skills. The ethical leadership development vision that forms the core of the program is reflected in coursework designs, which combine classroom learning with hands-on experience. Real-life case studies provide students with résumé experience and allow students to build impressive portfolios. Previous real-life cases have included companies such as Pepsi, Target, and Kaiser Permanente, along with numerous nonprofits and startups. International and national travel opportunities give students intensive boardroom field experience, where students get to dialogue with industry executives and government leaders.

To accommodate busy schedules, classes are offered during the evening, afternoon, online, and at select regional campuses. Afternoon classes give students the opportunity to participate in real-life business strategy case studies with profit, nonprofit, and governmental organizations, and students may take advantage of the multiple delivery formats to customize their education experience. Students are admitted to and can start the MBM program in any of the six terms during the academic year.

## Requirements

To graduate, students must complete the required 39 units with a grade-point average of at least 3.0 within five years of matriculation. This includes completing all required courses with a C- or above. All courses taken within the SBM and used for a student's MBM candidacy must be taken for a letter grade, except courses offered only on a pass-fail basis.

| Code  | Title   | Units       |
|---|---|-------------|
| HROD 500                                    | Foundations of Human Resource Development                   | 3           |
| MGMT 510                                    | Current Issues in Business and Management                   | 3           |
| MGMT 515                                    | Applied Research and Analysis                               | 3           |
| MGMT 516                                    | High Performance People Management                          | 3           |
| MGMT 517                                    | Managing Human Capital                                      | 3           |
| MGMT 521                                    | Organizational Development and Change                       | 3           |
| MGMT 541                                    | Global Business Management                                  | 3           |
| MGMT 561                                    | Managing Teams and Conflict                                 | 3           |
| MGMT 570                                    | Organizational Performance Improvement                      | 3           |
| MGMT 581                                    | Ethical Leadership  | 3           |
| <b>Required Concentration (choose one):</b> |   | <b>9-14</b> |
| Entrepreneurship                            |   |             |
| ENTR 520                                    | Entrepreneurial Decision Making                             |             |
| MKTG 527                                    | Marketing Strategy  |             |
| FIN 536                                     | Entrepreneurial Finance                                     |             |
| Human Resource Management                   |   |             |
| HROD 530                                    | Labor Law and Negotiations for Human Resource Professionals |             |
| HROD 531                                    | Designing and Managing Compensation and Benefit Systems     |             |
| HROD 532                                    | Human Resource Law  |             |
| Institutional Research <sup>1</sup>         |   |             |
| PSYC 512                                    | Non-Experimental Research Methods                           |             |
| PSYC 517                                    | Program Evaluation  |             |
| PSYC 518                                    | Analysis of Variance  |             |
| PSYC 518L                                   | Analysis of Variance Lab                                    |             |
| PSYC 519                                    | Regression  |             |
| PSYC 519L                                   | Regression Lab  |             |

## International Business

|          |                                 |
|----------|---------------------------------|
| BUSI 577 | Global Field Study <sup>2</sup> |
| MGMT 583 | Global Strategic Management     |
| MKTG 545 | International Marketing         |

## Marketing

Choose three of the following:

|          |                                     |
|----------|-------------------------------------|
| MKTG 527 | Marketing Strategy                  |
| MKTG 545 | International Marketing             |
| MKTG 565 | Integrated Marketing Communications |
| MKTG 580 | Strategic Digital Marketing         |

## Organizational Development and Change

|          |   |
|----------|---|
| BUSI 528 | Consulting for Organizations              |
| HROD 512 | Employee Development                      |
| HROD 550 | Instructional Design and Training Methods |

## Sport Management

|         |   |
|---------|---|
| PE 556  | Facility and Event Management                 |
| PE 572  | Foundations of Sport Management               |
| PE 557A | Field Studies/Internships in Sport Management |
| PE 557B | Field Studies/Internships in Sport Management |

Organizational Science <sup>3</sup>

Total Units

39-44

<sup>1</sup> This concentration is 14 units due to the course and lab requirements.

<sup>2</sup> BUSI 577 may be repeated once and substituted for one of the other required concentration courses with approval.

<sup>3</sup> The organizational science concentration is designed for students who, for personal and/or career reasons, need to create an individualized concentration. The three courses are typically chosen from existing concentration courses offered by the School of Business and Management, but students with unique needs may propose concentrations that include up to 9 units of graduate study offered by other schools or colleges within Azusa Pacific University. All concentrations must be approved in advance by the Graduate Business Admissions Committee. Concentration courses from other college(s)/school(s) must also be approved by those college(s)/school(s).

## MBM Preparatory Courses

The School of Business and Management offers foundational courses specifically designed to assist students without a previous business education and/or students who do not meet the entrance requirements for full admission. Courses in accounting, economics, finance, marketing, and statistics provide students the necessary prerequisite knowledge and skills needed to study the field of business at the graduate level. If any of these prerequisite courses are required, a determination will be based on a review of each student's unique combination of undergraduate coursework at Azusa Pacific University (or another accredited institution of higher learning) and any relevant work experience.

| Code                        | Title                                  | Units |
|-----------------------------|--|-------|
| <b>Prerequisite Courses</b> |  |       |
| MGMT 501                    | Managerial Communication               | 3     |
| MGMT 502                    | Developing Management Skills           | 3     |
| MGMT 503                    | Business Strategy: Theory and Practice | 3     |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Changes

If a student wishes to change programs, the School of Business and Management requires students to file a Change of Program form and comply with all program admission requirements.

## Course Attendance and Schedule

The collaborative learning process that characterizes the MBM program requires that students be prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the MBM program. Absences from class are not appropriate except in cases of emergency.

Students should make note of the start and end of the term as they determine their schedules. Because the program coursework is offered in accelerated eight-week sessions, students generally cannot miss more than one class without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes/assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

## Academic Honors

### Outstanding Graduate

At each commissioning, the graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement, but when a secondary factor is needed to make a selection, the committee determines which of the outstanding candidates contributed most to the learning community.

### Sigma Iota Epsilon National Honorary and Professional Management Fraternity

The MBM program holds a prestigious membership in the Sigma Iota Epsilon (SIE) National Honorary and Professional Management Fraternity. Membership in SIE highlights the academic standards of the program and the qualifications of the faculty. Approval from the national chapter also affirms the contribution and value of scholastic achievement in APU's management programs.

APU's MBM fraternity, designated Sigma Iota Epsilon, Theta Kappa Chapter, extends individual membership to students who demonstrate high academic standing in the field of management. The vision of the Theta Kappa Chapter is to connect SIE's mission with APU's Four Cornerstones, creating a synergy that helps develop holistic and dynamic professionals in the business world. APU's programs aim at bridging the gap between theory and practice and helping prepare students to enter the management field and advance as leaders.

## Commissioning Ceremony

Preceding each commencement, APU holds a commissioning ceremony for graduating students and their families. This event includes an awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate.

## Field Study Fees

Mandatory and elected international field study and field experience trips that are available on a program-by-program basis incur appropriate required fees. Students who switch programs, withdraw, or are otherwise unable to participate in international field study or field experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip. View the most up-to-date list of fees (<http://www.apu.edu/graduateprofessionalcenter/sfs/costs/fees/>).

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Cross-Disciplinary Competence: Demonstrate knowledge and application of management theories, concepts and practices.
2. Analytical and Critical Thinking/Deciding: Recommend strategic solutions to ambiguous business problems using analytical and critical thinking skills.
3. Character: Exhibit an understanding of leadership and ethics based on a Christian worldview.
4. Communication: Compose professional written business communications that are clear, concise, and compelling, and create and deliver professional oral business presentations.
5. Collaboration: Exhibit the ability to engage in a collaborative effort.

# Minor in Accounting

22 units

## Requirements

No more than three courses in a student's major may count toward this minor.

| Code                    | Title                                    | Units |
|-------------------------|--|-------|
| ACCT 120                | Principles of Accounting I               | 4     |
| ACCT 121                | Principles of Accounting II              | 3     |
| ACCT 320                | Intermediate Accounting I                | 3     |
| ACCT 321                | Intermediate Accounting II               | 3     |
| ACCT 325<br>or ACCT 426 | Cost Accounting<br>Auditing Principles I | 3     |
| ACCT 331<br>or ACCT 332 | Federal Taxes I<br>Federal Taxes II      | 3     |
| ACCT 336                | Advanced Accounting                      | 3     |
| Total Units             |  | 22    |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate mastery of key accounting content areas, such as financial reporting, business and economic concepts, auditing, and regulation.
2. Identify and solve accounting or business problems using analytical and critical thinking skills.
3. Compose responses to business decisions that demonstrate a Christian worldview.
4. Express themselves clearly and effectively through professional written and oral communications.
5. Demonstrate the ability to function as an effective business team member.

# Minor in Business Administration (Professional)

21 units

## Requirements

| Code        | Title                                    | Units |
|-------------|--|-------|
| PRBA 120    | Financial Accounting                     | 3     |
| PRBA 210    | Principles of Management                 | 3     |
| PRBA 260    | Marketing Principles                     | 3     |
| PRBA 370    | International Business                   | 3     |
| PRBA 448    | Organization and Administrative Behavior | 3     |
| PRBA 305    | Operations Management                    | 3     |
| PRBA 445    | Human Resource Management                | 3     |
| Total Units |  | 21    |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
2. Quantitative Reasoning: Analyze quantitative data to address real-world or discipline-specific business problems.
3. Information Technology: Apply current information technologies to business issues.
4. Christian Business Ethics: Use biblically-based ethics to make moral and virtuous ethical and socially responsible business decisions.
5. Written Communication: Convey ideas clearly and effectively through professional written communication.
6. Oral Communication: Communicate in informative or persuasive ways using the appropriate genre, channel, structure, and style.
7. Global/Multicultural Awareness: Informed by biblically-based ethics, students will identify and respond to cultural, economic, and political aspects of business in multicultural and global environments.

# Minor in Business Management

21 units

## Requirements

No more than three courses in a student's major may count toward the business management minor.

| Code                         | Title   | Units |
|------------------------------|---|-------|
| BUSI 110                     | Business and Entrepreneurship                           | 3     |
| MGMT 210                     | Principles of Management                                | 3     |
| MKTG 260                     | Principles of Marketing                                 | 3     |
| MGMT 445                     | Human Resource Management                               | 3     |
| MGMT 448                     | Organizational and Administrative Behavior <sup>1</sup> | 3     |
| Select two of the following: |   | 6     |
| MGMT 311                     | Leadership In Management                                |       |
| MGMT 312                     | Managing Teams and Groups                               |       |
| MGMT 335                     | Real Estate Management                                  |       |
| MGMT 350                     | Business Management Internship <sup>2</sup>             |       |
| MKTG 364                     | Sales and Sales Management                              |       |
| MKTG 368                     | Retail Management                                       |       |
| MKTG 373                     | Global Marketing Management                             |       |
| MGMT 410                     | Production Management                                   |       |
| Total Units                  |   | 21    |

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Students will be able to convey ideas clearly through professional written communication.
5. Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Students will be able to demonstrate knowledge of management concepts.
9. Discipline Problem Solving/Strategy: Students will be able to a) solve core management problems or b) analyze management situations and provide strategy for effectiveness.

# Minor in Economics

21 units

## Requirements

The economics minor allows no more than three courses in the student's major to count toward this minor.

| Code                       | Title   | Units |
|----------------------------|---|-------|
| ECON 250                   | Principles of Macroeconomics <sup>1</sup>       | 3     |
| ECON 251                   | Principles of Microeconomics                    | 3     |
| ECON 350                   | Intermediate Macroeconomics                     | 3     |
| ECON 351                   | Intermediate Microeconomics                     | 3     |
| Select 3 of the following: |   | 9     |
| ECON 355                   | Environmental Economics                         |       |
| ECON 356                   | Labor Economics                                 |       |
| ECON 357                   | Economics of the Developing World               |       |
| ECON 359                   | Urban and Regional Economics <sup>2</sup>       |       |
| ECON 371                   | Comparative Economics                           |       |
| FIN 372                    | International Trade and Finance                 |       |
| ECON 452                   | Econometrics                                    |       |
| ECON 453                   | Microfinance and Microenterprise                |       |
| ECON 454                   | Industrial Organization and Regulation          |       |
| ECON 458                   | Economics and Religion                          |       |
| FIN 352                    | Financial Markets and Institutions              |       |
| PADM 350                   | Theory and Practice of Public Administration    |       |
| PADM 399                   | Public Administration Practicum <sup>2, 3</sup> |       |
| Total Units                |   | 21    |

<sup>1</sup> Meets the General Education Social Sciences requirement.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>3</sup> PADM 399 counts for 3 units of minor elective credit and 3 units of nonminor elective credit.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of economics concepts.
9. Discipline Problem Solving/Strategy: Solve core economics problems, or analyze economics situations and provide strategy for effectiveness.



# Minor in Entrepreneurship

18 units

## Requirements

No more than three courses in a student's major may count toward this minor.

| Code        | Title                             | Units |
|-------------|-----------------------------------|-------|
| BUSI 110    | Business and Entrepreneurship     | 3     |
| ENTR 312    | Creativity and Innovation         | 3     |
| BUSI 313    | Negotiation Strategies and Skills | 3     |
| ENTR 315    | Social Entrepreneurship           | 3     |
| MKTG 466    | Digital Marketing                 | 3     |
| MGMT 350    | Business Management Internship    | 3     |
| Total Units |                                   | 18    |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Students will be able to demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Students will be able to identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Students will be able to demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Students will be able to convey ideas clearly through professional written communication.
5. Oral Communication: Students will be able to express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Students will be able to demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Students will be able to identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Students will be able to demonstrate knowledge of entrepreneurship concepts.
9. Discipline Problem Solving/Strategy: Students will be able a) solve core entrepreneurship problems or b) analyze entrepreneurship situations and provide strategy for effectiveness.

# Minor in Finance

24 units

## Requirements

No more than three courses in the student's major may count toward this minor.

| Code                    | Title                              | Units |
|-------------------------|------------------------------------|-------|
| <b>Required Courses</b> |                                    |       |
| FIN 320                 | Principles of Corporate Finance    | 3     |
| FIN 330                 | Financial Analysis                 | 3     |
| FIN 338                 | Applied Portfolio Management       | 3     |
| FIN 352                 | Financial Markets and Institutions | 3     |
| FIN 372                 | International Trade and Finance    | 3     |
| FIN 432                 | Investment Analysis                | 3     |
| FIN 436                 | Financial Risk Management          | 3     |
| FIN 439                 | Seminar in Finance                 | 3     |
| Total Units             |                                    | 24    |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Identify and solve business problems using analytical and critical thinking skills.
3. Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Convey ideas clearly through professional written communication.
5. Express ideas effectively through professional oral presentations.
6. Demonstrate the ability to function as an effective business team member.
7. Identify cultural, economic and political aspects of business in a global environment.

# Minor in Marketing

21 units

## Requirements

No more than three courses in the student's major may count toward this minor.

| Code                         | Title                               | Units |
|------------------------------|-------------------------------------|-------|
| MKTG 260                     | Principles of Marketing             | 3     |
| MKTG 361                     | Integrated Marketing Communications | 3     |
| MKTG 362                     | Consumer Behavior                   | 3     |
| MKTG 363                     | Marketing Research                  | 3     |
| MKTG 466                     | Digital Marketing                   | 3     |
| Select two of the following: |                                     | 6     |
| MKTG 350                     | Marketing Internship                |       |
| MKTG 364                     | Sales and Sales Management          |       |
| MKTG 368                     | Retail Management                   |       |
| MKTG 373                     | Global Marketing Management         |       |
| MKTG 465                     | Strategic Marketing Management      |       |

Total Units

21

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Competent Business Knowledge: Demonstrate knowledge in multiple business disciplines, including management, finance, marketing, accounting and economics.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Christian Business Ethics: Demonstrate the ability to evaluate business decisions based on a Christian perspective.
4. Written Communication: Convey ideas clearly through professional written communication.
5. Oral Communication: Express ideas effectively through professional oral presentations.
6. Collaborative Teamwork: Demonstrate the ability to function as an effective business team member.
7. Comprehensive Global Awareness: Identify cultural, economic and political aspects of business in a global environment.
8. Discipline Knowledge: Demonstrate knowledge of marketing concepts.
9. Discipline Problem Solving/Strategy: Solve core marketing problems, or analyze marketing situations and provide strategy for effectiveness.

# School of Education

The School of Education (<https://www.apu.edu/education/>) at Azusa Pacific University equips teachers, counselors, school psychologists, and administrators for excellence and leadership in educational settings. The school provides an Ed.D. program in Educational Leadership, Ed.S. degrees in School Psychology, master's programs, teaching credentials, and specialist credentials in educational technology, special education, school counseling, school psychology, and teaching. The school also offers an undergraduate major and minor in liberal studies.

For a full listing of programs and affiliated faculty, visit the appropriate department or division pages: Educational Leadership (p. 777), School Counseling and School Psychology (p. 785), and Teacher Education (p. 814). (p. 814)

## Mission Statement

Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

## Learner Goals

The School of Education seeks to prepare:

1. Ethical professionals who understand and articulate the integration of a Christian worldview in their communities of practice.
2. Responsive educators who practice reflective, creative, critical thinking in their engagement with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration, professional growth, and lifelong learning.

## Affiliated Programs

APU offers a number of California Commission on Teacher Credentialing (CTC)-approved subject-matter programs for candidates completing their bachelor's degrees. The following programs can be used to meet the subject matter authorization requirement for a preliminary teaching credential:

- English Approved Subject-Matter Program (p. 123)
- Mathematics Approved Subject-Matter Program (p. 207)
- Music Approved Subject-Matter Program (p. 414)
- Social Science Approved Subject-Matter Program (p. 177)

In collaboration with the College of Liberal Arts and Sciences, the School of Education offers the Integrated Bachelor's/Credential Program (p. 875) to undergraduate students seeking to earn a preliminary teaching credential during their undergraduate degree program.

## Graduate Physical Education Programs

APU offers programs in graduate physical education. The Master of Arts in Physical Education and Single Subject Teaching Credential (p. 579), Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 581), and the Adapted Physical Education Added Authorization (p. 574) programs are accredited by the National Council for Accreditation of Teacher Education (NCATE, transitioning to CAEP) and are approved by the California Commission on Teacher Credentialing (CTC). For more information, visit the School of Behavioral and Applied Sciences (p. 508).

## School Librarianship Programs

APU offers programs in school librarianship. These programs are accredited by the National Council for Accreditation of Teacher Education (NCATE, transitioning to CAEP) and are approved by the California Commission on Teacher Credentialing (CTC). For more information, visit University Libraries (p. 1141). (p. 1141)

## School Nurse Services Credential

APU offers a program in school nursing services. The School Nurse Services Credential (SNSC) is approved by the California Commission on Teacher Credentialing (CTC). For more information, visit the School of Nursing (p. 890).

## School Social Work and Child Welfare and Attendance PPS Credential

APU offers a Pupil Personnel Services credential program in school social work and child welfare and attendance, which is approved by the California Commission on Teacher Credentialing (CTC). For more information, visit the Department of Social Work section of this catalog (p. 670).

## Professional School-Level Dispositions

The School of Education has adopted a set of professional dispositions that represent the attitudes and behaviors expected of all education professionals, and reflect the values that are central to the School of Education mission. In addition to maintaining satisfactory academic progress,

candidates are expected to demonstrate these dispositions throughout all education programs. Candidates who fail to meet the dispositional requirements will be evaluated for fitness to practice in the profession.

## Minimum Requirements for Credential Students

Certain designated courses within the School of Education (e.g., fieldwork, clinical practice, etc.) are graded on a Credit (*CR*)/No Credit (*NC*) basis. A grade of *NC* is interpreted as a failing grade, which can have implications for a student's continued satisfactory progress and academic standing.

Students who earn an *NC* grade are required to meet with their program director or chair to identify knowledge, skills, and/or dispositions that may need strengthening and to develop a performance improvement plan. Students who earn an *NC* grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a period of probation may be dismissed from the program.

Students are expected to successfully complete their culminating clinical practice on their first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition the appropriate academic department to repeat the course. A successful petition is required for a student to repeat. A culminating clinical practice, fieldwork, or internship course can be repeated only once.

Students who earn an *NC* grade in a culminating clinical practice as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the nonpassing grade.

## Credit Hour

The School of Education follows the University credit hour policy, except when clinical experience expectations from our professional accrediting bodies have expectations for more clock hours. Clinical experience expectations are guided by our professional accrediting bodies.

Department of School Counseling and School Psychology

- School Counseling – The California Commission on Teacher Credentialing (CTC) requires a minimum of six hundred clock hours of supervised fieldwork/internship. This equates to six units of fieldwork/internship within the program.
- School Psychology – The CTC requires a minimum of four hundred and fifty clock hours of practicum experience. This equates to three units of practicum within the program. Additionally, the CTC requires a minimum of twelve hundred clock hours of supervised fieldwork/internship. This equates to ten units of fieldwork/internship within the program.
- Applied Behavioral Analysis Specialization – The Behavior Analyst Certification Board (BACB) requires a minimum of 1,500 clinical hours for individuals applying for Certification before 1/1/2022 and 2,000 clinical hours for individuals apply for Certification 1/1/2022 and after. The ABA program includes two fieldwork courses that have assignments that must be completed in the field under the supervision of a Board Certified Behavior Analyst (BCBA) or School Psychologist. The time necessary to complete the assignments equates to approximately two hundred hours of fieldwork clock hours. These fieldwork courses support students toward meeting their clinical requirements for the BACB, and these courses equate to two units of fieldwork within the program.

Division of Teacher Education

- Preliminary Teaching Credential Programs – The CTC requires six hundred clock hours of clinical experiences. A minimum of sixty hours of early field experiences are embedded in foundations courses while a minimum five hundred and forty hours of clinical practice is completed at student teaching or internship. This equates to four units of clinical practice within the program.

## Faculty

### Dean

Anita Fitzgerald Henck (<http://www.apu.edu/faculty/ahenck/>), Ph.D.

### Associate Dean for External Partnerships

Kent Bechler (<http://www.apu.edu/faculty/kbechler/>), Ph.D.

### Assistant Dean for Academic Planning and Accreditation

Rebekah Harris (<http://www.apu.edu/faculty/rharris/>), M.S.

### Assistant Dean for Outreach and Engagement

Nori Conner (<http://www.apu.edu/faculty/nconner/>), M.A.

### Professors

Kathleen Fletcher Bacer (<http://www.apu.edu/faculty/kbacer/>), Ed.D.

Lewis Bonney (<http://www.apu.edu/faculty/lbonney/>), Ph.D.

Jessica Cannaday (<http://www.apu.edu/faculty/jcannaday/>), Ph.D.

Jennifer Courduff (<http://www.apu.edu/faculty/jcourduff/>), Ph.D.

Michelle Cox (<http://www.apu.edu/faculty/mcox/>), Ph.D.

Randy Fall (<http://www.apu.edu/faculty/rfall/>), Ph.D.

Paul Flores (<http://www.apu.edu/faculty/pflores/>), Ph.D.

Anita Fitzgerald Henck (<http://www.apu.edu/faculty/ahenck/>), Ph.D.

Ying Hong Jiang (<http://www.apu.edu/faculty/yjiang/>), Ph.D.

Gregory Kaiser (<http://www.apu.edu/faculty/gkaiser/>), Ph.D.

HeeKap Lee (<http://www.apu.edu/faculty/hlee/>), Ph.D.

Robert Martin (<http://www.apu.edu/faculty/rhmartin/>), Ph.D.

David R. Morrison (<http://www.apu.edu/faculty/drmorrison/>), Ed.D.

Calvin Roso (<http://www.apu.edu/faculty/croso/>), Ed.D.

## Associate Professors

Tammy Bachrach (<http://www.apu.edu/faculty/tbachrach/>), Ph.D.

Richard Barsh (<http://www.apu.edu/faculty/rbarsh/>), Ed.D.

Janet Hanson (<http://www.apu.edu/faculty/jhanson/>), Ed.D.

Stacy Kula (<http://www.apu.edu/faculty/skula/>), Ph.D.

Pedro Olvera (<http://www.apu.edu/faculty/polvera/>), Psy.D.

## Assistant Professors

Roberta Alba (<http://www.apu.edu/faculty/ralba/>), Ed.D.

Craig Bartholio (<http://www.apu.edu/faculty/cbartholio/>), Ed.D.

Kathleen Bautista (<http://www.apu.edu/faculty/kbautista/>), Ed.D.

Catherine Hahs Brinkley (<http://www.apu.edu/faculty/cbrinkley/>), Ed.D.

Jaquet Dumas (<http://www.apu.edu/faculty/jdumas/>), Ph.D.

Ie May Freeman (<http://www.apu.edu/faculty/ilim/>), Ed.D.

Maria J. Gross (<http://www.apu.edu/faculty/mgross/>), Ed.D.

Angela J. Guta (<http://www.apu.edu/faculty/aguta/>), Ph.D.

Julia "Judy" Johnson (<http://www.apu.edu/faculty/jmjohnson/>), Ed.D.

Maureen E. Latham (<http://www.apu.edu/faculty/mlatham/>), Ed.D., Superintendent in Residence

Amber Lynwood (<http://www.apu.edu/faculty/alynwood/>), Ed.D.

Heather Maguire (<http://www.apu.edu/faculty/hmaguire/>), Psy.D.

Gregory Plutko (<http://www.apu.edu/faculty/gplutko/>), Ed.D., Superintendent in Residence

Michael Salce (<http://www.apu.edu/faculty/msalce/>), Ed.D.

Regula Schmid (<http://www.apu.edu/faculty/rschmid/>), Ed.D.

Robert Taylor (<http://www.apu.edu/faculty/rtaylor/>), Ed.D., Superintendent in Residence

# Accreditation

Azusa Pacific University (APU) is accredited by the WASC Senior College and University Commission (WSCUC) (<http://www.wscuc.org>).

Additionally, APU has a number of professional accreditations and approvals related to its educator preparation programs:

- All programs that result in an educator credential are accredited by the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>) and the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://caepnet.org/>).
- The Educational Specialist (Ed.S.) in School Psychology (<http://catalog.apu.edu/graduateprofessional/education/school-counseling-psychology/#graduateprogramstext>) programs are accredited by the National Association of School Psychologists (NASP) (<https://www.nasponline.org/>).

# Academic Policies

## Normal Progress Toward a Degree or Credential and Time Limit for Degree or Credential

School of Education students have a maximum of five years to complete all program requirements for the degree and/or credential, with the exception of doctoral students, who have six years to complete all program requirements. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements, credential requirements, and/or repeating courses that have expired.

## Good Academic Standing

To maintain good academic standing, School of Education students are expected to make satisfactory progress toward completion of their program. There are three criteria to the Good Academic Standing policy, in keeping with university academic quality standards and eligibility requirements for federal financial aid:

1. **Minimum GPA Requirement:** Students must maintain a minimum cumulative grade-point average (GPA) of 3.0 in their program of study.
2. **Time to Degree Completion:** School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students, who have six years to complete all program requirements.
3. **Successful Completion of Attempted Units:**
  - Students enrolled in a graduate program must complete 50 percent of all units in which they originally enroll from the beginning of their program. The policy applies to cumulative units in their program of study.
  - Students enrolled in a teaching certificate/credential-only program are expected to complete a minimum of 67 percent of units in which they enroll from the beginning of their program. The policy applies to cumulative units in their program of study.
4. **Successful Completion of Credit (CR)/No Credit (NC) Courses:** School of Education students must earn a grade of *CR* for Credit/No Credit courses in which they enroll.

## Academic Probation and Dismissal

Students who do not meet the definition of good academic standing outlined above are subject to academic probation and will be given one enrollment period to demonstrate satisfactory progress toward good academic standing. Certain designated courses within the School of Education (e.g., fieldwork, supervised teaching, dissertation courses, etc.) are graded on a Credit (*CR*)/No Credit (*NC*) basis. A grade of *NC* is interpreted as a failing grade, which can have implications for a student's continued satisfactory progress and academic standing.

## Minimum Requirements for Certificate, Credential, Master's, and Combined Master's Degree and Credential Students

Students in master's and/or credential coursework must maintain a minimum cumulative GPA of 3.0. Courses with a grade lower than *B-* (including *NC* grades) are not applied to master's or educational specialist (Ed.S.) degree requirements or to credential/certificate requirements and must be repeated. Students who earn an *NC* grade are required to meet with their program director or chair to identify knowledge, skills, and/or dispositions that may need strengthening and to develop a performance improvement plan. Students who earn an *NC* grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a period of probation may be dismissed from the program.

Students are expected to successfully complete their culminating clinical practice, fieldwork, and internship courses at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition to the appropriate academic department to repeat the course. A successful petition is required for a student to repeat. A culminating clinical practice, fieldwork, or internship course can be repeated only once.

Students who earn an *NC* grade in a culminating clinical practice, fieldwork, or internship experience as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the nonpassing grade.

## Minimum Requirements for Doctoral Students

A doctoral student must maintain a minimum cumulative GPA of 3.0. Courses with a grade lower than *B-* (including *NC* grades) are not applied toward doctoral degree requirements and must be repeated.

In order to ensure satisfactory academic progress, a doctoral student who receives an *NC* grade or grade lower than *B-* in 700-level courses, or whose grade-point average falls below 3.2, is required to meet with his/her advisor to identify academic skills that may need strengthening and to develop a performance improvement plan.

Doctoral students with a cumulative GPA lower than 3.0, or those who have earned two or more *NC* grades, will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the performance improvement plan. Students who do not demonstrate satisfactory progress according to the terms of the performance improvement plan after a period of probation may be dismissed from the program.



# Program Expectations

- APU School of Education candidates prepare to work in schools as educators, including teachers, school and district leaders, school counselors and psychologists, and other specialty personnel. They must demonstrate the content, pedagogy, and writing skills and dispositions required of the profession. Therefore, the School of Education assesses candidates from admission through recommendation of credentials in both academic and dispositional standards.
- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in discipline up to and including program dismissal.
- All candidates must have access to technology (i.e., computer and internet connectivity). Additional technology requirements are necessary for some programs. Check the program descriptions in this catalog for more information.
- Candidates who live in, work at, or relocate to a location more than 50 miles from the nearest Azusa campus (including regional campuses) must receive approval from the department to participate in fieldwork and/or clinical experience at a distance and will be assessed charges to cover the costs (travel, lodging, etc.) for fieldwork and/or clinical experience supervision.
- All credential standards and requirements for special education and teacher education are subject to CTC, NCATE (transitioning to CAEP), and federal policy changes, as well as graduate education policy, and these supersede catalog descriptions of prior programs and requirements.
- Candidates participating in credential programs or master's or education specialist degree programs with credential embedded must be covered by professional liability insurance in their capacity as credential candidates.
- Candidates participating in fieldwork and/or clinical experience must have proof of auto insurance.

## Certificate of Clearance

Azusa Pacific University requires candidates who are admitted to any program within the School of Education, or to credential programs housed within other schools in the university, to have and maintain a Certificate of Clearance or a valid and current credential for teaching, administration, counseling, school psychology, or nursing from the California Commission on Teacher Credentialing. Candidates who allow their Certificate of Clearance or other clearance document from the California Commission on Teacher Credentialing to expire will be prevented from enrolling in future terms. For more information, contact the Office of Credentials (<http://www.apu.edu/education/resources/credentials/>) at [soecredentials@apu.edu](mailto:soecredentials@apu.edu) or (626) 815-5346.

## Assessment System (Taskstream by Watermark™)

The School of Education uses Taskstream by Watermark™ to support the collection and analysis of student outcomes in all degree and credential programs. Taskstream offers candidates a personalized space to submit signature assignments and other documentation of performance as they progress through their program.

All School of Education degree, credential, and nondegree candidates are required to have a Taskstream account and maintain their subscription throughout their time of enrollment in the School of Education. Candidates are required to submit particular assignments and other forms in Taskstream by the deadline specified in the course syllabus. Successful evaluation of necessary submissions is required for degree completion and/or recommendation for a credential to the California Commission on Teacher Credentialing (CTC). It is the responsibility of the candidate to ensure access to an active Taskstream account, enroll in the correct Directed Response Folio(s), and submit assignments to the correct evaluator.

At the start of a candidate's first term in the School of Education, a Taskstream key code and instructions on how to create a Taskstream subscription will be provided by email. All Taskstream-related inquiries may be sent to [soetaskstream@apu.edu](mailto:soetaskstream@apu.edu).

## Office of Credentials

The Office of Credentials (<http://www.apu.edu/education/resources/credentials/>) provides a centralized location in which prospective and current School of Education candidates, faculty, staff, and the community can receive accurate, comprehensive, and complete information and advisement regarding the requirements involved in obtaining California credentials and certificates authorizing service in California schools. It is the candidate's responsibility to submit a credential application through the Office of Credentials upon completion of a credential program in order to receive their California educator's credential. The Office of Credentials also provides credential-related services to subject-matter preparation programs and credential programs offered through the College of Liberal Arts and Sciences (<https://www.apu.edu/clas/>), the College of the Arts (<https://www.apu.edu/arts/>), the School of Behavioral and Applied Sciences (<https://www.apu.edu/bas/>), the School of Nursing (<https://www.apu.edu/nursing/>), and University Libraries (<https://www.apu.edu/library/>). For more information, call (626) 815-5346 or email [soecredentials@apu.edu](mailto:soecredentials@apu.edu).

# Department of Educational Leadership

The Department of Educational Leadership (<https://www.apu.edu/education/leadership/>) offers an Ed.D. in Educational Leadership that prepares scholar-practitioners with the knowledge and skills to make a transformative impact on schools and districts and in the lives of students in them.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Graduate Program

### Doctoral Degree:

- Doctor of Education (Ed.D.) in Educational Leadership (p. 781)

## Courses

### EDUC 702, Proseminar in Educational Leadership, 1 Unit

As a required course for all incoming doctoral students in the Educational Leadership program, the proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. The proseminar provides an early opportunity for students to prepare for the rigors of doctoral work and to become familiar with the culture and expectations of the Educational Leadership program. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

### EDUC 710, Developing the Leader Within, 2 Units

Leadership impact and influence - positive or negative - are greatly related to the skills, values, and principles of the leader. This course will focus on the mental, ethical, psychological, spiritual, and emotional aspects of leadership, both in the context of the literature, as well as through use of various assessments. These will include guided self-reflection and a 360-degree assessment by those within the leader's span of influence. Patterns of leadership failure will also be explored.

### EDUC 712, Leading Change in Education: Theory to Practice, 3 Units

This course examines leadership, organizational development, and change theories, with particular application to contemporary public K-12 environments - classroom, school, district, state, and national arenas. The emphasis is on the role of leader as change agent within systems and/or organizations, as well as on the impact of change on individuals and communities. Theoretical as well as practical perspectives relative to the nature of leadership are balanced in the context of discussion of the implications for practice. Leadership in the context of organizational culture, communication, motivation, integrity, and change is incorporated throughout the course.

### EDUC 713, Diversity and Equity in Education, 3 Units

Students examine diversity and equity issues impacting P-12 students, schools, and communities. Relevant theoretical perspectives are explored to help students deepen their knowledge, skills, and dispositions in order to perpetuate or to change cross cultural patterns in schools. The course raises issues related to justice, excellence, and other topics that call for reflection and the student's ability to intervene as needed.

### EDUC 716, Educational Policy: Analysis, Praxis, and Reform, 3 Units

The purpose of this course is to prepare students to critically analyze, formulate, and implement educational policies and practices that advance the achievement of P-12 students. Theory and praxis aligned to federal, state, local, and district policies will be examined. The impact of historical and current legislative trends, (such as school funding policies, accountability, and certification processes), will be appraised, interpreted, and critiqued. Implications for various student populations will be considered.

### EDUC 718, Group Dynamics and Conflict, 2 Units

This course is focused on group dynamics and conflict that arise in all work groups. The roles of all individuals within the group, with focus on leadership styles, healthy group conflict, resolving conflict, and techniques for improving group decision making are explored, and ethical and legal issues related to group interventions are discussed.

## **EDUC 719, Special Topics in Educational Leadership, 3 Units**

This course will serve as a 'contemporary issues' course for the EdD in Educational Leadership, providing an opportunity to focus in depth on issue(s) in the ever-changing field of public K-12 education, incorporating a fieldwork component to enhance integrated learning, drawing from themes of earlier classes in the program. It will take one of two forms: 1) traditional classroom-based course, with a lead faculty and special speakers who provide 'real-time' expertise to the particular specialty topic; 2) travel course to look at K-12 educational issues at a state, national, or international level.

## **EDUC 722, Strategic Planning for Educational Systems, 3 Units**

This course focuses on the theory and practice of strategic planning in education systems, introducing various approaches to designing and conducting strategic planning processes, including specific techniques for conducting environmental scans, SWOT analyses, strategic issue identification, and strategy formulation. This course includes an embedded fieldwork component.

**Prerequisite:** EDUC 716

## **EDUC 723, Legal Issues and Crisis Management in Schools, 3 Units**

This course is designed to prepare students to function as school leaders in the areas of legal issues and crisis management. During this course, students will be introduced to a number of critical legal issues in schools, including suspension and expulsion, manifestation determination, student records, school safety, and privacy, including internet privacy. Students will also explore issues related to school crisis, including crisis planning, crisis teams, crisis response, and district-level and school-level issues. Each student will critique several districts' crisis plans, and will develop a crisis plan. This course includes an embedded fieldwork component.

## **EDUC 724, Ethical Leadership in Education, 3 Units**

Students examine ethical dilemmas of leadership within contemporary educational institutions and the context of the communities they serve. The role and function of integrity, justice, fairness, and courage in leadership are examined within public and nonpublic school settings. Ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophies and a Christian perspective of truth and life. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and 'calling' in the leadership roles assumed.

## **EDUC 760, Dissertation Milestone: Proposal A - Nature of Inquiry and Chapter 1, 2 Units**

This course offers students an opportunity to begin exploring key aspects of the research process: question formulation, literature search and review, research design, data collection and analysis, drawing conclusions, and identifying implications. Students are given the opportunity to enhance their skills in locating and evaluating the literature of the field, exploring scholarly writing and identifying possible dissertation topics. Upon successful completion of the course, students have an initial draft of the introduction (Chapter 1) of the proposal.

## **EDUC 761, Introduction to Educational Research, 2 Units**

This course introduces quantitative and qualitative research designs. Students examine the role of theory and research, and their applications to practice in education. Statistical concepts, such as hypothesis testing, and basic descriptive and inferential statistics, are presented in relation to quantitative research designs. Students experience hands-on computer applications with SPSS software. Qualitative approaches to research are also explored, through reading and evaluating empirical research.

## **EDUC 762, Quantitative Inquiry in Education, 3 Units**

This course introduces students to quantitative inquiry methods and applications of statistical procedures to practical educational research problems. Emphasis is placed on inferential and univariate statistics and various multivariate analysis techniques such as multiple regression, factorial ANOVA, multivariate ANOVA, and repeated measures. Students develop an understanding of the relationship between statistics and research design and learn to choose and apply the most appropriate statistical procedures in correlational and experimental studies.

**Prerequisite:** EDUC 761

## **EDUC 767, Qualitative Inquiry in Education, 2 Units**

This course introduces the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education through reading and discussion of exemplifying articles. Ethnography, phenomenology, narrative inquiry, case study, grounded theory, and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis are studied and practiced.

**Prerequisite:** EDUC 761

## **EDUC 768, Methods of Data Collection and Analysis, 2 Units**

The course addresses methods of data collection and analysis procedures for quantitative and qualitative research. Probability and non-probability samplings and purposive sampling, instrument designs will be discussed. Data analysis methods will be practiced.

**Prerequisite:** EDUC 762, EDUC 767

## **EDUC 769, Program Evaluation in Education: Assessment for Decision Making, 3 Units**

This course introduces the skills and knowledge of the field of program evaluation, and their application to educational programs. In addition to understanding and identifying the issues and problems that threaten validity and reliability in program evaluations, students learn to be thoughtful consumers of evaluations and produce their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review, design and execute a program evaluation, and report the decision(s) based on the findings. This course includes an embedded fieldwork component.

**Prerequisite:** EDUC 762, EDUC 767

## **EDUC 770, Dissertation Milestone: Proposal B, 1 Unit**

This course helps students continue to formulate research concepts while conferring with their dissertation chairs to develop the initial chapters of the proposals.

**Prerequisite:** EDUC 761

## **EDUC 771, Dissertation Milestone: Proposal C, 2 Units**

This course facilitates the completion of the literature review for students' dissertation topics, building on academic writing skills and higher-level critical thinking skills required for educational research, including analysis, synthesis, and evaluation of existing scholarly literature. Upon successful completion of this course, students have an initial draft of the dissertation literature review (Chapter Two).

**Prerequisite:** EDUC 770

## **EDUC 772, Dissertation Milestone: Finalizing the Proposal, 2 Units**

This course serves as a checkpoint assessment of student readiness to complete the dissertation. Emphasis is on finalizing a well-designed dissertation proposal draft that establishes the conceptual and methodological basis for their research, with clear alignment between the research questions, scholarly literature, and methodology. A draft of the IRB application is also developed within this course.

**Prerequisite:** EDUC 771

## **EDUC 773, Dissertation Milestone: Data Collection, 1 Unit**

The purpose of this course is to assist students in collecting research data with tests, self-report measures, questionnaires, interviews, observations, documents, or audio-visual materials. Emphasis is placed on enhancing the quality and credibility of the qualitative data and building the validity and reliability of the quantitative data. Upon successful completion of EDUC 773 students will have collected the data that they proposed. This course can be repeated in the following semester if data collection is not completed.

**Prerequisite:** EDUC 772

## **EDUC 774, Dissertation Milestone: Data Analysis, 1 Unit**

This course is designed to guide and enable students to engage in data analysis processes for their dissertation. During the course students will work with their dissertation committee and meaningfully analyze the qualitative and quantitative data collected. Upon completion of EDUC 774 students will have prepared and analyzed the data they have collected using appropriate measures and techniques.

**Prerequisite:** EDUC 773

## **EDUC 776, Dissertation Milestone: Results, Discussion, and Conclusion, 2 Units**

The purpose of this course is to guide students in providing an in-depth interpretation, analysis, and synthesis of the dissertation results. During this course students will work with their committee members to explore their dissertation findings in light of the study's research questions, literature review, and conceptual framework. Emphasis will be placed on providing students an opportunity to reflect thoroughly on the study's findings and the practical and theoretical implications. Upon completion of EDUC 776 students will have developed their Findings (Chapter 4), Discussion of Findings (Chapter 5), and Conclusion (Chapter 6) toward completion of the dissertation.

**Prerequisite:** EDUC 774

## **EDUC 777, Dissertation, 2 Units**

After completing all other program coursework requirements, Ed.D. students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for two units of dissertation credit and must reenroll each semester until the dissertation is completed and successfully defended, APA edits are completed, and the dissertation is submitted for library review and publication.

**Prerequisite:** EDUC 776

## **Faculty**

### **Program Director, Ed.D. in Educational Leadership**

Stacy Kula (<http://www.apu.edu/faculty/skula/>), Ph.D.

### **Professors**

Ying Hong Jiang (<http://www.apu.edu/faculty/yjiang/>), Ph.D.

Calvin Roso (<http://www.apu.edu/faculty/croso/>), Ed.D.

## **Associate Professor**

Stacy Kula (<http://www.apu.edu/faculty/skula/>), Ph.D.

## **Assistant Professors and Superintendents-in-Residence**

Kent Bechler (<http://www.apu.edu/education/faculty/kbechler/>), Ph.D.

Maureen Latham (<http://www.apu.edu/education/faculty/mlatham/>), Ed.D.

Greg Plutko (<http://www.apu.edu/faculty/gplutko/>), Ed.D.

Robert Taylor (<http://www.apu.edu/faculty/rtaylor/>), Ed.D.

# Ed.D. in Educational Leadership

For more information: (626) 815-5374

Azusa Pacific University's Ed.D. in Educational Leadership (<https://www.apu.edu/education/programs/doctor-in-educational-leadership/>) is a practitioner-based program that places emphasis on applied research that results in direct, positive change in K-12 settings. The program prepares scholar-practitioners who are equipped with the knowledge and skills to make a transformative impact on schools and districts and the lives of students in them.

## Mission Statement

The Ed.D. in Educational Leadership program at APU, a Christ-centered university, enables culturally aware K-12 leaders to implement research-based practices as change agents.

## Program Requirements

Students must complete 51 units of coursework, and successfully complete the written dissertation, oral defense, and required corrections as well as a public dissertation presentation.

## Coursework Requirements

| Code                                   | Title  | Units |
|--|--|-------|
| <b>Required Courses</b>                |  |       |
| <b>Orientation</b>                     |  |       |
| EDUC 702                               | Proseminar in Educational Leadership                                 | 1     |
| <b>Leadership Content</b>              |  |       |
| EDUC 710                               | Developing the Leader Within   | 2     |
| EDUC 712                               | Leading Change in Education: Theory to Practice                      | 3     |
| EDUC 713                               | Diversity and Equity in Education                                    | 3     |
| EDUC 716                               | Educational Policy: Analysis, Praxis, and Reform                     | 3     |
| EDUC 718                               | Group Dynamics and Conflict  | 2     |
| EDUC 719                               | Special Topics in Educational Leadership                             | 3     |
| EDUC 722                               | Strategic Planning for Educational Systems                           | 3     |
| EDUC 723                               | Legal Issues and Crisis Management in Schools                        | 3     |
| EDUC 724                               | Ethical Leadership in Education                                      | 3     |
| <b>Research Methodology and Design</b> |  |       |
| EDUC 760                               | Dissertation Milestone: Proposal A - Nature of Inquiry and Chapter 1 | 2     |
| EDUC 761                               | Introduction to Educational Research                                 | 2     |
| EDUC 762                               | Quantitative Inquiry in Education                                    | 3     |
| EDUC 767                               | Qualitative Inquiry in Education                                     | 2     |
| EDUC 768                               | Methods of Data Collection and Analysis                              | 2     |
| EDUC 769                               | Program Evaluation in Education: Assessment for Decision Making      | 3     |
| <b>Dissertation Milestones</b>         |  |       |
| EDUC 770                               | Dissertation Milestone: Proposal B                                   | 1     |
| EDUC 771                               | Dissertation Milestone: Proposal C                                   | 2     |
| EDUC 772                               | Dissertation Milestone: Finalizing the Proposal                      | 2     |
| EDUC 773                               | Dissertation Milestone: Data Collection                              | 1     |
| EDUC 774                               | Dissertation Milestone: Data Analysis                                | 1     |
| EDUC 776                               | Dissertation Milestone: Results, Discussion, and Conclusion          | 2     |
| EDUC 777                               | Dissertation   | 2     |
| Total Units                            |  | 51    |

## Grading and Grade-Point Average (GPA)

Throughout higher education, and particularly at the doctoral level, commitment to learning should outweigh the pursuit of grades. Nonetheless, grading and grade point average continue to play a crucial role in students' studies. For doctoral students, the grade of *B-* is considered minimally acceptable. Courses graded lower than *B-* are not applied toward doctoral degree requirements and must be repeated.

A doctoral student must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade lower than *B-* in 700-level courses. Courses graded lower than *B-* are not applied toward doctoral degree requirements and must be repeated. A cumulative GPA lower than 3.0 or the receipt of a grade lower than *B-* in 700-level courses will result in the student being placed on probation. A doctoral student who is on probation for more than a total of two terms throughout his or her doctoral study may be dismissed from the program. Probation and dismissal actions are posted on a student's transcript.

A doctoral student whose grade point average falls in the range of 3.0-3.2 is required to meet with his/her advisor to identify academic skills that may need strengthening and to take appropriate action.

## Other Degree Requirements

### Advancement to Candidacy

Following approval of the dissertation proposal and recommendation by appropriate advisors, doctoral students are advanced to candidacy status.

### Dissertation

Doctoral students are required to complete a dissertation, the standards and procedures for which are defined by program faculty in keeping with the APU Standards and Dissertation Handbook. To be approved for a dissertation defense date, students must complete all requisite coursework, including EDUC 776, and have the approval of their dissertation committee. Continuous enrollment in EDUC 777 is required until the dissertation is successfully defended and submitted to APU's APA reader.

After candidates successfully defend their dissertation in a meeting with their faculty committee, they must complete required corrections and submit the approved changes to the APA reader. The final step of the dissertation requirement is to participate in a scheduled public presentation of the research to the department.

Doctoral students who have completed all program requirements, successfully defended their dissertation, and fulfilled all obligations of the university will have their doctoral degree posted and will be entitled to use the term "doctor."

### Continuous Progress

In addition to maintaining continuous enrollment in EDUC 777, doctoral candidates are expected to make continuous progress toward completion of the dissertation. Continuous progress of doctoral candidates is assessed each term on all of the following expectations:

- maintaining regular contact with the dissertation chair;
- conducting research as described in the dissertation proposal; and
- submitting high-quality drafts in a timely manner, consistent with the timeline established with the dissertation committee.

Candidates who receive *NC* for EDUC 777 will need to submit a report on their progress in candidacy and will enter into a probationary period for one term. Candidates who fail to maintain progress after a probationary period may be recommended for termination from the program.

### Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study away, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state the reasons for the leave and the term in which the student will reenroll. Leaves of absence must be approved by the chair of the Department of Educational Leadership and the dean of the School of Education in advance of the term for which the leave is requested.

Students who fail to return to enrolled status at the end of an approved period of leave, or after two consecutive terms of nonenrollment, will be considered no longer in pursuit of an advanced degree and must reapply for admission. If readmitted at a later date, students must meet any new program requirements.

### Degree Completion Time

Doctoral students are permitted six years from the date of initial enrollment to complete all requirements for the Ed.D. degree. Extensions beyond the six-year limit may be granted at the discretion of the department chair and the dean of the School of Education. Students needing an extension due to unusual circumstances must make their request in writing, stating the reason(s) for the extension, a timetable for completion of requirements, and the expected date of degree completion.

### Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Application Deadlines

Completed applications with all supporting documentation must be received by one of the following deadlines:

- Priority deadline: May 1 (apply by this date to receive full consideration for scholarships)
- Regular deadline: June 1

## Interview

Upon invitation, doctoral applicants interview with at least two members of the doctoral faculty. The purpose of the interview is to meet the applicant, discuss education and career goals, evaluate the match of the program to the applicant, and determine the applicant's potential for success in the program.

## Admission Decisions

Program applicants must meet department and university criteria for admission. Admission to the university is the first step in the process, but does not guarantee admission to the program.

The department reserves the right to offer provisional admission to students who do not meet all the admission criteria. In such cases, the requirements necessary for full admission and the time limit for completing them will be stated in writing. Failure to meet these requirements may result in dismissal from the program.

## Computer Requirement

Students must own or have ready access to a computer during their tenure in the program. The SPSS statistical software package is required of students in their research courses throughout the program. The University Bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For more information, contact the Student Financial Services office (<http://www.apu.edu/graduateprofessionalcenter/sfs/>) at (626) 815-4570.

## Study Load

The three-year, dissertation-embedded Ed.D. program is a full-time commitment requiring continuous full-time enrollment. To maintain the appropriate course sequence, doctoral students must enroll in all courses designated for each academic term. Requests to enroll for fewer units than designated are approved only in specific circumstances. Any leave of absence will be in a one-year increment and will require stopping out until the following year, when the next course sequence is offered.

## Residence Requirement

Doctoral students must meet a residency requirement by completing a minimum of 41 units toward the doctoral degree at APU.

## Transfer Units

Doctoral students may transfer up to 10 units of coursework with a grade of *B* or higher from another regionally accredited doctoral program. Official transcripts and syllabi must be submitted to the program director, who will determine the courses that successfully transfer.

## Schedule

The program requires a full-time, year-round commitment (fall, spring, and summer). Face-to-face classes are held six Saturdays per 16-week term in both fall and spring, and four Saturdays during the 8-week summer term, with additional instruction provided online. Check with the program office to determine meeting dates and times.

## Advisement

During the first semester of the doctoral program, students enroll in a 1-unit proseminar course that serves as an orientation and initial advising into the program. The proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

Upon successful completion of the first semester, and once a student begins dissertation work, the dissertation chair serves as the primary academic advisor for the remainder of the student's time in the program.



## Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the student financial services office in the Graduate and Professional Center. Students are advised to contact that office early in the admissions process.

## Lillian B. Wehmeyer Scholarship Endowment

This scholarship is in memory of the late Lillian B. Wehmeyer, Ph.D., former faculty in the School of Education doctoral program, who lived with a passion for assisting doctoral students in successful research. This scholarship assists doctoral program students in the School of Education who demonstrate satisfactory academic progress, commitment to service, and financial need. Download the Lillian B. Wehmeyer Scholarship Application ([http://www.apu.edu/live\\_data/files/313/scholarship\\_application\\_lillian\\_b\\_wehmeyer.pdf](http://www.apu.edu/live_data/files/313/scholarship_application_lillian_b_wehmeyer.pdf)) (PDF).

## Ed.D. Program Scholarship

Azusa Pacific University offers competitive scholarship support to newly admitted doctoral students who demonstrate outstanding leadership qualities or leadership potential in K-12 education and who are committed to serving under-resourced schools and districts. Priority is given to current practitioners who are leading their schools and districts toward improved performance. Admitted applicants are considered for these awards based on an overall assessment of their admission application. No separate application required. This scholarship is renewable and may be received for a total of three years. Continuous enrollment, good academic standing (minimum 3.5 GPA), and employment in K-12 education are required for annual award renewal.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Values-Driven Leader: Exemplify professional ethics and personal integrity, articulate core values for self and organization, and lead with Christian values and principles that honor the worth of all individuals.
2. Change Agent: Set clear goals and direction, analyze current practices, and make sound decisions about what to change, and appropriately monitor change efforts.
3. Effective Communication: Write accurately and coherently, following APA format, and present data in user-friendly format to various constituent groups.
4. Problem Identification: Formulate a research question and identify significant questions and impact.
5. Data Collection and Analysis: Conduct literature searches, evaluate research literature, and synthesize existing information; design research, select appropriate research tools, collect and analyze data, and communicate findings.
6. Apply Research to Practice: Critically evaluate research and use research evidence to inform practice.

# Department of School Counseling and School Psychology

The Department of School Counseling and School Psychology (<https://www.apu.edu/education/counselingspsych/>) offers adult learners academic and practical preparation for careers in school counseling and school psychology. The department provides coursework and supervises fieldwork leading to the Master of Arts in Education: Educational Counseling; the Master of Arts in Education: Educational and Clinical Counseling; and the Educational Specialist in School Psychology with the Master of Arts in Education: Educational Psychology embedded. In addition, the department offers a credential-only program for those who hold a master's degree and PPS Credential in School Counseling and wish to seek an additional PPS Credential in School Psychology, or vice versa. The department also offers an Applied Behavioral Analysis Specialization (BCBA Certificate) and a Clinical Counseling Certificate.

## Student Dispositional Expectations

All candidates in the Department of School Counseling and School Psychology will be evaluated on their professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. All candidates will be evaluated by faculty with regards to student dispositions three times throughout their program. The School of Education Candidate Disposition Rubric will be utilized to assess each candidate. Any candidate who does not meet minimal expectations on the Candidate Disposition Rubric will be required to meet with the department chair or his designee to develop an improvement plan. Students who fail to meet the remedial dispositional requirements will be evaluated for fitness to practice in the profession.

## Taskstream by Watermark™

Candidates in the School Counseling and School Psychology programs are required to sign up for a Taskstream account at the onset of their program and maintain their subscription throughout their time of enrollment in the School of Education. All courses, including field experiences, have required Signature Assignments that will be evaluated by faculty.

## Programs

### School Counseling

- Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 792)
- Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 794)
- PPS: School Counseling Credential (p. 797)

### School Psychology

- Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 798)
- Educational Specialist in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 806)
- Educational Specialist in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 802)
- PPS: School Psychology Credential (p. 810)

## Certificates

- Applied Behavioral Analysis Specialization (BCBA Certificate) (p. 811)
- Clinical Counseling Certificate (p. 813)

## Courses

### ABA 500, ABA Fieldwork I, 1 Unit

This course is a companion to the first four courses in the seven-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course includes 200 hours of supervised fieldwork. Students must find a mentor willing to supervise their fieldwork hours. While a BCBA mentor is preferred, for the purpose of this class students may also be supervised by a behavior intervention case manager (BICM), behavior specialist, or a school psychologist with at least five years of experience of designing behavior intervention plans (BIPs) and/or behavior support plans (BSPs) and completing functional behavioral assessments (FBAs).

**Prerequisite:** ABA 503

### **ABA 503, Behavior Analysis in Applied Settings I, 3 Units**

This is the first of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It is also the first of two courses that focus on the philosophical underpinnings and concepts/principles from the field of applied behavior analysis (ABA). Topics include assumptions of ABA, basic principles of behavior, positive and negative reinforcement, positive and negative punishment, and extinction.

### **ABA 504, Single-Case Designs: Measurement and Experimental Evaluation of Behavior, 3 Units**

This is the second of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). Students are introduced to single-subject design and learn how to collect, display, analyze, and interpret data using continuous and discontinuous measures.

**Prerequisite:** ABA 503 (may be taken concurrently)

### **ABA 505, Behavior Analysis in Applied Settings II, 3 Units**

This is the third of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It is also the second of two courses that focus on the philosophical underpinnings and concepts/principles from the field of Applied Behavior Analysis (ABA). Topics include functions of behavior, motivating operations, stimulus control, generalization, and verbal behavior.

**Prerequisite:** ABA 503

### **ABA 510, ABA Fieldwork II, 1 Unit**

This is a companion to the last three courses in the seven-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA), and includes 200 hours of supervised fieldwork. Students must find a mentor willing to supervise their fieldwork hours; while a BCBA mentor is preferred, for the purpose of this course students may also be supervised by a behavior intervention case manager (BICM), behavior specialist, or a school psychologist with at least five years of experience designing behavior intervention plans (BIPs) and/or behavior support plans (BSPs) and completing functional behavioral assessments (FBAs).

**Prerequisite:** ABA 500

### **ABA 514, Functional Behavior Assessment in Applied Settings, 3 Units**

This is the last of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the functional behavior assessment process, which includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans.

**Prerequisite:** ABA 503, ABA 504, ABA 505, ABA 515, ABA 524, ABA 534

### **ABA 515, Behavior Change Procedures in Applied Settings I, 3 Units**

This is the fourth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It is also the first of two courses that focus on the procedures, systems, and considerations of behavior change from the perspective of applied behavior analysis (ABA). Additionally, students learn about conducting personnel supervision that is behavior-analytic in nature.

**Prerequisite:** ABA 503 and ABA 504; ABA 505 (may be taken concurrently)

### **ABA 524, Ethics in Applied Behavior Analysis, 3 Units**

This course is the fifth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on ethical considerations inherent to the field of applied behavior analysis (ABA) and covers the professional and ethical compliance code for behavior analysts.

### **ABA 534, Behavior Change Procedures in Applied Settings II, 3 Units**

This is the sixth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the selection and implementation of the procedures, systems, and considerations of behavior change covered in ABA 515. Additionally, students learn about conducting personnel supervision that is behavior-analytic in nature.

**Prerequisite:** ABA 515

### **EDCO 528, Community, Family, and School Collaboration, 3 Units**

Students become aware of comprehensive models for forming partnerships or collaborations between schools/districts and community stakeholders to strengthen school improvement and reform efforts. The course investigates the importance of parent and community involvement in children's education from birth through high school including an overview of exemplary parent involvement programs; resources for family involvement activities and programs; and knowledge of existing and possible partnerships between school/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; knowledge of district/school programs that support student achievement through academics and mental health, and grant writing to support school/community collaborations.

### **EDCO 533, Counseling Theories and Techniques, 3 Units**

This course provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on the application of basic skills in the domains of academic, career, personal and social development. Each student demonstrates knowledge of how school counseling programs and services promote student development, learning and achievement in diverse populations with the context of professional ethics. Concepts, attitudes, and values held by the counselor which most influence the counseling relationship and outcome are explored. A holistic, ecosystemic model for viewing counseling issues, the school community and the understanding of family processes are studied. It focuses on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context. A prerequisite for EDCO 550 and EDCO 583

### **EDCO 534, Assessment, Measurements, and Testing of Individuals, 3 Units**

This course helps students understand and interpret measurement techniques, and state- and nation-wide assessments used in public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolios, assessment procedures, special education testing, interpreting test data, and elementary statistics. Emphasis is on helping school counselors and other educators use measurement and assessment data to promote positive programs and outcomes for students.

### **EDCO 535, Professionalism, Ethics, and Law, 3 Units**

This course provides an ethical and legal background for use by school counselors and school psychologists as they assume their duties in the public school system. Candidates gain familiarity with state and federal laws and regulations pertaining to children and their families. The implications and legal applications of due process and legal requirements that determine and protect pupil rights are emphasized.

### **EDCO 545, Positive Behavior Supports and Classroom Intervention, 3 Units**

This course focuses on the implementation of positive behavior supports based on principles of applied behavioral analysis. The student learns the process of implementing a functional behavioral analysis in order to promote academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment is emphasized.

### **EDCO 549, Career Development Theories and Techniques, 3 Units**

This course is an orientation to occupational and career education trends, theories and practices which ensure that all pupils receive equitable guidance which transcends cultural and gender stereotypes and is reflective of the national standards. This includes computer-based technology, data management systems and data-based research which support career development services.

### **EDCO 550, Crisis/Trauma Response and Interventions, 3 Units**

Culturally appropriate counseling, classroom, and school related techniques and methods for developing and maintaining a peaceable school, and for the prevention, intervention, and postvention of such factors as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment are examined within an ecosystemic context.

### **EDCO 555, Group Counseling Skills, 3 Units**

This course provides a combination of history, theory, techniques, and applications pertaining to group counseling processes. Training requirements include the practice and demonstration of group techniques. Candidates observe, participate in, and conduct a personal-growth group composed of class members and observed by an experienced group supervisor.

### **EDCO 557, Human Growth, Development, and Learning, 3 Units**

Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

### **EDCO 564, School Counseling Fieldwork I, 3 Units**

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

**Prerequisite:** EDCO 528, EDCO 533, EDCO 535, EDCO 545, EDCO 550, EDCO 555, EDCO 575, EDCO 592

### **EDCO 568, School Counseling Fieldwork II, 3 Units**

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

**Prerequisite:** EDCO 528, EDCO 533, EDCO 535, EDCO 545, EDCO 550, EDCO 555, EDCO 575, EDCO 592

### **EDCO 571, Introduction to Clinical Practice: Basic Skills, 3 Units**

This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, and role-play, and student audio/videotaped clinical practice explores differential diagnosis and the use of current diagnostic tools, such as the DSM-IV-R and the treatment modalities and placement criteria within the continuum of care.

**Prerequisite:** EDCO 575

### **EDCO 572, Psychobiology and Psychopharmacology, 3 Units**

This course introduces the biological and neurological bases of human behavior, as well as psychotropic medications, as an adjunct to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided, and consideration is given to the special needs of certain populations (e.g., the elderly and substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management by gaining an understanding of psychotropic medication indications, dosage scheduling, effects, and side effects as part of therapeutic practice.

### **EDCO 573, Addictions, Assessment, and Interventions, 3 Units**

This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. The course emphasizes assessment and intervention skills, processes, evidence-based research relevant to treatment, and available resources. The nature and scope of addictions are defined, DSM-IV criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities, and other issues of diversity are considered.

### **EDCO 574, Introduction to Clinical Practice: Advanced Skills, 3 Units**

This course is designed to further develop the psychotherapeutic tools of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and making contracts with clients for change. Additionally, students are trained to work with diverse populations and encouraged to begin developing a theoretical and conceptual understanding of cases. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

**Prerequisite:** EDCO 571

### **EDCO 575, Clinical Practica, 3 Units**

This course provides counseling graduates with an in-the-field counseling experience prior to fieldwork or internship. Students obtain educational and clinical experience in psychotherapeutic techniques, assessment, and maladjustment, health and wellness promotion, and other recognized counseling interventions. A total of 100 hours must be documented in various education and community settings under supervision of faculty and site supervisors.

**Prerequisite:** EDCO 533

### **EDCO 579, Sociocultural Competence, 3 Units**

School counselors require awareness of, and sensitivity to, the social and cultural diversity of the various ethnic groups represented in the districts and communities in which they serve. Everyday issues from levels of family-school involvement to communication to body language can take on new meaning when cultural origins are considered. This course helps students to develop a multicultural perspective by becoming aware of their own cultures, the nuances of other cultures, and counseling considerations and perspective when working with individuals from diverse social and cultural backgrounds.

### **EDCO 587, PPS Leadership, Ethics, and Professionalism, 3 Units**

This course is an orientation to the concepts and procedures which define and encompass pupil personnel management systems. This includes the ethics which guide the coordination and supervision of comprehensive counseling and guidance in a multicultural school setting. Standards of professionalism which support successful leadership are incorporated into the instruction.

### **EDCO 592, Foundations and Ethics in Research, 3 Units**

This is the capstone research course for school counseling candidates and the first of three research courses for school psychology candidates. Candidates prepare a scholarly literature review. For counseling candidates, the major assignment for the course serves as a graduate research project. For school psychology candidates, the major assignment guides construction of the methods section of a research project for the following research courses.

### **EDCO 593, Historical Development of School Counseling and School Psychology, 3 Units**

This course provides an historical overview of the professions of school psychology and counseling, and their philosophical and practical contributions to the field of education.

### **EDCO 594, School Counseling Internship 1, 3 Units**

(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. In this course students will receive exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E and P meetings, and provision of counseling and/or consultation as appropriate to students, staff, and parents.

### **EDCO 595, School Counseling Internship 2, 3 Units**

(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

### **EDCO 599, Readings in Educational Counseling, 1-3 Units**

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **EDPY 556, Academic Assessment and Intervention, 2 Units**

This course covers the foundations of curriculum-based measurement, evidenced-based interventions, progress monitoring, and response to intervention. Students learn problem-solving skills in the identification and prevention of skill deficits, development of goals based on assessment data, progress monitoring, and determining the responsiveness to intervention.

## **EDPY 599, Readings in Educational Psychology, 1-3 Units**

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **EDPY 624, Disabilities in Children (Mild, Moderate, and Severe), 2 Units**

School psychologists are required to have an understanding of the spectrum of individual differences among potential students, particularly individuals with exceptional needs. This course introduces students to individuals defined by cultural differences, socioeconomic disadvantages, sexual biases, and developmental psychopathology in order to achieve sensitivity to the needs and feelings of persons with differing experiences. There is an introduction to the legal requirements of educating learners in the least restrictive environments and consideration of current issues and future trends in special education.

## **EDPY 633, Multicultural and Bilingual Assessment and Intervention, 3 Units**

This course focuses on the assessment of multicultural and bilingual students, including assessment models and practices, test bias, and social and psychological aspects associated with the differences and similarities of ethnic and cultural groups.

## **EDPY 635A, Role and Function of a School Psychologist: Positive Behavior Supports, 1 Unit**

This is a supervised practicum in data-driven behavioral consultation/collaboration and socialization/life skills. This course emphasizes Functional Behavior Assessments (FBA) and Behavior Intervention Plans. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.

**Corequisites:** EDPY 624 and EDPY 681

## **EDPY 635B, Role and Function of a School Psychologist: Individual/Group Counseling, 1 Unit**

This course offers a supervised practicum in the development of life skills, mental health, and home/school/community collaboration. Students gain supervised skills in individual/group counseling and meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.

**Corequisites:** EDPY 637 and EDPY 682

## **EDPY 635C, Role and Function of a School Psychologist: Assessment, 1 Unit**

This is a supervised practicum in data-based intervention development and collaboration. Students gain supervised experience in administration, scoring, and interpretation of cognitive/processing/social emotional assessments. Students also conduct Curriculum-Based Assessments (CBA) within a Response to Intervention (RTI) model. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.

**Corequisites:** EDPY 633 and EDPY 683

## **EDPY 636, Research and Evaluation in School Psychology, 3 Units**

Students gain advanced skills in understanding and applying statistical techniques to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

## **EDPY 637, Child Psychopathology Assessment and Treatment, 3 Units**

This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children most commonly encountered in the delivery of school psychological services.

## **EDPY 655, School Psychology Internship I, 5 Units**

(600 hours) Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

## **EDPY 656, School Psychology Internship II, 5 Units**

(600 hours) With continued on-site supervision, field-experience students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

### **EDPY 681, Psychoeducational Assessment I, 3 Units**

This course is the first in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, socialemotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

### **EDPY 682, Psychoeducational Assessment II, 3 Units**

This course is the second in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of scales in assessing intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

### **EDPY 683, Psychoeducational Assessment III, 3 Units**

This course is the third in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

### **EDPY 690, Advanced Individual Research, 3 Units**

In this course, the professor and students work closely to advance research into a form that will be appropriate for presentation at a national conference or publication in a peer-reviewed journal. Examples of activities within this course include: development of literature reviews, data collection, statistical analysis, manuscript editing and revising, presenting research at conferences, and submission for publication in scholarly journals.

### **EDPY 695, School Psychology Fieldwork I, 5 Units**

(600 hours) Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

### **EDPY 696, School Psychology Fieldwork II, 5 Units**

(600 hours) With continued on-site supervision, field experience students become increasingly independent with regard to planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

### **EDPY 697, Readings in School Psychology, 1 Unit**

This course assists the student in research of current literature in the field of school psychology. Literature is one of the vehicles that bridges the gap between theory and practice. Thus, this intensive course in current professional literature allows the student to remain on the cutting edge of the profession.

**Prerequisite:** Completion of program requirements and approval of program director

## **Faculty**

### **Department Chair**

David Morrison (<http://www.apu.edu/faculty/drmorrison/>), Ed.D.

### **Program Director, School Counseling**

Michelle Cox (<http://www.apu.edu/faculty/mcox/>), Ph.D.

### **Program Director, School Psychology**

Michael Salce (<http://www.apu.edu/faculty/msalce/>), Ed.D.

## **Fieldwork and Internship Coordinator**

Robert Martin (<http://www.apu.edu/faculty/rhmartin/>), Ph.D.

## **Program Coordinator, Board Certified Behavior Analyst Certificate**

Heather Maguire (<http://www.apu.edu/faculty/hmaguire/>), Psy.D.

## **Program Coordinator, Clinical Counseling Certificate**

Julia Johnson (<http://www.apu.edu/faculty/jmjohnson/>), Ed.D.

## **Professors**

Lewis Bonney (<http://www.apu.edu/faculty/lbonney/>), Ph.D.

Michelle Cox (<http://www.apu.edu/faculty/mcox/>), Ph.D.

Randy Fall (<http://www.apu.edu/faculty/rfall/>), Ph.D.

Robert Martin (<http://www.apu.edu/faculty/rhmartin/>), Ph.D.

David Morrison (<http://www.apu.edu/faculty/drmorrison/>), Ed.D.

## **Associate Professor**

Pedro Olvera (<http://www.apu.edu/faculty/polvera/>), Psy.D.

## **Assistant Professors**

Roberta Alba (<http://www.apu.edu/faculty/ralba/>), Ed.D.

Julia Johnson (<http://www.apu.edu/faculty/jmjohnson/>), Ed.D.

Heather Maguire (<http://www.apu.edu/faculty/hmaguire/>), Psy.D.

Michael Salce (<http://www.apu.edu/faculty/msalce/>), Ed.D.



# M.A. in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling

For more information: (626) 815-5424

APU's Master of Arts in Education: Educational Counseling (<https://www.apu.edu/education/programs/masters-in-school-counseling/>) offers candidates an efficient path to a school counseling career by embedding within the program all requirements for the Pupil Personnel Services Credential in School Counseling.

A requirement in completing the program is the completion of fieldwork or an internship, both of which provide candidates with hands-on experience in school counseling. An internship credential is appropriate for students who have secured a paid internship position at a public school in the field of school counseling. Students applying for an internship credential may submit their application for it upon successful completion of 10 prerequisite courses and prior to the start of the fieldwork/internship experience.

## Course Sequence

Obtain academic advising prior to initial registration.

| Code  | Title  | Units |
|---|--|-------|
| <b>Term 1</b>   |  |       |
| EDCO 533  | Counseling Theories and Techniques <sup>1</sup>                                  | 3     |
| EDCO 550  | Crisis/Trauma Response and Interventions <sup>1</sup>                            | 3     |
| EDCO 557  | Human Growth, Development, and Learning <sup>1</sup>                             | 3     |
| EDCO 593  | Historical Development of School Counseling and School Psychology <sup>1</sup>   | 3     |
| <b>Term 2</b>   |  |       |
| EDCO 545  | Positive Behavior Supports and Classroom Intervention <sup>1</sup>               | 3     |
| EDCO 555  | Group Counseling Skills <sup>1</sup>   | 3     |
| EDCO 575  | Clinical Practica <sup>1</sup>   | 3     |
| EDCO 592  | Foundations and Ethics in Research <sup>1</sup>                                  | 3     |
| <b>Term 3</b>   |  |       |
| EDCO 528  | Community, Family, and School Collaboration <sup>1</sup>                         | 3     |
| EDCO 535  | Professionalism, Ethics, and Law <sup>1</sup>                                    | 3     |
| <b>Term 4</b>   |  |       |
| EDCO 534  | Assessment, Measurements, and Testing of Individuals                             | 3     |
| EDCO 549  | Career Development Theories and Techniques                                       | 3     |
| EDCO 579  | Sociocultural Competence   | 3     |
| EDCO 587  | PPS Leadership, Ethics, and Professionalism                                      | 3     |
| <b>Supervised Field Experience/Fieldwork Internship</b> |  |       |
| Select one of the following:                            |  | 6     |
| EDCO 564<br>& EDCO 568                                  | School Counseling Fieldwork I<br>and School Counseling Fieldwork II (300 hours)  |       |
| EDCO 594<br>& EDCO 595                                  | School Counseling Internship 1<br>and School Counseling Internship 2 (300 hours) |       |

Total Units

48

<sup>1</sup> Prerequisites for fieldwork/internship

## Additional Requirements

1. Candidates must pass a Praxis exam to demonstrate their competence in school counseling prior to completion of the program.
2. Candidates prepare a graduate research project required in EDCO 592, which includes a formal research paper. This project's content summarizes a topic that the student chooses to study in depth.

3. All candidates admitted to the Master of Arts in Education: Educational Counseling program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
4. Candidates must pass the California Basic Educational Skills Test (CBEST) or equivalency as indicated by the Commission on Teacher Credentialing (<https://www.ctc.ca.gov/docs/default-source/leaflets/cl606c.pdf?sfvrsn=0>), prior to admission to the educational counseling program with an embedded school counseling credential. Students can register to take the test online (<http://www.cbest.nesinc.com>).

## Advisory Notes

- Educational psychology can be pursued as an educational specialist (Ed.S.) degree with a second master's degree embedded after completing the requirements for the Master of Arts in Education: Educational Counseling. Because these programs are unique, students must be admitted to each program separately. Candidates intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 1315) section of the catalog.
- The practicum experience included in the educational counseling program is required by the California Commission on Teacher Credentialing (<https://www.ctc.ca.gov/>) and consists of 100 hours completed in a K-12 setting or approved clinical setting. These hours will be verified in the EDCO 575 course, which must be taken prior to fieldwork or internship. This course provides candidates the educational and clinical experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, and maladjustment, health and wellness promotion, and other recognized counseling interventions.
- At some sites, candidates may need to delay enrollment until there are a sufficient number of beginning candidates to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional centers.
- Candidates must maintain a minimum cumulative grade-point average (GPA) of 3.0 in their program of study, and receive a grade of *B-* or higher in each course (a grade of *CR* in fieldwork/internship).
- Candidates approaching program completion must obtain a credential application from the Office of Credentials (<http://www.apu.edu/education/resources/credentials/>). Candidates must complete all credential requirements to apply for the credential.
- Notify the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) of intent to graduate 90 days before intended graduation. Candidates approaching graduation must obtain an Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) from the registrar, and the registrar will determine whether the student has met all requirements.
- Candidates have a maximum of five years to complete all coursework and assessments, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in foundations of School Counseling Professional Standards.
2. Demonstrate competency in professionalism, ethics, and legal mandates.
3. Demonstrate competency in student academic development.
4. Demonstrate competency in student college and career development.
5. Demonstrate competency in social/emotional development.
6. Demonstrate competency in educational foundations: growth and development, learning theory, academic achievement.
7. Demonstrate competency in leadership and advocacy in social justice, equity, and access.
8. Demonstrate competency in program development.
9. Demonstrate competency in research, program evaluation, and technology.

# M.A. in Education: Educational and Clinical Counseling with an Embedded Pupil Personnel Services Credential in School Counseling

For more information: (626) 815-5424

The Master of Arts in Education: Educational and Clinical Counseling (<https://www.apu.edu/education/programs/masters-in-school-clinical-counseling/>) degree is a 60-unit program that encompasses the 48-unit M.A.Ed. in Educational Counseling degree (p. 792) and 12 additional units of coursework required by the California Board of Behavioral Sciences for Licensed Professional Clinical Counselor (LPCC) eligibility. The program prepares candidates to obtain a Pupil Personnel Services Credential necessary to work in K-12 school settings, provides a clinical emphasis, and satisfies the coursework requirements set forth for California licensure as an LPCC. Contact the department (<http://www.apu.edu/education/counselingspsych/contact/>) for specific information pertaining to the benefits of this degree option.

## Course Sequence

Obtain academic advising prior to initial registration.

| Code   | Title  | Units |
|--|--|-------|
| <b>Term 1</b>  |  |       |
| EDCO 533   | Counseling Theories and Techniques <sup>1</sup>                                  | 3     |
| EDCO 550   | Crisis/Trauma Response and Interventions <sup>1</sup>                            | 3     |
| EDCO 557   | Human Growth, Development, and Learning <sup>1</sup>                             | 3     |
| EDCO 593   | Historical Development of School Counseling and School Psychology <sup>1</sup>   | 3     |
| <b>Term 2</b>  |  |       |
| EDCO 545   | Positive Behavior Supports and Classroom Intervention <sup>1</sup>               | 3     |
| EDCO 555   | Group Counseling Skills <sup>1</sup>   | 3     |
| EDCO 575   | Clinical Practica <sup>1</sup>   | 3     |
| EDCO 592   | Foundations and Ethics in Research <sup>1</sup>                                  | 3     |
| <b>Term 3</b>  |  |       |
| EDCO 528   | Community, Family, and School Collaboration <sup>1</sup>                         | 3     |
| EDCO 535   | Professionalism, Ethics, and Law <sup>1</sup>                                    | 3     |
| <b>Term 4</b>  |  |       |
| EDCO 534   | Assessment, Measurements, and Testing of Individuals                             | 3     |
| EDCO 549   | Career Development Theories and Techniques                                       | 3     |
| EDCO 579   | Sociocultural Competence   | 3     |
| EDCO 587   | PPS Leadership, Ethics, and Professionalism                                      | 3     |
| <b>Term 5</b>  |  |       |
| Select one of the following:   |  | 6     |
| EDCO 564<br>& EDCO 568   | School Counseling Fieldwork I<br>and School Counseling Fieldwork II (300 hours)  |       |
| EDCO 594<br>& EDCO 595   | School Counseling Internship 1<br>and School Counseling Internship 2 (300 hours) |       |
| Students completing the Master of Arts in Educational and Clinical Counseling must complete the following prior to receiving degree: |  |       |
| <b>Term 1</b>  |  |       |
| EDCO 571   | Introduction to Clinical Practice: Basic Skills                                  | 3     |
| EDCO 572   | Psychobiology and Psychopharmacology   | 3     |
| <b>Term 2</b>  |  |       |
| EDCO 573   | Addictions, Assessment, and Interventions  | 3     |
| EDCO 574   | Introduction to Clinical Practice: Advanced Skills                               | 3     |
| Total Units  |  | 60    |

<sup>1</sup> Prerequisites for fieldwork/internship

## Additional Requirements

1. Candidates must pass a Praxis exam to demonstrate their competence in school counseling prior to completion of the program.
2. Candidates prepare a graduate research project (EDCO 592), which includes a formal research paper. This project's content summarizes a topic that the student chooses to study in depth.
3. All candidates admitted to the Master of Arts in Education: Educational and Clinical Counseling program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
4. Candidates must pass the California Basic Educational Skills Test (CBEST) or equivalency as indicated by the Commission on Teacher Credentialing (<https://www.ctc.ca.gov/docs/default-source/leaflets/cl606c.pdf?sfvrsn=0>), prior to admission to the educational counseling program with an embedded school counseling credential. Students can register to take the test online (<http://www.cbest.nesinc.com>).

## Advisory Notes

- Educational psychology (p. 798) can be pursued as an educational specialist (Ed.S.) degree with a second master's degree embedded after completing the requirements for the Master of Arts in Education: Educational and Clinical Counseling. Because these programs are unique, candidates must be admitted to each program separately. Candidates intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 1450) section of the catalog.
- The practicum experience included in the educational counseling program is required by the California Commission on Teacher Credentialing (<https://www.ctc.ca.gov/>) and consists of 100 hours completed in a K-12 setting or approved clinical setting. These hours will be verified in the EDCO 575 course, which must be taken prior to fieldwork or internship. This course provides candidates the educational and clinical experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, and maladjustment, health and wellness promotion, and other recognized counseling interventions.
- At some sites, candidates may need to delay enrollment until there are a sufficient number of beginning candidates to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional centers.
- Candidates must receive a grade of *B-* or higher in each course (a grade of *CR* in fieldwork/internship) and maintain a 3.0 grade-point average (GPA) throughout the program.
- Candidates approaching program completion must obtain a credential application from the Office of Credentials (<http://www.apu.edu/education/resources/credentials/>). Candidates must complete all credential requirements to apply for the credential.
- Notify the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) of intent to graduate 90 days before intended graduation. Candidates approaching graduation must obtain an Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) from the registrar, and the registrar will determine whether the student has met all requirements.
- A candidate has a maximum of five years to complete all coursework and assessments, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Upon completion of the educational and clinical counseling program, graduates should contact the Bureau of Behavioral Sciences (<https://bbs.ca.gov/applicants/lpcc.html>) for additional requirements for LPCC Licensure.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in foundations of School Counseling Professional Standards.
2. Demonstrate competency in professionalism, ethics, and legal mandates.
3. Demonstrate competency in student academic development.
4. Demonstrate competency in student college and career development.
5. Demonstrate competency in social/emotional development.

6. Demonstrate competency in educational foundations: growth and development, learning theory, academic achievement.
7. Demonstrate competency in leadership and advocacy in social justice, equity, and access.
8. Demonstrate competency in program development.
9. Demonstrate competency in research, program evaluation, and technology.

# Pupil Personnel Services: School Counseling Credential

For more information: (626) 815-5424

**Prerequisite:** Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 798)

A required transcript evaluation of students' current PPS school psychology courses will determine which courses will count toward the PPS: School Counseling Credential.

Requirements are the same as for Azusa Pacific University's Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling program (p. 792).

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Educational Specialist (Ed.S.) in School Psychology with Embedded M.A. in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology

For more information: (626) 815-5424

Azusa Pacific University's Educational Specialist (Ed.S.) in School Psychology with embedded Master of Arts in Education (M.A.Ed.): Educational Psychology and Pupil Personnel Services Credential in School Psychology (<https://www.apu.edu/education/programs/school-psychology-specialist-degree/>) program equips school psychology candidates with distinctive and marketable skills and competencies. The school psychology program is approved by the National Association of School Psychologists (NASP) (<https://www.nasponline.org/>) and accredited by the National Council for Accreditation of Teacher Education (NCATE)—which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://www.ncate.org/>)—and the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>). The two degrees are completed in three years and comprise 66 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of this program, candidates can apply to become Nationally Certified School Psychologists (NCSPs) pending passing of the PRAXIS II Exam (School Psychology) with a score of 147 or greater.

## Competencies and Skills

This program equips candidates for career advancement opportunities and give them a highly marketable specialty. All coursework is taught by expert faculty who are recognized leaders in the profession with years of clinical and school-based experience. Graduates of APU develop a comprehensive set of competencies to effectively work with students and families of all cultures, SES levels, and learning abilities. In addition, the school psychology program develops compassionate practitioners who apply the following skills and competencies in school systems:

- Research and evaluation skills
- Commitment to social justice and advocacy
- Legal and ethical decision making
- Psychoeducational assessment for the purposes of intervention
- Evidenced-based interventions (behavior and academic)
- Nondiscriminatory assessment procedures
- Social-emotional/behavioral assessment and intervention through positive behavior supports
- Knowledge of psychobiology and psychopharmacology
- Academic assessment and intervention (curriculum-based measurement and response to intervention)
- Individual and systemic collaboration (homeschool partnerships)
- Educational and clinically related mental health counseling (individual and group)
- Crisis prevention and intervention (individual and school-wide)
- Promotion of safe and nurturing school environments
- Human development and learning

## Program Structure

### Years 1 and 2 (M.A.Ed.)

Candidates complete a total of 49 units and 450 hours of practicum during the first two years of the program. Upon completion of all coursework, practicum hours, and the Graduate Research Project (GRP), the candidate is granted the Master of Arts in Education: Educational Psychology and may participate in commencement.

### Year 3 (Post-master's Year, Ed.S.)

During the Spring II session of the second year and the post-master's year, candidates complete an additional 17 units of special focus coursework, including 10 units of fieldwork/internship (1,200 hours). Candidates applying for an internship credential may submit their application once a paid internship at a public school in the field of school psychology has been secured. Prior to starting fieldwork/internship, students are required to provide an updated TB clearance.

Upon successful completion of post-master's coursework and fieldwork/internship, and passing of the PRAXIS II (School Psychology) exam, the candidate is granted the Educational Specialist (Ed.S.) degree and may file for the PPS Credential in School Psychology. Once these requirements are fulfilled, the student may apply to become a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP); students are advised to review specific NCSP requirements online (<http://www.nasponline.org>).

## Additional Admission Requirements for School Psychology Applicants

1. Submit Graduate Record Exam (GRE) scores. The GRE must have been taken within 12 months of the date of application for admission. All three scores, with an emphasis on the writing score, are used as one consideration for approving an application. Although a minimum score is not required, the GRE is one element in the application process. Admission is competitive and not all students who meet the minimum requirements will be admitted. Information on the administration of this test is available online (<http://www.ets.org>) and in the Department of School Counseling and School Psychology (<http://www.apu.edu/education/counselingpsych/>).
2. After all above materials have been submitted to the Office of Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/admissions/>), the school psychology program reviews the file and notifies the applicant to schedule an admission interview with the department. The prospective candidate should come prepared to be interviewed by program faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and make an initial assessment of the applicant's potential for success as a school psychologist.
3. All candidates who are admitted to the program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching or counseling and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.

## Course Requirements

### Scope and Sequence

Students take courses in the following sequence (students are required to seek academic advisement prior to initial registration).

| Code  | Title  | Units |
|---|--|-------|
| <b>Year 1</b>   |  |       |
| <b>Coursework for Master of Arts in Education: Educational Psychology</b> |  |       |
| <b>Term 1</b>   |  |       |
| EDCO 533  | Counseling Theories and Techniques <sup>1</sup>                                      | 3     |
| EDCO 557  | Human Growth, Development, and Learning <sup>1</sup>                                 | 3     |
| EDPY 624  | Disabilities in Children (Mild, Moderate, and Severe) <sup>1</sup>                   | 2     |
| EDCO 593  | Historical Development of School Counseling and School Psychology <sup>1</sup>       | 3     |
| <b>Term 2</b>   |  |       |
| EDCO 545  | Positive Behavior Supports and Classroom Intervention <sup>1</sup>                   | 3     |
| EDCO 572  | Psychobiology and Psychopharmacology   | 3     |
| EDPY 556  | Academic Assessment and Intervention <sup>1</sup>                                    | 2     |
| EDCO 592  | Foundations and Ethics in Research <sup>1</sup>                                      | 3     |
| <b>Term 3</b>   |  |       |
| EDCO 535  | Professionalism, Ethics, and Law <sup>1</sup>  | 3     |
| EDCO 528  | Community, Family, and School Collaboration <sup>1</sup>                             | 3     |
| Students will have located a practicum site.                              |  |       |
| <b>Year 2</b>   |  |       |
| <b>Term 1</b>   |  |       |
| EDPY 681  | Psychoeducational Assessment I <sup>1</sup>  | 3     |
| EDPY 690  | Advanced Individual Research <sup>1</sup>  | 3     |
| EDPY 682  | Psychoeducational Assessment II <sup>1</sup>   | 3     |
| EDPY 636  | Research and Evaluation in School Psychology <sup>1</sup>                            | 3     |
| EDPY 635A   | Role and Function of a School Psychologist: Positive Behavior Supports <sup>1</sup>  | 1     |
| <b>Term 2</b>   |  |       |
| EDPY 683  | Psychoeducational Assessment III <sup>1</sup>  | 3     |
| EDPY 637  | Child Psychopathology Assessment and Treatment <sup>1</sup>                          | 3     |
| EDCO 550  | Crisis/Trauma Response and Interventions <sup>1,2</sup>                              | 3     |
| EDPY 633  | Multicultural and Bilingual Assessment and Intervention <sup>2</sup>                 | 3     |
| EDPY 635B   | Role and Function of a School Psychologist: Individual/Group Counseling <sup>1</sup> | 1     |



**Term 3**

|             |   |    |
|-------------|---|----|
| EDPY 635C   | Role and Function of a School Psychologist: Assessment <sup>1</sup> | 1  |
| Total Units |   | 55 |

<sup>1</sup> Prerequisites must be completed prior to internship/fieldwork.

<sup>2</sup> Part of the Ed.S. degree.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.):

- Designated M.A.Ed. coursework (49 units)
- Graduate Research Project
- 450 hours of practicum

*Students may participate in commencement.*

| Code  | Title                                       | Units |
|---|---|-------|
| <b>Year 3</b>                                       |   |       |
| <b>Coursework for Educational Specialist Degree</b> |   |       |
| <b>Semester 4</b>                                   |   |       |
| EDPY 697  | Readings in School Psychology               | 1     |
| Select one of the following:                        |   | 5     |
| EDPY 655  | School Psychology Internship I (600 hours)  |       |
| EDPY 656  | School Psychology Internship II (600 hours) |       |
| <b>Semester 5</b>                                   |   |       |
| Select one of the following:                        |   | 5     |
| EDPY 695  | School Psychology Fieldwork I (600 hours)   |       |
| EDPY 696  | School Psychology Fieldwork II (600 hours)  |       |
| Total Units   |   | 11    |

Students will complete the following in order to earn the Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology:

- Designated Ed.S. coursework (17 units)
- 1,200 hours of fieldwork/internship (primary and secondary settings)
- Passing the PRAXIS II (School Psychology) with a 147 or higher

**Additional Requirements**

1. Students must earn a passing score of 147 or greater on the PRAXIS II exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the PRAXIS II with a score of 147 or greater, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).
2. Students prepare a Graduate Research Project (GRP), which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content should be related to a topic that the student chooses to study in depth and has relevance to the field of school psychology. The research portion of the project is completed through the following courses: EDCO 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.
3. Students complete a performance-based portfolio during practicum and internship/fieldwork that will be evaluated by program faculty and field experience mentors for evidence of skills competency.

**Advisory Notes**

- Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 1315) section of the catalog.
- Students cannot pursue the Master of Arts in Education: Educational Counseling (<https://www.apu.edu/education/programs/masters-in-school-counseling/>) as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.
- The practicum experience at APU consists of 450 hours (required by the California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K-12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinics) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed

prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than three years of experience.

- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers (p. 1472)), provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all of the university standards for transfer credit (see Transfer Credit (p. 1471)), it may be transferred to meet requirements (up to 20 percent of the total program units may be transferred to meet requirements). If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the School of Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) from the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) at least 90 days before intended graduation. The registrar will determine whether the student has met all requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.
4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services – school wide practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice disposition.

# Educational Specialist (Ed.S.) in School Psychology: Applied Behavior Analysis with Embedded M.A. in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology

For more information: (626) 815-5424

Azusa Pacific University's Educational Specialist (Ed.S.) in School Psychology: Applied Behavior Analysis with embedded Master of Arts in Education (M.A.Ed.): Educational Psychology and Pupil Personnel Services Credential in School Psychology (<https://www.apu.edu/education/programs/school-psychology-specialist-degree/>) program equips school psychology candidates with distinctive and marketable skills and competencies. Candidates acquire knowledge needed to provide intensive behavioral treatment and intervention services for students diagnosed with autism and related disabilities.

This program is a Verified Course Sequence (VCS) approved by the Behavior Analyst Certification Board (BACB) and meets the educational requirements for eligibility as a Board Certified Behavior Analyst (BCBA). Additional requirements (<http://www.bacb.com/?page=158>) to achieve certification include successful completion of supervised clinical experience, as well as the certification exam administered by the BACB (<http://www.bacb.com/>).

The school psychology program is approved by the National Association of School Psychologists (NASP) (<https://www.nasponline.org/>) and accredited by the National Council for Accreditation of Teacher Education (NCATE)—which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://www.ncate.org/>)—and the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>). The two degrees are completed in three years and comprise 89 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of this program, candidates can apply to become Nationally Certified School Psychologists (NCSPs) pending passing of the PRAXIS II Exam (School Psychology) with a score of 147 or greater.

## Competencies and Skills

This program equips candidates for career advancement opportunities and give them a highly marketable specialty. All coursework is taught by expert faculty who are recognized leaders in the profession with years of clinical and school-based experience. Graduates of APU develop a comprehensive set of competencies to effectively work with students and families of all cultures, SES levels, and learning abilities. In addition, the school psychology program develops compassionate practitioners who apply the following skills and competencies in school systems:

- Research and evaluation skills
- Commitment to social justice and advocacy
- Legal and ethical decision making
- Psychoeducational assessment for the purposes of intervention
- Evidenced-based interventions (behavior and academic)
- Nondiscriminatory assessment procedures
- Social-emotional/behavioral assessment and intervention through positive behavior supports
- Knowledge of psychobiology and psychopharmacology
- Academic assessment and intervention (curriculum-based measurement and response to intervention)
- Individual and systemic collaboration (homeschool partnerships)
- Educational and clinically related mental health counseling (individual and group)
- Crisis prevention and intervention (individual and school-wide)
- Promotion of safe and nurturing school environments
- Human development and learning

## Requirements

### Scope and Sequence

Students take courses in the following sequence (students are required to seek academic advisement prior to initial registration).

| Code  | Title  | Units |
|---|--|-------|
| <b>Year 1</b>   |  |       |
| <b>Coursework for Master of Arts in Education: Educational Psychology</b> |  |       |
| <b>Semester 1</b>   |  |       |
| EDCO 533  | Counseling Theories and Techniques <sup>1</sup>                                      | 3     |
| EDCO 557  | Human Growth, Development, and Learning <sup>1</sup>                                 | 3     |
| EDPY 624  | Disabilities in Children (Mild, Moderate, and Severe) <sup>1</sup>                   | 2     |
| EDCO 593  | Historical Development of School Counseling and School Psychology <sup>1</sup>       | 3     |
| <b>Semester 2</b>   |  |       |
| EDCO 545  | Positive Behavior Supports and Classroom Intervention <sup>1</sup>                   | 3     |
| EDCO 572  | Psychobiology and Psychopharmacology   | 3     |
| EDPY 556  | Academic Assessment and Intervention <sup>1</sup>                                    | 2     |
| EDCO 592  | Foundations and Ethics in Research <sup>1</sup>                                      | 3     |
| <b>Semester 3</b>   |  |       |
| EDCO 535  | Professionalism, Ethics, and Law <sup>1</sup>  | 3     |
| EDCO 528  | Community, Family, and School Collaboration <sup>1</sup>                             | 3     |
| Students will have located a practicum site.                              |  |       |
| <b>Year 2</b>   |  |       |
| <b>Semester 1</b>   |  |       |
| EDPY 681  | Psychoeducational Assessment I <sup>1</sup>  | 3     |
| EDPY 690  | Advanced Individual Research <sup>1</sup>  | 3     |
| EDPY 682  | Psychoeducational Assessment II <sup>1</sup>   | 3     |
| EDPY 636  | Research and Evaluation in School Psychology <sup>1</sup>                            | 3     |
| EDPY 635A   | Role and Function of a School Psychologist: Positive Behavior Supports <sup>1</sup>  | 1     |
| <b>Semester 2</b>   |  |       |
| EDPY 683  | Psychoeducational Assessment III <sup>1</sup>  | 3     |
| EDPY 637  | Child Psychopathology Assessment and Treatment <sup>1</sup>                          | 3     |
| EDCO 550  | Crisis/Trauma Response and Interventions <sup>1, 2</sup>                             | 3     |
| EDPY 633  | Multicultural and Bilingual Assessment and Intervention <sup>2</sup>                 | 3     |
| EDPY 635B   | Role and Function of a School Psychologist: Individual/Group Counseling <sup>1</sup> | 1     |
| <b>Semester 3</b>   |  |       |
| EDPY 635C   | Role and Function of a School Psychologist: Assessment <sup>1</sup>                  | 1     |
| Total Units   |  | 55    |

<sup>1</sup> Prerequisites must be completed prior to internship/fieldwork.

<sup>2</sup> Part of the Ed.S. degree.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.):

- Designated M.A.Ed. coursework (49 units)
- Graduate Research Project
- 450 hours of practicum

*Students may participate in commencement.*

| Code  | Title                         | Units |
|---|-------------------------------|-------|
| <b>Year 3</b>                                       |                               |       |
| <b>Coursework for Educational Specialist Degree</b> |                               |       |
| <b>Semester 4</b>                                   |                               |       |
| EDPY 697  | Readings in School Psychology | 1     |

|                              |   |
|------------------------------|---|
| Select one of the following: | 5   |
| EDPY 655                     | School Psychology Internship I (600 hours)  |
| EDPY 656                     | School Psychology Internship II (600 hours) |
| <b>Semester 5</b>            |   |
| Select one of the following: | 5   |
| EDPY 695                     | School Psychology Fieldwork I (600 hours)   |
| EDPY 696                     | School Psychology Fieldwork II (600 hours)  |
| Total Units                  | 11  |

Students will complete the following in order to earn the Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology:

- Designated Ed.S. coursework (17 units)
- 1,200 hours of fieldwork/internship (primary and secondary settings)
- Passing the PRAXIS II (School Psychology) with a 147 or higher

| Code                             | Title  | Units     |
|----------------------------------|--|-----------|
| <b>Applied Behavior Analysis</b> |  |           |
| ABA 503                          | Behavior Analysis in Applied Settings I                                  | 3         |
| ABA 504                          | Single-Case Designs: Measurement and Experimental Evaluation of Behavior | 3         |
| ABA 505                          | Behavior Analysis in Applied Settings II                                 | 3         |
| ABA 515                          | Behavior Change Procedures in Applied Settings I                         | 3         |
| ABA 500                          | ABA Fieldwork I  | 1         |
| ABA 524                          | Ethics in Applied Behavior Analysis                                      | 3         |
| ABA 534                          | Behavior Change Procedures in Applied Settings II                        | 3         |
| ABA 514                          | Functional Behavior Assessment in Applied Settings                       | 3         |
| ABA 510                          | ABA Fieldwork II   | 1         |
| <b>Total Units</b>               |  | <b>23</b> |

## Additional Requirements

1. Students must earn a passing score of 147 or greater on the PRAXIS II exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the PRAXIS II with a score of 147 or greater, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).
2. Students prepare a Graduate Research Project (GRP), which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content should be related to a topic that the student chooses to study in depth and has relevance to the field of school psychology. The research portion of the project is completed through the following courses: EDCO 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.
3. Students complete a performance-based portfolio during practicum and internship/fieldwork that is evaluated by program faculty and field experience mentors for evidence of skills competency.

## Advisory Notes

- Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 1315) section of the catalog.
- Students cannot pursue the Master of Arts in Education: Educational Counseling (<https://www.apu.edu/education/programs/masters-in-school-counseling/>) as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.
- The practicum experience at APU consists of 450 hours (required by the California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K-12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinics) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than three years of experience.
- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers (p. 1472)), provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department

approval of the request is required. If the course accepted for waiver also meets all of the university standards for transfer credit (see Transfer Credit (p. 1471)), it may be transferred to meet requirements (up to 20 percent of the total program units may be transferred to meet requirements). If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.

- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the School of Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) from the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) at least 90 days before intended graduation. The registrar will determine whether the student has met all requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.
4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services – school wide practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice and disposition.
11. Demonstrate an understanding of basic concepts and principles from the field of Applied Behavior Analysis (ABA).
12. Learn single-subject design and how to collect, display, analyze, and interpret data using continuous and discontinuous measures.
13. Implement procedures and systems related to behavior change from the perspective of applied behavior analysis (ABA).
14. Conduct personnel supervision that is behavior analytic in nature.
15. Apply the industry's ethical guidelines to their practice in the field of applied behavior analysis (ABA).
16. Conduct functional behavior assessment. This includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans.
17. Apply coursework in a fieldwork setting, supervised by a qualified professional.

# Educational Specialist (Ed.S.) in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded M.A. in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology

For more information: (626) 815-5424

Azusa Pacific University's Educational Specialist (Ed.S.) in School Psychology: Clinical and Educationally Related Mental Health Counseling with embedded Master of Arts in Education (M.A.Ed.): Educational Psychology and Pupil Personnel Services Credential in School Psychology (<https://www.apu.edu/education/programs/school-psychology-specialist-degree/>) program equips school psychology candidates with distinctive and marketable skills and competencies. Candidates gain advanced skills to effectively meet the needs of students with emotional and behavioral challenges, and are equipped to provide educationally related mental health services or designated instructional services. Through supervised field experiences and classroom curriculum, candidates gain exposure to group and individual clinical counseling, addictions or substance abuse counseling and intervention, psychobiology/psychopharmacology, DSM-V diagnosis, and case conceptualization and treatment for school-based mental health services.

The school psychology program is approved by the National Association of School Psychologists (NASP) (<https://www.nasponline.org/>) and accredited by the National Council for Accreditation of Teacher Education (NCATE)—which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://www.ncate.org/>)—and the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>). The two degrees are completed in three years and comprise 81 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of this program, candidates can apply to become Nationally Certified School Psychologists (NCSPs) pending passing of the PRAXIS II Exam (School Psychology) with a score of 147 or greater.

## Competencies and Skills

This program equips candidates for career advancement opportunities and give them a highly marketable specialty. All coursework is taught by expert faculty who are recognized leaders in the profession with years of clinical and school-based experience. Graduates of APU develop a comprehensive set of competencies to effectively work with students and families of all cultures, SES levels, and learning abilities. In addition, the school psychology program develops compassionate practitioners who apply the following skills and competencies in school systems:

- Research and evaluation skills
- Commitment to social justice and advocacy
- Legal and ethical decision making
- Psychoeducational assessment for the purposes of intervention
- Evidenced-based interventions (behavior and academic)
- Nondiscriminatory assessment procedures
- Social-emotional/behavioral assessment and intervention through positive behavior supports
- Knowledge of psychobiology and psychopharmacology
- Academic assessment and intervention (curriculum-based measurement and response to intervention)
- Individual and systemic collaboration (homeschool partnerships)
- Educational and clinically related mental health counseling (individual and group)
- Crisis prevention and intervention (individual and school-wide)
- Promotion of safe and nurturing school environments
- Human development and learning

## Requirements

### Scope and Sequence

Students take courses in the following sequence (students are required to seek academic advising prior to initial registration).

| Code  | Title  | Units |
|---|--|-------|
| <b>Year 1</b>   |  |       |
| <b>Semester 1</b>   |  |       |
| EDCO 533  | Counseling Theories and Techniques <sup>1</sup>                                      | 3     |
| EDCO 557  | Human Growth, Development, and Learning <sup>1</sup>                                 | 3     |
| EDPY 624  | Disabilities in Children (Mild, Moderate, and Severe) <sup>1</sup>                   | 2     |
| EDCO 593  | Historical Development of School Counseling and School Psychology <sup>1</sup>       | 3     |
| <b>Semester 2</b>   |  |       |
| EDCO 545  | Positive Behavior Supports and Classroom Intervention <sup>1</sup>                   | 3     |
| EDCO 549  | Career Development Theories and Techniques   | 3     |
| EDCO 572  | Psychobiology and Psychopharmacology   | 3     |
| EDPY 556  | Academic Assessment and Intervention <sup>1</sup>                                    | 2     |
| EDCO 592  | Foundations and Ethics in Research <sup>1</sup>                                      | 3     |
| <b>Semester 3</b>   |  |       |
| EDCO 535  | Professionalism, Ethics, and Law <sup>1</sup>  | 3     |
| EDCO 528  | Community, Family, and School Collaboration <sup>1</sup>                             | 3     |
| Students must have located a practicum site for approval by the department. |  |       |
| <b>Year 2</b>   |  |       |
| <b>Semester 1</b>   |  |       |
| EDPY 681  | Psychoeducational Assessment I <sup>1</sup>  | 3     |
| EDPY 690  | Advanced Individual Research <sup>1</sup>  | 3     |
| EDPY 682  | Psychoeducational Assessment II <sup>1</sup>   | 3     |
| EDPY 636  | Research and Evaluation in School Psychology <sup>1</sup>                            | 3     |
| EDPY 635A   | Role and Function of a School Psychologist: Positive Behavior Supports <sup>1</sup>  | 1     |
| <b>Semester 2</b>   |  |       |
| EDPY 683  | Psychoeducational Assessment III <sup>1</sup>  | 3     |
| EDPY 637  | Child Psychopathology Assessment and Treatment <sup>1</sup>                          | 3     |
| EDCO 550  | Crisis/Trauma Response and Interventions <sup>1</sup>                                | 3     |
| EDPY 633  | Multicultural and Bilingual Assessment and Intervention                              | 3     |
| EDPY 635B   | Role and Function of a School Psychologist: Individual/Group Counseling <sup>1</sup> | 1     |
| EDCO 575  | Clinical Practica  | 3     |
| <b>Semester 3</b>   |  |       |
| EDPY 635C   | Role and Function of a School Psychologist: Assessment <sup>1</sup>                  | 1     |
| <b>Year 3</b>   |  |       |
| <b>Semester 1</b>   |  |       |
| EDCO 555  | Group Counseling Skills  | 3     |
| EDCO 573  | Addictions, Assessment, and Interventions  | 3     |
| EDPY 697  | Readings in School Psychology  | 1     |
| Select one of the following:  |  | 5     |
| EDPY 655  | School Psychology Internship I   |       |
| EDPY 695  | School Psychology Fieldwork I  |       |
| <b>Semester 2</b>   |  |       |
| EDCO 571  | Introduction to Clinical Practice: Basic Skills                                      | 3     |
| EDCO 574  | Introduction to Clinical Practice: Advanced Skills                                   | 3     |
| Select one of the following:  |  | 5     |
| EDPY 656  | School Psychology Internship II  |       |
| EDPY 696  | School Psychology Fieldwork II   |       |
| Total Units   |  | 84    |

<sup>1</sup> Prerequisites must be completed prior to internship/fieldwork.



Students complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.) and Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology:

- Designated M.A.Ed and Ed.S. coursework (84 units)
- 550 hours of practicum
- 1,200 hours of fieldwork/internship (primary and secondary settings)
- Graduate research project
- Passing the PRAXIS II (School Psychology) with a 147 or higher

## Additional Requirements

1. Students must earn a passing score of 147 or greater on the PRAXIS II exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the PRAXIS II with a score of 147 or greater, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).
2. Students prepare a Graduate Research Project (GRP), which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content should be related to a topic that the student chooses to study in depth and has relevance to the field of school psychology. The research portion of the project is completed through the following courses: EDCO 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.
3. Students complete a performance-based portfolio during practicum and internship/fieldwork that will be evaluated by program faculty and field experience mentors for evidence of skills competency.

## Advisory Notes

- Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures section of the catalog.
- Students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.
- For LPCC licensure, EDCO 549 must also be taken.
- The practicum experience at APU consists of 450 hours (required by the California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K-12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinics) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than three years of experience.
- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers), provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all of the university standards for transfer credit (see Transfer Credit), it may be transferred to meet requirements (up to 20 percent of the total program units may be transferred to meet requirements). If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the School of Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Commence and/or Graduate Form from the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) at least 90 days before intended graduation. The registrar will determine whether the student has met all requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.
4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services and school practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice disposition.

# Pupil Personnel Services: School Psychology Credential

**For more information: (626) 815-5424**

**Prerequisite:** Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 792)

A required transcript evaluation of students' courses will determine which courses will count toward the PPS: School Psychology Credential.

Requirements are the same as for Azusa Pacific University's Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 798) program, with the exception that no graduate research project is required.

Students must pass the PRAXIS II (School Psychology) Exam with a score of 147 or greater. Credential-only candidates **may be eligible** to become a Nationally Certified School Psychologist (NCSP); candidates are advised to contact the National Association of School Psychologists (NASP) certification board (<http://www.nasponline.org/CERTIFICATION/>) to determine if their degrees meet NCSP requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Applied Behavioral Analysis Specialization

## BCBA Certificate

23 units

For more information: (626) 815-5424

**NOTE:** A Board Certified Behavior Analyst® (BCBA) coordinator must approve admission to this emphasis. Admission to the BCBA program course sequence requires a separate application with the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/>) and interview with the BCBA committee.

The following nine-course sequence in applied behavior analysis, in its entirety, meets the 315 classroom hours of graduate-level instruction in the specified content areas established by the Behavior Analyst Certification Board® (BACB). Graduate students in the program must successfully complete all of the courses listed below to qualify to sit for the BCBA examination. Individual courses taken with a non-BCBA instructor or outside of APU's BCBA nine-course sequence may not meet BCBA requirements. Contact the BACB (<http://bacb.com/>) for additional information.

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| ABA 503     | Behavior Analysis in Applied Settings I                                  | 3     |
| ABA 504     | Single-Case Designs: Measurement and Experimental Evaluation of Behavior | 3     |
| ABA 505     | Behavior Analysis in Applied Settings II                                 | 3     |
| ABA 515     | Behavior Change Procedures in Applied Settings I                         | 3     |
| ABA 500     | ABA Fieldwork I  | 1     |
| ABA 524     | Ethics in Applied Behavior Analysis                                      | 3     |
| ABA 534     | Behavior Change Procedures in Applied Settings II                        | 3     |
| ABA 514     | Functional Behavior Assessment in Applied Settings                       | 3     |
| ABA 510     | ABA Fieldwork II   | 1     |
| Total Units |  | 23    |

**Special Note:** A behavior analyst is certified by the BACB after passing the BCBA certification exam. To sit for the exam, a candidate must apply directly to the BACB and provide evidence of the following: a master's degree in behavior analysis, education, or psychology from a qualifying institution; a passing grade in each course (i.e., C or better in each graded course), comprising a total of at least 315 classroom hours of graduate-level instruction from an approved university in the specified content areas established by the BACB; and completion of 1,500 hours of supervised independent fieldwork in behavior analysis supervised by a qualified BCBA. Azusa Pacific University does not provide this supervision. For more specific information regarding the certification process, visit the BACB website (<http://www.bacb.com>).

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate an understanding of basic concepts and principles from the field of Applied Behavior Analysis (ABA).
2. Learn single-subject design and how to collect, display, analyze, and interpret data using continuous and discontinuous measures.
3. Implement procedures and systems related to behavior change from the perspective of applied behavior analysis (ABA).
4. Conduct personnel supervision that is behavior analytic in nature.
5. Apply the industry's ethical guidelines to their practice in the field of applied behavior analysis (ABA).

6. Conduct functional behavior assessment. This includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans.
7. Apply coursework in a fieldwork setting, supervised by a qualified professional.

# Clinical Counseling Certificate

For more information: (626) 815-5424

The Department of School Counseling and School Psychology offers the Clinical Counseling Certificate (<https://www.apu.edu/education/programs/clinical-counseling-certificate/>), which equips candidates with an in-depth understanding of the numerous issues and pressures facing students and their families today.

## Requirements

The Clinical Counseling Certificate is offered as a four-course elective sequence:

| Code              | Title  | Units |
|-------------------|--|-------|
| <b>Semester 1</b> |  |       |
| EDCO 571          | Introduction to Clinical Practice: Basic Skills    | 3     |
| EDCO 572          | Psychobiology and Psychopharmacology               | 3     |
| <b>Semester 2</b> |  |       |
| EDCO 573          | Addictions, Assessment, and Interventions          | 3     |
| EDCO 574          | Introduction to Clinical Practice: Advanced Skills | 3     |

Admission requirements for the Clinical Counseling Certificate's four-course sequence require students to have a master's degree in counseling, clinical psychology, or a related field (also see the Admission section below). These four courses do NOT lead to meeting eligibility requirements for the LPCC designation in the state of California, but are considered advanced education to add more mental health tools to a practitioner's repertoire. It is recommended that students visit the California Association for Licensed Professional Clinical Counselors (CALPCC) website (<http://calpcc.org/>) for the most current and accurate information about LPCC licensure requirements. Contact the Department of School Counseling and School Psychology (<http://www.apu.edu/education/counselingspsych/>) for more information about the Clinical Counseling Certificate program.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Division of Teacher Education

The Division of Teacher Education (<http://www.apu.edu/education/teacher/>) prepares candidates to become public school teachers who demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all K-12 students grow and learn. In keeping with a commitment to enhance teacher candidates' understanding of the continuum of K-12 education, all programs emphasize a growing knowledge across the breadth of the program from theory to practice. Master's degree programs with credentials embedded and credential-only programs provide the training and experience needed to qualify for California's Multiple Subject and Single Subject Teaching Credentials, as well as Mild/Moderate and Moderate/Severe Education Specialist Credentials.

The Division of Teacher Education offers a B.A. in Liberal Studies (p. 839) with an optional integrated Mild/Moderate or Moderate/Severe Disabilities Education Specialist Credential, as well as a liberal studies minor (p. 846). Additionally, the Integrated Bachelor's/Credential Program (p. 875) offers several options in other fields of study, including allied health and mathematics.

The division also offers an online Master of Arts in Educational Technology (p. 831), an advanced degree program available to credentialed educators seeking to become leaders in technology-embedded instruction; and two master's degrees with a Multiple Subject or Single Subject Preliminary Teaching Credential embedded: the Master of Arts in Education: Learning and Technology (p. 833) and Master of Arts in Education: Teaching (p. 833). The division also offers two master's degrees with a Mild/Moderate or Moderate/Severe Disabilities Education Specialist Credential embedded: the Masters of Arts in Education: Learning and Technology (p. 859) and Master of Arts in Education: Special Education (p. 859). Additionally, the School of Behavioral and Applied Sciences offers the Master of Arts in Physical Education and Single Subject Teaching Credential (p. 579). (p. 579)

Learn more about the division below:

- Mission Statement (p. 814)
- Professional Standards for Credential Candidates (p. 814)
- Intern Credential Option and Eligibility Requirements (p. 814)

## Mission Statement

The Division of Teacher Education produces teachers who are ethical, responsive, and informed practitioners who are faithful stewards of their time, talents, and resources. They model servanthood as a means to clarify and practice their faith and knowledge.

## Professional Standards for Credential Candidates

APU credential candidates are highly desired because of the School of Education's strong reputation for preparing highly qualified teachers who have been held to high professional standards. The Division of Teacher Education assesses candidates from admission through credential recommendation in credential standards and dispositions, including the following:

- All credential candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in expulsion from the program.
- All credential standards and requirements for Multiple Subject and Single Subject Teaching Credentials, as well as the Mild/Moderate and Moderate/Severe Education Specialist Credentials, are subject to California Commission on Teacher Credentialing (CTC), National Council for Accreditation of Teacher Education (NCATE, transitioning to the Council for the Accreditation of Educator Preparation or CAEP), and federal policy changes, as well as graduate education policies. These standards, requirements, and policies supersede catalog descriptions of prior programs and requirements.
- The division reserves the right to change the admission process and requirements as needed, withhold credential recommendation due to a candidate's failure to meet and/or maintain APU professional and ethical behavior standards and dispositions, and/or expel a candidate at any time in the program due to a candidate's failure to meet and/or maintain APU professional and ethical standards and dispositions.
- Please refer to published general application requirements for credential programs.

## Intern Credential Option and Eligibility Requirements

The Multiple Subject and Single Subject Credential programs, and the Mild/Moderate and Moderate/Severe Disabilities Education Specialist programs, offer an Intern Credential option specifically designed for the candidate who is teaching full time in an appropriate setting in a public K-12 school. Candidates planning to complete their clinical experience via an Intern Credential should communicate with a credential analyst in the Office of Credentials (<http://www.apu.edu/education/resources/credentials/>) prior to beginning the eligibility process. To become eligible for an Intern Credential, a candidate must meet the following requirements:

1. Hold a baccalaureate or higher degree from a regionally accredited institution of higher education.
2. Gain admittance to a School of Education preliminary teaching credential program and be a candidate in good standing.
3. Successfully complete (grade of B- or higher in each course) at least 6 units of coursework in the School of Education preliminary teaching credential program. Candidates who already hold a California Multiple Subject, Single Subject, or Education Specialist Teaching Credential may check with the Office of Credentials for possible exemption from this requirement.

4. Verify successful completion of the California Basic Skills Requirement (<http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>) via one of the options approved by the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>).
5. Verify successful completion of U.S. Constitution requirement (course or exam).
6. Verify successful completion of subject-matter competence via one of the following options:
  - Multiple Subject and Single Subject Teaching Credential candidates: Pass CSET or provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver).
  - Mild/Moderate and Moderate/Severe Disabilities Education Specialist Credential candidates: Individuals who hold a Professional Clear, Clear, or Life Teaching Credential that required a bachelor's degree and completion of a program that included student teaching are exempt from this requirement. Others must pass the CSET for multiple subject, art, English, world languages, mathematics (including foundational-level mathematics), music, social science, or science (including foundational-level general science); or provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver) for multiple subject, art, English, world languages, mathematics, music, social science, or science.
7. Verify successful completion of the School of Education's approved intern pre-service.
  - Multiple Subject Preservice: TESP 501 Art of Teaching I: Foundations of Teaching, TESP 502 Science of Teaching I: How Students Learn, TESP 511 Art of Teaching II: Pedagogy and Instructional Design, and TEP 521 Methods of Teaching Reading and Writing (K-8)
  - Single Subject Preservice: TESP 501 Art of Teaching I: Foundations of Teaching, TESP 502 Science of Teaching I: How Students Learn, TESP 511 Art of Teaching II: Pedagogy and Instructional Design, and TEP 531 Methods of Teaching Reading and Writing (7-12)
  - Mild/Moderate or Moderate/Severe Preservice: TESP 501 Art of Teaching I: Foundations of Teaching, TESP 502 Science of Teaching I: How Students Learn, TESP 511 Art of Teaching II: Pedagogy and Instructional Design, and SPED 525 Methods of Teaching Reading and Writing
 Candidates may also meet intern preservice requirements via completion of Alternative Certification Training (ACT) through the Kern County Superintendent of Schools. Candidates are required to work with their credential analyst for completion of preservice requirements through ACT or documented evidence of completing another CTC-approved preservice certification program.
8. Verify successful completion of 30 hours of early fieldwork experience via one of the following options:
  - APU fieldwork that is embedded in courses.
  - Current California Multiple Subject, Single Subject, or Education Specialist Teaching Credential.
  - Life Ryan Credentials, out-of-state credentials, and previous teaching experience will be evaluated on a case-by-case basis.
9. Demonstrate competence in reading instruction via completion of the School of Education Methods of Teaching Reading and Writing course relevant to the candidate's preliminary credential program AND proof of registration for the Reading Instruction Competence Assessment (RICA) exam OR proof of a passing score on the RICA exam. Candidates who already hold a California Multiple Subject or Education Specialist Teaching Credential may check with the Office of Credentials for possible exemption from this requirement.
10. Gain employment under a full-time public school contract at a school site located within 50 miles of Azusa or an APU regional campus offering School of Education preliminary teacher credential programs.
11. Verify employment as evidenced by a letter from school or district administration on school or district letterhead fully describing the teaching assignment.
12. Submit the credential application and Intern Credential Application Request through the Office of Credentials.

Completion of the above requirements does not guarantee recommendation for an Intern Credential; such recommendation is contingent upon the availability of university mentors. The School of Education must also have a valid Memorandum of Understanding (MOU) in place with the employing Local Education Agency (LEA) extending the offer of employment. Additionally, the intern coordinator and program director for the relevant preliminary teacher credential program will review the candidate's file to determine if the candidate demonstrates appropriate academic progress and dispositions for recommendation for an Intern Credential.

Note: The School of Education at Azusa Pacific University is not approved to offer the Bilingual Crosscultural Language and Academic Development Certificate (BCLAD). At this time, the intern programs are not designed to support individuals employed in bilingual classrooms. We are unable to recommend a candidate for an intern credential if their intern placement is in a bilingual classroom.

Once a candidate has been recommended for an Intern Credential, he/she must comply with the following requirements to maintain eligibility for the Intern Credential:

- Be continuously employed in a teaching assignment that requires the Intern Credential
- Be an APU School of Education candidate in good standing
- Be making satisfactory progress toward program completion for the duration of the Intern Credential
- Follow his/her signed advising plan
- Enroll in an intern support course (SPED 500 or TEP 590) or clinical practice course each term he/she holds an Intern Credential

**Note:** Once a candidate has progressed to the start of the second 8 weeks of clinical practice, the candidate has passed the point where he/she can be recommended for an Intern Credential. Upon completion of 16 weeks of clinical practice, a candidate with an Intern Credential has one 8-week session in which to complete the preliminary credential requirements and application and move to the preliminary credential. This includes passing the RICA for those candidates working toward a preliminary credential requiring RICA. **Failure to either maintain eligibility for the Intern Credential or to**



complete the preliminary credential requirements and application within the one 8-week session immediately following completion of clinical practice will result in withdrawal of the Intern Credential, which could impact the candidate's employment.

## Programs

### Programs Offered

#### Department of Advanced Studies

- Master of Arts in Educational Technology (p. 831)
- Emphasis coursework for the:
  - Master of Arts in Education: Learning and Technology
  - Master of Arts in Education: Special Education
  - Master of Arts in Education: Teaching

#### Department of Elementary and Secondary Education

- B.A. in Liberal Studies/Undergraduate Education K-8 Program (p. 839)
- Liberal Studies Minor (p. 846)
- Elementary and Secondary Education: Master's Degree Programs in Learning and Technology with Preliminary Teaching Credential
  - Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 847)
  - Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 849)
- Elementary and Secondary Education: Master's Degree Programs in Teaching with Preliminary Teaching Credential
  - Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 851)
  - Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 853)
- Elementary and Secondary Education: Credential-only Programs
  - Multiple Subject Teaching Credential (p. 855)
  - Single Subject Teaching Credential (p. 857)

#### Department of Special Education

- Special Education: Master's Degree Programs in Learning and Technology with Education Specialist Preliminary Credential
  - Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential (p. 863)
  - Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential (p. 865)
- Special Education: Master's Degree Programs in Special Education with Education Specialist Preliminary Credential
  - Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential (p. 867)
  - Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential (p. 869)
- Special Education: Credential-only Programs
  - Mild/Moderate Disabilities Education Specialist Credential (p. 871)
  - Moderate/Severe Disabilities Education Specialist Credential (p. 873)

#### Integrated Bachelor's/Credential Program

- Bachelor of Science in Allied Health with Single Subject (Science) Teaching Credential (p. 77)
- Bachelor of Arts in Liberal Studies with Mild to Moderate Disabilities Education Specialist Credential (p. 878)
- Bachelor of Arts in Liberal Studies with Moderate to Severe Disabilities Education Specialist Credential (p. 878)
- Bachelor of Arts in Mathematics with Single Subject (Math) Teaching Credential (p. 209)

## Courses

### EDLS 200, Introduction to Teaching as a Profession K-12, 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the K-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a K-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** Sophomore Standing

## EDLS 202, Introduction to Teaching as a Profession (7-12), 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the 7-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a 7-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** Sophomore Standing

## EDLS 300, Introduction to Teaching as a Profession, 4 Units

Lecture, 3 hours; Lab, 1 hour and 15 minutes per week: This course provides an overview to the teaching profession, focusing on the art of teaching at the K-12 level. Issues addressed surround the California State Standards for the Teaching Profession and Content Standards including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 15 hours in a K-12 school.

**Prerequisite:** Sophomore Standing

## EDLS 302, Introduction to Teaching as a Profession: 7-12, 4 Units

Lecture, 3 hours; Lab, 1 hour 15 minutes per week: The course provides an overview to the art and profession of teaching at the 7-12 level. Issues addressed surround the California State Standards for Content and the Teaching Profession, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 15 hours in 7-12 classrooms.

**Prerequisite:** Sophomore Standing

## EDLS 303, Introduction to Special Populations, 3 Units

This course will provide an overview of educational practices that influence the identification, placement, and teaching of students with mild to moderate disabilities. The basic principles of special education, including its history, legal mandates, and descriptions of various types of disabling conditions will be examined. Learning problems will be addressed in terms of the specific categories related to mild to moderate disabilities.

**Prerequisite:** Sophomore Standing

## EDLS 304, Introduction to Teaching Special Populations, 3 Units

This course will provide an overview of instructional practices and procedures for assisting the prospective teacher in his role as educator of students with mild to moderate disabilities. It will raise awareness of the exceptional child first and foremost as an individual who is influenced by and must cope with the broad contexts or environments of family, peers, school, and society.

**Prerequisite:** Sophomore Standing

## EDLS 405, Diversity in the Classroom, 3 Units

This course focuses on the examination of the interaction of the student's cultural background with ethics, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism in schools. Includes service-learning hours in educational settings. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** Junior standing

## EDLS 495, Foundations of Education Capstone, 3 Units

This is the capstone course for seniors in the Liberal Studies program. In this course, students integrate the concepts and skills they have learned throughout their various Liberal Studies courses, apply their knowledge in a classroom service learning experience, and prepare to transition from college to their teaching careers. Students utilize the California State Common Core Standards for the Teaching Profession to reflect on their growth as educators, synthesize their knowledge and service learning experiences from across multiple courses to develop their personal philosophy of education, and generate cross-disciplinary projects that showcase their skills in curriculum development and pedagogy while preparing for the CSET (California Subject Examination for Teachers). In addition, students develop essential job searching and interviewing skills. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** EDLS 496, EDLS 200 or EDLS 202, EDLS 405, and senior standing

## EDLS 496, Writing 3: Education and Professional Ethics, 3 Units

This writing 3 course prepares students to develop a written thesis which offers a cogent analysis of a complex topic while defending a clear thesis. Students will understand and express a Christian perspective on issues critical to the education profession through a written thesis. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Junior standing, Writing 2

## EDLS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### **EDTC 511, Foundations in Educational Technology, 3 Units**

This course focuses on developing proficiency with the foundational skills necessary for the Online Master of Arts in Educational Technology. Working in synchronous and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program.

### **EDTC 515, Emerging Trends in Technology, 3 Units**

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

### **EDTC 517, Digital Communications, 3 Units**

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

### **EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units**

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

### **EDTC 520, Managing Tech-Supported Curricular Tools, 3 Units**

This course explores managing various technology-supported curricular tools applicable to leadership and instruction in the educational environment. Topics include leadership roles in technology, technology planning, computer applications, and designing a technology implementation plan.

### **EDTC 521, Digital Imagery for Learning Environments, 3 Units**

This course covers a variety of digital imaging and audio applications and their operating tools utilized for teaching/learning environments. Students develop the skills necessary to create, design, and manipulate images along with editing video and audio for digital and/or interactive media.

### **EDTC 523, Educational Applications of Information Design and Hypermedia, 3 Units**

The basics of information design and hypermedia are studied. Topics include the definition and application of information design and hypermedia, the development of hypermedia, the impact of information design on hypermedia, and the impact of hypermedia on society. Students incorporate principles of information design into their hypermedia/global learning projects.

### **EDTC 524, Instructional Design and Development, 3 Units**

This course focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Implications on the educational experience of teachers, students, and administrators are also explored. Working in collaboration with other class members, students design an educational presentation/product for professional use.

### **EDTC 526, Practicum in Educational Applications of Technology, 3 Units**

The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Online Educational Technology program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive e-portfolio, and final presentation to conclude the requirements for the master's degree. This course must be taken at the end of the coursework.

**Prerequisite:** All coursework in educational technology completed

### **EDTC 527, Special Topics in Educational Technology, 3 Units**

The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

### **EDTC 599, Readings in Educational Technology, 1-3 Units**

Consists of a program of study concentrating on assigned readings, discussions, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### **EDUC 530, Introduction to Research for Practitioners, 1 Unit**

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates learn to identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.

**Prerequisite:** Admission to one of the following M.A. in Education programs: Teaching and Multiple Subject Teaching Credential or Teaching and Single Subject Teaching Credential

## **EDUC 536, Family, Community, and School Connections, 3 Units**

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community-building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.

**Prerequisite:** EDUC 530

## **EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units**

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.

**Prerequisite:** EDUC 530

## **EDUC 538, Current Issues in Education, 3 Units**

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum, with a focus on instructional design; teaching practice; school organization; and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.

**Prerequisite:** EDUC 530

## **EDUC 539, Capstone Seminar, 2 Units**

Culminating the M.A. completer courses, the capstone seminar builds on the coursework representing students' repertoire of academic preparation throughout the credential and master's programs. Master's candidates create and compile assignments in an efolio profiling their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. This seminar refines and contributes further to a body of work representing the teacher candidate's accomplishments and professional identity. Finally, candidates enhance their understanding and experience of a community's connection to the school environment.

**Prerequisite:** EDUC 530, EDUC 536, EDUC 537, and EDUC 538; may be taken concurrently: TEP 552 or TEP 562

## **EDUC 540, Essentials in Learning and Technology, 1 Unit**

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning and Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

**Prerequisite:** Admission into a M.A. in Education: Learning and Technology program: Mild/Moderate Disabilities Education Specialist Credential, Moderate/Severe Disabilities Education Specialist Credential, Multiple Subject Teaching or Single Subject Teaching Credential

## **EDUC 546, Digital Communications, 3 Units**

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.

**Prerequisite:** EDUC 540

## **EDUC 547, Special Topics in Educational Technology, 3 Units**

Current technologies, trends, and a variety of special topics in educational technology are explored. This course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

**Prerequisite:** EDUC 540, or permission of program to take course as elective

## **EDUC 548, Emerging Trends in Technology, 3 Units**

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.

**Prerequisite:** EDUC 540

## **EDUC 549, Capstone Experience in Learning and Technology, 2 Units**

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.

**Prerequisite:** EDUC 540, EDUC 546, EDUC 547, and EDUC 548; may be taken concurrently: TEP 552, TEP 562, SPED 552, or SPED 572

## **EDUC 550, Introduction to Research for Practitioners, 1 Unit**

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and come to understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.

**Prerequisite:** Admission to one of the following Master of Arts in Education programs: Special Education and Mild/Moderate Disabilities Specialist Credential, or Special Education and Moderate/Severe Disabilities Specialist Credential.

## **EDUC 556, Historical and Philosophical Perspectives of Disability Studies, 3 Units**

This course explores and analyzes the historically key definitions of disability in light of the major theories, methodological approaches, and proposed public policy uses that have shaped them. It also considers how civil rights, human rights, self-determination, social policy, and participative action research have influenced disability studies. A diverse set of current and historical research articles on disability studies is analyzed to model the ways in which different research topics have been addressed and introduce how current research can stimulate future studies. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience, as master's candidates begin to develop initial sections of their capstone research project.

**Prerequisite:** EDUC 550

## **EDUC 557, Current Trends in Curriculum and Disability Studies, 3 Units**

This course equips candidates with practical and theoretical understanding of curriculum in schooling, with an emphasis on the role performed by the special education teacher or 'Differentiation Expert.' Course material covers the various approaches to curriculum construction and organization in schools by examining the principles of curriculum improvement, change, and evaluation. Focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

**Prerequisite:** EDUC 550

## **EDUC 558, Guided Research Project, 3 Units**

This advanced course enables master's degree candidates in special education to become informed users and designers of educational research. Building upon earlier courses, candidates continue to examine educational research within the special education framework, with an emphasis on consumption, design, and application. Through activities integrated with their own inquiry processes, candidates refine their ability to locate, value, and synthesize relevant research, as well as select and employ appropriate research approaches, procedures, data sources, and analytical methods. Using these skills, candidates incorporate the sections drafted in previous research core courses to develop and implement a cohesive, data-driven research plan for their own classroom or school-based inquiry, using qualitative, quantitative, or mixed-methods approaches, as appropriate. Standards for writing research papers are also highlighted. Candidates complete the capstone project and submit findings in the Procedures and Findings section.

**Prerequisite:** EDUC 550, EDUC 556, EDUC 557

## **EDUC 559, Procedures and Findings, 2 Units**

This course is a sequel to the Guided Research Project section, and is designed to help researcher-educators develop the capstone reporting processes and procedures sections, as well as to refine and submit the completed project. Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all pieces developed in previous research core courses and implement, analyze, and report findings for their data-driven research plan. Candidates work independently, provide feedback to and receive feedback from peers, and hold conference with their instructor to review their data analyses and results and to effectively revise and edit their completed project. This course enables candidates to complete their own research inquiry process and submit a final research report.

**Prerequisite:** EDUC 558; may be taken concurrently: SPED 552 or SPED 572

## **SPED 500, Candidate Support and Supervision, 1-3 Units**

This course allows Special Education Teacher Candidates to complete unit requirements for their credential or degree program. Current educational practices and a variety of special topics in the field of special education are explored, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Special Education Intern Candidates may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

## **SPED 525, Methods of Teaching Reading and Writing, 3 Units**

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## **SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units**

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

## **SPED 527, Teaching Students with Moderate to Severe Disabilities, 3 Units**

This course provides teacher candidates with a systems perspective for understanding and supporting individuals with moderate to severe disabilities and their families who come from culturally and linguistically diverse backgrounds. Using a person-centered planning approach, candidates examine effective collaborative strategies for team building, IEP development, joint problem solving, and transition planning. This course covers evidence-based strategies, adaptations, modifications, and technologies that provide access to Common Core standards, functional academics, and life skills. Various models are reviewed, including co-teaching, inclusion, community-based instruction, and vocational training.

## **SPED 528, Assessment and IEP Development, 3 Units**

This course examines current assessment mandates for students with mild to moderate to severe disabilities. Teacher candidates study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments and informal surveys or assessment instruments, and come to understand the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).

**Corequisite:** SPED 551 or SPED 571

## **SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units**

This course equips teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.

**Corequisite:** SPED 552 or SPED 572

## **SPED 551, Clinical Practice I: Mild to Moderate Disabilities, 2 Units**

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

## **SPED 552, Clinical Practice II: Mild to Moderate Disabilities, 2 Units**

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** SPED 551

## **SPED 571, Clinical Practice I: Moderate to Severe Disabilities, 2 Units**

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

## **SPED 572, Clinical Practice II: Moderate to Severe Disabilities, 2 Units**

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** SPED 571

## **SPED 599, Readings in Special Education, 1-3 Units**

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units**

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## **TEP 522, Methods of Teaching Mathematics (K-8), 3 Units**

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the 'plan, teach, assess, reflect, and apply' cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or during the internship are also addressed.

## **TEP 523, Methods of Teaching Science (K-8), 2 Units**

This course introduces credential candidates to state-adopted K-8 Next Generation Science Standards and the 2016 Science Framework for California Public Schools: Kindergarten Through Grade Twelve, as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is on balanced instruction between Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, develop academic language, engage in disciplinary discourse practices, and understand the connections between science, society, technology, and the environment. The teaching of physical education and health education in grades K-8 is also covered.

**Corequisite:** TEP 551

## **TEP 524, Methods of Integrating the Humanities (K-8), 2 Units**

This course, intended for students in clinical practice (student teaching or intern placements), introduces methods of connecting moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Course material utilizes a wide range of high-quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds.

**Corequisite:** TEP 552

### **TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units**

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

### **TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools (7-12), 2 Units**

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' roles in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.

**Corequisite:** TEP 561

### **TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12), 3 Units**

This course explores the philosophical and practical aspects of differentiation as defined by the entirety of classroom practice by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities that support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in analyzing and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also begin the development of an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

### **TEP 534, Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12), 2 Units**

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed in the course include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the 'plan, teach, assess, reflect, and apply' cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or the internship are addressed.

**Prerequisite:** TEP 532;

**Corequisite:** TEP 562

### **TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units**

Clinical practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English-language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

### **TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units**

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Multiple Subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English-language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** TEP 551



## **TEP 561, Clinical Practice I: Single Subject Credential, 2 Units**

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

## **TEP 562, Clinical Practice II: Single Subject Credential, 2 Units**

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** TEP 561

## **TEP 590, Candidate Support and Supervision, 1-3 Units**

This course is required for General Education Teacher Candidates to complete unit requirements for their credential or degree program. Current educational practices and a variety of special topics in the field of general education are explored, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. General Education Intern Candidates may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

## **TEP 599, Readings in Teacher Education, 1-3 Units**

Consists of a program of study concentrating on assigned readings, discussions, field experiences, and/or writing arranged between, and designed by, a student and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units**

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

## **TESP 502, Science of Teaching I: How Students Learn, 3 Units**

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

## **TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units**

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

## **TESP 504, Schools and Educational Systems, 3 Units**

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **TESP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units**

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment. Finally, candidates examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a K-12 school.

**Prerequisite:** TESP 501

## **TESP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units**

This course explores strategies for designing standards and data-driven curricular plans and units to serve diverse student populations (e.g., culturally, linguistically, and/or ability-diverse learners). Teacher candidates engage in the administration and analysis of formative, summative, diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California K-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles; these will demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a K-12 school.

**Prerequisite:** TESP 502

## **Faculty**

### **Department Chair, Advanced Studies; Program Director, M.A. in Educational Technology**

Kathleen Fletcher Bacer (<http://www.apu.edu/faculty/kbacer/>), Ed.D.

### **Department Chair, Elementary and Secondary Education; Program Director, Multiple Subject Teaching Credential**

Catherine Hahs Brinkley (<http://www.apu.edu/faculty/cbrinkley/>), Ed.D.

### **Department Chair, Special Education**

Craig Bartholio (<http://www.apu.edu/faculty/cbartholio/>), Ed.D.

### **Program Director, B.A. in Liberal Studies/Undergraduate Education K-8 Program**

Paul Flores (<http://www.apu.edu/faculty/pflores/>), Ph.D.

### **Program Director, Single Subject Teaching Credential**

Jessica Cannaday (<http://www.apu.edu/faculty/jcannaday/>), Ph.D.

## **Program Director, Special Education: Mild/Moderate and Special Education: Moderate/Severe Credentials**

Angela Guta (<http://www.apu.edu/faculty/aguta/>), Ph.D.

### **Professors**

Kathleen Fletcher Bacer (<http://www.apu.edu/faculty/kbacer/>), Ed.D.

Jessica Cannaday (<http://www.apu.edu/faculty/jcannaday/>), Ph.D.

Jennifer Courduff (<http://www.apu.edu/faculty/jcourduff/>), Ph.D.

Paul Flores (<http://www.apu.edu/faculty/pflores/>), Ph.D.

Greg Kaiser (<http://www.apu.edu/faculty/gkaiser/>), Ph.D.

HeeKap Lee (<http://www.apu.edu/faculty/hlee/>), Ph.D.

### **Associate Professors**

Tammy Bachrach (<http://www.apu.edu/faculty/tbachrach/>), Ph.D.

Richard Barsh (<http://www.apu.edu/faculty/rbarsh/>), Ed.D.

Janet Hanson (<http://www.apu.edu/faculty/jhanson/>), Ed.D.

### **Assistant Professors**

Craig Bartholio (<http://www.apu.edu/faculty/cbartholio/>), Ed.D.

Kathleen Bautista (<http://www.apu.edu/faculty/kbautista/>), Ed.D.

Cynthia Dollins (<http://www.apu.edu/faculty/cdollins/>), Ed.D.

Jaquet Dumas (<http://www.apu.edu/faculty/jdumas/>), Ph.D.

Ile May Freeman (<http://www.apu.edu/faculty/ilim/>), Ed.D.

Angela Guta (<http://www.apu.edu/faculty/aguta/>), Ph.D.

Catherine Hahs Brinkley (<http://www.apu.edu/faculty/cbrinkley/>), Ed.D.

Amber Lynwood (<http://www.apu.edu/faculty/alynwood/>), Ed.D.

Regula Schmid (<http://www.apu.edu/faculty/rschmid/>), Ed.D.

Alicia Watkin (<http://www.apu.edu/faculty/awatkin/>), Ed.D.

# Department of Advanced Studies

The Department of Advanced Studies offers master's degree programs for candidates seeking to expand their knowledge and further their education. They may pursue a Master of Arts in Educational Technology (p. 831) or a Master of Arts in Education with an emphasis in Learning and Technology, Special Education, or Teaching with an embedded California preliminary teaching credential or preliminary education specialist credential.

The Master of Arts in Educational Technology and the emphasis coursework for the Master of Arts in Education are delivered completely online to provide flexibility and convenience to candidates within their professional practice.

## Master of Arts in Education Emphases

Candidates complete foundations and specialization coursework for the M.A.Ed. in the Department of Elementary and Secondary Education (p. 833) or the Department of Special Education (p. 859) alongside emphasis coursework in the Department of Advanced Studies in one of the following areas:

### Master of Arts in Education: Learning and Technology

- The Learning and Technology emphasis focuses on foundational tools necessary to design and implement instructional experiences that integrate technology throughout the curriculum.

### Master of Arts in Education: Special Education

- The Special Education emphasis develops the advanced knowledge needed to serve students with special needs.

### Master of Arts in Education: Teaching

- The Teaching emphasis blends advanced coursework in curriculum and instruction with graduate work in practitioner research to provide candidates with a depth of knowledge within the field of education.

## Graduate Program

- Master of Arts in Educational Technology (p. 831)

## Courses

### EDTC 511, Foundations in Educational Technology, 3 Units

This course focuses on developing proficiency with the foundational skills necessary for the Online Master of Arts in Educational Technology. Working in synchronous and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program.

### EDTC 515, Emerging Trends in Technology, 3 Units

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

### EDTC 517, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

### EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

### EDTC 520, Managing Tech-Supported Curricular Tools, 3 Units

This course explores managing various technology-supported curricular tools applicable to leadership and instruction in the educational environment. Topics include leadership roles in technology, technology planning, computer applications, and designing a technology implementation plan.

### EDTC 521, Digital Imagery for Learning Environments, 3 Units

This course covers a variety of digital imaging and audio applications and their operating tools utilized for teaching/learning environments. Students develop the skills necessary to create, design, and manipulate images along with editing video and audio for digital and/or interactive media.

### **EDTC 523, Educational Applications of Information Design and Hypermedia, 3 Units**

The basics of information design and hypermedia are studied. Topics include the definition and application of information design and hypermedia, the development of hypermedia, the impact of information design on hypermedia, and the impact of hypermedia on society. Students incorporate principles of information design into their hypermedia/global learning projects.

### **EDTC 524, Instructional Design and Development, 3 Units**

This course focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Implications on the educational experience of teachers, students, and administrators are also explored. Working in collaboration with other class members, students design an educational presentation/product for professional use.

### **EDTC 526, Practicum in Educational Applications of Technology, 3 Units**

The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Online Educational Technology program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive e-portfolio, and final presentation to conclude the requirements for the master's degree. This course must be taken at the end of the coursework.

**Prerequisite:** All coursework in educational technology completed

### **EDTC 527, Special Topics in Educational Technology, 3 Units**

The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

### **EDUC 530, Introduction to Research for Practitioners, 1 Unit**

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates learn to identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.

**Prerequisite:** Admission to one of the following M.A. in Education programs: Teaching and Multiple Subject Teaching Credential or Teaching and Single Subject Teaching Credential

### **EDUC 536, Family, Community, and School Connections, 3 Units**

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community-building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.

**Prerequisite:** EDUC 530

### **EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units**

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.

**Prerequisite:** EDUC 530

### **EDUC 538, Current Issues in Education, 3 Units**

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum, with a focus on instructional design; teaching practice; school organization; and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.

**Prerequisite:** EDUC 530

### **EDUC 539, Capstone Seminar, 2 Units**

Culminating the M.A. completer courses, the capstone seminar builds on the coursework representing students' repertoire of academic preparation throughout the credential and master's programs. Master's candidates create and compile assignments in an efolio profiling their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. This seminar refines and contributes further to a body of work representing the teacher candidate's accomplishments and professional identity. Finally, candidates enhance their understanding and experience of a community's connection to the school environment.

**Prerequisite:** EDUC 530, EDUC 536, EDUC 537, and EDUC 538; may be taken concurrently: TEP 552 or TEP 562

## **EDUC 540, Essentials in Learning and Technology, 1 Unit**

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning and Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

**Prerequisite:** Admission into a M.A. in Education: Learning and Technology program: Mild/Moderate Disabilities Education Specialist Credential, Moderate/Severe Disabilities Education Specialist Credential, Multiple Subject Teaching or Single Subject Teaching Credential

## **EDUC 546, Digital Communications, 3 Units**

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.

**Prerequisite:** EDUC 540

## **EDUC 547, Special Topics in Educational Technology, 3 Units**

Current technologies, trends, and a variety of special topics in educational technology are explored. This course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

**Prerequisite:** EDUC 540, or permission of program to take course as elective

## **EDUC 548, Emerging Trends in Technology, 3 Units**

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.

**Prerequisite:** EDUC 540

## **EDUC 549, Capstone Experience in Learning and Technology, 2 Units**

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.

**Prerequisite:** EDUC 540, EDUC 546, EDUC 547, and EDUC 548; may be taken concurrently: TEP 552, TEP 562, SPED 552, or SPED 572

## **EDUC 550, Introduction to Research for Practitioners, 1 Unit**

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and come to understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.

**Prerequisite:** Admission to one of the following Master of Arts in Education programs: Special Education and Mild/Moderate Disabilities Specialist Credential, or Special Education and Moderate/Severe Disabilities Specialist Credential.

## **EDUC 556, Historical and Philosophical Perspectives of Disability Studies, 3 Units**

This course explores and analyzes the historically key definitions of disability in light of the major theories, methodological approaches, and proposed public policy uses that have shaped them. It also considers how civil rights, human rights, self-determination, social policy, and participative action research have influenced disability studies. A diverse set of current and historical research articles on disability studies is analyzed to model the ways in which different research topics have been addressed and introduce how current research can stimulate future studies. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience, as master's candidates begin to develop initial sections of their capstone research project.

**Prerequisite:** EDUC 550

## **EDUC 557, Current Trends in Curriculum and Disability Studies, 3 Units**

This course equips candidates with practical and theoretical understanding of curriculum in schooling, with an emphasis on the role performed by the special education teacher or 'Differentiation Expert.' Course material covers the various approaches to curriculum construction and organization in schools by examining the principles of curriculum improvement, change, and evaluation. Focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

**Prerequisite:** EDUC 550

### **EDUC 558, Guided Research Project, 3 Units**

This advanced course enables master's degree candidates in special education to become informed users and designers of educational research. Building upon earlier courses, candidates continue to examine educational research within the special education framework, with an emphasis on consumption, design, and application. Through activities integrated with their own inquiry processes, candidates refine their ability to locate, value, and synthesize relevant research, as well as select and employ appropriate research approaches, procedures, data sources, and analytical methods. Using these skills, candidates incorporate the sections drafted in previous research core courses to develop and implement a cohesive, data-driven research plan for their own classroom or school-based inquiry, using qualitative, quantitative, or mixed-methods approaches, as appropriate. Standards for writing research papers are also highlighted. Candidates complete the capstone project and submit findings in the Procedures and Findings section.

**Prerequisite:** EDUC 550, EDUC 556, EDUC 557

### **EDUC 559, Procedures and Findings, 2 Units**

This course is a sequel to the Guided Research Project section, and is designed to help researcher-educators develop the capstone reporting processes and procedures sections, as well as to refine and submit the completed project. Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all pieces developed in previous research core courses and implement, analyze, and report findings for their data-driven research plan. Candidates work independently, provide feedback to and receive feedback from peers, and hold conference with their instructor to review their data analyses and results and to effectively revise and edit their completed project. This course enables candidates to complete their own research inquiry process and submit a final research report.

**Prerequisite:** EDUC 558; may be taken concurrently: SPED 552 or SPED 572

# M.A. in Educational Technology

The online Master of Arts in Educational Technology (<https://www.apu.edu/education/programs/masters-in-educational-technology/>) is an advanced degree program available to credentialed educators seeking to become leaders of new and innovative methods for the 21<sup>st</sup> century, equipped to infuse technology-embedded instruction effectively into K-14 teaching/learning environments and online learning communities.

Candidates gain expertise in digital teaching and e-learning, managing tech-supported curricular tools, global learning and cross-cultural literacy, applications of information and instructional design, internet technologies, digital imagery and digital communications for learning environments, and emerging trends in technologies. The program encompasses a scholarly and constructivist online learning environment that capitalizes on the most relevant pedagogy on technology-infused teaching.

The coursework is sequenced and integrated to progressively develop content, professional and pedagogical knowledge, and dispositions in the field. Students admitted into the online program must complete all coursework online.

## Prerequisites

- Applicants must possess 12 semester units of undergraduate or graduate coursework in education.
- For each year of verified full-time teaching, 3 units of prerequisites may be waived.

## Requirements

| Code            | Title   | Units |
|-----------------|---|-------|
| <b>Term I</b>   |   |       |
| EDTC 511        | Foundations in Educational Technology                         | 3     |
| EDTC 527        | Special Topics in Educational Technology                      | 3     |
| <b>Term II</b>  |   |       |
| EDTC 517        | Digital Communications  | 3     |
| EDTC 518        | Global Learning/Cross-cultural Classroom                      | 3     |
| <b>Term III</b> |   |       |
| EDTC 523        | Educational Applications of Information Design and Hypermedia | 3     |
| EDTC 521        | Digital Imagery for Learning Environments                     | 3     |
| <b>Term IV</b>  |   |       |
| EDTC 524        | Instructional Design and Development                          | 3     |
| EDTC 520        | Managing Tech-Supported Curricular Tools                      | 3     |
| <b>Term V</b>   |   |       |
| EDTC 515        | Emerging Trends in Technology                                 | 3     |
| EDTC 526        | Practicum in Educational Applications of Technology           | 3     |
| Total Units     |   | 30    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Additional Admission Requirements

- Email the program director, Kathleen Bacer, Ed.D. (<http://www.apu.edu/education/faculty/kbacer/>), at [kbacer@apu.edu](mailto:kbacer@apu.edu) describing technology proficiencies, technology goals, and learning styles that may be suitable to the online learning environment and educational technology degree. Also include the model and brand of the computer you will be using for the program, along with your internet service provider.
- A résumé or statement of experience
- Students may not enroll in more than eight units per eight-week session.



## **Computer and Software Requirements**

- A Mac or PC computer running the latest operating system and latest versions of Firefox, Safari, and Chrome.
- Adobe Acrobat Pro DC, Microsoft Office Suite, Adobe Photoshop Elements, and Adobe Premiere Elements 10

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Demonstrate a functional analysis of educational technology and online learning that infuses technology-embedded instruction into K-14 learning environments.
2. Implement multiple digital communication tools and web-based resources within a teaching-learning environment.
3. Create and implement a global learning project that demonstrates cross-cultural competency.
4. Research emerging trends in educational technology that result in an applied digital presentation.
5. Utilize instructional design principles to create effective learning environments.
6. Design a comprehensive website (e-portfolio) that exhibits acquired skills in the educational applications of technology.
7. Articulate professional and technological growth attained from the MA in Educational Technology degree program.

# Department of Elementary and Secondary Education

The Department of Elementary and Secondary Education offers a Bachelor of Arts in Liberal Studies to prepare undergraduate students seeking careers as elementary school teachers with the breadth of content knowledge needed to teach in an elementary setting. The department also offers master's degree and credential programs for candidates seeking a California Preliminary Teaching Credential authorizing them to teach in a public elementary, middle, or high school setting. APU's Multiple Subject Teaching Credential programs prepare teachers for positions at the elementary level, providing a breadth of knowledge over the K-8 continuum for self-contained classrooms. The Single Subject Teaching Credential programs prepare teachers for positions at the middle and high school levels (6-12), with focus in their specific subject area. The department assesses all candidates at admission, throughout their program, and up to the recommendation of credentials. Assessments are used to evaluate and inform candidate learning and include the following assessment areas: California Commission on Teacher Credentialing (CTC) teacher performance expectations, APU student learning outcomes, and teacher candidate dispositions.

## Programs

### Undergraduate

- Bachelor of Arts in Liberal Studies/Undergraduate Education K-8 Program (p. 839)
- Minor in Liberal Studies (p. 846)

### Graduate

- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 847)
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 849)
- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 851)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 853)

## Credentials

- Multiple Subject Teaching Credential (p. 855)
- Single Subject Teaching Credential (p. 857)

## Courses

### EDLS 200, Introduction to Teaching as a Profession K-12, 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the K-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a K-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** Sophomore Standing

### EDLS 202, Introduction to Teaching as a Profession (7-12), 4 Units

This course provides an overview to the teaching profession, focusing on the art of teaching at the 7-12 level. Issues addressed surround the Common Core standards, the California State Standards for the Teaching Profession, and the California Content Standards, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 45 hours in a 7-12 school. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** Sophomore Standing

### EDLS 300, Introduction to Teaching as a Profession, 4 Units

Lecture, 3 hours; Lab, 1 hour and 15 minutes per week: This course provides an overview to the teaching profession, focusing on the art of teaching at the K-12 level. Issues addressed surround the California State Standards for the Teaching Profession and Content Standards including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 15 hours in a K-12 school.

**Prerequisite:** Sophomore Standing

### EDLS 302, Introduction to Teaching as a Profession: 7-12, 4 Units

Lecture, 3 hours; Lab, 1 hour 15 minutes per week: The course provides an overview to the art and profession of teaching at the 7-12 level. Issues addressed surround the California State Standards for Content and the Teaching Profession, including school organization, curriculum and pedagogical practices, classroom management, and assessment. The service-learning lab requires 15 hours in 7-12 classrooms.

**Prerequisite:** Sophomore Standing

### **EDLS 303, Introduction to Special Populations, 3 Units**

This course will provide an overview of educational practices that influence the identification, placement, and teaching of students with mild to moderate disabilities. The basic principles of special education, including its history, legal mandates, and descriptions of various types of disabling conditions will be examined. Learning problems will be addressed in terms of the specific categories related to mild to moderate disabilities.

**Prerequisite:** Sophomore Standing

### **EDLS 304, Introduction to Teaching Special Populations, 3 Units**

This course will provide an overview of instructional practices and procedures for assisting the prospective teacher in his role as educator of students with mild to moderate disabilities. It will raise awareness of the exceptional child first and foremost as an individual who is influenced by and must cope with the broad contexts or environments of family, peers, school, and society.

**Prerequisite:** Sophomore Standing

### **EDLS 405, Diversity in the Classroom, 3 Units**

This course focuses on the examination of the interaction of the student's cultural background with ethics, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism in schools. Includes service-learning hours in educational settings. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** Junior standing

### **EDLS 495, Foundations of Education Capstone, 3 Units**

This is the capstone course for seniors in the Liberal Studies program. In this course, students integrate the concepts and skills they have learned throughout their various Liberal Studies courses, apply their knowledge in a classroom service learning experience, and prepare to transition from college to their teaching careers. Students utilize the California State Common Core Standards for the Teaching Profession to reflect on their growth as educators, synthesize their knowledge and service learning experiences from across multiple courses to develop their personal philosophy of education, and generate cross-disciplinary projects that showcase their skills in curriculum development and pedagogy while preparing for the CSET (California Subject Examination for Teachers). In addition, students develop essential job searching and interviewing skills. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** EDLS 496, EDLS 200 or EDLS 202, EDLS 405, and senior standing

### **EDLS 496, Writing 3: Education and Professional Ethics, 3 Units**

This writing 3 course prepares students to develop a written thesis which offers a cogent analysis of a complex topic while defending a clear thesis. Students will understand and express a Christian perspective on issues critical to the education profession through a written thesis. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Junior standing, Writing 2

### **EDLS 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### **EDUC 530, Introduction to Research for Practitioners, 1 Unit**

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates learn to identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.

**Prerequisite:** Admission to one of the following M.A. in Education programs: Teaching and Multiple Subject Teaching Credential or Teaching and Single Subject Teaching Credential

### **EDUC 536, Family, Community, and School Connections, 3 Units**

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community-building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.

**Prerequisite:** EDUC 530

## **EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units**

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.

**Prerequisite:** EDUC 530

## **EDUC 538, Current Issues in Education, 3 Units**

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum, with a focus on instructional design; teaching practice; school organization; and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.

**Prerequisite:** EDUC 530

## **EDUC 539, Capstone Seminar, 2 Units**

Culminating the M.A. completer courses, the capstone seminar builds on the coursework representing students' repertoire of academic preparation throughout the credential and master's programs. Master's candidates create and compile assignments in an efolio profiling their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. This seminar refines and contributes further to a body of work representing the teacher candidate's accomplishments and professional identity. Finally, candidates enhance their understanding and experience of a community's connection to the school environment.

**Prerequisite:** EDUC 530, EDUC 536, EDUC 537, and EDUC 538; may be taken concurrently: TEP 552 or TEP 562

## **EDUC 540, Essentials in Learning and Technology, 1 Unit**

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning and Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

**Prerequisite:** Admission into a M.A. in Education: Learning and Technology program: Mild/Moderate Disabilities Education Specialist Credential, Moderate/Severe Disabilities Education Specialist Credential, Multiple Subject Teaching or Single Subject Teaching Credential

## **EDUC 546, Digital Communications, 3 Units**

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.

**Prerequisite:** EDUC 540

## **EDUC 547, Special Topics in Educational Technology, 3 Units**

Current technologies, trends, and a variety of special topics in educational technology are explored. This course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

**Prerequisite:** EDUC 540, or permission of program to take course as elective

## **EDUC 548, Emerging Trends in Technology, 3 Units**

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.

**Prerequisite:** EDUC 540

## **EDUC 549, Capstone Experience in Learning and Technology, 2 Units**

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.

**Prerequisite:** EDUC 540, EDUC 546, EDUC 547, and EDUC 548; may be taken concurrently: TEP 552, TEP 562, SPED 552, or SPED 572

## **TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units**

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## **TEP 522, Methods of Teaching Mathematics (K-8), 3 Units**

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the 'plan, teach, assess, reflect, and apply' cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or during the internship are also addressed.

## **TEP 523, Methods of Teaching Science (K-8), 2 Units**

This course introduces credential candidates to state-adopted K-8 Next Generation Science Standards and the 2016 Science Framework for California Public Schools: Kindergarten Through Grade Twelve, as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is on balanced instruction between Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, develop academic language, engage in disciplinary discourse practices, and understand the connections between science, society, technology, and the environment. The teaching of physical education and health education in grades K-8 is also covered.

**Corequisite:** TEP 551

## **TEP 524, Methods of Integrating the Humanities (K-8), 2 Units**

This course, intended for students in clinical practice (student teaching or intern placements), introduces methods of connecting moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Course material utilizes a wide range of high-quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds.

**Corequisite:** TEP 552

## **TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units**

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

## **TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools (7-12), 2 Units**

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' roles in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.

**Corequisite:** TEP 561

## **TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12), 3 Units**

This course explores the philosophical and practical aspects of differentiation as defined by the entirety of classroom practice by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities that support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in analyzing and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also begin the development of an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

## **TEP 534, Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12), 2 Units**

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed in the course include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the 'plan, teach, assess, reflect, and apply' cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or the internship are addressed.

**Prerequisite:** TEP 532;

**Corequisite:** TEP 562

## **TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units**

Clinical practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English-language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

## **TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units**

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Multiple Subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English-language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** TEP 551

## **TEP 561, Clinical Practice I: Single Subject Credential, 2 Units**

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

## **TEP 562, Clinical Practice II: Single Subject Credential, 2 Units**

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** TEP 561

## **TEP 590, Candidate Support and Supervision, 1-3 Units**

This course is required for General Education Teacher Candidates to complete unit requirements for their credential or degree program. Current educational practices and a variety of special topics in the field of general education are explored, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. General Education Intern Candidates may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

## **TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units**

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

## **TESP 502, Science of Teaching I: How Students Learn, 3 Units**

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

## **TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units**

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

## **TESP 504, Schools and Educational Systems, 3 Units**

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **TESP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units**

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment. Finally, candidates examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a K-12 school.

**Prerequisite:** TESP 501

## **TESP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units**

This course explores strategies for designing standards and data-driven curricular plans and units to serve diverse student populations (e.g., culturally, linguistically, and/or ability-diverse learners). Teacher candidates engage in the administration and analysis of formative, summative, diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California K-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles; these will demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a K-12 school.

**Prerequisite:** TESP 502

# B.A. in Liberal Studies/Undergraduate Education K-8 Program

86-94 units

## Mission

The liberal studies major (<https://www.apu.edu/clas/programs/liberal-studies-major/>) equips future teachers and other professionals by integrating coursework and service-learning experiences with the application of a Christian worldview as it relates to life vocation. It promotes awareness of cultural diversity issues and studies multiple curricula with an emphasis in specific subject areas aligned with Common Core standards for subject matter while fostering a holistic understanding of knowledge.

## Program Overview

The Liberal Studies/Undergraduate Education K-8 program offers a Bachelor of Arts in Liberal Studies aligned with California Common Core subject-matter standards in order to prepare undergraduate students seeking careers as elementary school teachers with the breadth of content knowledge needed to teach in a K-8 setting.

The liberal studies degree provides future elementary school teachers with opportunities to teach in a self-contained classroom environment. Opportunities are available to take additional units toward a Supplementary/Subject Matter Authorization (SMA) if the student desires to teach content up to a ninth-grade level. Consult the Liberal Studies/Undergraduate Education K-8 program in the Division of Teacher Education for complete information.

During the first two years of college, it is suggested that undergraduate liberal studies majors complete university General Education requirements and prerequisites to upper-division coursework, which is embedded in the program's four-year plan. Students may want to explore the teaching field by taking EDLS 200 or EDLS 202 as sophomores, juniors, or seniors, along with EDLS 405, EDLS 495, and EDLS 496. Students in this program participate in a minimum of 75 hours of teacher-oriented, service-learning field experience and observation through several core liberal studies/undergraduate education K-8 courses.

APU candidates prepare to work in schools as teachers, and they must know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Therefore, the Division of Teacher Education assesses candidates in these standards from admissions through recommendation of credentials, making APU graduates highly sought-after professionals.

## Career Opportunities

Though most liberal studies graduates find teaching positions in public and private schools locally, nationally, and abroad, demands exist in the business and communication fields as well because of the increasing need for college graduates with broad and diverse academic backgrounds. Potential teaching careers exist in multiple subject, single subject, and special education.

## Additional Preparation

Multiple subject credential candidates seeking admission into the teacher education program (p. 814) must take the CBEST and CSET. **Undergraduate students should plan for successful passage of the CBEST during their sophomore year, and of the CSET during their junior or senior year (after most core courses are taken), prior to applying to the credential program.** Those who pass these tests by graduation may be hired on paid contracts with a school district while completing their fifth-year Multiple Subject Teaching Credential. This fulfills one of the requirements for eligibility for an intern credential.

## Requirements

| Code                                      | Title  | Units |
|---|--|-------|
| <b>Liberal Studies Major Requirements</b> |  |       |
| COMM 111                                  | Public Communication <sup>1</sup>                    | 3     |
| FFL 121                                   | Fitness for Life: Dance for the Theater <sup>2</sup> | 2     |
| MATH 110                                  | College Algebra <sup>3</sup>                         | 3     |
| BIOL 101                                  | Biology and Society <sup>4</sup>                     | 4     |
| ENGL 111                                  | Studies in Literature <sup>5</sup>                   | 3     |
| HIST 121                                  | World Civilizations Since 1648 <sup>6</sup>          | 3     |
| PHYC 115                                  | Physical Science for Teachers                        | 3     |
| PHYC 125                                  | Earth Science Concepts and Applications              | 3     |
| THTR 115                                  | Introduction to Theater <sup>7, F</sup>              | 3     |
| HIST 201                                  | World Civilizations and Geography to 1648            | 3     |



|                                       |  |   |
|---------------------------------------|--|---|
| HIST 338                              | History of California  | 3 |
| ENGL 402                              | Principles of Language                                       | 3 |
| <b>Core Requirements</b> <sup>8</sup> |  |   |
| Select one of the following:          |  | 4 |
| EDLS 200                              | Introduction to Teaching as a Profession K-12 <sup>9</sup>   |   |
| EDLS 202                              | Introduction to Teaching as a Profession (7-12) <sup>9</sup> |   |
| HIST 202                              | United States History to 1930 <sup>10</sup>                  | 3 |
| MATH 201                              | Mathematics Concepts for Elementary Teachers                 | 3 |
| PSYC 290                              | Human Growth and Development <sup>11</sup>                   | 3 |
| ART 310                               | Fundamental Art Experiences <sup>7</sup>                     | 3 |
| BIOL 400                              | Science and Children   | 4 |
| EDLS 405                              | Diversity in the Classroom <sup>12</sup>                     | 3 |
| EDLS 495                              | Foundations of Education Capstone <sup>13</sup>              | 3 |
| EDLS 496                              | Writing 3: Education and Professional Ethics <sup>14</sup>   | 3 |
| ENGL 434                              | Children's Literature  | 3 |
| MUS 432                               | Music in the Elementary Schools                              | 3 |
| PE 450                                | Physical Education in Elementary Schools, K-6                | 3 |

**Concentrations**

|   |       |
|---|-------|
| Select one concentration from the list below. | 12-20 |
| Total Units                                   | 86-94 |

- 1 Meets the General Education Oral Communication requirement.
  - 2 Meets the General Education Fitness for Life requirement.
  - 3 Meets the General Education Quantitative Literacy requirement.
  - 4 Meets the General Education Natural Sciences requirement.
  - 5 Meets the General Education Humanities: Literature requirement.
  - 6 Meets the General Education Humanities: History requirement.
  - 7 Meets the General Education Humanities: Fine Arts requirement.
  - 8 The 38 units of core coursework must be completed with a grade of C or higher and an overall GPA of 3.0 or higher.
  - 9 Meets the General Education Civic Knowledge and Engagement requirement.
  - 10 California Education Code Section 44335 requires all candidates for a Teaching Credential to demonstrate knowledge of the United States Constitution by completing a college-level course or a college-level examination in the subject; successful completion of either with a grade of C or higher meets this California Education Code requirement.
  - 11 Meets the General Education Social Sciences requirement.
  - 12 Meets the General Education Intercultural Competence requirement.
  - 13 Meets the General Education Integrative and Applied Learning requirement.
  - 14 Meets the General Education Writing 3 requirement.
- F Offered in fall semester only.  
S Offered in spring semester only.

**Art Concentration**

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Required Courses</b>      |   |       |
| ART 145                      | Drawing I   | 3     |
| ART 146                      | Painting I  | 3     |
| Select one of the following: |   | 3     |
| ART 354                      | History of Ancient Art and Architecture (Fall Semester Only) <sup>1, F</sup>                      |       |
| ART 356                      | Writing 3: History of Modern Art and Architecture <sup>2</sup>                                    |       |
| ART 357                      | History of Contemporary Art and Architecture (Spring Semester Only) <sup>1, S</sup>               |       |
| ART 361                      | History of Early Christian and Medieval Art and Architecture (Fall Semester Only) <sup>1, F</sup> |       |
| ART 362                      | History of Renaissance to Rococo Art and Architecture (Spring Semester Only) <sup>1, S</sup>      |       |
| Select one of the following: |   | 3     |
| ART 105                      | Ceramics I <sup>1</sup>   |       |

|         |  |  |
|---------|--|--|
| ART 403 | Multicultural Art (Fall Semester Only) <sup>1, F</sup> |  |
|---------|--|--|

**Upper-division Elective**

|          |   |     |
|----------|---|-----|
| DSGN 430 | Applied Design (Spring Semester Only) <sup>3, S</sup> | 1-4 |
|----------|---|-----|

or any upper-division ART course

|             |  |       |
|-------------|--|-------|
| Total Units |  | 13-16 |
|-------------|--|-------|

- <sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.  
<sup>2</sup> Meets the General Education Writing 3 requirement.  
<sup>3</sup> Students who take ART 105 will need 4 units of an upper-division art elective.  
F Offered in fall semester only.  
S Offered in spring semester only.

**English Concentration**

| Code                         | Title  | Units |
|------------------------------|--|-------|
| <b>Required Courses</b>      |  |       |
| ENGL 404                     | Approaches to Grammar (prerequisite of ENGL 402) <sup>F</sup>                        | 3     |
| ENGL 406                     | Writing 3: Advanced Composition <sup>1</sup>   | 3     |
| Select one of the following: |  | 3     |
| ENGL 224                     | World Literature to the Renaissance (Fall Semester Only) <sup>2, F</sup>             |       |
| ENGL 234                     | World Literature Since the Renaissance (Spring Semester Only) <sup>2, S</sup>        |       |
| ENGL 244                     | American Literature to 1865 (Fall Semester Only) <sup>2, F</sup>                     |       |
| Select one of the following: |  | 3     |
| ENGL 254                     | American Literature Since 1865 (Spring Semester Only) <sup>2, S</sup>                |       |
| ENGL 377                     | Shakespeare (Fall Semester Only) <sup>2, F</sup>                                     |       |
| ENGL 410                     | American Novel (Even Fall Semester Only) <sup>EF</sup>                               |       |
| ENGL 435                     | Social and Psychological Aspects of Language (Even Fall Semester Only) <sup>EF</sup> |       |
| Total Units                  |  | 12    |

- <sup>1</sup> Meets the General Education Writing 3 requirement.  
<sup>2</sup> Meets the General Education Humanities: Literature requirement.  
F Offered in fall semester only.  
EF Offered every even-year fall semester only.

**Math Concentration**

See the Department of Mathematics, Physics, and Statistics (p. 195) for updated schedules.

Note: Students must begin their mathematics coursework at the level for which they qualify as determined by their SAT/ACT score, previous university coursework, or the APU mathematics placement assessment. Some students will require one or more courses prior to calculus.

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Required Courses</b>      |   |       |
| MATH 110                     | College Algebra <sup>1, 2</sup>   | 3     |
| MATH 165                     | Calculus I  | 3     |
| MATH 280                     | Discrete Mathematics and Proof (Prerequisite of MATH 165) <sup>F</sup>                          | 3     |
| MATH 340                     | Geometry (Prerequisite of MATH 166; ask dept. for prereq code) <sup>S</sup>                     | 3     |
| Choose one of the following: |   | 3     |
| MATH 130                     | Introduction to Statistics <sup>2</sup>   |       |
| MATH 361                     | Probability and Statistics I (Prerequisite of MATH 166; ask dept. for prereq code) <sup>S</sup> |       |
| Choose one of the following: |   | 3     |
| MATH 166                     | Calculus II   |       |
| MATH 250                     | Data Analysis <sup>F</sup>  |       |
| MATH 268                     | Multivariable Calculus  |       |
| MATH 270                     | Ordinary Differential Equations <sup>S</sup>  |       |
| MATH 290                     | Linear Algebra <sup>3, S</sup>  |       |

|             |  |    |
|-------------|--|----|
| MATH 295    | Applied Linear Algebra <sup>3, F</sup> |    |
| MATH 390    | Number Theory <sup>OF</sup>            |    |
| Total Units |  | 18 |

<sup>1</sup> Students who waive MATH 110 and do not receive the units must make up the 3 units with an extra elective.

<sup>2</sup> Meets the General Education Quantitative Literacy requirement.

<sup>3</sup> It is not permitted to count both MATH 290 and MATH 295 toward the math concentration.

F Offered in fall semester only.

S Offered in spring semester only.

OF Offered every odd-year fall semester only.

## Music Concentration

| Code                           | Title  | Units |
|--------------------------------|--|-------|
| <b>Required Courses</b>        |  |       |
| MUS 101                        | Beginning Voice Class  | 1     |
| MUS 103                        | Beginning Piano Class <sup>1</sup>                                 | 1     |
| MUS 104                        | Elementary Piano Class <sup>1</sup>                                | 1     |
| MUS 110                        | Elementary Guitar Methods  | 1     |
| MUS 121                        | Music Theory I <sup>2</sup>  | 3     |
| MUS 122                        | Music Theory II  | 3     |
| MUS 133                        | Practical Musicianship I   | 1     |
| MUS 134                        | Practical Musicianship II  | 1     |
| MUS 201                        | Introduction to World Music <sup>3</sup>                           | 3     |
| Choose one from the following: |  | 3     |
| MUS 350                        | History and Literature of Commercial Music <sup>F</sup>            |       |
| MUS 351                        | Ancient, Renaissance, and World Music Literature                   |       |
| MUS 352                        | Writing 3: Baroque, Classical, and Early Romantic Music Literature |       |
| MUS 455                        | Late Romantic and 20th-Century Music Literature                    |       |

Total Units 18

<sup>1</sup> Or 1 unit for each Applied Piano (permission by audition only).

<sup>2</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>3</sup> Meets the General Education Intercultural Competence requirement.

F Offered in fall semester only.

## Physical Education Concentration Option I<sup>1</sup>

| Code    | Title  | Units |
|---------|--|-------|
| KIN 242 | Fundamental Principles of Fitness                                      | 3     |
| KIN 290 | Human Movement Science   | 3     |
| KIN 306 | Sociological and Psychological Aspects of Physical Activity and Sport  | 3     |
| PE 237  | Methods of Teaching Rhythmic and Multicultural Activities <sup>S</sup> | 3     |
| PE 250  | Methods of Teaching Individual Sports <sup>F</sup>                     | 2     |
| PE 252  | Methods of Teaching Team Sports <sup>S</sup>                           | 3     |
| PE 452  | Adapted Physical Education (prerequisite of KIN 290 and PE 450)        | 3     |

Total Units 20

<sup>1</sup> Courses must be taken in sequence (200 before 300, 300 before 400).

S Offered in spring semester only.

F Offered in fall semester only.

**Physical Education Concentration Option II <sup>1</sup>**

| Code                         | Title  | Units |
|------------------------------|--|-------|
| Select one of the following: |  | 3     |
| PE 325                       | Motor Development and Learning   |       |
| KIN 290                      | Human Movement Science   |       |
| PE 451                       | Methods in Physical Education: 7-12 <sup>2</sup>   | 3     |
| PE 452                       | Adapted Physical Education   | 3     |
| PE 600                       | Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities   | 3     |
| PE 602                       | Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities | 3     |
| PE 605                       | Management of Adapted Physical Education Programs  | 3     |
| Total Units                  |  | 18    |

<sup>1</sup> Courses must be taken in sequence (200 before 300, 300 before 400).

<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.

**Psychology Concentration (School Psychology)**

PSYC 290 and MATH 130 are prerequisite courses for the upper-division courses in this concentration.

| Code        | Title  | Units |
|-------------|--|-------|
| MATH 130    | Introduction to Statistics <sup>1</sup>                              | 3     |
| PSYC 305    | Educational Psychology (Fall Semester Only) <sup>F</sup>             | 3     |
| PSYC 345    | Psychology of Child and Adolescent Development <sup>2</sup>          | 3     |
| PSYC 360    | Abnormal Psychology  | 3     |
| PSYC 410    | Psychology of Exceptional Children (Fall Semester Only) <sup>F</sup> | 3     |
| Total Units |  | 15    |

<sup>1</sup> Meets the General Education Quantitative Literacy requirement.

<sup>2</sup> Meets the General Education Social Sciences requirement.

F Offered in fall semester only.

S Offered in spring semester only.

**Science Concentration Option I**

| Code        | Title   | Units |
|-------------|---|-------|
| BIOL 151    | General Biology I <sup>1</sup>  | 4     |
| BIOL 152    | General Biology II  | 4     |
| CHEM 123    | General, Organic, and Biological Chemistry for the Health Sciences <sup>1</sup> | 4     |
| PHYC 140    | Introduction to Astronomy <sup>1</sup>  | 4     |
| PHYC 151    | Physics for Life Sciences I <sup>1</sup>  | 4     |
| Total Units |   | 20    |

<sup>1</sup> Meets the General Education Natural Sciences requirement.

**Science Concentration Option II**

| Code        | Title   | Units |
|-------------|---|-------|
| BIOL 250    | Human Anatomy   | 4     |
| BIOL 251    | Human Physiology  | 4     |
| CHEM 123    | General, Organic, and Biological Chemistry for the Health Sciences <sup>1</sup> | 4     |
| PHYC 151    | Physics for Life Sciences I <sup>1</sup>  | 4     |
| Total Units |   | 16    |

<sup>1</sup> Meets the General Education Natural Sciences requirement.

## Social Science Concentration

| Code                         | Title  | Units |
|------------------------------|--|-------|
| POLI 150                     | American Government <sup>1, 2</sup>              | 3     |
| Select one of the following: |  | 3     |
| HIST 320                     | Modern Africa                                    |       |
| HIST 392                     | Colonial Latin America                           |       |
| HIST 393                     | Ritual and Re-enactment in Modern Latin America  |       |
| POLI 320                     | Comparative Politics                             |       |
| Select two of the following: |  | 6     |
| HIST 334                     | History of American Foreign Affairs <sup>S</sup> |       |
| HIST 350                     | Medieval Europe <sup>F</sup>                     |       |
| HIST 352                     | Renaissance and Reformation                      |       |
| HIST 357                     | Enlightenment Europe                             |       |
| HIST 358                     | Europe 1789-1914                                 |       |
| HIST 359                     | Europe 1914-1992                                 |       |
| HIST 374                     | Colonial Era                                     |       |
| HIST 380                     | Civil War and Reconstruction                     |       |
| HIST 386                     | Modern America                                   |       |
| HIST 389                     | Modern American Intellectual History             |       |
| Total Units                  |  | 12    |

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> California Education Code Section 44335 requires all candidates for a Teaching Credential to demonstrate knowledge of the United States Constitution by completing a college-level course or a college-level examination in the subject; successful completion of either with a grade of C or higher meets this California Education Code requirement.

<sup>S</sup> Offered in spring semester only.

<sup>F</sup> Offered in fall semester only.

## Spanish Concentration

| Code                         | Title   | Units |
|------------------------------|---|-------|
| SPAN 201                     | Intermediate Spanish I (Fall Semester Only) <sup>F</sup>  | 3     |
| SPAN 202                     | Intermediate Spanish II (Spring Semester Only) <sup>S</sup>   | 3     |
| SPAN 301                     | Spanish Conversation and Community <sup>1, 2, F</sup>   | 3     |
| WRIT 204                     | Writing 2: Writing for the Humanities in Spanish (Spring Semester Only) <sup>3, S</sup>               | 3     |
| Select one of the following: |   | 3     |
| SPAN 432                     | Literary Masters (Fall Semester Only) <sup>4 &amp; F</sup>  |       |
| SPAN 460                     | Writing 3: Survey of the Literature of the Spanish-speaking World (Spring Semester Only) <sup>5</sup> |       |
| Total Units                  |   | 15    |

<sup>1</sup> SPAN 101, SPAN 102, SPAN 201, and SPAN 202 are prerequisites for 300-level SPAN courses.

<sup>2</sup> Meets the General Education Intercultural Competence requirement.

<sup>3</sup> Meets the General Education Writing 2 requirement.

<sup>4</sup> Meets the General Education Humanities: Literature requirement.

<sup>5</sup> Meets the General Education Writing 3 requirement.

<sup>F</sup> Offered in fall semester only.

<sup>S</sup> Offered in spring semester only.

## Human Development (Special Education) Concentration

| Code     | Title   | Units |
|----------|---|-------|
| EDLS 303 | Introduction to Special Populations <sup>F</sup>          | 3     |
| EDLS 304 | Introduction to Teaching Special Populations <sup>S</sup> | 3     |
| PSYC 410 | Psychology of Exceptional Children                        | 3     |

|             |                                       |    |
|-------------|---------------------------------------|----|
| PSYC 430    | Intervention Strategies with Children | 3  |
| Total Units |                                       | 12 |

F Offered in fall semester only.

S Offered in spring semester only.

## Program Learning Outcomes

## Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze and demonstrate proficiency in subject matter required of K--8 teachers by the State of California.
2. Integrate K--8 curriculum concepts and disciplines.
3. Define teaching methods of instruction using best practices with a Christian perspective.
4. Understand aspects of cultural diversity within the context of the classroom.
5. Identify a distinctive Christian perspective compared to a secular perspective as it pertains to current education issues.

# Minor in Liberal Studies

22-23 units

The liberal studies minor is a multidisciplinary program that adds foundational elements of K-8 subject-matter preparation and practical field experience to any student's major course of study. The program provides students with the opportunity to develop a teaching philosophy and acquire basic subject-matter knowledge in five to seven content areas with an understanding of diversity and culture in a classroom setting; this may provide some preparation for substitute teaching and lesson planning. Students work closely with an advisor in major and minor fields in order to create an organized on-campus study.

*NOTE: The minor does not prepare the student for the subject-matter exam, currently CSET. Additional studying is required to pass the exam and move forward with obtaining a Multiple Subject Teaching Credential. Liberal studies minors must maintain a **C** or higher in all courses credited toward the minor.*

## Requirements

| Code                            | Title   | Units |
|---------------------------------|---|-------|
| <b>Core Courses</b>             |   |       |
| EDLS 200<br>or EDLS 202         | Introduction to Teaching as a Profession K-12 <sup>1</sup><br>Introduction to Teaching as a Profession (7-12) | 4     |
| EDLS 405                        | Diversity in the Classroom <sup>2</sup>   | 3     |
| <b>Subject-matter Electives</b> |   |       |
| Select five of the following:   |   | 15-16 |
| ART 310                         | Fundamental Art Experiences <sup>3</sup>  |       |
| BIOL 400                        | Science and Children  |       |
| ENGL 434                        | Children's Literature   |       |
| MATH 201<br>or MATH 301         | Mathematics Concepts for Elementary Teachers<br>Mathematics for Secondary Teachers                            |       |
| MUS 432                         | Music in the Elementary Schools   |       |
| PE 450                          | Physical Education in Elementary Schools, K-6   |       |
| EDLS 303<br>or EDLS 304         | Introduction to Special Populations<br>Introduction to Teaching Special Populations                           |       |
| EDLS 495                        | Foundations of Education Capstone <sup>4</sup>  |       |
| Total Units                     |   | 22-23 |

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> Meets the General Education Intercultural Competence requirement.

<sup>3</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

- Analyze and demonstrate proficiency in subject matter required of K6 teachers by the State of California
- Integrate K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Children's Literature, Mathematical Concepts for Elementary Teachers, Science and Children, Fundamental Art Experiences, Music in the Elementary Schools, Physical Education in the Elementary Schools
- Define teaching methods of instruction using best practices with a Christian perspective while integrating K8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects
- Understand cultural diversity issues within the context of the classroom through service-learning experiences and in class discussion
- Identify a distinctive Christian perspective compared to a secular perspective as it pertains to different education issues

# M.A. in Education: Learning and Technology and Multiple Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential program (<https://www.apu.edu/education/programs/masters-in-learning-technology-multiple-subject/>) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded California Multiple Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into K-8 teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Multiple Subject Teaching Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in both primary and upper-elementary school assignments.

Upon completion, the candidate will have earned both a Preliminary Multiple Subject Teaching Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher/>) for locations in which this program is offered.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                                 | Title   | Units        |
|--------------------------------------|---|--------------|
| <b>Foundation Courses</b>            |   |              |
| TESP 501                             | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3            |
| TESP 511                             | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3            |
| TESP 502                             | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3            |
| TESP 512                             | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3            |
| TESP 503                             | The Soul of Teaching: Tapestry of American Education                                  | 3            |
| TESP 504                             | Schools and Educational Systems   | 3            |
| <b>Specialization Courses</b>        |   |              |
| TEP 521                              | Methods of Teaching Reading and Writing (K-8)   | 3            |
| TEP 522                              | Methods of Teaching Mathematics (K-8)   | 3            |
| TEP 523                              | Methods of Teaching Science (K-8)   | 2            |
| TEP 524                              | Methods of Integrating the Humanities (K-8)   | 2            |
| TEP 551                              | Clinical Practice I: Multiple Subject Credential                                      | 2            |
| TEP 552                              | Clinical Practice II: Multiple Subject Credential                                     | 2            |
| <b>Emphasis Courses</b>              |   |              |
| EDUC 540                             | Essentials in Learning and Technology   | 1            |
| EDUC 546                             | Digital Communications  | 3            |
| EDUC 547                             | Special Topics in Educational Technology <sup>2</sup>                                 | 3            |
| EDUC 548                             | Emerging Trends in Technology   | 3            |
| EDUC 549                             | Capstone Experience in Learning and Technology  | 2            |
| <b>Elective Courses <sup>3</sup></b> |   |              |
| EDTC 521                             | Digital Imagery for Learning Environments   | 3            |
| <b>Total Units <sup>4</sup></b>      |   | <b>44-47</b> |



- 1 These courses must be completed prior to beginning clinical practice.
- 2 May be taken for credit up to three times as an additional elective as long as topics are not repeated.
- 3 Elective courses can be used toward the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.
- 4 This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# M.A. in Education: Learning and Technology and Single Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential program (<https://www.apu.edu/education/programs/masters-in-learning-technology-single-subject/>) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded California Single Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into 7-12 grade teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, blended and online courses, and clinical experiences.

The Master of Arts in Education: Learning and Technology is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Upon completion, the candidate will have earned both a Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher/>) for locations in which this program is offered.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                                 | Title   | Units        |
|--------------------------------------|---|--------------|
| <b>Foundation Courses</b>            |   |              |
| TESP 501                             | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3            |
| TESP 511                             | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3            |
| TESP 502                             | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3            |
| TESP 512                             | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3            |
| TESP 503                             | The Soul of Teaching: Tapestry of American Education                                  | 3            |
| TESP 504                             | Schools and Educational Systems   | 3            |
| <b>Specialization Courses</b>        |   |              |
| TEP 531                              | Methods of Teaching Reading and Writing (7-12)  | 3            |
| TEP 532                              | Secondary Pedagogy I: Teaching in Secondary Schools (7-12)                            | 2            |
| TEP 533                              | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)              | 3            |
| TEP 534                              | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)   | 2            |
| TEP 561                              | Clinical Practice I: Single Subject Credential  | 2            |
| TEP 562                              | Clinical Practice II: Single Subject Credential                                       | 2            |
| <b>Emphasis Courses</b>              |   |              |
| EDUC 540                             | Essentials in Learning and Technology   | 1            |
| EDUC 546                             | Digital Communications  | 3            |
| EDUC 547                             | Special Topics in Educational Technology <sup>2</sup>                                 | 3            |
| EDUC 548                             | Emerging Trends in Technology   | 3            |
| EDUC 549                             | Capstone Experience in Learning and Technology  | 2            |
| <b>Elective Courses <sup>3</sup></b> |   |              |
| EDTC 521                             | Digital Imagery for Learning Environments   | 3            |
| <b>Total Units <sup>4</sup></b>      |   | <b>44-47</b> |

<sup>1</sup> These courses must be completed prior to beginning clinical practice.

<sup>2</sup> May be taken for credit up to three times as an additional elective as long as topics are not repeated.

- <sup>3</sup> Elective courses can be used toward the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.
- <sup>4</sup> This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# M.A. in Education: Teaching and Multiple Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Teaching and Multiple Subject Teaching Credential program (<https://www.apu.edu/education/programs/masters-in-teaching-multiple-subject/>) prepares candidates to earn a Master of Arts in Education: Teaching degree along with an embedded California Multiple Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of teaching provides the context for evaluation, analysis, and continuous improvement of teaching practices and programs, providing breadth to a rich and robust program. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

The Master of Arts in Education: Teaching is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Upon completion, the credential candidate will have earned a California Multiple Subject Preliminary Teaching Credential and a Master of Arts in Education: Teaching.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher/>) for locations at which this program is offered.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                                 | Title   | Units        |
|--------------------------------------|---|--------------|
| <b>Foundation Courses</b>            |   |              |
| TESP 501                             | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3            |
| TESP 511                             | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3            |
| TESP 502                             | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3            |
| TESP 512                             | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3            |
| TESP 503                             | The Soul of Teaching: Tapestry of American Education                                  | 3            |
| TESP 504                             | Schools and Educational Systems   | 3            |
| <b>Specialization Courses</b>        |   |              |
| TEP 521                              | Methods of Teaching Reading and Writing (K-8)   | 3            |
| TEP 522                              | Methods of Teaching Mathematics (K-8)   | 3            |
| TEP 523                              | Methods of Teaching Science (K-8)   | 2            |
| TEP 524                              | Methods of Integrating the Humanities (K-8)   | 2            |
| TEP 551                              | Clinical Practice I: Multiple Subject Credential                                      | 2            |
| TEP 552                              | Clinical Practice II: Multiple Subject Credential                                     | 2            |
| <b>Emphasis Courses</b>              |   |              |
| EDUC 530                             | Introduction to Research for Practitioners  | 1            |
| EDUC 536                             | Family, Community, and School Connections   | 3            |
| EDUC 537                             | Curriculum Development, Revision, and Evaluation Process                              | 3            |
| EDUC 538                             | Current Issues in Education   | 3            |
| EDUC 539                             | Capstone Seminar  | 2            |
| <b>Elective Courses <sup>2</sup></b> |   |              |
| EDUC 547                             | Special Topics in Educational Technology <sup>3</sup>                                 | 3            |
| <b>Total Units <sup>4</sup></b>      |   | <b>44-47</b> |

<sup>1</sup> These courses must be completed prior to beginning clinical practice.

<sup>2</sup> Elective courses can be used toward the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

<sup>3</sup> May be taken for credit up to three times as an additional elective as long as topics are not repeated.

<sup>4</sup> This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master’s degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# M.A. in Education: Teaching and Single Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Teaching and Single Subject Teaching Credential program (<https://www.apu.edu/education/programs/masters-in-teaching-single-subject/>) prepares candidates to earn a Master of Arts in Education: Teaching degree along with an embedded California Single Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of teaching provides the context for evaluation, analysis, and continuous improvement of teaching practices and programs, providing breadth to a rich and robust program. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, blended and online courses, and clinical experiences.

The Master of Arts in Education: Teaching is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Upon completion, the credential candidate will have earned a California Single Subject Preliminary Teaching Credential and a Master of Arts in Education: Teaching.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher/>) for locations at which this program is offered.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                                 | Title   | Units        |
|--------------------------------------|---|--------------|
| <b>Foundation Courses</b>            |   |              |
| TESP 501                             | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3            |
| TESP 511                             | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3            |
| TESP 502                             | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3            |
| TESP 512                             | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3            |
| TESP 503                             | The Soul of Teaching: Tapestry of American Education                                  | 3            |
| TESP 504                             | Schools and Educational Systems   | 3            |
| <b>Specialization Courses</b>        |   |              |
| TEP 531                              | Methods of Teaching Reading and Writing (7-12)  | 3            |
| TEP 532                              | Secondary Pedagogy I: Teaching in Secondary Schools (7-12)                            | 2            |
| TEP 533                              | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)              | 3            |
| TEP 534                              | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)   | 2            |
| TEP 561                              | Clinical Practice I: Single Subject Credential  | 2            |
| TEP 562                              | Clinical Practice II: Single Subject Credential                                       | 2            |
| <b>Emphasis Courses</b>              |   |              |
| EDUC 530                             | Introduction to Research for Practitioners  | 1            |
| EDUC 536                             | Family, Community, and School Connections   | 3            |
| EDUC 537                             | Curriculum Development, Revision, and Evaluation Process                              | 3            |
| EDUC 538                             | Current Issues in Education   | 3            |
| EDUC 539                             | Capstone Seminar  | 2            |
| <b>Elective Courses <sup>2</sup></b> |   |              |
| EDUC 547                             | Special Topics in Educational Technology <sup>3</sup>                                 | 3            |
| <b>Total Units <sup>4</sup></b>      |   | <b>44-47</b> |

<sup>1</sup> These courses must be completed prior to beginning clinical practice.

<sup>2</sup> Electives can be used towards the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

<sup>3</sup> May be taken for credit up to three times as an additional elective as long as topics are not repeated.

<sup>4</sup> This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master’s degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Multiple Subject Teaching Credential

Azusa Pacific University's Multiple Subject Teaching Credential (<https://www.apu.edu/education/programs/multiple-subject-teaching-credential/>) program prepares candidates to earn a California Multiple Subject Preliminary Teaching Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Available modes of delivery include face-to-face instruction, campus-based classes, distance learning, and clinical experiences.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Requirements

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| <b>Foundation Courses</b>     |   |       |
| TESP 501                      | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3     |
| TESP 511                      | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3     |
| TESP 502                      | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3     |
| TESP 512                      | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3     |
| TESP 503                      | The Soul of Teaching: Tapestry of American Education                                  | 3     |
| TESP 504                      | Schools and Educational Systems   | 3     |
| <b>Specialization Courses</b> |   |       |
| TEP 521                       | Methods of Teaching Reading and Writing (K-8)   | 3     |
| TEP 522                       | Methods of Teaching Mathematics (K-8)   | 3     |
| TEP 523                       | Methods of Teaching Science (K-8)   | 2     |
| TEP 524                       | Methods of Integrating the Humanities (K-8)   | 2     |
| TEP 551                       | Clinical Practice I: Multiple Subject Credential                                      | 2     |
| TEP 552                       | Clinical Practice II: Multiple Subject Credential                                     | 2     |
| Total Units                   |   | 32    |

<sup>1</sup> Must be completed prior to beginning clinical practice.

**NOTE:** A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a teaching credential. Candidates should meet with their credential analyst (<http://www.apu.edu/education/resources/credentials/>) for information regarding the credential application process.

**NOTE:** Candidates who hold an Intern Credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
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3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.



5. Assess student learning.
6. Develop as a professional educator.

# Single Subject Teaching Credential

Azusa Pacific University's Single Subject Teaching Credential (<https://www.apu.edu/education/programs/single-subject-teaching-credential/>) program prepares candidates to earn a California Single Subject Preliminary Teaching Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Available modes of delivery include face-to-face instruction, campus-based classes, distance learning, blended learning, and clinical experiences.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| <b>Foundation Courses</b>     |   |       |
| TESP 501                      | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3     |
| TESP 511                      | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3     |
| TESP 502                      | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3     |
| TESP 512                      | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3     |
| TESP 503                      | The Soul of Teaching: Tapestry of American Education                                  | 3     |
| TESP 504                      | Schools and Educational Systems   | 3     |
| <b>Specialization Courses</b> |   |       |
| TEP 531                       | Methods of Teaching Reading and Writing (7-12)  | 3     |
| TEP 532                       | Secondary Pedagogy I: Teaching in Secondary Schools (7-12)                            | 2     |
| TEP 533                       | The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)              | 3     |
| TEP 534                       | Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)   | 2     |
| TEP 561                       | Clinical Practice I: Single Subject Credential  | 2     |
| TEP 562                       | Clinical Practice II: Single Subject Credential                                       | 2     |
| Total Units                   |   | 32    |

<sup>1</sup> Must be completed prior to beginning clinical practice.

**NOTE:** A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a teaching credential. Candidates should meet with their credential analyst (<http://www.apu.edu/education/resources/credentials/>) for information regarding the credential application process.

**NOTE:** Candidates who hold an Intern Credential must enroll in an intern support course (TEP 590) each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.

5. Assess student learning.
6. Develop as a professional educator.

# Department of Special Education

The Department of Special Education offers master's degree and credential programs for candidates seeking a California Preliminary Education Specialist Credential with either a mild/moderate or moderate/severe disabilities specialization authorizing them to teach in the public K-12 environment. All Preliminary Education Specialist Credential programs are approved by the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>).

APU candidates are prepared to work in schools as education specialists. Candidates must demonstrate the content knowledge, pedagogical and professional knowledge, writing skills, and dispositions necessary to help all children learn. APU candidates are highly regarded in fulfilling these high professional standards. The department assesses all candidates from admission, throughout their program, and up to the recommendation of credentials. Assessments are used to evaluate and inform candidate learning and include the following assessment areas: CTC teacher performance expectations, APU student learning outcomes, and teacher candidate dispositions.

## Programs

### Master's

- Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential (p. 863)
- Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential (p. 865)
- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential (p. 867)
- Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential (p. 869)

### Credentials

- Mild/Moderate Disabilities Education Specialist Credential (p. 871)
- Moderate/Severe Disabilities Education Specialist Credential (p. 873)

## Courses

### EDUC 540, Essentials in Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning and Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

**Prerequisite:** Admission into a M.A. in Education: Learning and Technology program: Mild/Moderate Disabilities Education Specialist Credential, Moderate/Severe Disabilities Education Specialist Credential, Multiple Subject Teaching or Single Subject Teaching Credential

### EDUC 546, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.

**Prerequisite:** EDUC 540

### EDUC 547, Special Topics in Educational Technology, 3 Units

Current technologies, trends, and a variety of special topics in educational technology are explored. This course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

**Prerequisite:** EDUC 540, or permission of program to take course as elective

### EDUC 548, Emerging Trends in Technology, 3 Units

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.

**Prerequisite:** EDUC 540

### EDUC 549, Capstone Experience in Learning and Technology, 2 Units

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.

**Prerequisite:** EDUC 540, EDUC 546, EDUC 547, and EDUC 548; may be taken concurrently: TEP 552, TEP 562, SPED 552, or SPED 572

## **SPED 500, Candidate Support and Supervision, 1-3 Units**

This course allows Special Education Teacher Candidates to complete unit requirements for their credential or degree program. Current educational practices and a variety of special topics in the field of special education are explored, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Special Education Intern Candidates may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

## **SPED 525, Methods of Teaching Reading and Writing, 3 Units**

This course prepares teacher candidates to implement a comprehensive literacy program of systematic instruction in reading, writing, listening, speaking, and language aligned with the California Common Core State Standards for English Language Arts and the English Language Arts/English Language Development Framework. Through application of research-based instructional practices, candidates learn specific ways to address the diverse needs of all students.

## **SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units**

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

## **SPED 528, Assessment and IEP Development, 3 Units**

This course examines current assessment mandates for students with mild to moderate to severe disabilities. Teacher candidates study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments and informal surveys or assessment instruments, and come to understand the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).

**Corequisite:** SPED 551 or SPED 571

## **SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units**

This course equips teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.

**Corequisite:** SPED 552 or SPED 572

## **SPED 551, Clinical Practice I: Mild to Moderate Disabilities, 2 Units**

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

## **SPED 552, Clinical Practice II: Mild to Moderate Disabilities, 2 Units**

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** SPED 551

## **SPED 571, Clinical Practice I: Moderate to Severe Disabilities, 2 Units**

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

## **SPED 572, Clinical Practice II: Moderate to Severe Disabilities, 2 Units**

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** SPED 571

## **TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units**

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

## **TESP 502, Science of Teaching I: How Students Learn, 3 Units**

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

## **TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units**

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

## **TESP 504, Schools and Educational Systems, 3 Units**

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **TESP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units**

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment. Finally, candidates examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a K-12 school.

**Prerequisite:** TESP 501

## **TESP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units**

This course explores strategies for designing standards and data-driven curricular plans and units to serve diverse student populations (e.g., culturally, linguistically, and/or ability-diverse learners). Teacher candidates engage in the administration and analysis of formative, summative, diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California K-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles; these will demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a K-12 school.

**Prerequisite:** TESP 502

# M.A. in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential program (<https://www.apu.edu/education/programs/masters-in-learning-technology-mild-moderate/>) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded Mild/Moderate Disabilities Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into K-12 teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Mild/Moderate Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned both a Mild/Moderate Disabilities Specialist Preliminary Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher/>) for locations in which this program is offered.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                                 | Title   | Units        |
|--------------------------------------|---|--------------|
| <b>Foundation Courses</b>            |   |              |
| TESP 501                             | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3            |
| TESP 511                             | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3            |
| TESP 502                             | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3            |
| TESP 512                             | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3            |
| TESP 503                             | The Soul of Teaching: Tapestry of American Education                                  | 3            |
| TESP 504                             | Schools and Educational Systems   | 3            |
| <b>Specialization Courses</b>        |   |              |
| SPED 525                             | Methods of Teaching Reading and Writing   | 3            |
| SPED 526                             | Specialized Academic Instruction: Reading, Writing, and Math                          | 3            |
| SPED 528                             | Assessment and IEP Development  | 3            |
| SPED 529                             | Positive Behavior Supports for Students with Exceptional Needs                        | 3            |
| SPED 551                             | Clinical Practice I: Mild to Moderate Disabilities                                    | 2            |
| SPED 552                             | Clinical Practice II: Mild to Moderate Disabilities                                   | 2            |
| <b>Emphasis Courses</b>              |   |              |
| EDUC 540                             | Essentials in Learning and Technology   | 1            |
| EDUC 546                             | Digital Communications  | 3            |
| EDUC 547                             | Special Topics in Educational Technology <sup>2</sup>                                 | 3            |
| EDUC 548                             | Emerging Trends in Technology   | 3            |
| EDUC 549                             | Capstone Experience in Learning and Technology  | 2            |
| <b>Elective Courses <sup>3</sup></b> |   |              |
| EDTC 521                             | Digital Imagery for Learning Environments   | 3            |
| <b>Total Units <sup>4</sup></b>      |   | <b>46-49</b> |



- 1 These courses must be completed prior to beginning clinical practice.
- 2 May be taken for credit up to three times as an additional elective as long as topics are not repeated.
- 3 Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.
- 4 The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# M.A. in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential program (<https://www.apu.edu/education/programs/masters-in-learning-technology-moderate-severe/>) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded Moderate/Severe Disabilities Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into K-12 teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and field experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Moderate/Severe Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and clinical experiences in public school assignments.

Upon completion, the candidate will have earned both a Moderate/Severe Disabilities Specialist Preliminary Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher/>) for locations in which this program is offered.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                                 | Title   | Units        |
|--------------------------------------|---|--------------|
| <b>Foundation Courses</b>            |   |              |
| TESP 501                             | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3            |
| TESP 511                             | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3            |
| TESP 502                             | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3            |
| TESP 512                             | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3            |
| TESP 503                             | The Soul of Teaching: Tapestry of American Education                                  | 3            |
| TESP 504                             | Schools and Educational Systems   | 3            |
| <b>Specialization Courses</b>        |   |              |
| SPED 525                             | Methods of Teaching Reading and Writing   | 3            |
| SPED 527                             | Teaching Students with Moderate to Severe Disabilities                                | 3            |
| SPED 528                             | Assessment and IEP Development  | 3            |
| SPED 529                             | Positive Behavior Supports for Students with Exceptional Needs                        | 3            |
| SPED 571                             | Clinical Practice I: Moderate to Severe Disabilities                                  | 2            |
| SPED 572                             | Clinical Practice II: Moderate to Severe Disabilities                                 | 2            |
| <b>Emphasis Courses</b>              |   |              |
| EDUC 540                             | Essentials in Learning and Technology   | 1            |
| EDUC 546                             | Digital Communications  | 3            |
| EDUC 547                             | Special Topics in Educational Technology <sup>2</sup>                                 | 3            |
| EDUC 548                             | Emerging Trends in Technology   | 3            |
| EDUC 549                             | Capstone Experience in Learning and Technology  | 2            |
| <b>Elective Courses <sup>3</sup></b> |   |              |
| EDTC 521                             | Digital Imagery for Learning Environments   | 3            |
| <b>Total Units <sup>4</sup></b>      |   | <b>46-49</b> |

- 1 These courses must be completed prior to beginning clinical practice.
- 2 May be taken for credit up to three times as an additional elective as long as topics are not repeated.
- 3 Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.
- 4 The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

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## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# M.A. in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential program (<https://www.apu.edu/education/programs/masters-in-special-education-mild-moderate/>) prepares candidates to earn a Master of Arts in Education: Special Education degree along with an embedded Mild/Moderate Disabilities Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of special education provides candidates with knowledge needed to serve students with disabilities in K-12 public schools. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Mild/Moderate Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned both a Mild/Moderate Disabilities Education Specialist Preliminary Credential and a Master of Arts in Education: Special Education degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher/>) for locations in which this program is offered.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                                 | Title   | Units        |
|--------------------------------------|---|--------------|
| <b>Foundation Courses</b>            |   |              |
| TESP 501                             | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3            |
| TESP 511                             | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3            |
| TESP 502                             | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3            |
| TESP 512                             | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3            |
| TESP 503                             | The Soul of Teaching: Tapestry of American Education                                  | 3            |
| TESP 504                             | Schools and Educational Systems   | 3            |
| <b>Specialization Courses</b>        |   |              |
| SPED 525                             | Methods of Teaching Reading and Writing   | 3            |
| SPED 526                             | Specialized Academic Instruction: Reading, Writing, and Math                          | 3            |
| SPED 528                             | Assessment and IEP Development  | 3            |
| SPED 529                             | Positive Behavior Supports for Students with Exceptional Needs                        | 3            |
| SPED 551                             | Clinical Practice I: Mild to Moderate Disabilities                                    | 2            |
| SPED 552                             | Clinical Practice II: Mild to Moderate Disabilities                                   | 2            |
| <b>Emphasis Courses</b>              |   |              |
| EDUC 550                             | Introduction to Research for Practitioners  | 1            |
| EDUC 556                             | Historical and Philosophical Perspectives of Disability Studies                       | 3            |
| EDUC 557                             | Current Trends in Curriculum and Disability Studies                                   | 3            |
| EDUC 558                             | Guided Research Project   | 3            |
| EDUC 559                             | Procedures and Findings   | 2            |
| <b>Elective Courses <sup>2</sup></b> |   |              |
| EDUC 547                             | Special Topics in Educational Technology <sup>3</sup>                                 | 3            |
| <b>Total Units <sup>4</sup></b>      |   | <b>46-49</b> |

- 1 These courses must be completed prior to beginning clinical practice.
- 2 Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.
- 3 May be taken for credit up to three times as an additional elective as long as topics are not repeated.
- 4 The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# M.A. in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential program (<https://www.apu.edu/education/programs/masters-in-special-education-moderate-severe/>) prepares candidates to earn a Master of Arts in Education: Special Education degree along with an embedded Moderate/Severe Disabilities Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of special education provides candidates with knowledge needed to serve students with disabilities in K-12 public schools. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Moderate/Severe Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned a Moderate/Severe Disabilities Education Specialist Preliminary Credential and a Master of Arts in Education: Special Education degree.

Check with the Division of Teacher Education (<http://www.apu.edu/education/teacher/>) for locations in which this program is offered.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                                 | Title   | Units        |
|--------------------------------------|---|--------------|
| <b>Foundation Courses</b>            |   |              |
| TESP 501                             | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3            |
| TESP 511                             | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3            |
| TESP 502                             | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3            |
| TESP 512                             | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3            |
| TESP 503                             | The Soul of Teaching: Tapestry of American Education                                  | 3            |
| TESP 504                             | Schools and Educational Systems   | 3            |
| <b>Specialization Courses</b>        |   |              |
| SPED 525                             | Methods of Teaching Reading and Writing   | 3            |
| SPED 527                             | Teaching Students with Moderate to Severe Disabilities                                | 3            |
| SPED 528                             | Assessment and IEP Development  | 3            |
| SPED 529                             | Positive Behavior Supports for Students with Exceptional Needs                        | 3            |
| SPED 571                             | Clinical Practice I: Moderate to Severe Disabilities                                  | 2            |
| SPED 572                             | Clinical Practice II: Moderate to Severe Disabilities                                 | 2            |
| <b>Emphasis Courses</b>              |   |              |
| EDUC 550                             | Introduction to Research for Practitioners  | 1            |
| EDUC 556                             | Historical and Philosophical Perspectives of Disability Studies                       | 3            |
| EDUC 557                             | Current Trends in Curriculum and Disability Studies                                   | 3            |
| EDUC 558                             | Guided Research Project   | 3            |
| EDUC 559                             | Procedures and Findings   | 2            |
| <b>Elective Courses <sup>2</sup></b> |   |              |
| EDUC 547                             | Special Topics in Educational Technology <sup>3</sup>                                 | 3            |
| <b>Total Units <sup>4</sup></b>      |   | <b>46-49</b> |

- 1 These courses must be completed prior to beginning clinical practice.
- 2 Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.
- 3 May be taken for credit up to three times as an additional elective as long as topics are not repeated.
- 4 The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

**NOTE:** A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) must be completed and fees paid by the deadlines set by the registrar.

**NOTE:** Candidates who hold an intern credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Mild/Moderate Disabilities Education Specialist Credential

Azusa Pacific University's Mild/Moderate Disabilities Education Specialist Credential (<https://www.apu.edu/education/programs/special-education-mild-moderate-credential/>) program prepares candidates to earn a California Mild/Moderate Disabilities Specialist Preliminary Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, and clinical experiences.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Course Requirements

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| <b>Foundation Courses</b>     |   |       |
| TESP 501                      | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3     |
| TESP 511                      | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3     |
| TESP 502                      | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3     |
| TESP 512                      | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3     |
| TESP 503                      | The Soul of Teaching: Tapestry of American Education                                  | 3     |
| TESP 504                      | Schools and Educational Systems   | 3     |
| <b>Specialization Courses</b> |   |       |
| SPED 525                      | Methods of Teaching Reading and Writing   | 3     |
| SPED 526                      | Specialized Academic Instruction: Reading, Writing, and Math                          | 3     |
| SPED 528                      | Assessment and IEP Development  | 3     |
| SPED 529                      | Positive Behavior Supports for Students with Exceptional Needs                        | 3     |
| SPED 551                      | Clinical Practice I: Mild to Moderate Disabilities                                    | 2     |
| SPED 552                      | Clinical Practice II: Mild to Moderate Disabilities                                   | 2     |
| Total Units                   |   | 34    |

<sup>1</sup> These courses must be completed prior to beginning clinical practice.

**NOTE:** A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a credential. Candidates should meet with their credential analyst (<http://www.apu.edu/education/resources/credentials/>) for information regarding the credential application process.

**NOTE:** Candidates who hold an Intern Credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:



1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Moderate/Severe Disabilities Education Specialist Credential

Azusa Pacific University's Moderate/Severe Disabilities Education Specialist Credential (<https://www.apu.edu/education/programs/special-education-moderate-severe-credential/>) program prepares candidates to earn a California Moderate/Severe Disabilities Education Specialist Preliminary Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses that provide content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, and clinical experiences.

## Computer and Software Requirements

Each student must have a Mac or PC laptop or notebook running the latest operating system with a word processing program and a stable internet connection.

## Requirements

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| <b>Foundation Courses</b>     |   |       |
| TESP 501                      | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3     |
| TESP 511                      | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3     |
| TESP 502                      | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3     |
| TESP 512                      | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3     |
| TESP 503                      | The Soul of Teaching: Tapestry of American Education                                  | 3     |
| TESP 504                      | Schools and Educational Systems   | 3     |
| <b>Specialization Courses</b> |   |       |
| SPED 525                      | Methods of Teaching Reading and Writing   | 3     |
| SPED 527                      | Teaching Students with Moderate to Severe Disabilities                                | 3     |
| SPED 528                      | Assessment and IEP Development  | 3     |
| SPED 529                      | Positive Behavior Supports for Students with Exceptional Needs                        | 3     |
| SPED 571                      | Clinical Practice I: Moderate to Severe Disabilities                                  | 2     |
| SPED 572                      | Clinical Practice II: Moderate to Severe Disabilities                                 | 2     |
| Total Units                   |   | 34    |

<sup>1</sup> These courses must be completed prior to beginning clinical practice.

**NOTE:** A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a credential. Candidates should meet with their credential analyst (<http://www.apu.edu/education/resources/credentials/>) for information regarding the credential application process.

**NOTE:** Candidates who hold an Intern Credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Integrated Bachelor's/Credential Program

The Integrated Bachelor's/Credential (APU IBC) program provides an accelerated, rigorous education leading to a bachelor's degree and a preliminary California teaching credential. As part of this unique 3+1 model, students complete credential courses as undergraduates and work in the field alongside mentor-teachers throughout the credential portion of the program. At this time the APU IBC program is available only to the majors of allied health and math with a Single Subject Teaching Credential and the major of liberal studies with an Education Specialist (Special Education) Credential. The credential portion of the program is approved by the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>) and accredited by the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (<http://www.caepnet.org/>).

The programs available are:

1. Bachelor of Science in Allied Health with Single Subject (Science) Teaching Credential (p. 77)
2. Bachelor of Arts in Liberal Studies with Mild/Moderate Disabilities Education Specialist Credential (p. 878)
3. Bachelor of Arts in Liberal Studies with Moderate/Severe Disabilities Education Specialist Credential (p. 878)
4. Bachelor of Arts in Mathematics with Single Subject (Math) Teaching Credential (p. 209)

## Program Details

During the first three years, students complete most of the requirements for their major and participate in undergraduate field experiences in public school classrooms. Students formally apply for admission to the School of Education during their junior year. In the summer between their junior and senior years, students begin taking graduate-level courses offered through the School of Education. Throughout the program, students participate in service-learning projects, field experiences, and clinical practice (student teaching) in area K-12 public schools. The clinical practice component requires 16 weeks of full-time student teaching. All field experiences and clinical practice experiences must take place in a K-12 public school located within 50 miles of Azusa or an APU regional campus. Students must have access to reliable transportation.

## Application to the Integrated Bachelor's/Credential Program

Admission to the School of Education is required for all students before they begin credential courses offered through the School of Education. Applications are available in the Office of Credentials (<https://www.apu.edu/education/resources/credentials/>) in Room 168 of Building One on West Campus. Students may apply to the APU IBC program once they have completed at least 32 semester hours of undergraduate credit and before they complete at 96 hours of undergraduate credit. Students who wish to enroll in the APU IBC program and want to begin School of Education credential courses in the summer must submit the application and accompanying requirements (see list below) to the Office of Credentials by April 1; students who wish to begin credential courses in the fall must submit the application and accompanying requirements by July 1; students who wish to begin credential courses in the spring must submit the application and accompanying requirements by November 1.

In addition to completing the application form for admission to the School of Education, a student must submit the following items to the School of Education:

- A one- to two-page personal statement addressing the following topics: experiences from the applicant's background that enhance the teaching experience; the most rewarding and challenging aspects of working with youth; why the applicant wants to teach; preferred grade level and content areas and why; and how the applicant envisions supporting the success of all students and contributing to the profession.
- Proof of Certificate of Clearance (COC) (review instructions on Obtaining a Certificate of Clearance ([https://www.apu.edu/apply/pdfs/ed\\_certificate\\_clearance.pdf](https://www.apu.edu/apply/pdfs/ed_certificate_clearance.pdf))). Applicants are encouraged to begin this step early in their second year to allow time for processing by the California Commission on Teacher Credentialing.
- Proof that the Basic Skills Requirement has been satisfied.
- Two letters of recommendation.
- An interview with the credential program director or his/her designee.
- Admission to the APU IBC program is selective; among those accepted, the mean undergraduate GPA at time of application is 3.0+ with an SAT score of 993+ (2016 or earlier version) or 1490+ (2017 version), a composite ACT score of 20+, or a CBEST Reading subtest score of 50+ and Math subtest score of 52+.

International students must meet the following additional requirements:

- The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL iBT score of 90 (22 on Reading, 22 on Listening, 22 on Speaking, and 24 on Writing) or IELTS score of 7.

During the first three years of the program, APU undergraduate students planning to participate in the APU IBC program are completing General Education requirements and degree major requirements for liberal studies, allied health, or math. Advising is coordinated by the degree major department. Once undergraduate students are admitted to the APU IBC program, the Office of Credentials advises them in regard to the California preliminary teaching credential and credential requirements.

## Credential Tracks

Program graduates earn a Preliminary California Teaching credential in one of the following:

### Special Education Track

This track prepares students to effectively teach individuals with special needs. Preliminary Education Specialist credentials are offered in the areas of:

- Mild/Moderate Disabilities which includes specific learning disabilities, mild to moderate intellectual disabilities, autism, other health impairment, and emotional disturbance
- Moderate/Severe Disabilities which includes autism, deaf-blindness, moderate to severe intellectual disabilities, multiple disabilities, and emotional disturbance

### Single Subject Track

This track prepares students to teach at the middle/high school level (6-12). Preliminary Single Subject credentials that can currently be completed via the APU IBC program are Math and Science. The School of Education offers the graduate Single Subject Credential program in additional subject areas. Please visit the Division of Teacher Education section of the Graduate Catalog for additional information.

## Clinical Practice Clearance

The following requirements must be met before undergraduate students may progress to clinical practice (student teaching).

Applications for clinical practice must be submitted to the Office of Student Placements by April 10 for the fall semester and September 10 for the spring semester. Students must also submit the following to the Office of Student Placements by April 30 for fall semester and September 30 for spring semester:

- Transcript(s) demonstrating successful completion of at least 110 undergraduate units and an undergraduate GPA of 3.0 or higher
- Recommendation letter from the undergraduate major advisor confirming student is on track to graduate at the conclusion of the clinical practice semester
- Verification of successful completion of the Basic Skills Requirement
- TB test that will be current throughout clinical practice
- Certificate of Clearance or other appropriate CTC-issued document that will be valid throughout the clinical practice semester
- Proof of U.S. Constitution coursework or exam
- Original, passing CSET exams or official verification of completion of four-fifths of a CTC-approved subject-matter program confirmed by a credential analyst (note: CSET subtest exams expire 10 years from their administration date unless the score is used for recommendation of an intern credential or above)

Clinical practice courses are taken as Credit (*CR*)/No Credit (*NC*). Students who earn an *NC* grade are required to meet with their program director to identify knowledge, skills, and/or dispositions that may need strengthening and develop a performance improvement plan. Students will not receive another placement for clinical practice until after they have met with their program director and received their performance improvement plan. Students who earn an *NC* grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a probation period may be dismissed from the credential program.

Students are expected to successfully complete their culminating clinical practice courses at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition the Division of Teacher Education to repeat the course, but a successful petition is required for a student to repeat. A culminating clinical practice course can be repeated only once.

Students who earn an *NC* grade in a culminating clinical practice, fieldwork, or internship experience as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the nonpassing grade.

## Credential Application

To be eligible for a credential, students must demonstrate the following:

- Conferral of a bachelor's degree in allied health, liberal studies, or math
- Successful completion of credential coursework (i.e., competency on each student learning outcome and a course grade of *B-* or better)
- Evaluation of Taskstream assignments
- Proficiency in the Teaching Performance Expectations (TPEs)
- Passage of all state-required examinations (RICA is required for students who wish to become certified for teaching special education; CalTPA is required for students who wish to become certified for teaching a single subject [math or science])
- Successful completion of CPR for infants, children, and adults

- Successful completion of an Induction Individual Development Plan approved by the program director
- Completion of all other credential requirements

It is the student's responsibility to submit a credential application through the Office of Credentials (<https://www.apu.edu/education/resources/credentials/>) upon completion of a credential program to receive their California preliminary teaching credential. This request may be submitted to the office up to one month before completion of all credential requirements.

## Program Expectations

- Students in the APU IBC program prepare to work in schools as educators. They must demonstrate the content, pedagogy, and writing skills and dispositions required for the profession. Therefore, the School of Education assesses students, in academic and dispositional standards, from the time of admission to the program through recommendation of credential.
- Students are expected to maintain a high level of professional and ethical behavior throughout the program; failure to do so may result in discipline up to and including dismissal from the program.
- Students must be covered by professional liability insurance during the semesters in which they are participating in field experience and clinical practice.
- Students participating in field experience and clinical practice who are driving onto K-12 school sites must have proof of auto insurance.
- Students are required to have and maintain a valid Certificate of Clearance (COC) from their time of admission to the program through recommendation of credential. Students who allow their COC to expire will be prevented from enrolling in future terms until they once again have a valid COC.
- Students are required to ensure access to an active Taskstream account, enrollment in the correct Directed Response Folio for the APU IBC program, and submission of assignments and other required documents to the correct evaluator by published deadlines in Taskstream. Students failing to submit the signature assignment for courses in Taskstream by the last day of the session will receive a nonpassing grade in the course. Successful submission of Taskstream items is required for recommendation for a credential to the California Commission on Teacher Credentialing (CTC).
- Students must earn a *B-* or better in all credential coursework. Students who earn a *C+* or below must retake the course for the course to be used toward credential requirements, and must meet with their academic advisor for a revised course sequence plan before progressing in the program.
- All standards and requirements for the credential portion of the program are subject to CTC, NCATE (transitioning to CAEP), and federal policy changes, and these supersede catalog descriptions of prior programs and requirements.

An integrated bachelor's/credential is granted based on the completion of all requirements. If a student does not complete all requirements, as indicated in the Graduation Clearance Pending letter, within two years of filing their graduation application, he or she will be subject to automatically having their stand-alone degree posted. If the remaining requirements for the stand-alone degree are not completed by the deadline, the student will be subject to policies governing reentering students, and a new catalog year will apply.

# B.A. in Liberal Studies with Integrated Credential

In this program, students earn a Bachelor of Arts in Liberal Studies and a mild/moderate or moderate/severe disabilities education specialist credential in a total of four years. Full program details and requirements are available on the Integrated Bachelor's/Credential Program (p. 875) page of this catalog.

## Requirements

| Code  | Title  | Units |
|---|--|-------|
| <b>Liberal Studies Major Requirements</b>     |  |       |
| COMM 111                                      | Public Communication <sup>1</sup>                            | 3     |
| FFL 121                                       | Fitness for Life: Dance for the Theater <sup>2</sup>         | 2     |
| MATH 110                                      | College Algebra <sup>3</sup>                                 | 3     |
| BIOL 101                                      | Biology and Society <sup>4</sup>                             | 4     |
| ENGL 111                                      | Studies in Literature <sup>5</sup>                           | 3     |
| HIST 121                                      | World Civilizations Since 1648 <sup>6</sup>                  | 3     |
| PHYC 115                                      | Physical Science for Teachers                                | 3     |
| PHYC 125                                      | Earth Science Concepts and Applications                      | 3     |
| THTR 115                                      | Introduction to Theater <sup>7, F</sup>                      | 3     |
| HIST 201                                      | World Civilizations and Geography to 1648                    | 3     |
| HIST 338                                      | History of California  | 3     |
| ENGL 402                                      | Principles of Language                                       | 3     |
| <b>Core Requirements <sup>8</sup></b>         |  |       |
| Select one of the following:                  |  | 4     |
| EDLS 200                                      | Introduction to Teaching as a Profession K-12 <sup>9</sup>   |       |
| EDLS 202                                      | Introduction to Teaching as a Profession (7-12) <sup>9</sup> |       |
| HIST 202                                      | United States History to 1930 <sup>10</sup>                  | 3     |
| MATH 201                                      | Mathematics Concepts for Elementary Teachers                 | 3     |
| PSYC 290                                      | Human Growth and Development <sup>11</sup>                   | 3     |
| ART 310                                       | Fundamental Art Experiences <sup>7</sup>                     | 3     |
| BIOL 400                                      | Science and Children   | 4     |
| EDLS 405                                      | Diversity in the Classroom <sup>12</sup>                     | 3     |
| EDLS 495                                      | Foundations of Education Capstone <sup>13</sup>              | 3     |
| EDLS 496                                      | Writing 3: Education and Professional Ethics <sup>14</sup>   | 3     |
| ENGL 434                                      | Children's Literature  | 3     |
| MUS 432                                       | Music in the Elementary Schools                              | 3     |
| PE 450  | Physical Education in Elementary Schools, K-6                | 3     |
| <b>Concentrations</b>                         |  |       |
| Select one concentration from the list below. |  | 12-20 |
| Total Units                                   |  | 86-94 |

<sup>1</sup> Meets the General Education Oral Communication requirement.

<sup>2</sup> Meets the General Education Fitness for Life requirement.

<sup>3</sup> Meets the General Education Quantitative Literacy requirement.

<sup>4</sup> Meets the General Education Natural Sciences requirement.

<sup>5</sup> Meets the General Education Humanities: Literature requirement.

<sup>6</sup> Meets the General Education Humanities: History requirement.

<sup>7</sup> Meets the General Education Humanities: Fine Arts requirement.

<sup>8</sup> The 38 units of core coursework must be completed with a grade of C or higher and an overall GPA of 3.0 or higher.

<sup>9</sup> Meets the General Education Civic Knowledge and Engagement requirement.

- <sup>10</sup> California Education Code Section 44335 requires all candidates for a Teaching Credential to demonstrate knowledge of the United States Constitution by completing a college-level course or a college-level examination in the subject; successful completion of either with a grade of C or higher meets this California Education Code requirement.
- <sup>11</sup> Meets the General Education Social Sciences requirement.
- <sup>12</sup> Meets the General Education Intercultural Competence requirement.
- <sup>13</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>14</sup> Meets the General Education Writing 3 requirement.
- F Offered in fall semester only.
- S Offered in spring semester only.

## Art Concentration

| Code                             | Title   | Units |
|----------------------------------|---|-------|
| <b>Required Courses</b>          |   |       |
| ART 145                          | Drawing I   | 3     |
| ART 146                          | Painting I  | 3     |
| Select one of the following:     |   | 3     |
| ART 354                          | History of Ancient Art and Architecture (Fall Semester Only) <sup>1, F</sup>                      |       |
| ART 356                          | Writing 3: History of Modern Art and Architecture <sup>2</sup>                                    |       |
| ART 357                          | History of Contemporary Art and Architecture (Spring Semester Only) <sup>1, S</sup>               |       |
| ART 361                          | History of Early Christian and Medieval Art and Architecture (Fall Semester Only) <sup>1, F</sup> |       |
| ART 362                          | History of Renaissance to Rococo Art and Architecture (Spring Semester Only) <sup>1, S</sup>      |       |
| Select one of the following:     |   | 3     |
| ART 105                          | Ceramics I <sup>1</sup>   |       |
| ART 403                          | Multicultural Art (Fall Semester Only) <sup>1, F</sup>  |       |
| <b>Upper-division Elective</b>   |   |       |
| DGSN 430                         | Applied Design (Spring Semester Only) <sup>3, S</sup>   | 1-4   |
| or any upper-division ART course |   |       |
| Total Units                      |   | 13-16 |

- <sup>1</sup> Meets the General Education Humanities: Fine Arts requirement.
- <sup>2</sup> Meets the General Education Writing 3 requirement.
- <sup>3</sup> Students who take ART 105 will need 4 units of an upper-division art elective.
- F Offered in fall semester only.
- S Offered in spring semester only.

## English Concentration

| Code                         | Title  | Units |
|------------------------------|--|-------|
| <b>Required Courses</b>      |  |       |
| ENGL 404                     | Approaches to Grammar (prerequisite of ENGL 402) <sup>F</sup>                        | 3     |
| ENGL 406                     | Writing 3: Advanced Composition <sup>1</sup>   | 3     |
| Select one of the following: |  | 3     |
| ENGL 224                     | World Literature to the Renaissance (Fall Semester Only) <sup>2, F</sup>             |       |
| ENGL 234                     | World Literature Since the Renaissance (Spring Semester Only) <sup>2, S</sup>        |       |
| ENGL 244                     | American Literature to 1865 (Fall Semester Only) <sup>2, F</sup>                     |       |
| Select one of the following: |  | 3     |
| ENGL 254                     | American Literature Since 1865 (Spring Semester Only) <sup>2, S</sup>                |       |
| ENGL 377                     | Shakespeare (Fall Semester Only) <sup>2, F</sup>                                     |       |
| ENGL 410                     | American Novel (Even Fall Semester Only) <sup>EF</sup>                               |       |
| ENGL 435                     | Social and Psychological Aspects of Language (Even Fall Semester Only) <sup>EF</sup> |       |
| Total Units                  |  | 12    |

- <sup>1</sup> Meets the General Education Writing 3 requirement.
- <sup>2</sup> Meets the General Education Humanities: Literature requirement.



F Offered in fall semester only.

EF Offered every even-year fall semester only.

## Math Concentration

See the Department of Mathematics, Physics, and Statistics (p. 195) for updated schedules.

Note: Students must begin their mathematics coursework at the level for which they qualify as determined by their SAT/ACT score, previous university coursework, or the APU mathematics placement assessment. Some students will require one or more courses prior to calculus.

| Code                         | Title   | Units |
|------------------------------|---|-------|
| <b>Required Courses</b>      |   |       |
| MATH 110                     | College Algebra <sup>1,2</sup>  | 3     |
| MATH 165                     | Calculus I  | 3     |
| MATH 280                     | Discrete Mathematics and Proof (Prerequisite of MATH 165) <sup>F</sup>                          | 3     |
| MATH 340                     | Geometry (Prerequisite of MATH 166; ask dept. for prereq code) <sup>S</sup>                     | 3     |
| Choose one of the following: |   | 3     |
| MATH 130                     | Introduction to Statistics <sup>2</sup>   |       |
| MATH 361                     | Probability and Statistics I (Prerequisite of MATH 166; ask dept. for prereq code) <sup>S</sup> |       |
| Choose one of the following: |   | 3     |
| MATH 166                     | Calculus II   |       |
| MATH 250                     | Data Analysis <sup>F</sup>  |       |
| MATH 268                     | Multivariable Calculus  |       |
| MATH 270                     | Ordinary Differential Equations <sup>S</sup>  |       |
| MATH 290                     | Linear Algebra <sup>3, S</sup>  |       |
| MATH 295                     | Applied Linear Algebra <sup>3, F</sup>  |       |
| MATH 390                     | Number Theory <sup>OF</sup>   |       |
| Total Units                  |   | 18    |

<sup>1</sup> Students who waive MATH 110 and do not receive the units must make up the 3 units with an extra elective.

<sup>2</sup> Meets the General Education Quantitative Literacy requirement.

<sup>3</sup> It is not permitted to count both MATH 290 and MATH 295 toward the math concentration.

F Offered in fall semester only.

S Offered in spring semester only.

OF Offered every odd-year fall semester only.

## Music Concentration

| Code                           | Title  | Units |
|--------------------------------|--|-------|
| <b>Required Courses</b>        |  |       |
| MUS 101                        | Beginning Voice Class  | 1     |
| MUS 103                        | Beginning Piano Class <sup>1</sup>                                 | 1     |
| MUS 104                        | Elementary Piano Class <sup>1</sup>                                | 1     |
| MUS 110                        | Elementary Guitar Methods  | 1     |
| MUS 121                        | Music Theory I <sup>2</sup>  | 3     |
| MUS 122                        | Music Theory II  | 3     |
| MUS 133                        | Practical Musicianship I   | 1     |
| MUS 134                        | Practical Musicianship II  | 1     |
| MUS 201                        | Introduction to World Music <sup>3</sup>                           | 3     |
| Choose one from the following: |  | 3     |
| MUS 350                        | History and Literature of Commercial Music <sup>F</sup>            |       |
| MUS 351                        | Ancient, Renaissance, and World Music Literature                   |       |
| MUS 352                        | Writing 3: Baroque, Classical, and Early Romantic Music Literature |       |
| MUS 455                        | Late Romantic and 20th-Century Music Literature                    |       |
| Total Units                    |  | 18    |

- <sup>1</sup> Or 1 unit for each Applied Piano (permission by audition only).  
<sup>2</sup> Meets the General Education Humanities: Fine Arts requirement.  
<sup>3</sup> Meets the General Education Intercultural Competence requirement.  
F Offered in fall semester only.

### Physical Education Concentration Option I <sup>1</sup>

| Code        | Title  | Units |
|-------------|--|-------|
| KIN 242     | Fundamental Principles of Fitness                                      | 3     |
| KIN 290     | Human Movement Science   | 3     |
| KIN 306     | Sociological and Psychological Aspects of Physical Activity and Sport  | 3     |
| PE 237      | Methods of Teaching Rhythmic and Multicultural Activities <sup>S</sup> | 3     |
| PE 250      | Methods of Teaching Individual Sports <sup>F</sup>                     | 2     |
| PE 252      | Methods of Teaching Team Sports <sup>S</sup>                           | 3     |
| PE 452      | Adapted Physical Education (prerequisite of KIN 290 and PE 450)        | 3     |
| Total Units |  | 20    |

- <sup>1</sup> Courses must be taken in sequence (200 before 300, 300 before 400).  
S Offered in spring semester only.  
F Offered in fall semester only.

### Physical Education Concentration Option II <sup>1</sup>

| Code                         | Title  | Units |
|------------------------------|--|-------|
| Select one of the following: |  | 3     |
| PE 325                       | Motor Development and Learning   |       |
| KIN 290                      | Human Movement Science   |       |
| PE 451                       | Methods in Physical Education: 7-12 <sup>2</sup>   | 3     |
| PE 452                       | Adapted Physical Education   | 3     |
| PE 600                       | Physical Education Teaching Methods for Individuals with Mild to Moderate Disabilities   | 3     |
| PE 602                       | Physical Education Teaching Methods for Individuals with Severe to Profound Disabilities | 3     |
| PE 605                       | Management of Adapted Physical Education Programs  | 3     |
| Total Units                  |  | 18    |

- <sup>1</sup> Courses must be taken in sequence (200 before 300, 300 before 400).  
<sup>2</sup> Meets the General Education Integrative and Applied Learning requirement.

### Psychology Concentration (School Psychology)

PSYC 290 and MATH 130 are prerequisite courses for the upper-division courses in this concentration.

| Code        | Title  | Units |
|-------------|--|-------|
| MATH 130    | Introduction to Statistics <sup>1</sup>                              | 3     |
| PSYC 305    | Educational Psychology (Fall Semester Only) <sup>F</sup>             | 3     |
| PSYC 345    | Psychology of Child and Adolescent Development <sup>2</sup>          | 3     |
| PSYC 360    | Abnormal Psychology  | 3     |
| PSYC 410    | Psychology of Exceptional Children (Fall Semester Only) <sup>F</sup> | 3     |
| Total Units |  | 15    |

- <sup>1</sup> Meets the General Education Quantitative Literacy requirement.  
<sup>2</sup> Meets the General Education Social Sciences requirement.  
F Offered in fall semester only.  
S Offered in spring semester only.

## Science Concentration Option I

| Code        | Title   | Units |
|-------------|---|-------|
| BIOL 151    | General Biology I <sup>1</sup>  | 4     |
| BIOL 152    | General Biology II  | 4     |
| CHEM 123    | General, Organic, and Biological Chemistry for the Health Sciences <sup>1</sup> | 4     |
| PHYC 140    | Introduction to Astronomy <sup>1</sup>  | 4     |
| PHYC 151    | Physics for Life Sciences I <sup>1</sup>  | 4     |
| Total Units |   | 20    |

<sup>1</sup> Meets the General Education Natural Sciences requirement.

## Science Concentration Option II

| Code        | Title   | Units |
|-------------|---|-------|
| BIOL 250    | Human Anatomy   | 4     |
| BIOL 251    | Human Physiology  | 4     |
| CHEM 123    | General, Organic, and Biological Chemistry for the Health Sciences <sup>1</sup> | 4     |
| PHYC 151    | Physics for Life Sciences I <sup>1</sup>  | 4     |
| Total Units |   | 16    |

<sup>1</sup> Meets the General Education Natural Sciences requirement.

## Social Science Concentration

| Code                         | Title  | Units |
|------------------------------|--|-------|
| POLI 150                     | American Government <sup>1, 2</sup>              | 3     |
| Select one of the following: |  | 3     |
| HIST 320                     | Modern Africa                                    |       |
| HIST 392                     | Colonial Latin America                           |       |
| HIST 393                     | Ritual and Re-enactment in Modern Latin America  |       |
| POLI 320                     | Comparative Politics                             |       |
| Select two of the following: |  | 6     |
| HIST 334                     | History of American Foreign Affairs <sup>S</sup> |       |
| HIST 350                     | Medieval Europe <sup>F</sup>                     |       |
| HIST 352                     | Renaissance and Reformation                      |       |
| HIST 357                     | Enlightenment Europe                             |       |
| HIST 358                     | Europe 1789-1914                                 |       |
| HIST 359                     | Europe 1914-1992                                 |       |
| HIST 374                     | Colonial Era                                     |       |
| HIST 380                     | Civil War and Reconstruction                     |       |
| HIST 386                     | Modern America                                   |       |
| HIST 389                     | Modern American Intellectual History             |       |
| Total Units                  |  | 12    |

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> California Education Code Section 44335 requires all candidates for a Teaching Credential to demonstrate knowledge of the United States Constitution by completing a college-level course or a college-level examination in the subject; successful completion of either with a grade of C or higher meets this California Education Code requirement.

<sup>S</sup> Offered in spring semester only.

<sup>F</sup> Offered in fall semester only.

## Spanish Concentration

| Code     | Title   | Units |
|----------|---|-------|
| SPAN 201 | Intermediate Spanish I (Fall Semester Only) <sup>F</sup>    | 3     |
| SPAN 202 | Intermediate Spanish II (Spring Semester Only) <sup>S</sup> | 3     |

|                              |   |    |
|------------------------------|---|----|
| SPAN 301                     | Spanish Conversation and Community <sup>1, 2, F</sup>   | 3  |
| WRIT 204                     | Writing 2: Writing for the Humanities in Spanish (Spring Semester Only) <sup>3, S</sup>               | 3  |
| Select one of the following: |   | 3  |
| SPAN 432                     | Literary Masters (Fall Semester Only) <sup>4 &amp; F</sup>  |    |
| SPAN 460                     | Writing 3: Survey of the Literature of the Spanish-speaking World (Spring Semester Only) <sup>5</sup> |    |
| Total Units                  |   | 15 |

<sup>1</sup> SPAN 101, SPAN 102, SPAN 201, and SPAN 202 are prerequisites for 300-level SPAN courses.

<sup>2</sup> Meets the General Education Intercultural Competence requirement.

<sup>3</sup> Meets the General Education Writing 2 requirement.

<sup>4</sup> Meets the General Education Humanities: Literature requirement.

<sup>5</sup> Meets the General Education Writing 3 requirement.

F Offered in fall semester only.

S Offered in spring semester only.

## Human Development (Special Education) Concentration

| Code        | Title   | Units |
|-------------|---|-------|
| EDLS 303    | Introduction to Special Populations <sup>F</sup>          | 3     |
| EDLS 304    | Introduction to Teaching Special Populations <sup>S</sup> | 3     |
| PSYC 410    | Psychology of Exceptional Children                        | 3     |
| PSYC 430    | Intervention Strategies with Children                     | 3     |
| Total Units |   | 12    |

F Offered in fall semester only.

S Offered in spring semester only.

## Mild/Moderate Credential Requirements

The only concentration offered with the Integrated Bachelor's/Credential Program is Special Education.

| Code                          | Title   | Units |
|-------------------------------|---|-------|
| <b>Foundation Courses</b>     |   |       |
| TESP 501                      | Art of Teaching I: Foundations of Teaching <sup>1</sup>                               | 3     |
| TESP 511                      | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3     |
| TESP 502                      | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3     |
| TESP 512                      | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3     |
| TESP 503                      | The Soul of Teaching: Tapestry of American Education                                  | 3     |
| TESP 504                      | Schools and Educational Systems   | 3     |
| <b>Specialization Courses</b> |   |       |
| SPED 525                      | Methods of Teaching Reading and Writing   | 3     |
| SPED 526                      | Specialized Academic Instruction: Reading, Writing, and Math                          | 3     |
| SPED 528                      | Assessment and IEP Development  | 3     |
| SPED 529                      | Positive Behavior Supports for Students with Exceptional Needs                        | 3     |
| SPED 551                      | Clinical Practice I: Mild to Moderate Disabilities                                    | 2     |
| SPED 552                      | Clinical Practice II: Mild to Moderate Disabilities                                   | 2     |
| Total Units                   |   | 34    |

<sup>1</sup> These courses must be completed prior to beginning clinical practice.

## Moderate/Severe Credential Requirements

The only concentration offered with the Integrated Bachelor's/Credential Program is Special Education.

| Code                      | Title   | Units |
|---------------------------|---|-------|
| <b>Foundation Courses</b> |   |       |
| TESP 501                  | Art of Teaching I: Foundations of Teaching <sup>1</sup> | 3     |

|                               |   |    |
|-------------------------------|---|----|
| TESP 511                      | Art of Teaching II: Pedagogy and Instructional Design <sup>1</sup>                    | 3  |
| TESP 502                      | Science of Teaching I: How Students Learn <sup>1</sup>                                | 3  |
| TESP 512                      | Science of Teaching II: Effective Assessment Strategies for All Learners <sup>1</sup> | 3  |
| TESP 503                      | The Soul of Teaching: Tapestry of American Education                                  | 3  |
| TESP 504                      | Schools and Educational Systems   | 3  |
| <b>Specialization Courses</b> |   |    |
| SPED 525                      | Methods of Teaching Reading and Writing   | 3  |
| SPED 527                      | Teaching Students with Moderate to Severe Disabilities                                | 3  |
| SPED 528                      | Assessment and IEP Development  | 3  |
| SPED 529                      | Positive Behavior Supports for Students with Exceptional Needs                        | 3  |
| SPED 571                      | Clinical Practice I: Moderate to Severe Disabilities                                  | 2  |
| SPED 572                      | Clinical Practice II: Moderate to Severe Disabilities                                 | 2  |
| Total Units                   |   | 34 |

<sup>1</sup> These courses must be completed prior to beginning clinical practice.

## Program Learning Outcomes

### Liberal Studies Major

#### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Analyze and demonstrate proficiency in subject matter required of K--8 teachers by the State of California.
2. Integrate K--8 curriculum concepts and disciplines.
3. Define teaching methods of instruction using best practices with a Christian perspective.
4. Understand aspects of cultural diversity within the context of the classroom.
5. Identify a distinctive Christian perspective compared to a secular perspective as it pertains to current education issues.

## Integrated Credential

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.
3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

# Steps to a Credential

The three major steps to completing a Preliminary Teaching Credential through APU's teacher preparation programs are described as follows. Credential candidates should refer to the DTE Teacher Candidate Handbook for further details.

- Step 1: Admission (p. 886)
- Step 2: Clinical Practice Clearance (p. 888)
- Step 3: Credential Application (p. 889)

## Credential Requirements

All candidates must meet the following requirements to be considered for a Multiple Subject or Single Subject Preliminary Teaching Credential or a Mild/Moderate or Moderate/Severe Disabilities Education Specialist Preliminary Credential:

1. Successful completion of all coursework (note: all candidates must earn a *B-* or better in all coursework. Candidates who earn below a *B-* must retake the course and meet with their academic advisor for a revised course sequence plan before progressing in the program. All admitted candidates must maintain a cumulative GPA of 3.0. Candidates who do not meet the above requirements will be reviewed for dismissal from the program).
2. Completion of each of the following program requirements:
  - U.S. Constitution requirement (course or exam)
  - Verification of subject-matter competency (CSET exam or completion of a state-approved subject-matter program; note: once students pass a subtest of the CSET, they do not have to take that subtest again as long as they use the score to earn certification within 10 years of the test date on which it was achieved)
  - Verification of tuberculosis clearance
  - Continuing verification from instructors of positive dispositions characteristic of the teaching profession (emotional stability, strong interpersonal relations, good mental and physical health, and other character standards listed on the application)
  - Receipt of favorable results of Certificate of Clearance (**note: candidates must report any changes in character standings, including unresolved issues with the law and/or CTC, to their credential analyst; failure to do so may result in expulsion from the program**)
3. Successful completion of fieldwork and clinical practice. Traditionally, clinical practice is met through student teaching with a master teacher, but candidates who hold a contracted teaching position may request approval to complete clinical practice in their own classrooms.
4. Prior to applying for a preliminary credential, candidates must:
  - Verify successful completion of CPR for infants, children, and adults.
  - Verify successful completion of all assessments and forms required in the Division of Teacher Education's assessment system (Taskstream by Watermark).
  - Multiple Subject and Single Subject Credential candidates must submit and pass Instructional Cycle 1 and Instructional Cycle 2 of the California Teaching Performance Assessment (CalTPA) as required by CTC.
  - Mild/Moderate and Moderate/Severe Credential candidates must submit and successfully remediate any nonpassing or no-score results of the CalTPA Instructional Cycle 1 and Instructional Cycle 2
  - Multiple Subject and Special Education Credential candidates must show proof of passage of the Reading Instruction Competence Assessment (RICA).
  - All candidates must complete an Individual Development Plan (IDP) that is approved by the program director.

Contact a credential analyst (<http://www.apu.edu/education/resources/credentials/>) for information on applying for a preliminary credential after the above requirements have been completed. Your credential analyst will provide information needed to complete your credential application. Preliminary credentials are valid for five years and are nonrenewable. A Clear Credential is obtained through a CTC-approved induction program with either a California local education agency (e.g., public school district, county office of education) or California institution of higher education.

# Step 1: Admission

## General Requirements

All programs within the Division of Teacher Education require the following:

- A completed graduate application for admission
- A \$45 nonrefundable application fee (not required of students previously admitted to a graduate program at Azusa Pacific University)
- Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all postbaccalaureate study
- A minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale. Provisional admittance may be granted to individuals with a grade-point average between 2.5 and 2.9.
- Two letters of recommendation
- A personal statement or essay
- A valid California Certificate of Clearance (COC) or other appropriate and valid document from CTC

Note: University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 1229)). (<http://catalog.apu.edu/graduateprofessional/admission-policies/graduate-admission-university/>)

## Program-Specific Requirements

In addition to the general requirements listed above, each program has specific requirements. See program descriptions listed within this catalog for additional information.

Departments reserve the right to change the admission process and requirements. Students who are in continuous enrollment status are subject to the requirements in effect at the time of their initial enrollment.

## Teaching Credential Programs

- Verification of successful completion of the California Basic Skills Requirement via one of the following options:
  - Pass the California Basic Educational Skills Test (CBEST)
  - Pass the CSET: Multiple Subjects plus the CSET: Writing Skills Examination (CSET 101, 103, 142, and 214 [previously 102]). This option is useful for students in Multiple Subject and Special Education programs.
  - Demonstrate proficiency on the California State University (CSU) Early Assessment Program
  - Demonstrate proficiency on the CSU Placement Examinations
  - Pass a Basic Skills Examination from another state
  - Achieve the minimum acceptable scores on the College Board SAT examination
  - Achieve the minimum acceptable scores on the ACT examination
  - Achieve the minimum acceptable scores on selected College Board Advanced Placement (AP) examinations
- Programs admit only candidates who meet one of the following subject-matter admission requirement options:
  - Candidates must provide evidence of having passed the appropriate CSET subject-matter examination(s).
  - Candidates must provide evidence of registration for at least one of the next scheduled CSET examinations. (This option is only available to applicants to a master's degree program with credential embedded.)
  - Candidates must provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver).
  - Note for Single Subject Teaching Credential candidates: The Single Subject Teaching Credential program is offered in the subject areas of Art, Business, English, Mathematics, Music, Physical Education, Science, Social Science, and World Languages. Subject matter must be met for one of these subject areas.
  - Note for Special Education Credential candidates: Subject matter must be met in Art, English, Mathematics, Multiple Subjects, Music, Science, Social Science, or World Languages.
- A percentage of candidates will also be required to interview with the program director or his/her designee prior to an admission decision.

Questions about successful completion of the Basic Skills Requirement or subject-matter requirement should be directed to the Office of Credentials. (<https://www.apu.edu/education/resources/credentials/>) Candidates must be advised by a designated faculty member as part of an admission interview prior to enrollment in the program. This occurs after the admission application has been completed and reviewed by the Office of Credentials for any missing program-required documentation and verification of the Certificate of Clearance. Candidates will be notified by the department when an interview appointment may be scheduled.

## **International Students**

International students have a separate application procedure. Contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.



# Step 2: Clinical Practice Clearance

The following requirements must be met before any clinical practice experiences can take place:

- Applications for clinical practice must be submitted to the Office of Student Placements by April 10 for fall term and September 10 for spring term. A candidate's Academic Plan indicates the term for clinical practice.
- In addition to the application for clinical practice, candidates must submit the following to the Office of Student Placements by April 30 for fall term and September 30 for spring term to clear for clinical practice for the advised term:
  - Posted bachelor's degree.
  - Verification of successful completion of the Basic Skills Requirement.
  - Successful completion (*B-* or better) of all coursework from Modules 1 through 5 of the Academic Plan, in accordance with program advising.
  - Tuberculosis (TB) clearance, which must be valid for a two-year time period that runs through the end date of the assigned clinical practice term. Negative TB test requirements must be provided to the Office of Student Placements.
  - Valid Certificate of Clearance or other appropriate CTC-issued document throughout clinical practice.
  - Proof of successful completion of U.S. Constitution coursework or exam.
  - Original, passing scores of CSET exams **or** official verification of completion of a CTC-approved subject-matter program signed by the credential analyst at the California institution of higher education at which the courses were successfully completed. Note: CSET subtest exams must be used for credential purposes within 10 years of the individual passing date of each subtest or they expire.
  - Candidates seeking to use a contracted teaching position, either intern or nonintern, for clinical practice must submit all required documents by December 15 for spring term and August 15 for fall term, including but not limited to a copy of their teaching contract for the appropriate school year and a principal's letter on school letterhead. Templates with the requirements for the principal letter can be obtained from the Office of Student Placements. **All contracted teaching positions must be approved as part of the clinical practice clearing process prior to placement to ensure they meet all placement requirements.** Candidates should contact the Office of Student Placements prior to accepting a contracted teaching position if they intend to use the position for completion of clinical practice. **All candidates seeking intern positions must work with their credential analyst regarding any proposed teaching position.**

# Step 3: Credential Application

To be eligible for a credential, candidates must demonstrate the following:

- Successful completion of coursework (competency on each student learning outcome, a grade of *B-* or better on each course, earned credit in clinical practice coursework).
- Evaluation of Taskstream assignments.
- Proficiency in the Teaching Performance Expectations (TPEs).
- Passage of all state-required examinations, as follows:
  - Passage of the RICA examination is required for candidates who wish to become credentialed for teaching multiple subjects or special education.
  - Passage of CalTPA (Instructional Cycle 1 and Instructional Cycle 2) is required for candidates who wish to become credentialed for teaching multiple subjects or a single subject.
- Successful submission of CalTPA Instructional Cycle 1 and Instructional Cycle 2 resulting in receipt of official scores is required for candidates who wish to become credentialed as mild/moderate or moderate/severe disabilities education specialists. If a submission results in a condition code and scores of *NS* (not scored), the mild/moderate or moderate/severe candidate is responsible for successfully remediating those scores through the Division of Teacher Education.
- Completion of all other credential requirements.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (<https://www.apu.edu/education/resources/credentials/>) upon completion of a credential program to receive their California educator credential. This request may be submitted to the credentials office up to one month before completion of all credential requirements.

**NOTE:** Teacher candidates in combined master's and credential programs who have opted to waive coursework will need to take additional units to fulfill the unit requirement. Contact the department for a course elective listing.

# School of Nursing

## School of Nursing Mission Statement

To serve God through excellence in professional nursing education, scholarship, and practice.

## Degrees, Certifications, and Credentials Offered

The School of Nursing (<https://www.apu.edu/nursing/>) offers traditional undergraduate and professional programs, as well as various pathways to the Master of Science in Nursing, post-master's certificates, a Doctor of Philosophy in Nursing, and a Doctor of Nursing Practice.

### Traditional BSN (p. 942)

### RN to BSN (p. 926)

The RN to BSN degree completion program offers an alternative to the traditional method of pursuing a college nursing degree.

### Upper-Division BSN Transfer Program (p. 929)

### LVN to BSN and LVN to RN (p. 929)

### Entry-Level Master of Science in Nursing (ELM) (p. 967)

*For those who have completed a B.A. or B.S. in another field.*

1. Total prelicensure units is 70. Specific courses required.
2. Postlicensure units to complete the MSN depend on the specialty chosen by the student.

### Master of Public Health (p. 1035)

### Master of Science in Nursing with Specialties Programs (p. 1005)

*For those who have completed a bachelor's degree in nursing.*

- Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)
- Adult-Gerontology Primary Care Nurse Practitioner (AGNP) Specialty
- Family Nurse Practitioner (FNP) Specialty
- Pediatric Nurse Practitioner–Primary Care (PNP-PC) Specialty
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialty

### MSN with Credentials (p. 999)

- School Nurse Services Credential (SNSC)
- School Nurses Services Credential (SNSC) and Pediatric Nurse Practitioner-Primary Care (PNP) Specialty
- School Nurses Services Credential (SNSC) and Family Nurse Practitioner (FNP) Specialty

### MSN in Nursing Education (p. 1029)

### MSN in Healthcare Administration and Leadership (p. 1027)

### Post-Bachelor's Credential (p. 1012)

- School Nurse Services Credential (SNSC) (a nondegree post-bachelor's program)

### Post-Master's Nursing Certificates (p. 1014)

- Adult-Gerontology Clinical Nurse Specialist (AG-CNS)
- Adult-Gerontology Primary Care Nurse Practitioner (AGNP)
- Family Nurse Practitioner (FNP)
- Healthcare Administration and Leadership
- Nursing Education
- Oncology Nurse Practitioner
- Pediatric Clinical Nurse Specialist (P-CNS)

- Pediatric Nurse Practitioner–Primary Care (PNP-PC)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

## Doctor of Philosophy in Nursing (p. 1057)

The PhD in Nursing, with emphasis in either health of the family and the community or international health, is a research-based program designed to prepare graduates for a life of scholarship and teaching. The coursework for the PhD in Nursing consists of 46 units beyond the master's degree, with an additional 9 units for dissertation research.

## Doctor of Nursing Practice (p. 1054)

Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the Doctor of Nursing Practice (DNP) program is designed to prepare nurses at the highest level of practice for the current, complex healthcare environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues. The coursework for the Doctor of Nursing Practice consists of 39 units including residency beyond the Master of Science in Nursing. This program is also available online.

## Graduate Status

In the School of Nursing, graduate full-time status is considered to be 6 units per semester or 12 units per 12-month academic year. A student has a maximum of eight years to complete a graduate program, beginning from the date of initial enrollment in the specific degree program.

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org/>)
- School of Nursing programs are approved by the California Board of Registered Nursing (BRN) (<http://www.rn.ca.gov/>). Graduates are qualified to apply for Nurse Practitioner (NP) certification and Clinical Nurse Specialist (CNS) certification.
- The master's degree in nursing and the postgraduate APRN certificate programs at Azusa Pacific University are accredited by the Commission on Collegiate Nursing Education (<https://www.aacnnursing.org/CCNE/>), 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.
- The Doctor of Nursing Practice at Azusa Pacific University is accredited by the Commission on Collegiate Nursing Education (<https://www.aacnnursing.org/CCNE/>), 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.

Learn more about the School of Nursing. (<http://www.apu.edu/nursing/>)

## Departments

- Department of Doctoral Studies (p. 1037)
- Department of Entry-Level Master of Science in Nursing (p. 950)
- Department of Healthcare Administration and Leadership (p. 1026)
- Department of Master of Science in Nursing Advanced Practice (p. 981)
- Department of Nursing Education (p. 1028)
- Department of Public Health (p. 1030)
- Department of RN to BSN (p. 926)
- Department of Upper-Division BSN Transfer (<http://catalog.apu.edu/academics/school-nursing/upper-division-transfer-two-plus-two-lvn-to-bsn/>)
- Department of (Traditional) Undergraduate Baccalaureate Program (p. 941)

## Courses

### GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

### GNRS 501, Theoretical Thinking in Nursing, 2 Units

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.

**Prerequisite:** Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

### **GNRS 503, Cultural Competency in Health Care, 3 Units**

This course focuses on transforming graduate nursing students, preparing them for nursing leadership in nursing practice, nursing research, education, and public health policy for the improvement of patient healthcare outcomes in our increasingly diverse society. Students move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) serves as the foundation for the development of core cultural competencies.

**Prerequisite:** Graduate standing in the School of Nursing.

### **GNRS 504, Bioethics and Health Care Policy, 3 Units**

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

**Prerequisite:** Graduate standing

### **GNRS 505, Christian Formation for Holistic Care, 3 Units**

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

### **GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units**

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

**Prerequisite:** Graduate standing

### **GNRS 507, Scientific Writing, 3 Units**

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

### **GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units**

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.

**Prerequisite:** Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

### **GNRS 508B, Research and Theory in Healthcare, 4 Units**

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

**Prerequisite:** GNRS 613

### **GNRS 510, Family Theory in Health Care, 2 Units**

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

**Prerequisite:** Graduate standing

### **GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units**

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and identify culturally relevant and age-appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease.

**Prerequisite:** Undergraduate health assessment and GNRS 515;

**Corequisite:** Practicum

## **GNRS 512, Advanced Health Assessment and Health Promotion, 4 Units**

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and identify culturally relevant and age-appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease.

**Prerequisite:** Undergraduate health assessment and GNRS 515;

**Corequisite:** Lab

## **GNRS 513, Advanced Nursing Practice Role, 2 Units**

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.

**Prerequisite:** Graduate standing

## **GNRS 514, Research Proposal Writing, 2 Units**

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

**Prerequisite:** GNRS 508A

## **GNRS 515, Advanced Pathophysiology, 3 Units**

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses.

**Prerequisite:** Graduate standing and undergraduate pathophysiology

## **GNRS 516, Integrative Disease and Symptom Management, 3 Units**

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

## **GNRS 518, Supervised Practicum in Health Care, 3 Units**

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

## **GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units**

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

## **GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units**

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

## **GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units**

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.

**Prerequisite:** Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

## **GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units**

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

## **GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units**

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

## **GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units**

This course emphasizes physiological and psychological bases for critical and chronic conditions in children, focusing on an advanced science base for the assessment, diagnosis, and management of children and families to promote wellness. Exploration of traditional versus alternate medicine treatment plans, as well as relevant cultural, spiritual, and health promotion strategies, is incorporated.

**Prerequisite:** Graduate status and GNRS 590A;

**Corequisite:** Practicum

## **GNRS 533, Psychiatric Theories across the Life Span, 2 Units**

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.

**Prerequisite:** Graduate standing, Advanced Practice Core

## **GNRS 534, Integrated Psychiatric and Health Assessment across the Life Span, 2 Units**

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.

**Prerequisite:** Advanced Practice Core, GNRS 533 (May be taken concurrently)

## **GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units**

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.

**Prerequisite:** Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently;

**Corequisite:** Practicum

### **GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units**

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 539;

**Corequisite:** Practicum

### **GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units**

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;

**Corequisite:** Practicum

### **GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units**

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;

**Corequisite:** Practicum

### **GNRS 539, Psychopharmacology, 2 Units**

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

**Prerequisite:** GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

### **GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units**

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement, and also allows for a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

**Prerequisite:** Graduate standing, GNRS 532 (may be taken concurrently with instructor's permission), and GNRS 590A;

**Corequisite:** Practicum

### **GNRS 543, Transitions Across the Care Continuum, 4-6 Units**

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

**Prerequisite:** NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.

**Corequisite:** Practicum

### **GNRS 544, Clinical Specialization Residency, 2-3 Units**

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

**Prerequisite:** GNRS 573 (May be taken concurrently)



## **GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units**

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;

**Corequisite:** Practicum

## **GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units**

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;

**Corequisite:** Practicum

## **GNRS 548, Health Promotion Across the Lifespan, 2 Units**

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

## **GNRS 550A, Theory and Practice in School Nursing, 6 Units**

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings.

**Prerequisite:** All School Nurse Services Credential courses except GNRS 590A, GNRS 589 may be taken concurrently

## **GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units**

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program;

**Corequisite:** Practicum

## **GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units**

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

**Prerequisite:** Admission to the ELM program; successful completion of GNRS 555;

**Corequisite:** Practicum

## **GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units**

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

**Prerequisite:** Graduate nursing student standing, or instructor's permission

## **GNRS 559, Audiometry for School Nurses, 3 Units**

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a \$10 registration fee is required with the application).

### **GNRS 560, Strategic Leadership in Healthcare, 3 Units**

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

### **GNRS 564, Nutrition and Therapeutics, 2 Units**

Students in this course explore the functions of nutrients and the consequences of nutrient deficiencies and excesses in the body. Course material introduces a variety of tools for planning and evaluating diets, including a computer diet analysis, and the application of nutrition concepts is interwoven into health care and fitness conditions. Students also study the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

**Prerequisite:** Admission to the ELM program

### **GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units**

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

**Prerequisite:** All core and role courses

### **GNRS 568, Healthcare Finance, 4 Units**

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

### **GNRS 569, Quality and Safety for Health Care Practice, 3 Units**

This course is designed to deepen and advance students' knowledge of, and ability to systematically apply the principles of, patient quality and safety in nursing practice. Based on national standards, the focus is on examining and applying quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

### **GNRS 570, Parish Nursing/Health Ministries, 2 Units**

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

### **GNRS 571, International Health Care, 2-4 Units**

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

### **GNRS 573, Clinical Residency, 4 Units**

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

**Prerequisite:** Successful completion of all pre-licensure clinical courses

### **GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units**

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

### **GNRS 576, Pharmacology, 2 Units**

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

**Prerequisite:** Admission to the ELM program

## **GNRS 578, Health Assessment, 3 Units**

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

**Prerequisite:** Admission to the ELM program;

**Corequisite:** Practicum

## **GNRS 580, Gerontology, 2 Units**

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary - course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing, and psychiatry. Development in adulthood is viewed from multiple perspectives including cognitive, behavioral, biological, sociocultural, and spiritual, and the influences these perspectives have on the successful negotiation of age-related issues are considered. Finally, students examine aspects of human aging in contemporary American society and from a cross-cultural and ethnic perspective.

**Prerequisite:** Graduate standing in the School of Nursing.

## **GNRS 581, Primary Health Care of the Older Adult, 5 Units**

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

**Prerequisite:** Graduate status in the School of Nursing, completion of Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 582A, Pathophysiology, 2 Units**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Admission to the ELM program

## **GNRS 582B, Pathophysiology, 2 Units**

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Admission to the ELM program, successful completion of GNRS 582A

## **GNRS 583, Nursing Care of Children and Young Adults, 4 Units**

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

## **GNRS 584, Mental Health Nursing, 4 Units**

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

## **GNRS 586, Leadership and Management in Professional Practice, 2 Units**

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

## **GNRS 587, Community Health Nursing, 5 Units**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one, two, and three;

**Corequisite:** Practicum

## **GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units**

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

**Prerequisite:** Admission to the ELM program;

**Corequisite:** Practicum

## **GNRS 589, Adolescent Health Care, 2-4 Units**

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.

**Prerequisite:** Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 515, while the 4-unit version requires prior completion of GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

## **GNRS 590A, Primary Health Care of the Young Family, 6 Units**

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families.

Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 590B, Clinical Practicum in Pediatrics, 4 Units**

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.

**Prerequisite:** GNRS 511 or GNRS 512 and GNRS 590A

## **GNRS 590C, Primary Health Care of the Young Family for the School Nurse Services Credential, 6 Units**

Using a system-based approach, this combined didactic and practical course focuses on assessment, nursing interventions, and follow-up for common illness presentations in children, as well as illness-related impact on social, emotional, and educational functioning. The effects of culture on child development, parenting, and healthcare practices is also emphasized.

**Prerequisite:** GNRS 512;

**Corequisite:** Practicum

## **GNRS 591, Primary Health Care of the Childbearing Family, 4 Units**

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units**

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 592B, Primary Health Care Clinical Practicum, 2 Units**

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

**Prerequisite:** Completion of clinical courses for the FNP or AGNP program track

## **GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units**

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units**

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a 'furnishing number' by the advanced practice nurse in California.

**Prerequisite:** GNRS 515 (May be taken concurrently)

## **GNRS 595, Special Topics in Nursing, 1-6 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

**Prerequisite:** Graduate standing

## **GNRS 596, Foundations of Healthcare Informatics, 3 Units**

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## **GNRS 597, Comprehensive Examination Directed Study, 1 Unit**

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.

**Prerequisite:** Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

## **GNRS 598, Thesis, 1 Unit**

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.

**Prerequisite:** GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

## **GNRS 599, Readings/Independent Study in Nursing, 1-4 Units**

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.

**Prerequisite:** Graduate standing

## **GNRS 613, Graduate Statistics, 3 Units**

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

## **GNRS 620, Genome Science in Healthcare, 3 Units**

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

## **GNRS 622, Genome Science and Ethical Issues, 3 Units**

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.

**Prerequisite:** GNRS 620

## **GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units**

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units**

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units**

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 631, ONP: Cancer Biology and Assessment, 2 Units**

This course builds on knowledge of the anatomy and physiology of DNA, RNA, differentiated, and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer to stage tumors and predict metastatic risk in individuals.

**Prerequisite:** Admission to the oncology nurse practitioner fellowship certificate program.

## **GNRS 632, ONP: Cancer Therapeutics, 2 Units**

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly. This class will provide a pathophysiological foundation to understand cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance will be discussed. The cost-benefit, side effects, and availability of the covered therapeutics will be discussed.

**Corequisite:** GNRS 631

## **GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units**

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course develops a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.

**Prerequisite:** GNRS 631 and GNRS 632

## **GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units**

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

## **GNRS 635, ONP: Team-based Care and the Role of the Oncology Nurse Practitioner, 2 Units**

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

## **GNRS 636, ONP: Clinical Trials Nursing, 2 Units**

The advanced practice oncology nurse practitioner must be prepared to be a direct care provider or study coordinator for clinical research trials. This course covers the knowledge and behaviors needed by nurse practitioners engaged in oncology clinical trials.

**Prerequisite:** GNRS 512, GNRS 515, and GNRS 613, or instructor consent

### **GNRS 660, Theories of Teaching and Instruction, 3 Units**

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

### **GNRS 661, Leadership and Role Development in Nursing Education, 3 Units**

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

### **GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units**

This course addresses theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes. Emphasis is given to the importance of incorporating Christian values in the curriculum. The course also includes critical analyses of related topics based upon current research in nursing and higher education literature.

### **GNRS 663, Clinical Practicum in Nursing Education, 3 Units**

This practicum course builds on clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty-mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from faculty-mentors, students, and self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting postcare conferences, clinical evaluation of nursing student performance, and student counseling.

**Prerequisite:** GNRS 660, GNRS 661, GNRS 662

### **GNRS 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units**

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

### **GNRS 695, Special Topics, 1-4 Units**

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

### **GNRS 700, Philosophy of Science, 3 Units**

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

### **GNRS 701, Nursing Knowledge Development, 3 Units**

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

### **GNRS 702, Nursing Theory, 3 Units**

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

### **GNRS 703, Spirituality and Health, 3 Units**

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 704, Faith Integration and Nursing Scholarship, 3 Units**

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

## **GNRS 705, Social Ethics and Health Policy, 3 Units**

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 706, Methods of Inquiry, 3 Units**

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

## **GNRS 707, Quantitative Nursing Research Design I, 3 Units**

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and evaluation and outcomes research, as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 708, Qualitative Nursing Research Design I, 3 Units**

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

## **GNRS 709, Advanced Statistical Analysis II, 3 Units**

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.

**Prerequisite:** GNRS 707

## **GNRS 710, Advanced Qualitative Research Methods, 3 Units**

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.

**Prerequisite:** GNRS 708

## **GNRS 711, Advanced Research Methods in the Humanities, 3 Units**

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)

**Prerequisite:** (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor



## **GNRS 712, Advanced Evaluation Research, 3 Units**

Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

## **GNRS 713, Advanced Statistical Analysis I, 3 Units**

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

## **GNRS 715, Psychosocial Issues of Older Adults, 3 Units**

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

## **GNRS 716, Translational Research, 3 Units**

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

## **GNRS 717, Health Technology and Informatics, 3 Units**

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

## **GNRS 718, Organizational Leadership and Strategic Planning, 3 Units**

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 720, Wellness Promotion and Health Maintenance, 3 Units**

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 721, Health Disparities and Vulnerable Populations, 3 Units**

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

## **GNRS 722, Research in Nursing and Health, 3 Units**

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

## **GNRS 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units**

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.

**Prerequisite:** GNRS 707

## **GNRS 725, Research Practicum, 1 Unit**

The practicum further develops, mentors, and socializes students into the roles and activities of research scientists and scholars. Emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can choose either a quantitative or qualitative practicum experience.

## **GNRS 726, Advanced Scientific Writing, 3 Units**

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

## **GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units**

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.

**Prerequisite:** GNRS 620

## **GNRS 728, Genome Science Research Methods, 3 Units**

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.

**Prerequisite:** GNRS 620, GNRS 622, GNRS 727

## **GNRS 729, Population Health and Epidemiology, 3 Units**

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 730, Comparative Health Care Systems, 3 Units**

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

## **GNRS 732, DNP Clinical Residency, 0 Units**

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.

**Prerequisite:** Admission to DNP program

### **GNRS 733A, Residency IA, 1 Unit**

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.

**Prerequisite:** Admission to DNP program

### **GNRS 733B, Residency IB, 1 Unit**

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

### **GNRS 733C, Residency IC, 1 Unit**

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

### **GNRS 734A, Residency IIA, 1 Unit**

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

### **GNRS 734B, Residency IIB, 1 Unit**

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

### **GNRS 734C, Residency IIC, 1 Unit**

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.

**Prerequisite:** Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

### **GNRS 735, DNP Scholarly Project Seminar, 3 Units**

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.

### **GNRS 736, DNP Scholarly Project Seminar: Evaluation and Dissemination, 2 Units**

This course focuses on presentation to and approval of a completed DNP Scholarly Project. The DNP program requires a rigorous clinical project focused on translating scientific research to health care to improve the patients experience utilizing the best evidence of science and practice. This scholarly project is a culminating, independent experience which demonstrates the student's synthesis of coursework and lays the foundation for future scholarship.

### **GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units**

This seminar directs the development of either a dissertation or a DNP Scholarly Project proposal draft that details a problem, the research/project purpose, questions or hypotheses to be examined, a synopsis of the relevant literature, the design and methods of the study including its timeline, protection of human subjects, plans for analysis, and the budget. The seminar also includes preparation of IRB applications, and peer review and critique of student proposals.

### **GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units**

This doctoral seminar provides students with the opportunity to acquire knowledge, skills, and insights in the writing of a grant proposal. Discussion will focus on the value of writing grant proposals, the basic principles in writing a grant proposal, the components of a grant proposal, identification of funding sources, the difference between a research and a program grant proposal, as well as administrative factors in submitting a grant proposal. Students will craft and a grant proposal in response to a Request for Funding Proposal (RFP) that aligns with the guidelines of the funding agency, and additionally, a budget plan with justification, timelines, and a bio-sketch. In addition, students will conduct a peer review of class completed grant proposals.

## **GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units**

This seminar focuses on various aspects of writing for publication and directs the development of a manuscript suitable for publication from a previously written paper (e.g., a course term paper). This course will help the student get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books; and determine appropriate journals to consider for article submission. The student will acquire practice in reviewing and critiquing scholarly writing by others. It will also address the editorial and publication process, as well as ethical aspects of writing for publication.

## **GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units**

This seminar course identifies approaches to developing an effective and successful presentation, helping students find their voice and showcase their areas of expertise. Discussions focus on planning as essential to deciding on the content and the order in which the information is presented. Emphasis is on developing a logical sequence, one that flows naturally and is accompanied by audiovisuals that facilitate understanding of the material.

## **GNRS 784, Dissertation Seminar V, 2-4 Units**

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.

**Prerequisite:** GNRS 783

## **GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit**

This is the first of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice to it as part of an evidence-based DNP scholarly project consistent with the DNP role within a healthcare organizational setting.

**Prerequisite:** Admission to the DNP program;

**Corequisite:** GNRS 732

## **GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit**

This is the second of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor as they develop a comprehensive, site-specific DNP scholarly project proposal.

**Prerequisite:** GNRS 791;

**Corequisite:** GNRS 732

## **GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit**

This is the third of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students acquire the skills, competencies, and points of view needed for developing the ethical reasoning/decision-making skills necessary for conducting their DNP scholarly projects.

**Prerequisite:** GNRS 792;

**Corequisite:** GNRS 732

## **GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit**

This is the last of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care.

**Prerequisite:** GNRS 793;

**Corequisite:** GNRS 732

## **GNRS 795, Special Topics, 1-4 Units**

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

## **GNRS 798, Continuous Doctoral Study, 0 Units**

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

## **GNRS 799, Independent Study, 1-4 Units**

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

## **GSPH 504, Bioethics and Health Care Policy, 3 Units**

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

## **GSPH 506, Spiritual Concept Analysis in Health Care, 3 Units**

This course focuses on scholarly research and analysis of selected concepts in the spiritual care of people from the Judeo-Christian perspective. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journeys and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

## **GSPH 508C, Research and Theory in Health Care, 3 Units**

This course prepares the healthcare practitioner to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined as students consider questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students also learn the fundamentals of quantitative, qualitative, and mixed-methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to health care. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

**Prerequisite:** GSPH 613

## **GSPH 510, Social Determinants of Health, 3 Units**

A central focus of the public health field is understanding the etiology, occurrence, and distribution of health outcomes (morbidity and mortality). One growing area of importance within the field is examining how health and disease are influenced and maintained by social, economic, and political risk factors - called social determinants of health. This course provides a macro-level overview of concepts, research and theoretical models of social determinants of health. Through interactive lectures, readings and assignments, students will be exposed to major areas of study linked to social determinants of health, with discussions centered on the following key questions: What social factors are the greatest challenge to health outcomes within local communities? What does it mean to use a social determinants lens when studying health outcomes among diverse multicultural populations? What are health disparities and how might they best be addressed? What behavioral lifestyle factors commonly interplay with social determinants of health?

## **GSPH 512, Health, Culture, and Diversity, 3 Units**

This course covers the issues of health disparities in the United States and the development of culturally competent programs. Students examine what is meant by culture, the ways in which culture and health issues intersect, and how public health efforts can benefit by understanding and working with cultural processes.

## **GSPH 514, Research Proposal Writing, 2 Units**

This course focuses on the application of the concepts in GSPH 508C Research and Theory in Health Care. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

**Prerequisite:** GSPH 508C

## **GSPH 518, Population Health Management, 3 Units**

This course covers important topics in the effective management of public health departments and agencies. Students develop knowledge and skills to fulfill roles in public health management as leaders, administrators, fundraisers, and internal and external communicators. Course content includes ways to be an effective coach to maximize the team's performance, the essentials of effective partnerships, how to create and sustain public health initiatives using business skills, how to run meetings, ways to manage electronic correspondence, and effective strategies to keep the public health organization running smoothly.

## **GSPH 519, Global Health Systems, 3 Units**

This course examines international health systems in terms of infrastructure and function. Students examine the benefits and risks of universal healthcare, third party reimbursement systems, and global availability and access to medical services.

## **GSPH 522, Cultural Inclusivity in Health Care, 3 Units**

In this course, students explore the topics and tools necessary for the application of cultural inclusivity processes in various healthcare settings. Curriculum includes an overview of demographic changes in the United States, cultural inclusivity, diversity related to specific groups, and the paradigm of cultural and linguistic diversity. Attention is also given to the costs, time, and skill sets associated with the process of moving a healthcare organization toward cultural inclusivity.

### **GSPH 525, Epidemiology, 3 Units**

This course covers the application of epidemiological procedures to the understanding of the occurrence and control of conditions such as infections and chronic diseases, mental disorders, community and environmental health hazards, unintentional injuries, and geriatric problems. Other topics include quantitative aspects of epidemiology, including data sources, measures of morbidity and mortality, evaluation of association and causality, study design, and screening for disease.

**Prerequisite:** Undergraduate statistics and biology

### **GSPH 526, Public Health Biology, 3 Units**

Human health problems comprise a wide range of infectious, degenerative, neoplastic, and genetically based disease factors. In addition to these factors, human disease results from a wide range of environmental and socially caused pathologies. This course presents the basic scientific and biomedical concepts of modern public health problems and explores the mechanisms and models of the major categories of disease. An integrative approach using knowledge of nutrition, exercise, mind-body, and spiritual practices is explored. The biologic principles presented in this course are foundations to developing and implementing public health disease prevention, control, or management programs in the student's future.

### **GSPH 527, Advanced Biostatistics and Epidemiology, 3 Units**

This course focuses on the application of statistical approaches in epidemiologic research, covering data management and selection of the appropriate statistical model. Regression analysis including linear regression, logistic regression, Poisson regression, and Cox regression is reviewed. Content also covers basic concepts in survival analysis including censoring, survival function, and hazard function. Epidemiologic methods for assessing causation, including mediation analysis, propensity score matching, and instrumental variable analysis, are also covered. Students learn to apply different analytic approaches using public databases.

### **GSPH 529, Bioinformatics [Proposed], 3 Units**

This course explains how informatics relates to knowledge acquisition, knowledge processing, knowledge generation, knowledge dissemination, and feedback. Technology trends, information security, ethical and legislative aspects will also be highlighted. Students will apply these concepts to support practice, education, administration, and research and will utilize these principles to improve healthcare models.

### **GSPH 532, Infectious Disease Epidemiology, 3 Units**

This course covers key epidemiologic methods for practicing infectious disease epidemiology including study design, interpretation of data, and assessment of validity. Course content covers methods in infectious disease epidemiology, airborne transmission, diarrheal diseases, blood and body fluids as reservoirs of infectious disease, vector-borne/zoonotic, and parasitic diseases. Students learn how to apply content and use problem-solving skills to develop effective prevention strategies.

### **GSPH 535, Environmental Health, 3 Units**

This course examines essential issues in environmental health, including the scientific and historical foundations, regulatory and policy issues, models and tools for assessing community environmental health, and an overview of select issues and implications of the environment on national and global health. Topics explored include select environmental pollutants in the air, water, soil, and food sources; hazardous waste, risk assessment and communication; and issues of environmental justice and vulnerable populations, nationally and globally.

**Prerequisite:** Undergraduate biology, chemistry, or ecology

### **GSPH 537, Occupational Health and Safety, 3 Units**

This course examines concepts and issues in occupational health and safety, identifying the significance to workers and public health. Students study social influences, historical events of worker injuries, industrial hygiene, and applicable principles of toxicology, worker quality of life, and safety in the workplace.

### **GSPH 540, Global Health, 3 Units**

This course examines global health issues, emerging priorities, and worldwide challenges affecting population health and disease. Students address opportunities and challenges to international health, examine determinants of human health holistically, and plan, implement, and evaluate programs and potential solutions to promote international prevention interventions and optimal human health worldwide with a focus on global health equity.

### **GSPH 543, Public Health Communication, 3 Units**

This course provides an overview of the use of communication strategies to inform and influence individual and community health decisions, with a focus on how communication concepts, theories, and methods are used for public health promotion and practice. Health communication theories include models of persuasive communications/mass media effects, social marketing, interpersonal communications, risk perceptions, and diffusion of innovations. Students work in pairs to develop/evaluate a health communication intervention that addresses a current public health issue within a specific target group.

### **GSPH 546, Principles and Practices of Toxicology, 3 Units**

Students in this course examine the principles of toxicology, including dose-response relationships, toxicokinetics, mechanisms and methods of toxicity, select exposures to toxic substances and accompanying toxidromes, the use of antidotes, and relevance to public health.

### **GSPH 551, Theories of Health Behavior, 3 Units**

This course helps students develop a knowledge foundation of health behavior theories and skills for developing theoretically based behavior-change programs. Given that a major focus of public health promotion, education, and prevention programs is on 'changing health behavior,' there is an ongoing quest to understand why people do what they do to (a) improve or maintain their health, and/or (b) worsen their health. Through lectures, readings, and assignments, students critically review and apply a range of health behavior theories that target the intrapersonal, interpersonal, and community levels.

### **GSPH 555, Infectious Diseases and Public Health, 3 Units**

Students in this course examine the role of infectious diseases in regional, national, and global public health. Students study the historical context and surveillance of communicable diseases, as well as emerging issues in the field. Course content also includes the identification and management of infectious diseases, with students using case studies and proposing threats along with opportunities in prevention, education, and health promotion.

### **GSPH 560, Strategic Leadership in Healthcare, 3 Units**

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

### **GSPH 561, Public Health Across the Disaster Cycle, 3 Units**

Students in this course evaluate the roles of public health in natural and human-caused disasters, from 'simple' to complex humanitarian events. Using case studies, students analyze the functions of public health agencies and practitioners in the context of institutional systems and the disaster cycle (prevention/preparedness, response, recovery, and mitigation). Field trips outside of class hours may be required.

### **GSPH 566, Politics and Policies in Disaster Health and Emergency Preparedness, 3 Units**

Students in this course evaluate existing governmental and institutional policies related to disaster health and emergency management (DHEM) within political systems. Implementation and evaluation of policy are analyzed and applied.

### **GSPH 568, Health Care Finance, 3 Units**

This course is an introduction to financial concepts and skills needed for healthcare leaders, managers, and executives. Students develop skills in assessing multiple dimensions of financial performance and learn methods to improve the financial health of an organization in the context of the current patient care system.

### **GSPH 571, International Health Care, 2-4 Units**

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

### **GSPH 581, Disaster Health and Emergency Management Principles and Practices, 3 Units**

Students in this course examine the practice of emergency management and the evolving field of disaster health. Content addresses traditional and current perspectives related to understanding disaster cycles and the relationship between disaster research and practice.

### **GSPH 593, Field Practicum, 3 Units**

In this integrative learning experience, students complete hours in the field applying coursework and classroom learning in a real-world setting under the guidance and supervision of faculty and community-based preceptors, preparing them for professional careers in public health.

### **GSPH 594, Additional Field Practicum Experience, 1-5 Units**

This field practicum elective gives students the opportunity to complete additional hours of practicum experience, allowing them to directly apply course content, public health knowledge, and skills acquired from the MPH program, under the guidance and supervision of faculty and community-based preceptors. This experience enriches classroom activity with practical understanding, and give students the chance to demonstrate an integration of coursework into a real-world setting, preparing them for a professional career in public health.

**Prerequisite:** GSPH 593

### **GSPH 595, Special Topics in Public Health, 1-6 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

**Prerequisite:** Graduate standing

## **GSPH 597, Capstone, 1 Unit**

This guided-study course provides a summative experience for completion of the Master in Public Health program and guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge from course work throughout the program to the solution of a major public health problem in this culminating project. Each graduate candidate will identify a unique health problem in an actual healthcare setting to address, perform a thorough review and synthesis of current literature, select an appropriate theoretical framework, and develop a creative and innovative solution to the problem. Candidates will meet regularly throughout the semester with course faculty to prepare for and discuss their progress and will submit their work for publication or comparable external review format at the end of the semester.

**Prerequisite:** Completion of all Academic Core and Specialty courses

## **GSPH 598, Thesis, 1 Unit**

This course is the second part of a two-course sequence (after GSPH 514 Research Proposal Writing) that supports student development of a thesis in the Master of Public Health program. The thesis has served as an option to the master's capstone project.

**Prerequisite:** GSPH 514

## **GSPH 599, Readings in Public Health, 1-3 Units**

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. This course is an independent study, arranged with a faculty member of the Department of Public Health.

**Prerequisite:** Graduate standing

## **GSPH 613, Graduate Statistics, 3 Units**

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

**Prerequisite:** Undergraduate statistics and biology

## **RNRS 221, Health Assessment, 3 Units**

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

## **RNRS 272, Professional Concepts in Nursing, 4 Units**

This course is designed to provide an introduction to theories, concepts and roles that help define the profession of nursing. Utilization of the nursing process to provide safe care is analyzed. Concepts of informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined. Evidence based nursing practice is introduced through instruction in Library/data base searches.

## **RNRS 298, Communication and Teamwork in Patient and Family Centered Care, 3 Units**

This elective course is designed to simulate and enhance clinical experiences for the inexperienced graduate licensed RN entering the RN to BSN Accelerated Degree Program. Thirty-six hours of clinical experience will be completed in a healthcare setting with a preceptor. Concepts related to communication and teamwork are emphasized.

**Prerequisite:** Admission requirements for admission into the RN-BSN program apply

## **RNRS 299, Transition to Professional Practice, 3 Units**

This is a bridge course designed to be taken by inexperienced licensed RN's who are admitted to the RN to BSN program. Completion of the course provides the new RN experience with effective decision making skills related to clinical judgment and performance in the clinical setting as well as ways to incorporate evidence based interventions in the practice setting. This course includes a clinical/simulation component with participation in an online post conference discussion board.

**Prerequisite:** RNRS 298

## **RNRS 307, Theoretical Frameworks in Nursing, 3 Units**

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models.

## **RNRS 321, Health Assessment, 5 Units**

This course develops the nursing student's history taking and assessment skills across the life span. Analysis of health data and identification of risks, including genetics and genomics in specific groups, are emphasized. Culturally sensitive interventions and evidence-based practice are discussed to reduce risk and promote health.

## **RNRS 327, Nursing Research and Statistics, 4 Units**

This course introduces the steps in the nursing research process, with emphasis on principles and methods. Basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses are addressed. Current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored.

**Prerequisite:** The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.



### **RNRS 358, Writing 3: Evidence-Based Practice in Nursing and Healthcare, 3 Units**

The focus of this course is to integrate evidence-based clinical practice into the current healthcare systems. The student will review and evaluate the clinical and research literature for application to practice. The process of an integrative literature review and the development of writing skills specific to the discipline of nursing will be conducted. Select research designs frequently used in practice settings will be explored. Quality improvement strategies, methods and issues will be discussed and applied to practice. Meets the General Studies Writing Three requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2, Current enrollment in the RN to BSN Program is required

### **RNRS 368, Pathophysiology, 5 Units**

This course presents an introduction to alterations in health status across the life span and their applications to nursing practice. Major pathophysiologic concepts are explored using a body systems approach. Theories relating to etiology, pathogenesis, and clinical manifestations are used to study selected disease processes. Mechanisms causing alterations in cellular function and environment, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, genetics processes, and neuroendocrine control of the body are included. Concepts from anatomy and physiology courses are considered prerequisite and provide the foundation for exploring human dysfunction.

### **RNRS 396, Professional Practice: Ethics, Issues, and Spirituality in Health Care, 6 Units**

This course focuses on the examination and application of the religious, theological, philosophical, and cultural foundations of ethics in professional nursing practice. Participants develop knowledge and skills in ethical decision making that are theoretically sound, evidence based, holistic, and applicable to current healthcare issues. The course also addresses the expanding roles and responsibilities of professional nurses in meeting the healthcare needs of a dynamic society, with attention to the spiritual formation of nurses. *Meets the General Education Requirement: UP Bible Requirement.*

**Prerequisite:** The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

### **RNRS 412, Spiritual Formation and the Profession of Nursing, 3 Units**

This course guides students as they examine and articulated the Christian worldview, which can be applied personally and to the broader issues of society. This knowledge allows the students to develop and implement an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

### **RNRS 448, Leadership in Health Care Settings, 6 Units**

This course presents concepts of organizational and systems leadership and management. Today's health care systems related to patient safety are addressed. The content examines inter-professional teamwork and collaboration, shared decision making, and major nursing roles. The quality improvement process is investigated as to its ability to continuously improve the quality & safety of the health care system. The relationship between the health care system's effectiveness and individual performance in securing patient safety and quality outcomes are identified. Integration of EBP with clinical practice and the role of Informatics to communicate, manage knowledge, mitigate error, and support decision making are developed. Health care policy, finance, and regulatory agency/environments are examined. Ninety hours of practicum are required to establish competency in this course.

**Prerequisite:** Enrollment in the RN to BSN Program

### **RNRS 449, Theory and Practice in Community Health Settings, 6 Units**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

### **RNRS 458, Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways, 5 Units**

The focus of this course is exploration and integration of the evidence-based practice (EBP) process, including EBP implementation and critique of clinical pathways within individual organizations, and the role of informatics in health care and its importance in evidence-based practice. Theoretical nursing and nonnursing models are reviewed, with a focus on examining how theoretical principles are reflected in professional practice. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

### **RNRS 469, Improving Patient Outcomes: Quality, Safety, and Risk Management, 5 Units**

The focus of this course is the implementation of quality and safety mechanisms into clinical practice to improve patient outcomes. Utilizing national standards for quality and safety in health care, students examine initiatives necessary to improve patient outcomes. Concepts of informatics, patient-centered care, leadership, inter- and intraprofessional teamwork, collaboration, and communication are addressed.

## **RNRS 479, Population Health and Public Health Nursing, 4 Units**

This course focuses on population-based public health nursing practice. The assessment of systematic differences in outcomes across populations, including the complexity of interactions among health determinants (such as social environment, resource allocation, and biological pathways), provides the foundation for public health nursing practice. Exploration of how these determinants exert their influence over time and throughout the life cycle, with variations in their patterns of occurrence (including health inequities and inequalities), is central to the course. The role of the public health nurse in assessing and understanding health systems and the health status of a population is emphasized.

**Corequisite:** RNRS 482P

## **RNRS 480, Community Health and Care Transitions, 4 Units**

This course builds on the concepts of population health and public health nursing and describes the interaction of the nurse and the client in the home and in the community. Given an assessment of a community's priority health needs, students use course content to identify change-agent functions to promote and preserve health and to prevent disease and disability. All levels of prevention for the individual, family, and community system are addressed as community health nursing interventions. Course topics include the role of community health nursing in supporting care transitions across varied clinical and community settings, legal and regulatory considerations, and ethical issues related to community health.

**Prerequisite:** RNRS 479;

**Corequisite:** RNRS 482P

## **RNRS 482P, Clinical Practicum, 2 Units**

This course is the clinical component to RNRS 479 Population Health and Public Health Nursing and RNRS 480 Community Health and Care Transitions. The focus of this course is on students implementing the systematic assessment of a community health population and creating an intervention that supports health promotion and disease prevention. Students develop a strategy for change, guided by epidemiological evidence and an understanding of the complex determinants of health, for implementation in collaboration with community resources and other health professionals. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Corequisites:** RNRS 479 and RNRS 480

## **RNRS 495, Special Topics in Nursing, 1-4 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. This course may be repeated for credit as the topic varies.

## **RNRS 497, Ethics and Issues in Health Care, 4 Units**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

## **RNRS 499, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **UNRS 105, Foundations in Professional Nursing/Aging, 6 Units**

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide healthcare to the healthy aging and hospitalized adult and aging client utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.

Special Fee Applies

**Prerequisite:** Acceptance into the Nursing Program.

**Corequisite:** UNRS 105P (Practicum)

## **UNRS 105P, Foundations in Professional Nursing - Practicum, 0 Units**

UNRS 105 Clinical Practicum

**Corequisite** UNRS 105; Acceptance into the nursing program

## **UNRS 106, Foundations of Professional Nursing/Aging, 6 Units**

This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide health care to the healthy aging and hospitalized adults and aging, utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.

**Corequisite:** UNRS 106P

## **UNRS 106P, Foundations of Professional Nursing/Aging Practicum, 0 Units**

UNRS 106 Clinical Practicum

**Corequisite:** UNRS 106

## UNRS 113, Pharmacology, 2 Units

Lecture, 2 units This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

## UNRS 120, Fundamentals of Human Nutrition, 3 Units

Lecture: 3 units Principles of human nutrition are the focus of this course, including nutrient functions, metabolism, and changing needs across the lifespan. Nutrient deficiency and toxicity signs and symptoms are covered. Implications of a poor diet on the development of chronic disease are explored. Various nutrient analysis methods are used.

## UNRS 212, Nursing Care of Adults/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course involves application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. The nursing process is utilized to provide care to one or two clients within the health care delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community.

Special Fee Applies

**Prerequisite:** Acceptance into the Nursing Program;

**Corequisite:** UNRS 212P

## UNRS 212P, Nursing Care Of Adults/Aging Practicum, 0 Units

UNRS 212 Clinical Practicum

**Corequisite:** UNRS 212

## UNRS 220, Health Assessment, 3 Units

Lecture, 2 units; Laboratory, 1 unit (45 hours): This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer.

Special Fee Applies

**Prerequisite:** Must be accepted into the Nursing Program.

## UNRS 240, Medical Spanish, 2 Units

This medical Spanish class is designed especially for nursing. Practical Spanish communication in real-life medical situations for beginners is emphasized. Pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills will be taught. Special cultural presentations supplement language study.

## UNRS 260, Nutrition, 2 Units

Lecture 2 units; Foundations of nutrition in the prevention of chronic disease are explored. Pathophysiology of various disease states and appropriate medical nutrition therapy are understood. Nursing's role in nutrition assessment is appreciated with respect to patient weight change, intake adequacy, gastrointestinal symptoms affecting nutrient absorption, and activities of daily living. Students perform dietary recalls, nutrient analyses, and anthropometric assessments. Evidence-based nutrition care for gastrointestinal diseases, cardiovascular diseases, diabetes, metabolic syndrome, energy balance and weight control, bone disease, and renal disease are addressed. Coverage of alternate feeding methods and issues surrounding drug-nutrient interactions are included. To expand their knowledge in these areas, students complete case studies. Opportunities to present prevention of disease through nutrition education in the community are offered.

**Prerequisite:** CHEM 123 or PRCH 123 or department approval if a non-nursing major

## UNRS 270, Professional Concepts in Nursing, 3 Units

Theory, 3 hours/Week: This 'bridge' course is designed for transfer students who are not required to take UNRS 105 (LVNs and RNs and students with nursing transfer credits who are entering the baccalaureate nursing program). It provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio.

**Prerequisite:** Acceptance into the nursing program

## UNRS 271, Theories and Concepts in Professional Nursing, 2 Units

This course provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio.

**Prerequisite:** Acceptance into the nursing program

## UNRS 280, Life Cycle Nutrition, 3 Units

Lecture 3 units: This course examines nutrient needs of individuals throughout various life stages: preconception, pregnancy, lactation, infancy, preschool years, middle childhood, pre-adolescence, adolescence, adulthood and late adulthood. Students understand the changing nutrient requirements through the lifecycle and apply this knowledge through special topic presentations and in the development of teaching tools that can be used for public education audiences. This is a service-learning course.

**Prerequisite:** BIOL 101, CHEM 123, UNRS 120, PSYC 290

## UNRS 281, Introduction to Global Healthcare, 1 Unit

A seminar or online format is utilized to introduce students to major aspects of the global healthcare experience such as the development of an understanding of the expectations and responsibilities related to international travel, an appreciation of other cultures, and the integration into another culture, the in-country experience, and the re-entry into the home country upon return.

**Prerequisite:** UNRS 282 (may be taken concurrently)

## UNRS 282, Transcultural Health Care: Country Specific, 3 Units

Lecture 1 unit; Clinical practicum 2 units (90 hours/semester): Through seminar, journal writing and a variety of clinical experiences, students are introduced to the theoretical basis of transcultural nursing practices and provided with an opportunity to formulate personal perspectives and individual cultural values that promote high quality professional nursing worldwide.

Special Fee Applies

**Prerequisite:** UNRS 105, UNRS 113, UNRS 220; UNRS 281 (May be taken concurrently)

## UNRS 282P, Transcultural Health Care: Country Specific- Practicum, 0 Units

UNRS 282 Clinical Practicum

**Prerequisite:** UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282

UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282

## UNRS 299, Statistics and Data Management for Nursing and Health Care, 3 Units

This course covers basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses and students pursuing healthcare professions. Among the topics covered are graphing, measures of central tendency and variability, the normal curve, hypothesis testing, correlation and regression, and topics in probability that can be applied in real-world situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*

**Prerequisite:** MATH 95 or an appropriate score on the APU mathematics proficiency exam or SAT Math score of 540 or ACT Math score of 23.

Admission to the School of Nursing, or Pre-Admitted Nursing status and admission to the Honors College.

## UNRS 300, Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition, 3 Units

This course provides an introduction to therapies currently used as complements to Western medicine. Emphasis is on naturopathic medicine and biologically based therapies such as foods, special diets, herbal remedies, and dietary supplements. The course reviews potential risks and interactions between conventional and complementary and alternative therapies. The course examines agencies devoted to informing and protecting consumers and health care practitioners.

**Prerequisite:** BIOL 101 or BIOL 151, and CHEM 123. Instructor permission required if non-nursing major.

## UNRS 306, Writing 2: Theoretical Frameworks in Nursing, 3 Units

Students in this course learn to utilize a variety of genres of scientific writing while exploring, integrating, and applying theoretical models of stress, development, and health care adaptation to nursing practice. Students examine writing samples from various methodological perspectives and practice a variety of writing styles and forms of argument considered persuasive in the sciences. They also develop basic proficiency in the use of APA style.

*Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** C- or better in PRWR 110; acceptance into the nursing program.

## UNRS 310, Mental Health Nursing, 4 Units

Lecture 2 units, Clinical practicum 2 units (90 hours); This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of patients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy.

Special Fee Applies

**Prerequisite:** Co-requisite: UNRS 310P; Must be accepted into the Nursing Program.

## UNRS 310P, Mental Health Nursing Practicum, 0 Units

UNRS 310 Clinical Practicum

**Prerequisite:** Co-Requisite: UNRS 310

## **UNRS 312, Nursing Management of Adults, 3 Units**

Lecture, 1 unit; Clinical practicum, 2 units (90 hours/semester): This course continues the application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in the medical-surgical setting.

Special Fee Applies

**Corequisites:** UNRS 312P, UNRS 313 and UNRS 313P; Must be accepted into the Nursing Program

## **UNRS 312P, Nursing Management of Adults Practicum, 0 Units**

UNRS 312 Clinical Practicum

**Corequisites:** UNRS 312, UNRS 313 and UNRS 313P

## **UNRS 313, Restorative Nursing, 4 Units**

Lecture 2 units; Clinical practicum 2 units (90 hours/semester); This course focuses on the care of an adult or geriatric client with a chronic health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting.

Special Fee Applies

**Corequisites:** UNRS 312, UNRS 312P and UNRS 313P; Must be accepted into the Nursing Program

## **UNRS 313P, Restorative Nursing Practicum, 0 Units**

UNRS 313 Clinical Practicum

**Corequisites:** UNRS 312, UNRS 312P and UNRS 313

## **UNRS 314, Nursing Management and Restorative Care of Adults, 6 Units**

This course builds on prior knowledge of biological, psychosocial, and spiritual concepts to help adult and aging clients experiencing the stress of an acute or chronic alteration in physical health. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in medical-surgical and rehabilitative or restorative settings.

**Corequisite:** UNRS 314P

## **UNRS 314P, Nursing Management and Restorative Care of Adults Practicum, 0 Units**

UNRS 314 Clinical Practicum

**Corequisite:** UNRS 314

## **UNRS 320, Cultural Aspects of Food and Nutrition, 3 Units**

This course examines the foodways of people around the world. Health benefits and practices of various cultures will be explored along with how industrialization of food influences nutrition content and pricing of foods. Effects of famine on life expectancy and how one's environment or living situation limits access to food are explored. A food lab is included in the course to allow students an opportunity to prepare, taste, and realize a country's particular etiquette practices when dining. Course requires field trips. This is a service-learning course.

**Prerequisite:** UNRS 120, SOC 358, GLBL 301, GLBL 310 or COMM 310

## **UNRS 367, Pathophysiology, 3 Units**

Lecture, 3 hours: This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Acceptance into the nursing program

## **UNRS 380, Transcultural Health Care Outreach, 2 Units**

This course provides an opportunity for nursing and nonnursing students to explore and understand theoretically based transcultural health care practices. The content serves to stimulate discussion and identify personal perspectives and individual cultural values as well as methods and frameworks appropriate to the development of knowledge related to the health care of individuals, families, and communities.

**Prerequisite:** Acceptance into the nursing program

## **UNRS 381, Transcultural Health Care Outreach - Practicum, 1 Unit**

This course provides an opportunity for nursing and nonnursing students to participate in service and learning in another culture as part of a health care team. It is intended to promote the delivery of health care and health education to underserved populations.

**Prerequisite:** Acceptance into the nursing program

## UNRS 382, Community Health Nursing, 3 Units

This course focuses on the study of principles and practices involved in community health nursing, with emphasis on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaboration with community-based organizations and services that provide health promotion, disease prevention, maintenance during chronic illness, and client education services to individuals, families, and aggregates is an essential component of this course. A review of legal mandates and regulations specific to community-based care, analysis of the healthcare needs within a community, and exploration of issues such as liberty, equality, terrorism, crisis, and disasters are included. Lecture, 1 unit (1 hour/week); clinical practicum, 2 units (90 hours/semester). *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Special Fee Applies

Acceptance into the nursing program; corequisite: UNRS 382P.

## UNRS 382P, Community Health Nursing Practicum, 0 Units

UNRS 382 Clinical Practicum

**Corequisite:** UNRS 382

## UNRS 383, International Health Nursing, 3-5 Units

This course focuses on clinical observation of and participation in international healthcare settings, using a cross-cultural educational experience to give students a global perspective of healthcare issues. Students develop intercultural competence as they engage with people from diverse cultures with compassion and respect, and foster a commitment to global service, scholarship, and boundary-crossing community. Lecture, 1 unit; clinical practicum, 2-4 units. *Meets the General Education Requirement: Intercultural Competence.*

Special Fee Applies

Acceptance into the nursing program; corequisite: UNRS 383P.

## UNRS 383P, International Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and foster a commitment to global service, scholarship, and boundary-crossing community.

**Prerequisite:** Acceptance into the nursing program

## UNRS 384, Urban/Rural Health Nursing, 3-5 Units

This course focuses on clinical observation of and participation in urban/rural healthcare settings, using a cross-cultural educational experience to give students a broader perspective of healthcare issues. Students develop intercultural competence as they engage with people from diverse cultures with compassion and respect, and foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban/rural populations. Lecture, 1 unit; clinical practicum, 2-4 units. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** Acceptance into the Nursing Program;

**Corequisite:** UNRS 384P (Practicum)

## UNRS 384P, Urban Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in urban health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and will foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban populations.

**Prerequisite:** Acceptance into the nursing program

## UNRS 402, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Birth preparation, prenatal care, intrapartal, normal neonatal, and postpartum care with concurrent clinical experiences are introduced.

Special Fee Applies

**Corequisite:** UNRS 402P; Must be accepted into the Nursing Program

## UNRS 402P, Nursing Care in Maternal, Newborn, and Women's Health Practicum, 0 Units

## UNRS 403, Leadership and Management in Professional Practice, 2 Units

Theory, 2 hours. This course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development and leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.

**Prerequisite:** Acceptance into the Nursing Program. Note: Per the progression schedule for the Traditional BSN program students, UNRS403 is taken in the same semester as UNRS404/404P and UNRS402/402P.

## **UNRS 404, Nursing Care of Children and Young Adults, 4 Units**

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship of the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Special Fee Applies

**Corequisites:** UNRS 404P and UNRS 403 or UNRS 403H; Must be accepted into the Nursing Program.

## **UNRS 404P, Nursing Care of Children and Young Adults Practicum, 0 Units**

## **UNRS 411, Advanced Nursing Care of Adults and Aging, 5 Units**

Lecture, 2 units; Clinical practicum, 3 units (135 hours/semester); This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. Legal and ethical issues related to acute care are included.

Special Fee Applies

**Corequisite:** UNRS 411P

## **UNRS 411P, Advanced Nursing Care of Adults & Aging - Practicum, 0 Units**

## **UNRS 412, Clinical Residency Nursing, 2 Units**

This clinical residency is an experiential internship program comprising a collaborative partnership between the School of Nursing and selected community in-patient healthcare organizations. This intensive program helps student nurses, under the supervision of preceptors, transition to beginning professional nurses in acute-care settings. It also enhances the skills and practice knowledge of students in preparation for the RN examination. Clinical practicum, 90 hours/semester. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** UNRS 411 and UNRS 411P

## **UNRS 425, Nursing Research, 3 Units**

Lecture, 3 units: This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance.

**Prerequisite:** UNRS 299; Must be accepted into the Nursing Program

## **UNRS 436, Fundamentals of Case Management, 3 Units**

Theory, 2 units; Practicum, 1 unit: This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practices. It is an elective course.

Special Fee Applies

**Prerequisite:** Acceptance into the Nursing Program.

**Corequisite:** UNRS 436P (Practicum)

## **UNRS 436P, Fund of Case Mgmt Practicum, 0 Units**

## **UNRS 444, Clinical Specialization Elective, 1-2 Units**

This elective clinical is a clinical specialty experiential course designed as a collaborative partnership with selected community health care organizations. This is an intensive preceptored clinical experience planned to ease the role transition from student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

**Prerequisite:** One of the following: UNRS 402 (for OB), UNRS 404 (for Peds), UNRS 310 (for Mental Health Nursing), UNRS 382 (for Community Health). If taken for two units instructor consent is required. Co-Requisite UNRS 411.

## **UNRS 445, Applied Pharmacology, 2 Units**

This course enhances students' ability to apply knowledge acquired in the basic pharmacology course by helping them utilize critical thinking skills at a more advanced level. Emphasis is on the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of major drug categories used to manage common patient disorders across the life span in clinical nursing practice.

**Prerequisite:** Acceptance into the nursing program

## **UNRS 495, Special Topics in Nursing, 1-4 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development, and/or to develop a particular project. May be repeated for credit as the topic varies.

**Prerequisite:** Acceptance into the nursing program

## UNRS 496, Writing 3: Ethics and Issues in Health Care, 4 Units

This course focuses on the integration of Christian faith, ethical concerns, and issues and trends in health care that nurses encounter in their work life. Students develop their abilities as independent thinkers in order to construct bodies of knowledge, and communicate what they are learning through reading, dialogue, debate, peer critique, presentations, and the development and refinement of written pieces. The capstone project for this course is a comprehensive research paper and formal presentation demonstrating scholarship and readiness to contribute to the nursing profession. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Special Fee Applies

**Prerequisite:** Senior standing in the School of Nursing; UNRS 306

## UNRS 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## UNRS 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## UNRS 499, Thesis/Project, 1-4 Units

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

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# Baccalaureate Nursing Programs

The School of Nursing baccalaureate programs are accredited by the Commission on Collegiate Nursing Education (<http://www.aacnnursing.org/CCNE/>) and approved by the California Board of Registered Nursing (<http://www.rn.ca.gov/>). The prelicensure programs enable students to take the California Board of Registered Nursing examination for RN licensure, and graduates are eligible to apply for a California Public Health Nurse (PHN) certificate. The School of Nursing also offers options for the registered nurse (RN) and the licensed vocational nurse (LVN) leading to a Bachelor of Science in Nursing.

**General Education Note:** Nursing majors are not required to take health education as part of their General Education requirements (p. 1147). (p. 1159)

## Program Options

The School of Nursing offers:

1. Traditional Bachelor of Science in Nursing (BSN) (p. 942)
2. Bachelor of Science in Nursing (BSN) Upper-Division Transfer Program (p. 929)
3. Licensed Vocational Nurse (LVN) to Bachelor of Science in Nursing (BSN) (p. 929)
4. Licensed Vocational Nurse (LVN) to Registered Nurse (RN) (p. 929)
5. Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Degree Completion Program (p. 926)

NOTE: Students are encouraged to consult with their advisor if they have questions regarding coursework needed to meet graduation requirements.

## Baccalaureate Nursing Programs At A Glance

### Traditional Bachelor of Science in Nursing (BSN)

Designed primarily for recent high school graduates who will be admitted as first-year university students.<sup>1</sup>

Based on a cohort model, students are accepted into the program and progress through the curriculum in sequence with an assigned group of students.

All coursework assigned to a specific semester is prerequisite for progression to the next semester.

### BSN Upper-Division Transfer Program

Designed for transfer students interested in pursuing a baccalaureate degree in nursing.<sup>1</sup>

Based on a cohort model, students are accepted into the program and progress through the curriculum in sequence with an assigned group of students.

All coursework assigned to a specific semester is prerequisite for progression to the next semester.

### RN to BSN Degree Completion Program

Designed specifically for adult learners who have an RN license or are currently enrolled in an ADN program (Bridge to BSN option) and desire to complete their baccalaureate degree while continuing to work.

Based on a field-based modular design, cohort module.

Each student cohort has a primary advisor who provides guidance, direction, and mentorship to enrolled students.

### LVN to BSN and LVN to RN

Two programs are available to the Licensed Vocational Nurse (LVN): the LVN to BSN and LVN to RN (30-unit option).

Both programs are available on a space-available basis for clinical and didactic coursework.

Licensed Vocational Nurses are evaluated on an individual basis.

<sup>1</sup> Once accepted into an option, students must remain in that option for the duration of the program.

## Admission to the Bachelor of Science in Nursing (BSN) Programs

Admission to the university does not guarantee admission into the School of Nursing. Students interested in admission into a School of Nursing BSN program must indicate their desire on their application to the university. Students applying to the traditional BSN program should apply through the Office of Undergraduate Admissions (<https://www.apu.edu/undergraduate-admissions/>); students applying to the BSN Upper-Division Transfer Program (BSN Transfer and LVN options) or RN to BSN programs should apply through the Office of Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>).

Applicants will be reviewed by a School of Nursing Admissions Committee for possible admission into the university as well as one of the BSN programs: the traditional program, the BSN Upper-Division Transfer Program (BSN Transfer and LVN options), or the RN to BSN program.

Determinations will be made and two separate letters will be sent to applicants indicating 1) whether they have been accepted into the university and 2) whether they have been accepted into one of the BSN programs. Once accepted into a program, students must remain in that program for the duration of the nursing program.

Applicants who are not accepted into one of the BSN programs may still be admitted to the university. These applicants may consider coursework in preparation for application to the Entry-Level Master of Science in Nursing (ELM) program (p. 967), designed for students who have completed a baccalaureate degree in another major but are interested in pursuing a career in nursing.

**The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary. Refer to the School of Nursing Handbook, which includes program-specific guidelines and detailed descriptions of course and program requirements.**

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Use a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment, and technical skills) derived from a foundation of nursing science, General Education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, as a leader and/or member of the healthcare team, to manage and coordinate care.

# Department of RN to BSN

The RN to BSN (p. 928) degree completion program offers an alternative to the traditional method of pursuing a college nursing degree. The program is designed for adult learners who have an RN license or are enrolled in an accredited associate's degree in nursing (ADN) program and desire to complete a Bachelor of Science in Nursing (BSN). The program is a field-based modular design, delivered to cohort groups. Each student has an advisor who provides system guidance, directs special projects, and serves as mentor to individual learners.

Prospective students include registered nurses (RNs) working in hospitals and other areas of health care, as well as students enrolled in accredited ADN programs at community colleges.

The Bridge to BSN (<http://www.apu.edu/nursing/programs/bridge-to-bsn/>) option is designed for ADN students enrolled at a community college who wish to get an early start on coursework for the Bachelor of Science in Nursing (BSN) degree. BSN coursework is offered during summer sessions. After completion of their ADN program, students will complete remaining coursework to obtain their BSN from Azusa Pacific University. Admission requirements for the RN to BSN program must be met and the RN license obtained prior to taking upper-division clinical courses.

The Concurrent ADN to BSN enrollment option is a BSN completion program offered only with select community college ADN programs. Students enrolled in select partner community college ADN programs may apply for this BSN completion program in which they will start coursework as an APU student in semester one of their ADN program, taking courses concurrently with APU and the community college ADN program. This accelerated program allows students to complete the ADN from their community college *and* complete the BSN degree within two semesters of graduation from the ADN program.

The accelerated RN to BSN program is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate program. However, in recognition of the special needs and skills of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative—the experiences and insights that student contribute are a vital part of class activities.

Students join cohorts and progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences that students contribute results in lively discussions involving shared experiences. Because students often stay with the same group throughout the program, they develop a strong rapport with other group members who act as a support system through the completion of the degree.

Classes are offered one night a week on site or in an asynchronous online program. The same night of the week is used for on-site groups throughout their program.

Students may complete a BSN degree in approximately 15 months. In this accelerated format, a 40-semester-unit curriculum is concentrated into 60 weeks.

## Admission Requirements for RN to BSN Students

A minimum of 120 semester units of credit are required for the BSN. To be admitted to the 60-week accelerated RN to BSN program, a student must:

1. Provide a copy of RN license in good standing before starting clinical courses.
2. Graduate from an accredited associate degree program or diploma nursing program.
3. Have a minimum of 60 transferable semester units from an accredited college or university with a minimum GPA of 3.0. (2.7 GPA and above considered for provisional admission).
4. Submit official transcripts from all schools attended.
5. Provide two letters of recommendation.

## Admission Requirements for Bridge to BSN Students

A minimum of 120 semester units of credit are required for the BSN. To be admitted to the sequential enrollment, a student must:

1. Be currently enrolled in an accredited ADN program.
2. Have a minimum GPA of 3.0. (2.7 GPA and above considered for provisional admission).
3. Submit official transcripts from all schools attended.
4. Provide two letters of recommendation.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

International applicants with an F or J visa are not qualified for this program. International applicants with any other types of visa should consult with the International Center (<http://www.apu.edu/international/>) first at +1-626-812-3055 or [international@apu.edu](mailto:international@apu.edu).

## Admission Requirements for Concurrent Enrollment ADN to BSN Students

Students apply for the concurrent enrollment program with their community college ADN program application. A joint admissions committee of APU and the community college review applicants using admission requirements and recommendations from the community college. Once a student is accepted into the concurrent program, a progression schedule is reviewed by the student and the advisors, and courses must be taken in the assigned sequence. Students already enrolled in an ADN program do not qualify for concurrent enrollment. Students are required to complete 120 semester units of credit for the BSN, and official transcripts are required from all schools attended.

## Programs

- RN to BSN Degree Completion Program (p. 928)



# RN to BSN Degree Completion Program

40 units

## Requirements

The RN to BSN degree completion program (<https://www.apu.edu/nursing/programs/rn-to-bsn/>) (also available online) comprises the following:

Note: A total of 120 units is required to complete the BSN degree.

| Code   | Title   | Units |
|--|---|-------|
| <b>Prerequisite Courses</b> <sup>1</sup>           |   |       |
| <b>General Education Requirements</b> <sup>1</sup> |   |       |
| <b>Electives</b> <sup>2, 3</sup>                   |   |       |
| <b>Accelerated RN to BSN Courses</b>               |   |       |
| RNRS 321   | Health Assessment   | 5     |
| RNRS 327   | Nursing Research and Statistics   | 4     |
| RNRS 368   | Pathophysiology   | 5     |
| RNRS 396   | Professional Practice: Ethics, Issues, and Spirituality in Health Care <sup>4</sup> | 6     |
| RNRS 458   | Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways <sup>5</sup>      | 5     |
| RNRS 469   | Improving Patient Outcomes: Quality, Safety, and Risk Management                    | 5     |
| RNRS 479   | Population Health and Public Health Nursing   | 4     |
| RNRS 480   | Community Health and Care Transitions   | 4     |
| RNRS 482P  | Clinical Practicum <sup>6</sup>   | 2     |
| Total Units  |   | 40    |

<sup>1</sup> The majority of General Education requirements are met through the ADN (IGETC or CSU), with the exception of a Writing 3 course, the Upper-Division Bible requirement, and the Integrative and Applied Learning requirement, which are met in RNRS course requirements RNRS 458, RNRS 396, and RNRS 482P, respectively.

<sup>2</sup> The number of elective units required is based on the number of units transferred into the RN to BSN degree completion program. Elective courses may be taken to achieve the total 120 units required for the BSN degree.

<sup>3</sup> For students with limited work experience, two elective transition-to-practice courses are offered: RNRS 298 and RNRS 299.

<sup>4</sup> Meets the General Education Upper-Division Bible requirement.

<sup>5</sup> Meets the General Education Writing 3 requirement

<sup>6</sup> Meets the General Education Integrative and Applied Learning requirement.

## Concurrent Enrollment Option

The 40-unit RN-BSN Concurrent Enrollment Option allows students to begin RN-BSN program coursework during their first semester of nursing school in an external Associate's Degree in Nursing (ADN) program; this is in contrast to the RN-BSN bachelor's completion program (for students who have graduated from an ADN program) and the Summer Bridge Option (for students enrolled in an ADN program who begin degree completion courses during the summer). Dual-enrollment students need to be enrolled in an ADN program and must maintain a 3.0 GPA during their combined coursework. Two letters of recommendation are required from ADN program faculty.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilizes Christian worldview to integrate beliefs, values, ethics and service in personal and professional life.
2. Provides nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment and technical skills) derived from a foundation of nursing science, general education and religious studies.
3. Demonstrates initiative for continual personal and professional growth and development.
4. Acts as a patient and family educator and advocate to promote optimal health and well-being.
5. Functions independently and collaboratively, both as a leader and/or member of a health care team to manage and coordinate care.

# Department of Upper-Division BSN Transfer

The School of Nursing offers several professional programs at the baccalaureate level designed for students who bring previous experience and learning and want to advance their nursing career and complete their degree. The BSN Upper-Division Transfer Program provides options for students with at least 48 units of transferable nursing prerequisite courses or Licensed Vocational Nurses (LVNs) to complete coursework that leads to a Bachelor of Science in Nursing.

## BSN Upper-Division Transfer Program Options

- The BSN Transfer Option (p. 938) is designed for transfer students interested in pursuing a Bachelor of Science in Nursing (BSN). The program enables students with at least 48 units of transferable nursing prerequisite courses to complete the nursing major in six consecutive semesters (two years, including summers) at APU.
- LVN Options: APU's School of Nursing offers two programs for the licensed vocational nurse (LVN)—the LVN to BSN Option (p. 938) and LVN to RN 30-Unit Option (p. 938). The School of Nursing acknowledges that licensed vocational nurses acquire formal nursing training, continuing education units, and on-the-job experiences (possibly including military experiences) that may be assessed for academic credit. The Council for Adult and Experiential Learning (CAEL) (<https://www.cael.org/>) guidelines and the American Council on Education (ACE) (<http://www.acenet.edu/Pages/default.aspx>) are used to ensure a responsible evaluation. Students are evaluated individually. Open enrollment is available for the fall, spring, and summer semesters.

## Courses

### RNRS 221, Health Assessment, 3 Units

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

### RNRS 272, Professional Concepts in Nursing, 4 Units

This course is designed to provide an introduction to theories, concepts and roles that help define the profession of nursing. Utilization of the nursing process to provide safe care is analyzed. Concepts of informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined. Evidence based nursing practice is introduced through instruction in Library/data base searches.

### RNRS 298, Communication and Teamwork in Patient and Family Centered Care, 3 Units

This elective course is designed to simulate and enhance clinical experiences for the inexperienced graduate licensed RN entering the RN to BSN Accelerated Degree Program. Thirty-six hours of clinical experience will be completed in a healthcare setting with a preceptor. Concepts related to communication and teamwork are emphasized.

**Prerequisite:** Admission requirements for admission into the RN-BSN program apply

### RNRS 299, Transition to Professional Practice, 3 Units

This is a bridge course designed to be taken by inexperienced licensed RN's who are admitted to the RN to BSN program. Completion of the course provides the new RN experience with effective decision making skills related to clinical judgment and performance in the clinical setting as well as ways to incorporate evidence based interventions in the practice setting. This course includes a clinical/simulation component with participation in an online post conference discussion board.

**Prerequisite:** RNRS 298

### RNRS 307, Theoretical Frameworks in Nursing, 3 Units

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models.

### RNRS 321, Health Assessment, 5 Units

This course develops the nursing student's history taking and assessment skills across the life span. Analysis of health data and identification of risks, including genetics and genomics in specific groups, are emphasized. Culturally sensitive interventions and evidence-based practice are discussed to reduce risk and promote health.

### RNRS 327, Nursing Research and Statistics, 4 Units

This course introduces the steps in the nursing research process, with emphasis on principles and methods. Basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses are addressed. Current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored.

**Prerequisite:** The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

### **RNRS 358, Writing 3: Evidence-Based Practice in Nursing and Healthcare, 3 Units**

The focus of this course is to integrate evidence-based clinical practice into the current healthcare systems. The student will review and evaluate the clinical and research literature for application to practice. The process of an integrative literature review and the development of writing skills specific to the discipline of nursing will be conducted. Select research designs frequently used in practice settings will be explored. Quality improvement strategies, methods and issues will be discussed and applied to practice. Meets the General Studies Writing Three requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2, Current enrollment in the RN to BSN Program is required

### **RNRS 368, Pathophysiology, 5 Units**

This course presents an introduction to alterations in health status across the life span and their applications to nursing practice. Major pathophysiologic concepts are explored using a body systems approach. Theories relating to etiology, pathogenesis, and clinical manifestations are used to study selected disease processes. Mechanisms causing alterations in cellular function and environment, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, genetics processes, and neuroendocrine control of the body are included. Concepts from anatomy and physiology courses are considered prerequisite and provide the foundation for exploring human dysfunction.

### **RNRS 396, Professional Practice: Ethics, Issues, and Spirituality in Health Care, 6 Units**

This course focuses on the examination and application of the religious, theological, philosophical, and cultural foundations of ethics in professional nursing practice. Participants develop knowledge and skills in ethical decision making that are theoretically sound, evidence based, holistic, and applicable to current healthcare issues. The course also addresses the expanding roles and responsibilities of professional nurses in meeting the healthcare needs of a dynamic society, with attention to the spiritual formation of nurses. *Meets the General Education Requirement: UP Bible Requirement.*

**Prerequisite:** The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

### **RNRS 412, Spiritual Formation and the Profession of Nursing, 3 Units**

This course guides students as they examine and articulated the Christian worldview, which can be applied personally and to the broader issues of society. This knowledge allows the students to develop and implement an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

### **RNRS 448, Leadership in Health Care Settings, 6 Units**

This course presents concepts of organizational and systems leadership and management. Today's health care systems related to patient safety are addressed. The content examines inter-professional teamwork and collaboration, shared decision making, and major nursing roles. The quality improvement process is investigated as to its ability to continuously improve the quality & safety of the health care system. The relationship between the health care system's effectiveness and individual performance in securing patient safety and quality outcomes are identified. Integration of EBP with clinical practice and the role of Informatics to communicate, manage knowledge, mitigate error, and support decision making are developed. Health care policy, finance, and regulatory agency/environments are examined. Ninety hours of practicum are required to establish competency in this course.

**Prerequisite:** Enrollment in the RN to BSN Program

### **RNRS 449, Theory and Practice in Community Health Settings, 6 Units**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

### **RNRS 458, Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways, 5 Units**

The focus of this course is exploration and integration of the evidence-based practice (EBP) process, including EBP implementation and critique of clinical pathways within individual organizations, and the role of informatics in health care and its importance in evidence-based practice. Theoretical nursing and nonnursing models are reviewed, with a focus on examining how theoretical principles are reflected in professional practice. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

### **RNRS 469, Improving Patient Outcomes: Quality, Safety, and Risk Management, 5 Units**

The focus of this course is the implementation of quality and safety mechanisms into clinical practice to improve patient outcomes. Utilizing national standards for quality and safety in health care, students examine initiatives necessary to improve patient outcomes. Concepts of informatics, patient-centered care, leadership, inter- and intraprofessional teamwork, collaboration, and communication are addressed.

## **RNRS 479, Population Health and Public Health Nursing, 4 Units**

This course focuses on population-based public health nursing practice. The assessment of systematic differences in outcomes across populations, including the complexity of interactions among health determinants (such as social environment, resource allocation, and biological pathways), provides the foundation for public health nursing practice. Exploration of how these determinants exert their influence over time and throughout the life cycle, with variations in their patterns of occurrence (including health inequities and inequalities), is central to the course. The role of the public health nurse in assessing and understanding health systems and the health status of a population is emphasized.

**Corequisite:** RNRS 482P

## **RNRS 480, Community Health and Care Transitions, 4 Units**

This course builds on the concepts of population health and public health nursing and describes the interaction of the nurse and the client in the home and in the community. Given an assessment of a community's priority health needs, students use course content to identify change-agent functions to promote and preserve health and to prevent disease and disability. All levels of prevention for the individual, family, and community system are addressed as community health nursing interventions. Course topics include the role of community health nursing in supporting care transitions across varied clinical and community settings, legal and regulatory considerations, and ethical issues related to community health.

**Prerequisite:** RNRS 479;

**Corequisite:** RNRS 482P

## **RNRS 482P, Clinical Practicum, 2 Units**

This course is the clinical component to RNRS 479 Population Health and Public Health Nursing and RNRS 480 Community Health and Care Transitions. The focus of this course is on students implementing the systematic assessment of a community health population and creating an intervention that supports health promotion and disease prevention. Students develop a strategy for change, guided by epidemiological evidence and an understanding of the complex determinants of health, for implementation in collaboration with community resources and other health professionals.

*Meets the General Education Requirement: Integrative and Applied Learning.*

**Corequisites:** RNRS 479 and RNRS 480

## **RNRS 495, Special Topics in Nursing, 1-4 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. This course may be repeated for credit as the topic varies.

## **RNRS 497, Ethics and Issues in Health Care, 4 Units**

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

## **RNRS 499, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

## **UNRS 105, Foundations in Professional Nursing/Aging, 6 Units**

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide healthcare to the healthy aging and hospitalized adult and aging client utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.

Special Fee Applies

**Prerequisite:** Acceptance into the Nursing Program.

**Corequisite:** UNRS 105P (Practicum)

## **UNRS 105P, Foundations in Professional Nursing - Practicum, 0 Units**

UNRS 105 Clinical Practicum

**Corequisite** UNRS 105; Acceptance into the nursing program

## **UNRS 106, Foundations of Professional Nursing/Aging, 6 Units**

This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide health care to the healthy aging and hospitalized adults and aging, utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.

**Corequisite:** UNRS 106P

## **UNRS 106P, Foundations of Professional Nursing/Aging Practicum, 0 Units**

UNRS 106 Clinical Practicum

**Corequisite:** UNRS 106

## UNRS 113, Pharmacology, 2 Units

Lecture, 2 units This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

## UNRS 120, Fundamentals of Human Nutrition, 3 Units

Lecture: 3 units Principles of human nutrition are the focus of this course, including nutrient functions, metabolism, and changing needs across the lifespan. Nutrient deficiency and toxicity signs and symptoms are covered. Implications of a poor diet on the development of chronic disease are explored. Various nutrient analysis methods are used.

## UNRS 212, Nursing Care of Adults/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course involves application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. The nursing process is utilized to provide care to one or two clients within the health care delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community.

Special Fee Applies

**Prerequisite:** Acceptance into the Nursing Program;

**Corequisite:** UNRS 212P

## UNRS 212P, Nursing Care Of Adults/Aging Practicum, 0 Units

UNRS 212 Clinical Practicum

**Corequisite:** UNRS 212

## UNRS 220, Health Assessment, 3 Units

Lecture, 2 units; Laboratory, 1 unit (45 hours): This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer.

Special Fee Applies

**Prerequisite:** Must be accepted into the Nursing Program.

## UNRS 240, Medical Spanish, 2 Units

This medical Spanish class is designed especially for nursing. Practical Spanish communication in real-life medical situations for beginners is emphasized. Pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills will be taught. Special cultural presentations supplement language study.

## UNRS 260, Nutrition, 2 Units

Lecture 2 units; Foundations of nutrition in the prevention of chronic disease are explored. Pathophysiology of various disease states and appropriate medical nutrition therapy are understood. Nursing's role in nutrition assessment is appreciated with respect to patient weight change, intake adequacy, gastrointestinal symptoms affecting nutrient absorption, and activities of daily living. Students perform dietary recalls, nutrient analyses, and anthropometric assessments. Evidence-based nutrition care for gastrointestinal diseases, cardiovascular diseases, diabetes, metabolic syndrome, energy balance and weight control, bone disease, and renal disease are addressed. Coverage of alternate feeding methods and issues surrounding drug-nutrient interactions are included. To expand their knowledge in these areas, students complete case studies. Opportunities to present prevention of disease through nutrition education in the community are offered.

**Prerequisite:** CHEM 123 or PRCH 123 or department approval if a non-nursing major

## UNRS 270, Professional Concepts in Nursing, 3 Units

Theory, 3 hours/Week: This 'bridge' course is designed for transfer students who are not required to take UNRS 105 (LVNs and RNs and students with nursing transfer credits who are entering the baccalaureate nursing program). It provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio.

**Prerequisite:** Acceptance into the nursing program

## UNRS 271, Theories and Concepts in Professional Nursing, 2 Units

This course provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio.

**Prerequisite:** Acceptance into the nursing program

## **UNRS 280, Life Cycle Nutrition, 3 Units**

Lecture 3 units: This course examines nutrient needs of individuals throughout various life stages: preconception, pregnancy, lactation, infancy, preschool years, middle childhood, pre-adolescence, adolescence, adulthood and late adulthood. Students understand the changing nutrient requirements through the lifecycle and apply this knowledge through special topic presentations and in the development of teaching tools that can be used for public education audiences. This is a service-learning course.

**Prerequisite:** BIOL 101, CHEM 123, UNRS 120, PSYC 290

## **UNRS 281, Introduction to Global Healthcare, 1 Unit**

A seminar or online format is utilized to introduce students to major aspects of the global healthcare experience such as the development of an understanding of the expectations and responsibilities related to international travel, an appreciation of other cultures, and the integration into another culture, the in-country experience, and the re-entry into the home country upon return.

**Prerequisite:** UNRS 282 (may be taken concurrently)

## **UNRS 282, Transcultural Health Care: Country Specific, 3 Units**

Lecture 1 unit; Clinical practicum 2 units (90 hours/semester): Through seminar, journal writing and a variety of clinical experiences, students are introduced to the theoretical basis of transcultural nursing practices and provided with an opportunity to formulate personal perspectives and individual cultural values that promote high quality professional nursing worldwide.

Special Fee Applies

**Prerequisite:** UNRS 105, UNRS 113, UNRS 220; UNRS 281 (May be taken concurrently)

## **UNRS 282P, Transcultural Health Care: Country Specific- Practicum, 0 Units**

UNRS 282 Clinical Practicum

**Prerequisite:** UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282

UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282

## **UNRS 299, Statistics and Data Management for Nursing and Health Care, 3 Units**

This course covers basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses and students pursuing healthcare professions. Among the topics covered are graphing, measures of central tendency and variability, the normal curve, hypothesis testing, correlation and regression, and topics in probability that can be applied in real-world situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*

**Prerequisite:** MATH 95 or an appropriate score on the APU mathematics proficiency exam or SAT Math score of 540 or ACT Math score of 23.

Admission to the School of Nursing, or Pre-Admitted Nursing status and admission to the Honors College.

## **UNRS 300, Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition, 3 Units**

This course provides an introduction to therapies currently used as complements to Western medicine. Emphasis is on naturopathic medicine and biologically based therapies such as foods, special diets, herbal remedies, and dietary supplements. The course reviews potential risks and interactions between conventional and complementary and alternative therapies. The course examines agencies devoted to informing and protecting consumers and health care practitioners.

**Prerequisite:** BIOL 101 or BIOL 151, and CHEM 123. Instructor permission required if non-nursing major.

## **UNRS 306, Writing 2: Theoretical Frameworks in Nursing, 3 Units**

Students in this course learn to utilize a variety of genres of scientific writing while exploring, integrating, and applying theoretical models of stress, development, and health care adaptation to nursing practice. Students examine writing samples from various methodological perspectives and practice a variety of writing styles and forms of argument considered persuasive in the sciences. They also develop basic proficiency in the use of APA style.

*Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** C- or better in PRWR 110; acceptance into the nursing program.

## **UNRS 310, Mental Health Nursing, 4 Units**

Lecture 2 units, Clinical practicum 2 units (90 hours); This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of patients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy.

Special Fee Applies

**Prerequisite:** Co-requisite: UNRS 310P; Must be accepted into the Nursing Program.

## **UNRS 310P, Mental Health Nursing Practicum, 0 Units**

UNRS 310 Clinical Practicum

**Prerequisite:** Co-Requisite: UNRS 310

## **UNRS 312, Nursing Management of Adults, 3 Units**

Lecture, 1 unit; Clinical practicum, 2 units (90 hours/semester); This course continues the application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in the medical-surgical setting.

Special Fee Applies

**Corequisites:** UNRS 312P, UNRS 313 and UNRS 313P; Must be accepted into the Nursing Program

## **UNRS 312P, Nursing Management of Adults Practicum, 0 Units**

UNRS 312 Clinical Practicum

**Corequisites:** UNRS 312, UNRS 313 and UNRS 313P

## **UNRS 313, Restorative Nursing, 4 Units**

Lecture 2 units; Clinical practicum 2 units (90 hours/semester); This course focuses on the care of an adult or geriatric client with a chronic health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting.

Special Fee Applies

**Corequisites:** UNRS 312, UNRS 312P and UNRS 313P; Must be accepted into the Nursing Program

## **UNRS 313P, Restorative Nursing Practicum, 0 Units**

UNRS 313 Clinical Practicum

**Corequisites:** UNRS 312, UNRS 312P and UNRS 313

## **UNRS 314, Nursing Management and Restorative Care of Adults, 6 Units**

This course builds on prior knowledge of biological, psychosocial, and spiritual concepts to help adult and aging clients experiencing the stress of an acute or chronic alteration in physical health. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in medical-surgical and rehabilitative or restorative settings.

**Corequisite:** UNRS 314P

## **UNRS 314P, Nursing Management and Restorative Care of Adults Practicum, 0 Units**

UNRS 314 Clinical Practicum

**Corequisite:** UNRS 314

## **UNRS 320, Cultural Aspects of Food and Nutrition, 3 Units**

This course examines the foodways of people around the world. Health benefits and practices of various cultures will be explored along with how industrialization of food influences nutrition content and pricing of foods. Effects of famine on life expectancy and how one's environment or living situation limits access to food are explored. A food lab is included in the course to allow students an opportunity to prepare, taste, and realize a country's particular etiquette practices when dining. Course requires field trips. This is a service-learning course.

**Prerequisite:** UNRS 120, SOC 358, GLBL 301, GLBL 310 or COMM 310

## **UNRS 367, Pathophysiology, 3 Units**

Lecture, 3 hours: This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Acceptance into the nursing program

## **UNRS 380, Transcultural Health Care Outreach, 2 Units**

This course provides an opportunity for nursing and nonnursing students to explore and understand theoretically based transcultural health care practices. The content serves to stimulate discussion and identify personal perspectives and individual cultural values as well as methods and frameworks appropriate to the development of knowledge related to the health care of individuals, families, and communities.

**Prerequisite:** Acceptance into the nursing program

## **UNRS 381, Transcultural Health Care Outreach - Practicum, 1 Unit**

This course provides an opportunity for nursing and nonnursing students to participate in service and learning in another culture as part of a health care team. It is intended to promote the delivery of health care and health education to underserved populations.

**Prerequisite:** Acceptance into the nursing program

## UNRS 382, Community Health Nursing, 3 Units

This course focuses on the study of principles and practices involved in community health nursing, with emphasis on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaboration with community-based organizations and services that provide health promotion, disease prevention, maintenance during chronic illness, and client education services to individuals, families, and aggregates is an essential component of this course. A review of legal mandates and regulations specific to community-based care, analysis of the healthcare needs within a community, and exploration of issues such as liberty, equality, terrorism, crisis, and disasters are included. Lecture, 1 unit (1 hour/week); clinical practicum, 2 units (90 hours/semester). *Meets the General Education Requirement: Civic Knowledge and Engagement.*

Special Fee Applies

Acceptance into the nursing program; corequisite: UNRS 382P.

## UNRS 382P, Community Health Nursing Practicum, 0 Units

UNRS 382 Clinical Practicum

**Corequisite:** UNRS 382

## UNRS 383, International Health Nursing, 3-5 Units

This course focuses on clinical observation of and participation in international healthcare settings, using a cross-cultural educational experience to give students a global perspective of healthcare issues. Students develop intercultural competence as they engage with people from diverse cultures with compassion and respect, and foster a commitment to global service, scholarship, and boundary-crossing community. Lecture, 1 unit; clinical practicum, 2-4 units. *Meets the General Education Requirement: Intercultural Competence.*

Special Fee Applies

Acceptance into the nursing program; corequisite: UNRS 383P.

## UNRS 383P, International Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and foster a commitment to global service, scholarship, and boundary-crossing community.

**Prerequisite:** Acceptance into the nursing program

## UNRS 384, Urban/Rural Health Nursing, 3-5 Units

This course focuses on clinical observation of and participation in urban/rural healthcare settings, using a cross-cultural educational experience to give students a broader perspective of healthcare issues. Students develop intercultural competence as they engage with people from diverse cultures with compassion and respect, and foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban/rural populations. Lecture, 1 unit; clinical practicum, 2-4 units. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** Acceptance into the Nursing Program;

**Corequisite:** UNRS 384P (Practicum)

## UNRS 384P, Urban Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in urban health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and will foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban populations.

**Prerequisite:** Acceptance into the nursing program

## UNRS 402, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Birth preparation, prenatal care, intrapartal, normal neonatal, and postpartum care with concurrent clinical experiences are introduced.

Special Fee Applies

**Corequisite:** UNRS 402P; Must be accepted into the Nursing Program

## UNRS 402P, Nursing Care in Maternal, Newborn, and Women's Health Practicum, 0 Units

## UNRS 403, Leadership and Management in Professional Practice, 2 Units

Theory, 2 hours. This course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development and leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.

**Prerequisite:** Acceptance into the Nursing Program. Note: Per the progression schedule for the Traditional BSN program students, UNRS403 is taken in the same semester as UNRS404/404P and UNRS402/402P.



## **UNRS 404, Nursing Care of Children and Young Adults, 4 Units**

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship of the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Special Fee Applies

**Corequisites:** UNRS 404P and UNRS 403 or UNRS 403H; Must be accepted into the Nursing Program.

## **UNRS 404P, Nursing Care of Children and Young Adults Practicum, 0 Units**

## **UNRS 411, Advanced Nursing Care of Adults and Aging, 5 Units**

Lecture, 2 units; Clinical practicum, 3 units (135 hours/semester); This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. Legal and ethical issues related to acute care are included.

Special Fee Applies

**Corequisite:** UNRS 411P

## **UNRS 411P, Advanced Nursing Care of Adults & Aging - Practicum, 0 Units**

## **UNRS 412, Clinical Residency Nursing, 2 Units**

This clinical residency is an experiential internship program comprising a collaborative partnership between the School of Nursing and selected community in-patient healthcare organizations. This intensive program helps student nurses, under the supervision of preceptors, transition to beginning professional nurses in acute-care settings. It also enhances the skills and practice knowledge of students in preparation for the RN examination. Clinical practicum, 90 hours/semester. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** UNRS 411 and UNRS 411P

## **UNRS 425, Nursing Research, 3 Units**

Lecture, 3 units: This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance.

**Prerequisite:** UNRS 299; Must be accepted into the Nursing Program

## **UNRS 436, Fundamentals of Case Management, 3 Units**

Theory, 2 units; Practicum, 1 unit: This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practices. It is an elective course.

Special Fee Applies

**Prerequisite:** Acceptance into the Nursing Program.

**Corequisite:** UNRS 436P (Practicum)

## **UNRS 436P, Fund of Case Mgmt Practicum, 0 Units**

## **UNRS 444, Clinical Specialization Elective, 1-2 Units**

This elective clinical is a clinical specialty experiential course designed as a collaborative partnership with selected community health care organizations. This is an intensive preceptored clinical experience planned to ease the role transition from student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

**Prerequisite:** One of the following: UNRS 402 (for OB), UNRS 404 (for Peds), UNRS 310 (for Mental Health Nursing), UNRS 382 (for Community Health). If taken for two units instructor consent is required. Co-Requisite UNRS 411.

## **UNRS 445, Applied Pharmacology, 2 Units**

This course enhances students' ability to apply knowledge acquired in the basic pharmacology course by helping them utilize critical thinking skills at a more advanced level. Emphasis is on the application of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of major drug categories used to manage common patient disorders across the life span in clinical nursing practice.

**Prerequisite:** Acceptance into the nursing program

## **UNRS 495, Special Topics in Nursing, 1-4 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development, and/or to develop a particular project. May be repeated for credit as the topic varies.

**Prerequisite:** Acceptance into the nursing program

### **UNRS 496, Writing 3: Ethics and Issues in Health Care, 4 Units**

This course focuses on the integration of Christian faith, ethical concerns, and issues and trends in health care that nurses encounter in their work life. Students develop their abilities as independent thinkers in order to construct bodies of knowledge, and communicate what they are learning through reading, dialogue, debate, peer critique, presentations, and the development and refinement of written pieces. The capstone project for this course is a comprehensive research paper and formal presentation demonstrating scholarship and readiness to contribute to the nursing profession. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Special Fee Applies

**Prerequisite:** Senior standing in the School of Nursing; UNRS 306

### **UNRS 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. An independent study fee is assessed for each enrollment in this class.

### **UNRS 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

### **UNRS 499, Thesis/Project, 1-4 Units**

This is a senior-level 'capstone' type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Upper-division writing intensive course or instructor consent; and junior or senior standing

# Upper-Division BSN Transfer and LVN Options

## Admission Requirements for the BSN Upper-Division Transfer and LVN-to-BSN Programs

BSN Upper-Division Transfer (<https://www.apu.edu/nursing/programs/bsn-transfer/>) and LVN-to-BSN applicants must meet the following admission requirements:

1. Submit an application to Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/admissions/>) indicating interest in becoming a nursing major and pursuing the BSN degree. Include in the application the following information:
  - a. Official college transcripts for all colleges attended
  - b. Two letters of recommendation
  - c. A one-page statement of professional goals in nursing
  - d. A résumé reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience, and/or employment where applicable
  - e. LVN applicants must include a copy of their current LVN license.
2. Submit evidence of a minimum of 48 college or university semester units of transferable nursing prerequisite course requirements prior to the semester in which the student is requesting admission. See list of courses below.
3. Submit proof of achieving a minimum cumulative college or university grade-point average of *B* (3.0) or better.
4. Successfully complete Human Anatomy with lab (4 units), Chemistry with lab (4 units), Human Physiology (4 units), and General Microbiology with lab (4 units) with no lower than a *B-* (2.7) grade-point average.
5. Provide a writing sample that demonstrates written communication skills.
6. Candidates are considered for admission into the program once they have completed the prerequisite coursework and progress through the curriculum in a predetermined sequence with an assigned group of students (cohort model). All nursing coursework assigned to a specific semester is prerequisite for progression to the next semester.
7. Eligible candidates may be interviewed by the program director and reviewed by the admissions committee.
8. Candidates accepted into the program will be notified by the admissions representative and assigned to the appropriate semester.
9. An acceptance letter will be mailed to the candidate from the School of Nursing.

## Course Requirements and Sequences

All undergraduate nursing programs are designed with a specific course sequence that is determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence. Admission is based on a cohort model.

The Upper-Division BSN Transfer Program is based on a cohort model. Students complete the required 48 units of prerequisite coursework, then begin nursing coursework in the fall, spring, or summer semester and continue in sequence for three consecutive semesters per year.

| Code   | Title   | Units |
|--|---|-------|
| <b>Prerequisite Nursing Requirements</b>           |   |       |
| BIOL 220   | General Microbiology  | 4     |
| BIOL 250   | Human Anatomy   | 4     |
| BIOL 251   | Human Physiology  | 4     |
| PRCH 123   | General, Organic, and Biological Chemistry for the Health Sciences <sup>1</sup> | 4     |
| <b>Prerequisite General Education Requirements</b> |   |       |
| Skills and University Requirements                 |   |       |
| PRCO 111   | Public Communication <sup>2</sup>   | 3     |
| PRWR 112   | Writing 1A: Writing and Rhetoric for Professional Students                      | 2     |
| PRWR 113   | Writing 1B: Research and Writing for Professional Students <sup>3</sup>         | 2     |
| Humanities: Fine Arts Requirement                  |   |       |
| Philosophy Requirement                             |   |       |
| Humanities: History Requirement                    |   |       |
| Humanities: Literature Requirement                 |   |       |
| PRPS 110   | General Psychology <sup>4</sup>   | 3     |

|  |   |    |
|--|---|----|
| PRPS 290   | Human Growth and Development <sup>4</sup> | 3  |
| Electives  |   | 7  |
| Biblical, Theological and Philosophical Formation General Education requirements vary based on number of units transferred |   |    |
| Total Units  |   | 48 |

- 1 Meets the General Education Natural Sciences requirement.
- 2 Meets the General Education Oral Communication requirement.
- 3 Meets the General Education Writing 1 requirement.
- 4 Meets the General Education Social Sciences requirement.

The coursework for students in the BSN option is as follows:

| Code                        | Title   | Units |
|-----------------------------|---|-------|
| <b>Nursing Requirements</b> |   |       |
| UNRS 106 & 106P             | Foundations of Professional Nursing/Aging and Foundations of Professional Nursing/Aging Practicum <sup>1</sup>            | 6     |
| UNRS 113                    | Pharmacology <sup>1</sup>   | 2     |
| UNRS 212 & 212P             | Nursing Care of Adults/Aging and Nursing Care Of Adults/Aging Practicum   | 6     |
| UNRS 220                    | Health Assessment   | 3     |
| UNRS 260                    | Nutrition <sup>1</sup>  | 2     |
| UNRS 271                    | Theories and Concepts in Professional Nursing   | 2     |
| UNRS 299                    | Statistics and Data Management for Nursing and Health Care <sup>2</sup>   | 3     |
| UNRS 306                    | Writing 2: Theoretical Frameworks in Nursing <sup>3</sup>   | 3     |
| UNRS 310 & 310P             | Mental Health Nursing and Mental Health Nursing Practicum   | 4     |
| UNRS 314 & 314P             | Nursing Management and Restorative Care of Adults and Nursing Management and Restorative Care of Adults Practicum         | 6     |
| UNRS 367                    | Pathophysiology   | 3     |
| UNRS 382 & 382P             | Community Health Nursing and Community Health Nursing Practicum   | 3     |
| UNRS 384 & 384P             | Urban/Rural Health Nursing and Urban Health Nursing Practicum   | 3-5   |
| UNRS 402 & 402P             | Nursing Care in Maternal, Newborn, and Women's Health and Nursing Care in Maternal, Newborn, and Women's Health Practicum | 4     |
| UNRS 403                    | Leadership and Management in Professional Practice  | 2     |
| UNRS 404 & 404P             | Nursing Care of Children and Young Adults and Nursing Care of Children and Young Adults Practicum                         | 4     |
| UNRS 411 & 411P             | Advanced Nursing Care of Adults and Aging and Advanced Nursing Care of Adults & Aging - Practicum                         | 5     |
| UNRS 412                    | Clinical Residency Nursing <sup>4</sup>   | 2     |
| UNRS 425                    | Nursing Research  | 3     |
| UNRS 445                    | Applied Pharmacology  | 2     |
| UNRS 496                    | Writing 3: Ethics and Issues in Health Care <sup>5</sup>  | 4     |
| Total Units                 |   | 72-74 |

- 1 May receive academic credit through competency assessment (UNRS 106/106P, UNRS 113, UNRS 260).
- 2 Meets the General Education Quantitative Literacy requirement.
- 3 Meets the General Education Writing 2 requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Meets the General Education Writing 3 requirement.

## LVN to RN 30-unit Option

Students choosing this option are admitted as terminal nondegree students. Upon completion of the requirements of the 30-unit option with a 2.0 GPA or better in all courses, students receive a certificate of completion, which establishes eligibility to take the California Board of Registered Nursing (<http://>

www.rn.ca.gov/) examination for RN licensure as a nongraduate. Students should see a School of Nursing academic advisor for requirements. This program operates on a space-available basis for didactic and clinical coursework.

## **Previous Education Credit**

Students may be awarded credit for prior learning/coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

# Department of (Traditional) Undergraduate Baccalaureate Program

- B.S. in Nursing (Traditional) Program (p. 942)
- Minor in International Health Nursing (Traditional BSN) (p. 948)
- Minor in Nutrition (Traditional BSN) (p. 949)

# B.S. in Nursing (Traditional) Program

69-71 units

Applicants interested in the traditional Bachelor of Science in Nursing program must meet the following admission requirements:

1. Submit an application to the Office of Undergraduate Admissions (<http://www.apu.edu/undergraduate-admissions/>) indicating interest in becoming a nursing major and pursuing the BSN. Include in that application the following information:
  - a. Copies of all high school and college transcripts;
  - b. Letters of recommendation as required by the university and the School of Nursing;
  - c. A one-page statement of professional goals in nursing;
  - d. A résumé reflecting volunteer and work experience within the past three years, including leadership positions within volunteer organizations, community service and/or employment where applicable.
2. Complete applicable prerequisite courses with a grade of *B* (3.0) or better, including the following:
  - a. One year of high school chemistry (or CHEM 101 Introduction to Chemistry)
  - b. One year of high school biology (or BIOL 101 Introduction of Biology)
  - c. Two years of high school math (algebra or geometry) and an SAT math score of 540+ or ACT math score of 23+. A math placement assessment is required unless the placement assessment is waived.
  - d. WRIT 110 Writing 1: The Art and Craft of Writing.
3. Submit proof of achieving the minimum high school, college, or university cumulative grade-point average of *B* (3.00).
4. Once a student has received a letter of acceptance into the School of Nursing, proof of the following must be provided prior to the beginning of the first nursing course (UNRS 105 Foundations in Professional Nursing/Aging):
  - a. Successful completion of anatomy with lab (4 units) and chemistry with lab (4 units), with a minimum *B-* (2.7 grade-point average) and no grade lower than a *C* (2.0) in each course; (Note: A student is allowed only one opportunity to repeat a single failed science course to try to raise his/her grade prior to beginning nursing (UNRS) courses). A *B-* (2.7) average must be obtained in all subsequent science coursework with no grade lower than a *C* (2.0) in each science course or the student will not be allowed to progress in his/her UNRS coursework. If a student is unable to meet the requirements of their conditional admission through the minimum science and overall college grade-point average as stated, the student may be placed on academic probation and will have two subsequent semesters to raise their GPA in order to begin nursing coursework and progress in the nursing program.
  - b. Once admitted into the nursing program, students must: (1) Overall: Maintain a cumulative GPA of 3.0 (84% or *B*) or higher in all course work, and no lower than a 2.0 (73% or *C*) in any course; (2) Science: Maintain a cumulative GPA of 2.7 (80% or *B-*) in all science courses, and no lower than a 2.0 (73% or *C*) in any science course; (3) Nursing (UNRS): Maintain a cumulative GPA of 2.7 (80% or *B-*) or higher in core nursing courses or the student will be placed on academic probation.
  - c. Receive credit or waiver for college algebra.

## Transfer Students with Nursing Credit/Previous Education Credit

1. Transfer applicants who have completed college nursing courses in nationally accredited nursing or other health care programs are evaluated individually and may be given credit for courses that meet the requirements.
2. Up to 70 units of community college credit and additional units from a university (per registrar's approval) may be transferred. Applicants may petition to have nursing units transferred from a nationally accredited university, but must receive administrative approval for inclusion in total credits. Students may be awarded credit for prior coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

## International Students

International students are required to meet the same academic and admission requirements as other students in addition to the following:

1. International students must complete WRIT 110, one of the four required sciences taken at an accredited U.S. university with a minimum grade of *C* (2.0), and achieve a cumulative grade-point average of *B* (3.0) in all college courses completed at Azusa Pacific University after two semesters of full-time enrollment.
2. The admission requirement for international students with English as a second language (ESL) is a minimum TOEFL score of 80 iBT. The School of Nursing specifies that the TOEFL Test of Written English (TWE) and TOEFL Test of Spoken English (TSE) be included in the TOEFL assessment score as these are critical to success in nursing. If the student has taken the IBT (Internet-Based TOEFL), the required score is 85 percent or better.

If there are no TOEFL scores of written and spoken English, the student will be referred to Azusa Pacific University's American Language and Culture Institute (ALCI) (p. 49) for successful completion of evaluation and required testing. If deemed necessary, additional ESL courses may be required. (Information about taking the TOEFL examination can be obtained by contacting the Office of International Student Services.)

NOTE: Please check with the Office of Undergraduate Admissions (<http://www.apu.edu/undergraduate-admissions/>) regarding residency requirements prior to application.

## Requirements and Sequences for the Traditional BSN Program

All undergraduate nursing programs are designed with a specific course sequence that is determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence.

The Traditional BSN program is based on a cohort model. All coursework assigned to a specific semester is prerequisite for progression to the next semester. Students in the Traditional BSN program begin their nursing coursework either in the fall or spring semesters and continue in sequence for two consecutive semesters per school year. Depending on cohort admission and sequencing of the curriculum, the length of the program may be 4-4½ years. The coursework is as follows:

| Code                         | Title  | Units |
|------------------------------|--|-------|
| <b>Nursing Requirements</b>  |  |       |
| UNRS 105<br>& 105P           | Foundations in Professional Nursing/Aging<br>and Foundations in Professional Nursing - Practicum                             | 6     |
| UNRS 113                     | Pharmacology   | 2     |
| UNRS 212<br>& 212P           | Nursing Care of Adults/Aging<br>and Nursing Care Of Adults/Aging Practicum   | 6     |
| UNRS 220                     | Health Assessment  | 3     |
| UNRS 260                     | Nutrition  | 2     |
| UNRS 299                     | Statistics and Data Management for Nursing and Health Care <sup>1</sup>  | 3     |
| UNRS 306                     | Writing 2: Theoretical Frameworks in Nursing <sup>2</sup>  | 3     |
| UNRS 310<br>& 310P           | Mental Health Nursing<br>and Mental Health Nursing Practicum   | 4     |
| UNRS 312<br>& 312P           | Nursing Management of Adults<br>and Nursing Management of Adults Practicum   | 3     |
| UNRS 313<br>& 313P           | Restorative Nursing<br>and Restorative Nursing Practicum   | 4     |
| UNRS 367                     | Pathophysiology  | 3     |
| UNRS 382<br>& 382P           | Community Health Nursing<br>and Community Health Nursing Practicum <sup>3</sup>  | 3     |
| Select one of the following: |  | 3-5   |
| UNRS 383<br>& 383P           | International Health Nursing<br>and International Health Nursing Practicum <sup>4, 5</sup>                                   |       |
| UNRS 384<br>& 384P           | Urban/Rural Health Nursing<br>and Urban Health Nursing Practicum <sup>4</sup>  |       |
| UNRS 402<br>& 402P           | Nursing Care in Maternal, Newborn, and Women's Health<br>and Nursing Care in Maternal, Newborn, and Women's Health Practicum | 4     |
| UNRS 403                     | Leadership and Management in Professional Practice   | 2     |
| UNRS 404<br>& 404P           | Nursing Care of Children and Young Adults<br>and Nursing Care of Children and Young Adults Practicum                         | 4     |
| UNRS 411<br>& 411P           | Advanced Nursing Care of Adults and Aging<br>and Advanced Nursing Care of Adults & Aging - Practicum                         | 5     |
| UNRS 412                     | Clinical Residency Nursing <sup>6</sup>  | 2     |
| UNRS 425                     | Nursing Research   | 3     |
| UNRS 496                     | Writing 3: Ethics and Issues in Health Care <sup>7</sup>   | 4     |
| Total Units                  |  | 69-71 |

<sup>1</sup> Meets the General Education Quantitative Literacy requirement. May be waived by petition by an AP Stats test score of 3 or greater.

<sup>2</sup> Meets the General Education Writing 2 requirement.

<sup>3</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>4</sup> Meets the General Education Intercultural Competence requirement.

<sup>5</sup> Must apply to and be selected by the School of Nursing Global and Community Health Committee (GCHC).



<sup>6</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>7</sup> Meets the General Education Writing 3 requirement.

## Additional Nursing Requirements

| Code   | Title   | Units |
|--|---|-------|
| BIOL 220   | General Microbiology  | 4     |
| BIOL 250   | Human Anatomy   | 4     |
| BIOL 251   | Human Physiology  | 4     |
| CHEM 123   | General, Organic, and Biological Chemistry for the Health Sciences <sup>1,2</sup> | 4     |
| PSYC 110   | General Psychology <sup>3</sup>   | 3     |
| PSYC 290   | Human Growth and Development <sup>3</sup>   | 3     |
| <b>Additional General Education Requirements</b> |   |       |
| GE 100   | First-Year Seminar <sup>4</sup>   | 3     |
| COMM 111   | Public Communication <sup>5</sup>   | 3     |
| PE 1XX Fitness for Life/Varsity Sport            |   | 1     |
| MIN 108  | Christian Life, Faith, and Ministry <sup>6</sup>                                  | 3     |
| WRIT 110   | Writing 1: The Art and Craft of Writing <sup>4</sup>                              | 3     |
| UBBL 100   | Introduction to Biblical Literature: Exodus/Deuteronomy <sup>6</sup>              | 3     |
| UBBL 230   | Luke/Acts <sup>6</sup>  | 3     |
| PHIL 100   | Introduction to Philosophy <sup>7</sup>   | 3     |
| 3XX/4XX  | Bible <sup>8</sup>  | 3     |
| THEO 3XX Doctrine Requirement                    |   | 3     |
| Humanities: History                              |   | 3     |
| Humanities: Literature                           |   | 3     |
| Humanities: Fine Arts                            |   | 3     |
| Foreign Language Proficiency                     |   |       |
| Total Units                                      |   | 59    |

<sup>1</sup> Meets the General Education Natural Sciences requirement.

<sup>2</sup> Nursing prerequisite requirement.

<sup>3</sup> Meets the General Education Social Science requirement.

<sup>4</sup> Meets the General Education Intellectual and Practical Skills requirement.

<sup>5</sup> Meets the General Education Oral Communication requirement.

<sup>6</sup> Meets the General Education Biblical, Theological, and Philosophical Formation requirement.

<sup>7</sup> Meets the General Education Philosophy requirement.

<sup>8</sup> May meet the General Education Upper-Division Bible requirement.

## Recommended Nursing Electives for the Traditional Program

| Code     | Title   | Units |
|----------|---|-------|
| UNRS 120 | Fundamentals of Human Nutrition   | 3     |
| UNRS 280 | Life Cycle Nutrition  | 3     |
| UNRS 281 | Introduction to Global Healthcare (Prerequisite for UNRS 282 and UNRS 383) <sup>1</sup> | 1     |
| UNRS 282 | Transcultural Health Care: Country Specific   | 3     |
| UNRS 300 | Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition              | 3     |
| UNRS 320 | Cultural Aspects of Food and Nutrition  | 3     |
| UNRS 444 | Clinical Specialization Elective  | 1-2   |
| UNRS 445 | Applied Pharmacology  | 2     |
| UNRS 495 | Special Topics in Nursing   | 1-4   |
| KIN 360  | Nutrition for Exercise and Sport Science  | 3     |
| SPAN 103 | Elementary Spanish I for Healthcare Professionals                                       | 3     |
| SPAN 104 | Elementary Spanish II for Healthcare Professionals                                      | 3     |
| HIST 235 | Cultural History/Travel Study (Country-Specific) <sup>1,2</sup>                         | 3     |

|          |  |   |
|----------|--|---|
| GLBL 425 | Integration and Formation Seminar <sup>1</sup>                       | 1 |
| MODL 101 | Modern Language I (Introduction to Zulu; South Africa Semester only) | 3 |

<sup>1</sup> Required for School of Nursing Study Away Semester.

<sup>2</sup> Meets the General Education Intercultural Competence requirement.

## Sample 4.5-Year Academic Plan

| Course                          | Title   | Units |
|---------------------------------|---|-------|
| <b>Year 1</b>                   |   |       |
| <b>Fall</b>                     |   |       |
| GE 100                          | First-Year Seminar  | 3     |
| WRIT 110                        | Writing 1: The Art and Craft of Writing   | 3     |
| MIN 108                         | Christian Life, Faith, and Ministry   | 3     |
| PSYC 110                        | General Psychology  | 3     |
| BIOL 200                        | Human Anatomy for Nursing   | 4     |
| Units                           |   | 16    |
| <b>Spring</b>                   |   |       |
| UBBL 100                        | Introduction to Biblical Literature: Exodus/<br>Deuteronomy   | 3     |
| Fitness for Life Requirement    |   | 1     |
| PSYC 290                        | Human Growth and Development  | 3     |
| CHEM 123                        | General, Organic, and Biological Chemistry for<br>the Health Sciences                               | 4     |
| BIOL 210                        | Human Physiology for Nursing  | 4     |
| Units                           |   | 15    |
| <b>Year 2</b>                   |   |       |
| <b>Fall</b>                     |   |       |
| COMM 111                        | Public Communication  | 3     |
| UNRS 113                        | Pharmacology  | 2     |
| UNRS 220                        | Health Assessment   | 3     |
| UNRS 105<br>& 105P              | Foundations in Professional Nursing/Aging<br>and Foundations in Professional Nursing -<br>Practicum | 6     |
| Units                           |   | 14    |
| <b>Spring</b>                   |   |       |
| UBBL 230                        | Luke/Acts   | 3     |
| UNRS 212                        | Nursing Care of Adults/Aging  | 6     |
| UNRS 212P                       | Nursing Care Of Adults/Aging Practicum  | 0     |
| UNRS 260                        | Nutrition   | 2     |
| UNRS 367                        | Pathophysiology   | 3     |
| Units                           |   | 14    |
| <b>Year 3</b>                   |   |       |
| <b>Fall</b>                     |   |       |
| Foreign Language 1 <sup>1</sup> |   | 3     |
| UNRS 312                        | Nursing Management of Adults  | 3     |
| UNRS 312P                       | Nursing Management of Adults Practicum  | 0     |
| UNRS 313                        | Restorative Nursing   | 4     |
| UNRS 313P                       | Restorative Nursing Practicum   | 0     |
| BIOL 220                        | General Microbiology  | 4     |
| Units                           |   | 14    |
| <b>Spring</b>                   |   |       |
| Foreign Language 2 <sup>1</sup> |   | 3     |
| UNRS 382                        | Community Health Nursing  | 3     |

|                                  |   |         |
|----------------------------------|---|---------|
| UNRS 382P                        | Community Health Nursing Practicum  | 0       |
| UNRS 306                         | Writing 2: Theoretical Frameworks in Nursing                                | 3       |
| UNRS 299                         | Statistics and Data Management for Nursing and Health Care                  | 3       |
| UNRS 310                         | Mental Health Nursing   | 4       |
| UNRS 310P                        | Mental Health Nursing Practicum   | 0       |
| Units                            |   | 16      |
| <b>Year 4</b>                    |   |         |
| <b>Fall</b>                      |   |         |
| Upper Division Bible Requirement |   | 3       |
| Philosophy Requirement           |   | 3       |
| History Requirement              |   | 3       |
| UNRS 383<br>or UNRS 384          | International Health Nursing<br>or Urban/Rural Health Nursing               | 3-5     |
| UNRS 383P<br>or UNRS 384P        | International Health Nursing Practicum<br>or Urban Health Nursing Practicum | 0       |
| UNRS 425                         | Nursing Research  | 3       |
| Units                            |   | 15-17   |
| <b>Spring</b>                    |   |         |
| Theology Requirement             |   | 3       |
| Literature Requirement           |   | 3       |
| UNRS 402                         | Nursing Care in Maternal, Newborn, and Women's Health                       | 4       |
| UNRS 402P                        | Nursing Care in Maternal, Newborn, and Women's Health Practicum             | 0       |
| UNRS 403                         | Leadership and Management in Professional Practice                          | 2       |
| UNRS 404                         | Nursing Care of Children and Young Adults                                   | 4       |
| UNRS 404P                        | Nursing Care of Children and Young Adults Practicum                         | 0       |
| Units                            |   | 16      |
| <b>Year 5</b>                    |   |         |
| <b>Fall</b>                      |   |         |
| Fine Arts Requirement            |   | 3       |
| UNRS 496                         | Writing 3: Ethics and Issues in Health Care                                 | 4       |
| UNRS 412                         | Clinical Residency Nursing  | 2       |
| UNRS 411                         | Advanced Nursing Care of Adults and Aging                                   | 5       |
| UNRS 411P                        | Advanced Nursing Care of Adults & Aging - Practicum                         | 0       |
| Units                            |   | 14      |
| Total Units                      |   | 134-136 |

<sup>1</sup> Foreign Language Proficiency requirement may be met by APU proficiency test, SAT, AP, CLEP, FLATS, or OPIc test score, or completion of an APU language course numbered 102 or higher.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Use a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment, and technical skills) derived from a foundation of nursing science, General Education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.

4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, as a leader and/or member of the healthcare team, to manage and coordinate care.

# Minor in International Health Nursing (Traditional BSN)

19 units

Students interested in expanding their global perspective on health and nursing care may apply to participate in a short-term transcultural health nursing experience, an international health nursing semester, or the international health nursing minor. Accepted students complete additional coursework, and a study plan is developed by the student and advisor. Contact the School of Nursing for the proposed study plan.

## Requirements

| Code   | Title   | Units    |
|--|---|----------|
| <b>Required Courses</b>  |   |          |
| UNRS 220   | Health Assessment   | 3        |
| UNRS 281   | Introduction to Global Healthcare   | 1        |
| UNRS 282   | Transcultural Health Care: Country Specific <sup>1</sup>                      | 3        |
| UNRS 383   | International Health Nursing (Country Specific) <sup>2,3</sup>                | 5        |
| UNRS 383P  | International Health Nursing Practicum  | 0        |
| HIST 235<br>or HIST 335  | Cultural History/Travel Study   | 3        |
| GLBL 425   | Integration and Formation Seminar   | 1        |
| <b>Electives</b>   |   | <b>3</b> |
| Choose one of the following:   |   |          |
| GLBL 201   | Anthropology for Everyday Life (or GLBL 301 if previously taken) <sup>3</sup> |          |
| GLBL 260   | Intercultural Communication (or GLBL 310 if previously taken) <sup>3</sup>    |          |
| SOC 358  | Human Diversity <sup>3</sup>  |          |
| UNRS 300   | Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition    |          |
| UNRS 320   | Cultural Aspects of Food and Nutrition  |          |
| Choose one of the following if one is not selected from elective list above: |   |          |
| PHIL 452<br>or PHIL 252  | Classical Chinese Ethics <sup>3</sup>   |          |
| RELG 200   | World Religions <sup>3</sup>  |          |
| RELG 351   | Introduction to Islam <sup>3</sup>  |          |
| RELG 352   | Introduction to Hinduism and South Asian Traditions <sup>3</sup>              |          |
| RELG 353   | Introduction to Buddhism and East Asian Traditions <sup>3</sup>               |          |
| Total Units  |   | 19       |

<sup>1</sup> This is a short-term study-away experience with the School of Nursing.

<sup>2</sup> This is a semester-long study-away experience with the School of Nursing.

<sup>3</sup> Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

# Minor in Nutrition (Traditional BSN)

17 units

The minor in nutrition is available to any APU student interested in expanding his or her skills in this specialized area of preventative health. Emphasis within this minor is on the four pillars of a healthful lifestyle: physical activity, good diet, healthy choices, and preventative screening—all crucial for national health. Contact the School of Nursing for the proposed study plan, verification of course offerings, and program availability.

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| UNRS 120    | Fundamentals of Human Nutrition  | 3     |
| UNRS 260    | Nutrition  | 2     |
| UNRS 280    | Life Cycle Nutrition   | 3     |
| UNRS 300    | Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition | 3     |
| UNRS 320    | Cultural Aspects of Food and Nutrition                                     | 3     |
| KIN 360     | Nutrition for Exercise and Sport Science                                   | 3     |
| Total Units |  | 17    |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

# Department of Entry-Level Master of Science in Nursing

The Department of Entry-Level Master of Science in Nursing offers the Entry-Level Master of Science in Nursing (ELM) degree options, designed for students who desire to enter the nursing profession but hold a baccalaureate or higher degree in another discipline.

Contact the School of Nursing (<https://www.apu.edu/nursing/>) for specific program availability and locations.

## Programs

- Entry-Level Master of Science in Nursing (ELM) (p. 967)
- ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) (p. 977)
- ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner-Primary Care (PNP-PC) (p. 979)
- ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) (p. 971)
- ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 969)
- ELM-MSN: Family Nurse Practitioner (FNP) (p. 972)
- ELM-MSN: Pediatric Nurse Practitioner-Primary Care (PNP-PC) (p. 975)
- ELM-MSN: Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialty (p. 976)
- ELM-MSN: Healthcare Administration and Leadership (p. 973)
- ELM-MSN: Nursing Education (p. 974)

## Courses

### **GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units**

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

### **GNRS 501, Theoretical Thinking in Nursing, 2 Units**

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.

**Prerequisite:** Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

### **GNRS 503, Cultural Competency in Health Care, 3 Units**

This course focuses on transforming graduate nursing students, preparing them for nursing leadership in nursing practice, nursing research, education, and public health policy for the improvement of patient healthcare outcomes in our increasingly diverse society. Students move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) serves as the foundation for the development of core cultural competencies.

**Prerequisite:** Graduate standing in the School of Nursing.

### **GNRS 504, Bioethics and Health Care Policy, 3 Units**

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

**Prerequisite:** Graduate standing

### **GNRS 505, Christian Formation for Holistic Care, 3 Units**

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

## **GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units**

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

**Prerequisite:** Graduate standing

## **GNRS 507, Scientific Writing, 3 Units**

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

## **GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units**

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.

**Prerequisite:** Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

## **GNRS 508B, Research and Theory in Healthcare, 4 Units**

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

**Prerequisite:** GNRS 613

## **GNRS 510, Family Theory in Health Care, 2 Units**

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

**Prerequisite:** Graduate standing

## **GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units**

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and identify culturally relevant and age-appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease.

**Prerequisite:** Undergraduate health assessment and GNRS 515;

**Corequisite:** Practicum

## **GNRS 512, Advanced Health Assessment and Health Promotion, 4 Units**

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and identify culturally relevant and age-appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease.

**Prerequisite:** Undergraduate health assessment and GNRS 515;

**Corequisite:** Lab

## **GNRS 513, Advanced Nursing Practice Role, 2 Units**

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.

**Prerequisite:** Graduate standing



### **GNRS 514, Research Proposal Writing, 2 Units**

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

**Prerequisite:** GNRS 508A

### **GNRS 515, Advanced Pathophysiology, 3 Units**

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses.

**Prerequisite:** Graduate standing and undergraduate pathophysiology

### **GNRS 516, Integrative Disease and Symptom Management, 3 Units**

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

### **GNRS 518, Supervised Practicum in Health Care, 3 Units**

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

### **GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units**

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units**

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units**

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.

**Prerequisite:** Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

### **GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units**

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

## **GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units**

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

## **GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units**

This course emphasizes physiological and psychological bases for critical and chronic conditions in children, focusing on an advanced science base for the assessment, diagnosis, and management of children and families to promote wellness. Exploration of traditional versus alternate medicine treatment plans, as well as relevant cultural, spiritual, and health promotion strategies, is incorporated.

**Prerequisite:** Graduate status and GNRS 590A;

**Corequisite:** Practicum

## **GNRS 533, Psychiatric Theories across the Life Span, 2 Units**

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.

**Prerequisite:** Graduate standing, Advanced Practice Core

## **GNRS 534, Integrated Psychiatric and Health Assessment across the Life Span, 2 Units**

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.

**Prerequisite:** Advanced Practice Core, GNRS 533 (May be taken concurrently)

## **GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units**

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.

**Prerequisite:** Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently;

**Corequisite:** Practicum

## **GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units**

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 539;

**Corequisite:** Practicum

## **GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units**

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;

**Corequisite:** Practicum

## **GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units**

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;

**Corequisite:** Practicum

## **GNRS 539, Psychopharmacology, 2 Units**

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

**Prerequisite:** GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

## **GNRS 542, Advanced-Level Concepts and Competencies in Pediatric Primary Health Care, 3 Units**

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement, and also allows for a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

**Prerequisite:** Graduate standing, GNRS 532 (may be taken concurrently with instructor's permission), and GNRS 590A;

**Corequisite:** Practicum

## **GNRS 543, Transitions Across the Care Continuum, 4-6 Units**

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

**Prerequisite:** NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.

**Corequisite:** Practicum

## **GNRS 544, Clinical Specialization Residency, 2-3 Units**

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

**Prerequisite:** GNRS 573 (May be taken concurrently)

## **GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units**

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;

**Corequisite:** Practicum

## **GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units**

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;

**Corequisite:** Practicum

## **GNRS 548, Health Promotion Across the Lifespan, 2 Units**

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

## **GNRS 550A, Theory and Practice in School Nursing, 6 Units**

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings.

**Prerequisite:** All School Nurse Services Credential courses except GNRS 590A, GNRS 589 may be taken concurrently

## **GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units**

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program;

**Corequisite:** Practicum

## **GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units**

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

**Prerequisite:** Admission to the ELM program; successful completion of GNRS 555;

**Corequisite:** Practicum

## **GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units**

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

**Prerequisite:** Graduate nursing student standing, or instructor's permission

## **GNRS 559, Audiometry for School Nurses, 3 Units**

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a \$10 registration fee is required with the application).

## **GNRS 560, Strategic Leadership in Healthcare, 3 Units**

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

## **GNRS 564, Nutrition and Therapeutics, 2 Units**

Students in this course explore the functions of nutrients and the consequences of nutrient deficiencies and excesses in the body. Course material introduces a variety of tools for planning and evaluating diets, including a computer diet analysis, and the application of nutrition concepts is interwoven into health care and fitness conditions. Students also study the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

**Prerequisite:** Admission to the ELM program

## **GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units**

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

**Prerequisite:** All core and role courses

### **GNRS 568, Healthcare Finance, 4 Units**

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

### **GNRS 569, Quality and Safety for Health Care Practice, 3 Units**

This course is designed to deepen and advance students' knowledge of, and ability to systematically apply the principles of, patient quality and safety in nursing practice. Based on national standards, the focus is on examining and applying quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

### **GNRS 570, Parish Nursing/Health Ministries, 2 Units**

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

### **GNRS 571, International Health Care, 2-4 Units**

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

### **GNRS 573, Clinical Residency, 4 Units**

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

**Prerequisite:** Successful completion of all pre-licensure clinical courses

### **GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units**

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

### **GNRS 576, Pharmacology, 2 Units**

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

**Prerequisite:** Admission to the ELM program

### **GNRS 578, Health Assessment, 3 Units**

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

**Prerequisite:** Admission to the ELM program;

**Corequisite:** Practicum

### **GNRS 580, Gerontology, 2 Units**

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary - course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing, and psychiatry. Development in adulthood is viewed from multiple perspectives including cognitive, behavioral, biological, sociocultural, and spiritual, and the influences these perspectives have on the successful negotiation of age-related issues are considered. Finally, students examine aspects of human aging in contemporary American society and from a cross-cultural and ethnic perspective.

**Prerequisite:** Graduate standing in the School of Nursing.

### **GNRS 581, Primary Health Care of the Older Adult, 5 Units**

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

**Prerequisite:** Graduate status in the School of Nursing, completion of Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 582A, Pathophysiology, 2 Units**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Admission to the ELM program

## **GNRS 582B, Pathophysiology, 2 Units**

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Admission to the ELM program, successful completion of GNRS 582A

## **GNRS 583, Nursing Care of Children and Young Adults, 4 Units**

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

## **GNRS 584, Mental Health Nursing, 4 Units**

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

## **GNRS 586, Leadership and Management in Professional Practice, 2 Units**

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. Its assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

## **GNRS 587, Community Health Nursing, 5 Units**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one, two, and three;

**Corequisite:** Practicum

## **GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units**

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

**Prerequisite:** Admission to the ELM program;

**Corequisite:** Practicum

## **GNRS 589, Adolescent Health Care, 2-4 Units**

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.

**Prerequisite:** Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 515, while the 4-unit version requires prior completion of GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

## **GNSRS 590A, Primary Health Care of the Young Family, 6 Units**

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNSRS 590B, Clinical Practicum in Pediatrics, 4 Units**

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.

**Prerequisite:** GNSRS 511 or GNSRS 512 and GNSRS 590A

## **GNSRS 590C, Primary Health Care of the Young Family for the School Nurse Services Credential, 6 Units**

Using a system-based approach, this combined didactic and practical course focuses on assessment, nursing interventions, and follow-up for common illness presentations in children, as well as illness-related impact on social, emotional, and educational functioning. The effects of culture on child development, parenting, and healthcare practices is also emphasized.

**Prerequisite:** GNSRS 512;

**Corequisite:** Practicum

## **GNSRS 591, Primary Health Care of the Childbearing Family, 4 Units**

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNSRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units**

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNSRS 592B, Primary Health Care Clinical Practicum, 2 Units**

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

**Prerequisite:** Completion of clinical courses for the FNP or AGNP program track

## **GNSRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units**

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNSRS 594, Pharmacology in Advanced Practice Nursing, 3 Units**

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a 'furnishing number' by the advanced practice nurse in California.

**Prerequisite:** GNSRS 515 (May be taken concurrently)

## **GNRS 595, Special Topics in Nursing, 1-6 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

**Prerequisite:** Graduate standing

## **GNRS 596, Foundations of Healthcare Informatics, 3 Units**

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## **GNRS 597, Comprehensive Examination Directed Study, 1 Unit**

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.

**Prerequisite:** Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

## **GNRS 598, Thesis, 1 Unit**

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.

**Prerequisite:** GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

## **GNRS 599, Readings/Independent Study in Nursing, 1-4 Units**

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.

**Prerequisite:** Graduate standing

## **GNRS 613, Graduate Statistics, 3 Units**

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

## **GNRS 620, Genome Science in Healthcare, 3 Units**

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

## **GNRS 622, Genome Science and Ethical Issues, 3 Units**

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.

**Prerequisite:** GNRS 620

## **GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units**

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units**

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.



## **GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units**

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 631, ONP: Cancer Biology and Assessment, 2 Units**

This course builds on knowledge of the anatomy and physiology of DNA, RNA, differentiated, and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer to stage tumors and predict metastatic risk in individuals.

**Prerequisite:** Admission to the oncology nurse practitioner fellowship certificate program.

## **GNRS 632, ONP: Cancer Therapeutics, 2 Units**

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly. This class will provide a pathophysiological foundation to understand cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance will be discussed. The cost-benefit, side effects, and availability of the covered therapeutics will be discussed.

**Corequisite:** GNRS 631

## **GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units**

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course develops a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.

**Prerequisite:** GNRS 631 and GNRS 632

## **GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units**

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

## **GNRS 635, ONP: Team-based Care and the Role of the Oncology Nurse Practitioner, 2 Units**

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

## **GNRS 636, ONP: Clinical Trials Nursing, 2 Units**

The advanced practice oncology nurse practitioner must be prepared to be a direct care provider or study coordinator for clinical research trials. This course covers the knowledge and behaviors needed by nurse practitioners engaged in oncology clinical trials.

**Prerequisite:** GNRS 512, GNRS 515, and GNRS 613, or instructor consent

## **GNRS 660, Theories of Teaching and Instruction, 3 Units**

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

## **GNRS 661, Leadership and Role Development in Nursing Education, 3 Units**

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

## **GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units**

This course addresses theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes. Emphasis is given to the importance of incorporating Christian values in the curriculum. The course also includes critical analyses of related topics based upon current research in nursing and higher education literature.

### **GNRS 663, Clinical Practicum in Nursing Education, 3 Units**

This practicum course builds on clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty-mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from faculty-mentors, students, and self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting postcare conferences, clinical evaluation of nursing student performance, and student counseling.

**Prerequisite:** GNRS 660, GNRS 661, GNRS 662

### **GNRS 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units**

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

### **GNRS 695, Special Topics, 1-4 Units**

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

### **GNRS 700, Philosophy of Science, 3 Units**

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

### **GNRS 701, Nursing Knowledge Development, 3 Units**

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

### **GNRS 702, Nursing Theory, 3 Units**

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

### **GNRS 703, Spirituality and Health, 3 Units**

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.

**Prerequisite:** Admission to DNP or Ph.D. program

### **GNRS 704, Faith Integration and Nursing Scholarship, 3 Units**

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

### **GNRS 705, Social Ethics and Health Policy, 3 Units**

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.

**Prerequisite:** Admission to DNP or Ph.D. program

### **GNRS 706, Methods of Inquiry, 3 Units**

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

### **GNRS 707, Quantitative Nursing Research Design I, 3 Units**

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and evaluation and outcomes research, as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.

**Prerequisite:** Admission to DNP or Ph.D. program

### **GNRS 708, Qualitative Nursing Research Design I, 3 Units**

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

### **GNRS 709, Advanced Statistical Analysis II, 3 Units**

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.

**Prerequisite:** GNRS 707

### **GNRS 710, Advanced Qualitative Research Methods, 3 Units**

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.

**Prerequisite:** GNRS 708

### **GNRS 711, Advanced Research Methods in the Humanities, 3 Units**

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)

**Prerequisite:** (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

### **GNRS 712, Advanced Evaluation Research, 3 Units**

Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

### **GNRS 713, Advanced Statistical Analysis I, 3 Units**

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

### **GNRS 715, Psychosocial Issues of Older Adults, 3 Units**

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

### **GNRS 716, Translational Research, 3 Units**

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

### **GNRS 717, Health Technology and Informatics, 3 Units**

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

### **GNRS 718, Organizational Leadership and Strategic Planning, 3 Units**

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

**Prerequisite:** Admission to DNP or Ph.D. program

### **GNRS 720, Wellness Promotion and Health Maintenance, 3 Units**

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

**Prerequisite:** Admission to DNP or Ph.D. program

### **GNRS 721, Health Disparities and Vulnerable Populations, 3 Units**

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

### **GNRS 722, Research in Nursing and Health, 3 Units**

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

### **GNRS 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units**

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.

**Prerequisite:** GNRS 707

### **GNRS 725, Research Practicum, 1 Unit**

The practicum further develops, mentors, and socializes students into the roles and activities of research scientists and scholars. Emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can choose either a quantitative or qualitative practicum experience.

### **GNRS 726, Advanced Scientific Writing, 3 Units**

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

### **GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units**

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.

**Prerequisite:** GNRS 620

### **GNRS 728, Genome Science Research Methods, 3 Units**

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.

**Prerequisite:** GNRS 620, GNRS 622, GNRS 727

### **GNRS 729, Population Health and Epidemiology, 3 Units**

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.

**Prerequisite:** Admission to DNP or Ph.D. program

### **GNRS 730, Comparative Health Care Systems, 3 Units**

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

### **GNRS 732, DNP Clinical Residency, 0 Units**

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.

**Prerequisite:** Admission to DNP program

### **GNRS 733A, Residency IA, 1 Unit**

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.

**Prerequisite:** Admission to DNP program

### **GNRS 733B, Residency IB, 1 Unit**

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

### **GNRS 733C, Residency IC, 1 Unit**

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

### **GNRS 734A, Residency IIA, 1 Unit**

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

### **GNRS 734B, Residency IIB, 1 Unit**

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

### **GNRS 734C, Residency IIC, 1 Unit**

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.

**Prerequisite:** Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

### **GNRS 735, DNP Scholarly Project Seminar, 3 Units**

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.

### **GNRS 736, DNP Scholarly Project Seminar: Evaluation and Dissemination, 2 Units**

This course focuses on presentation to and approval of a completed DNP Scholarly Project. The DNP program requires a rigorous clinical project focused on translating scientific research to health care to improve the patients experience utilizing the best evidence of science and practice. This scholarly project is a culminating, independent experience which demonstrates the student's synthesis of coursework and lays the foundation for future scholarship.

### **GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units**

This seminar directs the development of either a dissertation or a DNP Scholarly Project proposal draft that details a problem, the research/project purpose, questions or hypotheses to be examined, a synopsis of the relevant literature, the design and methods of the study including its timeline, protection of human subjects, plans for analysis, and the budget. The seminar also includes preparation of IRB applications, and peer review and critique of student proposals.

### **GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units**

This doctoral seminar provides students with the opportunity to acquire knowledge, skills, and insights in the writing of a grant proposal. Discussion will focus on the value of writing grant proposals, the basic principles in writing a grant proposal, the components of a grant proposal, identification of funding sources, the difference between a research and a program grant proposal, as well as administrative factors in submitting a grant proposal. Students will craft and a grant proposal in response to a Request for Funding Proposal (RFP) that aligns with the guidelines of the funding agency, and additionally, a budget plan with justification, timelines, and a bio-sketch. In addition, students will conduct a peer review of class completed grant proposals.

### **GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units**

This seminar focuses on various aspects of writing for publication and directs the development of a manuscript suitable for publication from a previously written paper (e.g., a course term paper). This course will help the student get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books; and determine appropriate journals to consider for article submission. The student will acquire practice in reviewing and critiquing scholarly writing by others. It will also address the editorial and publication process, as well as ethical aspects of writing for publication.

### **GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units**

This seminar course identifies approaches to developing an effective and successful presentation, helping students find their voice and showcase their areas of expertise. Discussions focus on planning as essential to deciding on the content and the order in which the information is presented. Emphasis is on developing a logical sequence, one that flows naturally and is accompanied by audiovisuals that facilitate understanding of the material.

### **GNRS 784, Dissertation Seminar V, 2-4 Units**

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.

**Prerequisite:** GNRS 783

### **GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit**

This is the first of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice to it as part of an evidence-based DNP scholarly project consistent with the DNP role within a healthcare organizational setting.

**Prerequisite:** Admission to the DNP program;

**Corequisite:** GNRS 732

### **GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit**

This is the second of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor as they develop a comprehensive, site-specific DNP scholarly project proposal.

**Prerequisite:** GNRS 791;

**Corequisite:** GNRS 732

### **GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit**

This is the third of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students acquire the skills, competencies, and points of view needed for developing the ethical reasoning/decision-making skills necessary for conducting their DNP scholarly projects.

**Prerequisite:** GNRS 792;

**Corequisite:** GNRS 732

### **GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit**

This is the last of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care.

**Prerequisite:** GNRS 793;

**Corequisite:** GNRS 732

### **GNRS 795, Special Topics, 1-4 Units**

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

### **GNRS 798, Continuous Doctoral Study, 0 Units**

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

### **GNRS 799, Independent Study, 1-4 Units**

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

# Entry-Level Master of Science in Nursing (ELM)

The Entry-Level Master of Science in Nursing (<http://www.apu.edu/nursing/programs/entry-level-masters-in-nursing/>) is an accelerated graduate nursing program designed for students who desire to enter the nursing profession and hold a baccalaureate or higher degree in other disciplines. During their first four semesters, admitted students complete all prelicensure courses (theoretical and clinical) in an accelerated format, as well as selected graduate nursing courses, followed by a clinical residency, in preparation for the RN licensure examination. Students then continue with courses and preparation leading to a Master of Science in Nursing (MSN).

This program meets the California Board of Registered Nursing (BRN) requirements for licensure and is available at the Azusa campus and at APU's regional locations in Monrovia (<https://www.apu.edu/monrovia/>), San Diego (<http://www.apu.edu/sandiego/>), and the Inland Empire (<http://www.apu.edu/inland/>) (San Bernardino).

## Mission Statement

The ELM program prepares nurses to enter professional nursing and, subsequently, advanced practice roles. Students are prepared to take the NCLEX for RN licensure, to apply for a California PHN certificate, and to be eligible to apply for state certification, and may also apply for national certification by examination in advanced practice specialties upon successful completion of the required postlicensure courses.

## Additional Requirements

At the beginning of clinical coursework, graduate students are required to provide documentation concerning certifications, results of background checks, screening tests, and immunizations. Refer to the Student Handbook and specific program manuals or course syllabi for details.

## Program Requirements

The four-semester clinical residency prelicensure portion of this program is offered in an intensive cohort model format and **must** be taken in full-time study. Courses are offered in a fixed schedule with required clinical experiences that may be scheduled Monday through Saturday. This program meets California BRN requirements for registered nurse licensure.

| Code  | Title   | Units     |
|---|---|-----------|
| <b>Semester 1</b>                                 |   |           |
| GNRS 500  | Conceptual Foundations of Professional Nursing                        | 3         |
| GNRS 555  | Medical Surgical Care of the Adult and Geriatric Patient <sup>1</sup> | 7 (3/4)   |
| GNRS 578  | Health Assessment   | 3 (2/1)   |
| GNRS 582A   | Pathophysiology   | 2         |
| <b>Semester 2</b>                                 |   |           |
| GNRS 556  | Intermediate Medical Surgical Care of the Adult                       | 7 (3/4)   |
| GNRS 564  | Nutrition and Therapeutics  | 2         |
| GNRS 576  | Pharmacology  | 2         |
| GNRS 582B   | Pathophysiology   | 2         |
| GNRS 584  | Mental Health Nursing   | 4 (2/2)   |
| <b>Semester 3</b>                                 |   |           |
| GNRS 504  | Bioethics and Health Care Policy                                      | 3         |
| GNRS 505  | Christian Formation for Holistic Care                                 | 3         |
| GNRS 507  | Scientific Writing  | 3         |
| GNRS 575  | Nursing Care in Maternal, Newborn, and Women's Health                 | 4 (2/2)   |
| GNRS 583  | Nursing Care of Children and Young Adults                             | 4 (2/2)   |
| <b>Semester 4</b>                                 |   |           |
| GNRS 508A   | Research and Theory in Advanced Practice Nursing                      | 4         |
| GNRS 586  | Leadership and Management in Professional Practice                    | 2         |
| GNRS 587  | Community Health Nursing  | 5 (2/3)   |
| GNRS 588  | Advanced Nursing Care of Adults - Leadership                          | 6 (3/3)   |
| <b>Clinical Residency/Internship <sup>2</sup></b> |   |           |
| GNRS 573  | Clinical Residency  | 4         |
| <b>Total Units</b>                                |   | <b>70</b> |



<sup>1</sup> Numbers in parentheses are classroom/clinical units.

<sup>2</sup> This intensive period of clinical education and continuing preparation for practice takes place in a healthcare agency under the direct supervision of a clinical preceptor and supported by clinical faculty in the graduate program. Upon completion of this seven-week internship, students will have completed 252 hours in an acute-care setting; this usually consists of three 12-hour shifts per week for seven weeks. At the same time, students review prelicensure subject matter in preparation for NCLEX examination (RN licensing exam). Successful completion of the clinical residency is required to complete the prelicensure portion of the program. The BSN is awarded at the completion of the prelicensure portion of the program.

**NOTE:** Before taking advanced practice clinical courses for completion of the MSN degree, the student must achieve the passing score required by the California BRN on the NCLEX exam.

## Postlicensure

In addition to coursework and clinical practicums, postlicensure students are expected to have outside clinical work experience. To ensure that credit will be given, students should request approval prior to taking coursework at outside institutions. A maximum of 6 units may be transferred in with prior approval.

Students **must** take 7 units of electives during this component of the program. Students' programs are planned individually according to course sequencing for their clinical specialty. As an alternative to full-time study, students may elect to complete master's degree requirements in a part-time format while taking courses each semester.

Students may elect to write a thesis or take a comprehensive exam to complete the degree. Any student who elects to write a thesis must take GNRS 514.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (<https://www.apu.edu/nursing/programs/adult-cns-certificate/>) program allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. Students learn the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California for certification as clinical nurse specialists, and may apply for national certification through examination by the American Nurses Credentialing Center (ANCC).

Contact the School of Nursing (<http://www.apu.edu/nursing/>) for specific program availability and locations. Prelicensure coursework (p. 967) must be completed prior to beginning advanced practice nursing coursework.

## Adult-Gerontology Clinical Nurse Specialist (CNS) Requirements

| Code   | Title  | Units        |
|--|--|--------------|
| <b>Academic Core Courses</b>                       |  | <b>13</b>    |
| GNRS 506   | Spiritual Concept Analysis in Health Care  | 3            |
| GNRS 613   | Graduate Statistics  | 3            |
| GNRS and/or GSPH XXX Electives                     |  | 7            |
| <b>Academic and Advanced Practice Core Courses</b> |  | <b>12</b>    |
| GNRS 512   | Advanced Health Assessment and Health Promotion <sup>1</sup>                                       | 4 (3/1)      |
| GNRS 513   | Advanced Nursing Practice Role   | 2            |
| GNRS 515   | Advanced Pathophysiology   | 3            |
| GNRS 594   | Pharmacology in Advanced Practice Nursing  | 3            |
| <b>Advanced Practice Specialty Courses</b>         |  | <b>22</b>    |
| GNRS 520   | Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients | 6 (2/4)      |
| GNRS 521   | Clinical Specialization in the Care of Adult-Gerontology Patients                                  | 6 (2/4)      |
| GNRS 543   | Transitions Across the Care Continuum  | 6 (2/4)      |
| GNRS 548   | Health Promotion Across the Lifespan   | 2            |
| GNRS 580   | Gerontology  | 2            |
| <b>Concluding Course(s)</b>                        |  | <b>1-3</b>   |
| GNRS 597   | Comprehensive Examination Directed Study   | 1            |
| - or -   |  |              |
| GNRS 598<br>& GNRS 514                             | Thesis<br>and Research Proposal Writing  | 3            |
| <b>Total Units</b>                                 |  | <b>48-50</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Pediatric Clinical Nurse Specialist (CNS) Requirements

| Code   | Title   | Units     |
|--|---|-----------|
| <b>Academic Core Courses</b>                       |   | <b>13</b> |
| GNRS 506   | Spiritual Concept Analysis in Health Care   | 3         |
| GNRS 613   | Graduate Statistics   | 3         |
| GNRS and/or GSPH XXX Electives                     |   | 7         |
| <b>Academic and Advanced Practice Core Courses</b> |   | <b>12</b> |
| GNRS 511<br>or GNRS 512                            | Advanced Pediatric Health Assessment and Health Promotion <sup>1</sup><br>Advanced Health Assessment and Health Promotion | 4 (3/1)   |
| GNRS 513   | Advanced Nursing Practice Role  | 2         |
| GNRS 515   | Advanced Pathophysiology  | 3         |
| GNRS 594   | Pharmacology in Advanced Practice Nursing   | 3         |

|  |   |              |
|--|---|--------------|
| <b>Advanced Practice Specialty Courses</b> |   | <b>20</b>    |
| GNRS 530                                   | Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient | 6 (2/4)      |
| GNRS 531                                   | Clinical Specialization in the Care of the Pediatric Patient                              | 6 (2/4)      |
| GNRS 543                                   | Transitions Across the Care Continuum   | 6 (2/4)      |
| GNRS 548                                   | Health Promotion Across the Lifespan  | 2            |
| <b>Specialized Option Course</b>           |   | <b>2</b>     |
| GNRS 589                                   | Adolescent Health Care  | 2            |
| - or -                                     |   |              |
| GNRS 510                                   | Family Theory in Health Care  | 2            |
| <b>Concluding Course(s)</b>                |   | <b>1-3</b>   |
| GNRS 597                                   | Comprehensive Examination Directed Study  | 1            |
| - or -                                     |   |              |
| GNRS 598<br>& GNRS 514                     | Thesis<br>and Research Proposal Writing   | 3            |
| <b>Total Units</b>                         |   | <b>48-50</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

This specialty program (<https://www.apu.edu/nursing/programs/gerontology-nurse-practitioner/>) prepares students to be nurse practitioners for patients across the adult years in a primary healthcare setting. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national AGPCNP certification through examination. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation, and research.

Contact the School of Nursing for specific program availability and locations. Prelicensure coursework (p. 967) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code   | Title  | Units     |
|--|--|-----------|
| <b>Academic Core Courses</b>                         |  | <b>10</b> |
| GNRS 506   | Spiritual Concept Analysis in Health Care                      | 3         |
| GNRS and/or GSPH XXX Electives                       |  | 7         |
| <b>Advanced Practice Core Courses</b>                |  | <b>12</b> |
| GNRS 512   | Advanced Health Assessment and Health Promotion <sup>1</sup>   | 4 (3/1)   |
| GNRS 513   | Advanced Nursing Practice Role                                 | 2         |
| GNRS 515   | Advanced Pathophysiology                                       | 3         |
| GNRS 594   | Pharmacology in Advanced Practice Nursing                      | 3         |
| <b>Advanced Practice Specialty Courses</b>           |  | <b>25</b> |
| GNRS 580   | Gerontology  | 2         |
| GNRS 581   | Primary Health Care of the Older Adult                         | 5 (2/3)   |
| GNRS 589   | Adolescent Health Care   | 2         |
| GNRS 591   | Primary Health Care of the Childbearing Family                 | 4 (2/2)   |
| GNRS 592A  | Primary Health Care of the Adult and Aging Family              | 6 (3/3)   |
| GNRS 593   | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2)   |
| GNRS 592B  | Primary Health Care Clinical Practicum                         | 2 (0/2)   |
| <b>Specialization Option Courses: No Requirement</b> |  |           |
| <b>Concluding Course</b>                             |  | <b>1</b>  |
| GNRS 597   | Comprehensive Examination Directed Study                       | 1         |
| <b>Total Units</b>                                   |  | <b>48</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# ELM-MSN: Family Nurse Practitioner (FNP)

This specialty program (<https://www.apu.edu/nursing/programs/fnp-certificate/>) prepares students to be nurse practitioners for patients across the human lifespan in the primary healthcare setting. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; and client/family education, consultation, and program planning, implementation, evaluation, and research.

Contact the School of Nursing (<http://www.apu.edu/nursing/>) for specific program availability and locations. Prelicensure coursework (p. 967) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code   | Title  | Units        |
|--|--|--------------|
| <b>Academic Core Courses</b>                       |  | <b>10</b>    |
| GNRS 506   | Spiritual Concept Analysis in Health Care                      | 3            |
| GNRS and/or GSPH XXX Electives                     |  | 7            |
| <b>Academic and Advanced Practice Core Courses</b> |  | <b>12</b>    |
| GNRS 512   | Advanced Health Assessment and Health Promotion <sup>1</sup>   | 4 (3/1)      |
| GNRS 513   | Advanced Nursing Practice Role                                 | 2            |
| GNRS 515   | Advanced Pathophysiology                                       | 3            |
| GNRS 594   | Pharmacology in Advanced Practice Nursing                      | 3            |
| <b>Advanced Practice Specialty Courses</b>         |  | <b>18</b>    |
| GNRS 590A  | Primary Health Care of the Young Family                        | 6 (3/3)      |
| GNRS 591   | Primary Health Care of the Childbearing Family                 | 4 (2/2)      |
| GNRS 592A  | Primary Health Care of the Adult and Aging Family              | 6 (3/3)      |
| GNRS 592B  | Primary Health Care Clinical Practicum                         | 2 (0/2)      |
| <b>Specialization Option Course</b>                |  | <b>4</b>     |
| Select from the following:                         |  |              |
| GNRS 543   | Transitions Across the Care Continuum                          | 4 (2/2)      |
| - or -   |  |              |
| GNRS 593   | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2)      |
| - or -   |  |              |
| GNRS 589   | Adolescent Health Care   | 4 (2/2)      |
| <b>Concluding Course(s)</b>                        |  | <b>1-3</b>   |
| GNRS 597   | Comprehensive Examination Directed Study                       | 1            |
| - or -   |  |              |
| GNRS 598<br>& GNRS 514                             | Thesis<br>and Research Proposal Writing                        | 3            |
| <b>Total Units</b>                                 |  | <b>45-47</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# ELM-MSN: Healthcare Administration and Leadership

The entry-level master's option in healthcare administration and leadership (<https://www.apu.edu/nursing/programs/masters-in-healthcare-administration/>) prepares nurses for early to mid-level management and leadership roles in a variety of healthcare settings. Students acquire the knowledge and skills necessary to lead and manage a team of healthcare providers in organizations, functioning in areas such as operations management, project management, and healthcare consulting. The program emphasizes competencies needed for graduates to apply for the American Nurses Credentialing Center (ANCC) and American Organization of Nurse Executives (AONE) nurse leadership certifications through examinations.

Contact the School of Nursing (<http://www.apu.edu/nursing/>) for specific program availability and locations. Prelicensure coursework (p. 967) must be completed prior to beginning Healthcare Administration and Leadership coursework. Students must have the equivalent of one year of RN clinical experience prior to enrollment in GNRS 567 Healthcare Administration and Leadership Supervised Practicum.

## Requirements

| Code  | Title   | Units     |
|---|---|-----------|
| <b>Academic Core Courses</b>                            |   | <b>13</b> |
| GNRS 506  | Spiritual Concept Analysis in Health Care                     | 3         |
| GNRS 613  | Graduate Statistics   | 3         |
| GNRS and/or GSPH XXX Electives                          |   | 7         |
| <b>Healthcare Administration and Leadership Courses</b> |   | <b>23</b> |
| GNRS 543  | Transitions Across the Care Continuum <sup>1</sup>            | 4 (2/2)   |
| MGMT 516  | High Performance People Management                            | 3         |
| MGMT 517  | Managing Human Capital  | 3         |
| GNRS 560  | Strategic Leadership in Healthcare                            | 3         |
| GNRS 567  | Healthcare Administration and Leadership Supervised Practicum | 3 (0/3)   |
| GNRS 568  | Healthcare Finance  | 4         |
| GNRS 596  | Foundations of Healthcare Informatics                         | 3         |
| <b>Concluding Course</b>                                |   | <b>1</b>  |
| GNRS 597  | Comprehensive Examination Directed Study                      | 1         |
| <b>Total Units</b>                                      |   | <b>37</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# ELM-MSN: Nursing Education

The Entry-Level Master of Science in Nursing (ELM) (p. 967) option in nursing education (<https://www.apu.edu/nursing/programs/masters-in-nursing-education/>) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) and the National League for Nursing's *Nurse Educator Competencies* (NLN, 2013).

Contact the School of Nursing (<http://www.apu.edu/nursing/>) for specific program availability and locations. Prelicensure coursework (p. 967) must be completed prior to beginning nursing education coursework. Students must have the equivalent of one year of RN clinical experience prior to enrollment in GNRS 663.

## Requirements

| Code                               | Title  | Units     |
|------------------------------------|--|-----------|
| <b>Academic Core Courses</b>       |  | <b>15</b> |
| GNRS 501                           | Theoretical Thinking in Nursing  | 2         |
| GNRS 506                           | Spiritual Concept Analysis in Health Care                                    | 3         |
| GNRS 613                           | Graduate Statistics  | 3         |
| GNRS and/or GSPH XXX Electives     |  | 7         |
| <b>Clinical Role Courses</b>       |  | <b>6</b>  |
| GNRS 516                           | Integrative Disease and Symptom Management                                   | 3         |
| GNRS 518                           | Supervised Practicum in Health Care <sup>1</sup>                             | 3 (1/2)   |
| <b>Nurse Educator Role Courses</b> |  | <b>15</b> |
| GNRS 660                           | Theories of Teaching and Instruction   | 3         |
| GNRS 664                           | Teaching-Learning Strategies and Educational Technology in Nursing Education | 3         |
| GNRS 662                           | Assessment, Curriculum, Development, and Outcomes                            | 3         |
| GNRS 661                           | Leadership and Role Development in Nursing Education                         | 3         |
| GNRS 663                           | Clinical Practicum in Nursing Education                                      | 3         |
| <b>Concluding Course</b>           |  | <b>1</b>  |
| GNRS 597                           | Comprehensive Examination Directed Study                                     | 1         |
| <b>Total Units</b>                 |  | <b>37</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# ELM-MSN: Pediatric Nurse Practitioner–Primary Care (PNP-PC)

The Entry-Level Master of Science in Nursing (ELM) (p. 967) with a Pediatric Nurse Practitioner-Primary Care (PNP) (<https://www.apu.edu/nursing/programs/pediatric-nurse-practitioner/>) specialty prepares registered nurses to be nurse practitioners with children and their families in primary healthcare settings. This advanced practice specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation, and research. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national PNP-PC certification through examination.

Contact the School of Nursing for specific program availability and locations. Precursor coursework (p. 967) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code   | Title  | Units        |
|--|--|--------------|
| <b>Academic Core Courses</b>                         |  | <b>10</b>    |
| GNRS 506   | Spiritual Concept Analysis in Health Care                              | 3            |
| GNRS and/or GSPH XXX Electives                       |  | 7            |
| <b>Academic and Advanced Practice Core Courses</b>   |  | <b>14</b>    |
| GNRS 510   | Family Theory in Health Care   | 2            |
| GNRS 511   | Advanced Pediatric Health Assessment and Health Promotion <sup>1</sup> | 4 (3/1)      |
| or GNRS 512  | Advanced Health Assessment and Health Promotion                        |              |
| GNRS 513   | Advanced Nursing Practice Role   | 2            |
| GNRS 515   | Advanced Pathophysiology   | 3            |
| GNRS 594   | Pharmacology in Advanced Practice Nursing                              | 3            |
| <b>Advanced Practice Specialty Courses</b>           |  | <b>19</b>    |
| GNRS 532   | Advanced Nursing Practice in Pediatrics                                | 6 (3/3)      |
| GNRS 542   | Advanced Concepts and Competencies in Pediatric Primary Health Care    | 3 (1/2)      |
| GNRS 590A  | Primary Health Care of the Young Family                                | 6 (3/3)      |
| GNRS 590B  | Clinical Practicum in Pediatrics                                       | 4 (0/4)      |
| <b>Specialization Option Courses: No requirement</b> |  |              |
| The following course is optional:                    |  |              |
| GNRS 543   | Transitions Across the Care Continuum                                  | 4 (2/2)      |
| <b>Concluding Course(s)</b>                          |  | <b>1-3</b>   |
| GNRS 597   | Comprehensive Examination Directed Study                               | 1            |
| or   |  |              |
| GNRS 598<br>& GNRS 514                               | Thesis<br>and Research Proposal Writing                                | 3            |
| <b>Total Units</b>                                   |  | <b>44-50</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.



# ELM-MSN: Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialty

This specialty master's program (<https://www.apu.edu/nursing/programs/psychiatric-nurse-practitioner/>) prepares students for roles as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Students learn to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focuses on assessment; differential diagnosis and disease management; intervention planning; individual, family, and group psychotherapy; health promotion; and disease prevention. Mental-health-related policy, and the application of research and evidence-based practice, informs the psychiatric mental health nurse practitioner.

The inherent equality and worthiness of those who are vulnerable and disenfranchised; the role of spirituality; the value of diversity; and the ability to engender hope, empowerment, self-responsibility, and a meaningful role in life are threaded throughout the program. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination.

Contact the School of Nursing (<http://www.apu.edu/nursing/>) for specific program availability and locations. Prelicensure coursework (p. 967) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code   | Title   | Units        |
|--|---|--------------|
| <b>Academic Core Courses</b>                       |   | <b>10</b>    |
| GNRS 506   | Spiritual Concept Analysis in Health Care                           | 3            |
| GNRS and/or GSPH XXX Electives                     |   | 7            |
| <b>Academic and Advanced Practice Core Courses</b> |   | <b>14</b>    |
| GNRS 510   | Family Theory in Health Care  | 2            |
| GNRS 512   | Advanced Health Assessment and Health Promotion <sup>1</sup>        | 4 (3/1)      |
| GNRS 513   | Advanced Nursing Practice Role                                      | 2            |
| GNRS 515   | Advanced Pathophysiology  | 3            |
| GNRS 594   | Pharmacology in Advanced Practice Nursing                           | 3            |
| <b>Advanced Practice Specialty Courses</b>         |   | <b>29</b>    |
| GNRS 533   | Psychiatric Theories across the Life Span                           | 2            |
| GNRS 534   | Integrated Psychiatric and Health Assessment across the Life Span   | 2            |
| GNRS 535   | Psychiatric Interventions and Health Promotion across the Life Span | 6 (3/3)      |
| GNRS 536   | Psychiatric Mental Health Care with Adults and Older Adults         | 6 (3/3)      |
| GNRS 537   | Psychiatric Mental Health Care with Children and Adolescents        | 6 (3/3)      |
| GNRS 538   | Psychiatric Mental Health Care with Selected Populations            | 5 (2/3)      |
| GNRS 539   | Psychopharmacology  | 2            |
| <b>Concluding Course(s)</b>                        |   | <b>1-3</b>   |
| GNRS 597   | Comprehensive Examination Directed Study                            | 1            |
| - or -   |   |              |
| GNRS 598<br>& GNRS 514                             | Thesis<br>and Research Proposal Writing                             | 3            |
| <b>Total Units</b>                                 |   | <b>54-56</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for people of all ages in a variety of other settings. Students develop theoretical and practical expertise in nursing and education applied to basic health services in public schools (K-12). This prepares nurses to establish, maintain, and coordinate a comprehensive school health program. The advanced practice family nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, program planning, implementation, evaluation, and research.

Graduates are eligible to apply to the state of California for the School Nurse Services Credential, and to apply for certification as a Family Nurse Practitioner. They are also qualified for and may seek national FNP certification by examination through specialty organizations. For details about academic core, advanced practice core, and concluding courses, see the MSN program requirements (p. 981). Students must also take a state of California-approved audiometry course to meet the SNSC requirements.

Contact the School of Nursing for specific program availability and locations. Prelicensure coursework (p. 967) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code   | Title  | Units        |
|--|--|--------------|
| <b>Academic Core Courses</b>                         |  | <b>10</b>    |
| GNRS 506   | Spiritual Concept Analysis in Health Care                    | 3            |
| GNRS and/or GSPH XXX Electives                       |  | 7            |
| <b>Advanced Practice Core Courses</b>                |  | <b>14</b>    |
| GNRS 510   | Family Theory in Health Care                                 | 2            |
| GNRS 512   | Advanced Health Assessment and Health Promotion <sup>1</sup> | 4 (3/1)      |
| GNRS 513   | Advanced Nursing Practice Role                               | 2            |
| GNRS 515   | Advanced Pathophysiology                                     | 3            |
| GNRS 594   | Pharmacology in Advanced Practice Nursing                    | 3            |
| <b>Advanced Practice Specialty Courses</b>           |  | <b>31</b>    |
| EDUC 537   | Curriculum Development, Revision, and Evaluation Process     | 3            |
| GNRS 550A  | Theory and Practice in School Nursing                        | 6 (3/3)      |
| GNRS 589   | Adolescent Health Care                                       | 4 (2/2)      |
| GNRS 590A  | Primary Health Care of the Young Family                      | 6 (3/3)      |
| GNRS 591   | Primary Health Care of the Childbearing Family               | 4 (2/2)      |
| GNRS 592A  | Primary Health Care of the Adult and Aging Family            | 6 (3/3)      |
| GNRS 592B  | Primary Health Care Clinical Practicum                       | 2 (0/2)      |
| <b>Specialization Option Courses: No Requirement</b> |  |              |
| <b>Concluding Course(s)</b>                          |  | <b>1-3</b>   |
| Select from the following:                           |  |              |
| GNRS 597   | Comprehensive Examination Directed Study                     | 1            |
| - or -   |  |              |
| GNRS 598<br>& GNRS 514                               | Thesis<br>and Research Proposal Writing                      | 3            |
| <b>Total Units <sup>2</sup></b>                      |  | <b>56-58</b> |

<sup>1</sup> Numbers in parentheses are classroom/clinical units.

<sup>2</sup> Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-**

**specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner–Primary Care (PNP-PC)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for children in a variety of settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advance practice pediatric primary care nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California for the school nurse services credential. They are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP certification by examination. Students must take a California-approved audiometry course to meet the SNSC requirements.

Contact the School of Nursing for specific program availability and locations. Prelicensure coursework (p. 967) must be completed prior to beginning advanced practice nursing coursework.

## Requirements

| Code                                       | Title   | Units        |
|--|---|--------------|
| <b>Academic Core Courses</b>               |   | <b>10</b>    |
| GNRS 506                                   | Spiritual Concept Analysis in Health Care   | 3            |
| GNRS and/or GSPH XXX Electives             |   | 7            |
| <b>Advanced Practice Core Courses</b>      |   | <b>14</b>    |
| GNRS 510                                   | Family Theory in Health Care  | 2            |
| GNRS 511<br>or GNRS 512                    | Advanced Pediatric Health Assessment and Health Promotion <sup>1</sup><br>Advanced Health Assessment and Health Promotion | 4 (3/1)      |
| GNRS 513                                   | Advanced Nursing Practice Role  | 2            |
| GNRS 515                                   | Advanced Pathophysiology  | 3            |
| GNRS 594                                   | Pharmacology in Advanced Practice Nursing   | 3            |
| <b>Advanced Practice Specialty Courses</b> |   | <b>28</b>    |
| EDUC 537                                   | Curriculum Development, Revision, and Evaluation Process  | 3            |
| GNRS 532                                   | Advanced Nursing Practice in Pediatrics   | 6 (3/3)      |
| GNRS 542                                   | Advanced Concepts and Competencies in Pediatric Primary Health Care   | 3 (1/2)      |
| GNRS 550A                                  | Theory and Practice in School Nursing   | 6 (3/3)      |
| GNRS 590A                                  | Primary Health Care of the Young Family   | 6 (3/3)      |
| GNRS 590B                                  | Clinical Practicum in Pediatrics  | 4 (0/4)      |
| <b>Concluding Course(s)</b>                |   | <b>1-3</b>   |
| Select from the following:                 |   |              |
| GNRS 597                                   | Comprehensive Examination Directed Study  | 1            |
| - or -                                     |   |              |
| GNRS 598<br>& GNRS 514                     | Thesis<br>and Research Proposal Writing   | 3            |
| <b>Total Units</b> <sup>2</sup>            |   | <b>53-55</b> |

<sup>1</sup> Numbers in parentheses are classroom/clinical units.

<sup>2</sup> Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Department of Master of Science in Nursing Advanced Practice

## Master of Science in Nursing (MSN)

The Department of Master of Science in Nursing Advanced Practice offers a nationally accredited Master of Science in Nursing (p. 999) program, as well as credential and certificate programs, to prepare students to assume roles as clinical nurse specialists, nurse practitioners, educators, administrators, or school nurses. The combination of theory, research, and professional development also prepares graduates for doctoral study in nursing (p. 1037).

The curriculum for these programs reflects the School of Nursing mission and is aligned with professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education (<http://www.aacnnursing.org/CCNE/>), the California Board of Registered Nursing (<http://www.rn.ca.gov/>), and the California Commission on Teacher Credentialing (<https://www.ctc.ca.gov/>). Graduates are eligible to apply for state certification or a credential in their specialty and may take national certification examinations where these are offered through specialty organizations.

## Program Learning Outcomes

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

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and other technology to communicate, manage knowledge, promote quality, mitigate error, and support decision making.
6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning and effective communication, and act as a change agent to develop professional identity and practice skill.

## Transfer of Credits

Following admission, 9 units of approved graduate work completed elsewhere may be applied toward the MSN degree. Advanced Health Assessment may be considered for transfer credit if it was taken postlicensure as a registered nurse and the student was enrolled in an advanced practice nursing program. Advanced Pharmacology may be considered for transfer credit toward GNRS 594 Pharmacology in Advanced Practice Nursing if it was taken less than 24 months prior to the APU MSN program admit date.

## Additional Requirements

During the admission process, a review of academic transcripts is performed to assess whether the applicant has completed the prerequisite courses listed below. If not, students must complete the prerequisite courses as part of their MSN program before continuing to advanced practice courses (e.g., take undergraduate health assessment before advanced health assessment; take applied statistics and a nursing research course before the advanced practice research course).

| Code  | Title  | Units |
|---|--|-------|
| <b>Prerequisite Courses for MSN APRN Programs</b> |  |       |
| MATH 130<br>or UNRS 299                           | Introduction to Statistics<br>Statistics and Data Management for Nursing and Health Care | 3     |
| UNRS 220  | Health Assessment  | 3     |
| UNRS 367  | Pathophysiology  | 3     |
| UNRS 382  | Community Health Nursing   | 3     |
| UNRS 403  | Leadership and Management in Professional Practice                                       | 2     |
| UNRS 425  | Nursing Research   | 3     |
| Total Units                                       |  | 17    |

At the beginning of clinical coursework, including health assessment lab, students are required to provide documentation including RN licensure, CPR certification, TB screening, and immunizations appropriate for the clinical setting.

A student's health status must permit him/her to safely undertake and complete clinical experience required for the degree. As a fully prepared health professional, the student is expected to take responsibility for self-evaluation of her/his health status, including an assessment of the safety and appropriateness of practice in the clinical context, for the student and the patient.

The Joint Commission (<https://www.jointcommission.org/>), contracted facilities, and the School of Nursing require that all graduate students undergo a background check prior to their placement at clinical sites. The cost of the background check is the responsibility of the student. International students will have additional fees based on the cost of a background check in their country.

The MSN program requires that students have ongoing clinical work experience.

Students may select additional elective courses to support their programs of study as directed by faculty.

## Programs

- MSN with Single Specialties (p. 1005)
- MSN with Credentials (p. 999)
- Post-Bachelor's Credentials (p. 1012)
- Post-Master's Certificate Programs (p. 1014)

## Courses

### **GNSR 500, Conceptual Foundations of Professional Nursing, 3 Units**

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

### **GNSR 501, Theoretical Thinking in Nursing, 2 Units**

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.

**Prerequisite:** Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

### **GNSR 503, Cultural Competency in Health Care, 3 Units**

This course focuses on transforming graduate nursing students, preparing them for nursing leadership in nursing practice, nursing research, education, and public health policy for the improvement of patient healthcare outcomes in our increasingly diverse society. Students move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) serves as the foundation for the development of core cultural competencies.

**Prerequisite:** Graduate standing in the School of Nursing.

### **GNSR 504, Bioethics and Health Care Policy, 3 Units**

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

**Prerequisite:** Graduate standing

### **GNSR 505, Christian Formation for Holistic Care, 3 Units**

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

### **GNSR 506, Spiritual Concept Analysis in Health Care, 3 Units**

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

**Prerequisite:** Graduate standing

### **GNSR 507, Scientific Writing, 3 Units**

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

## **GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units**

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.

**Prerequisite:** Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

## **GNRS 508B, Research and Theory in Healthcare, 4 Units**

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

**Prerequisite:** GNRS 613

## **GNRS 510, Family Theory in Health Care, 2 Units**

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

**Prerequisite:** Graduate standing

## **GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units**

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and identify culturally relevant and age-appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease.

**Prerequisite:** Undergraduate health assessment and GNRS 515;

**Corequisite:** Practicum

## **GNRS 512, Advanced Health Assessment and Health Promotion, 4 Units**

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and identify culturally relevant and age-appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease.

**Prerequisite:** Undergraduate health assessment and GNRS 515;

**Corequisite:** Lab

## **GNRS 513, Advanced Nursing Practice Role, 2 Units**

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.

**Prerequisite:** Graduate standing

## **GNRS 514, Research Proposal Writing, 2 Units**

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

**Prerequisite:** GNRS 508A

## **GNRS 515, Advanced Pathophysiology, 3 Units**

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses.

**Prerequisite:** Graduate standing and undergraduate pathophysiology



### **GNRS 516, Integrative Disease and Symptom Management, 3 Units**

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

### **GNRS 518, Supervised Practicum in Health Care, 3 Units**

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

### **GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units**

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units**

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units**

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.

**Prerequisite:** Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

### **GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units**

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units**

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units**

This course emphasizes physiological and psychological bases for critical and chronic conditions in children, focusing on an advanced science base for the assessment, diagnosis, and management of children and families to promote wellness. Exploration of traditional versus alternate medicine treatment plans, as well as relevant cultural, spiritual, and health promotion strategies, is incorporated.

**Prerequisite:** Graduate status and GNRS 590A;

**Corequisite:** Practicum

## **GNRS 533, Psychiatric Theories across the Life Span, 2 Units**

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.

**Prerequisite:** Graduate standing, Advanced Practice Core

## **GNRS 534, Integrated Psychiatric and Health Assessment across the Life Span, 2 Units**

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.

**Prerequisite:** Advanced Practice Core, GNRS 533 (May be taken concurrently)

## **GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units**

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.

**Prerequisite:** Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently;

**Corequisite:** Practicum

## **GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units**

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 539;

**Corequisite:** Practicum

## **GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units**

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;

**Corequisite:** Practicum

## **GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units**

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;

**Corequisite:** Practicum

## **GNRS 539, Psychopharmacology, 2 Units**

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

**Prerequisite:** GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

## **GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units**

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement, and also allows for a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

**Prerequisite:** Graduate standing, GNRS 532 (may be taken concurrently with instructor's permission), and GNRS 590A;

**Corequisite:** Practicum

## **GNRS 543, Transitions Across the Care Continuum, 4-6 Units**

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

**Prerequisite:** NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.

**Corequisite:** Practicum

## **GNRS 544, Clinical Specialization Residency, 2-3 Units**

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

**Prerequisite:** GNRS 573 (May be taken concurrently)

## **GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units**

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;

**Corequisite:** Practicum

## **GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units**

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;

**Corequisite:** Practicum

## **GNRS 548, Health Promotion Across the Lifespan, 2 Units**

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

## **GNRS 550A, Theory and Practice in School Nursing, 6 Units**

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings.

**Prerequisite:** All School Nurse Services Credential courses except GNRS 590A, GNRS 589 may be taken concurrently

## **GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units**

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program;

**Corequisite:** Practicum

## **GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units**

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

**Prerequisite:** Admission to the ELM program; successful completion of GNRS 555;

**Corequisite:** Practicum

## **GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units**

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

**Prerequisite:** Graduate nursing student standing, or instructor's permission

## **GNRS 559, Audiometry for School Nurses, 3 Units**

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a \$10 registration fee is required with the application).

## **GNRS 560, Strategic Leadership in Healthcare, 3 Units**

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

## **GNRS 564, Nutrition and Therapeutics, 2 Units**

Students in this course explore the functions of nutrients and the consequences of nutrient deficiencies and excesses in the body. Course material introduces a variety of tools for planning and evaluating diets, including a computer diet analysis, and the application of nutrition concepts is interwoven into health care and fitness conditions. Students also study the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

**Prerequisite:** Admission to the ELM program

## **GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units**

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

**Prerequisite:** All core and role courses

## **GNRS 568, Healthcare Finance, 4 Units**

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

## **GNRS 569, Quality and Safety for Health Care Practice, 3 Units**

This course is designed to deepen and advance students' knowledge of, and ability to systematically apply the principles of, patient quality and safety in nursing practice. Based on national standards, the focus is on examining and applying quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

## **GNRS 570, Parish Nursing/Health Ministries, 2 Units**

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

## **GNRS 571, International Health Care, 2-4 Units**

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

## **GNRS 573, Clinical Residency, 4 Units**

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

**Prerequisite:** Successful completion of all pre-licensure clinical courses

## **GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units**

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

## **GNRS 576, Pharmacology, 2 Units**

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

**Prerequisite:** Admission to the ELM program

## **GNRS 578, Health Assessment, 3 Units**

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

**Prerequisite:** Admission to the ELM program;

**Corequisite:** Practicum

## **GNRS 580, Gerontology, 2 Units**

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary - course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing, and psychiatry. Development in adulthood is viewed from multiple perspectives including cognitive, behavioral, biological, sociocultural, and spiritual, and the influences these perspectives have on the successful negotiation of age-related issues are considered. Finally, students examine aspects of human aging in contemporary American society and from a cross-cultural and ethnic perspective.

**Prerequisite:** Graduate standing in the School of Nursing.

## **GNRS 581, Primary Health Care of the Older Adult, 5 Units**

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

**Prerequisite:** Graduate status in the School of Nursing, completion of Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 582A, Pathophysiology, 2 Units**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Admission to the ELM program

## **GNRS 582B, Pathophysiology, 2 Units**

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Admission to the ELM program, successful completion of GNRS 582A

## **GNRS 583, Nursing Care of Children and Young Adults, 4 Units**

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

## **GNRS 584, Mental Health Nursing, 4 Units**

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

## **GNRS 586, Leadership and Management in Professional Practice, 2 Units**

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

## **GNRS 587, Community Health Nursing, 5 Units**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one, two, and three;

**Corequisite:** Practicum

## **GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units**

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

**Prerequisite:** Admission to the ELM program;

**Corequisite:** Practicum

## **GNRS 589, Adolescent Health Care, 2-4 Units**

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.

**Prerequisite:** Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 515, while the 4-unit version requires prior completion of GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

## **GNRS 590A, Primary Health Care of the Young Family, 6 Units**

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families.

Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 590B, Clinical Practicum in Pediatrics, 4 Units**

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.

**Prerequisite:** GNRS 511 or GNRS 512 and GNRS 590A

## **GNRS 590C, Primary Health Care of the Young Family for the School Nurse Services Credential, 6 Units**

Using a system-based approach, this combined didactic and practical course focuses on assessment, nursing interventions, and follow-up for common illness presentations in children, as well as illness-related impact on social, emotional, and educational functioning. The effects of culture on child development, parenting, and healthcare practices is also emphasized.

**Prerequisite:** GNRS 512;

**Corequisite:** Practicum

## **GNRS 591, Primary Health Care of the Childbearing Family, 4 Units**

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units**

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 592B, Primary Health Care Clinical Practicum, 2 Units**

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

**Prerequisite:** Completion of clinical courses for the FNP or AGNP program track

## **GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units**

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units**

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a 'furnishing number' by the advanced practice nurse in California.

**Prerequisite:** GNRS 515 (May be taken concurrently)

## **GNRS 595, Special Topics in Nursing, 1-6 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

**Prerequisite:** Graduate standing

## **GNRS 596, Foundations of Healthcare Informatics, 3 Units**

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## **GNRS 597, Comprehensive Examination Directed Study, 1 Unit**

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.

**Prerequisite:** Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

## **GNRS 598, Thesis, 1 Unit**

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.

**Prerequisite:** GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

## **GNRS 599, Readings/Independent Study in Nursing, 1-4 Units**

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.

**Prerequisite:** Graduate standing

## **GNRS 613, Graduate Statistics, 3 Units**

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

## **GNRS 620, Genome Science in Healthcare, 3 Units**

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

## **GNRS 622, Genome Science and Ethical Issues, 3 Units**

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.

**Prerequisite:** GNRS 620

## **GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units**

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units**

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units**

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 631, ONP: Cancer Biology and Assessment, 2 Units**

This course builds on knowledge of the anatomy and physiology of DNA, RNA, differentiated, and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer to stage tumors and predict metastatic risk in individuals.

**Prerequisite:** Admission to the oncology nurse practitioner fellowship certificate program.



**GNRS 632, ONP: Cancer Therapeutics, 2 Units**

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly. This class will provide a pathophysiological foundation to understand cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance will be discussed. The cost-benefit, side effects, and availability of the covered therapeutics will be discussed.

**Corequisite:** GNRS 631

**GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units**

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course develops a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.

**Prerequisite:** GNRS 631 and GNRS 632

**GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units**

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

**GNRS 635, ONP: Team-based Care and the Role of the Oncology Nurse Practitioner, 2 Units**

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

**GNRS 636, ONP: Clinical Trials Nursing, 2 Units**

The advanced practice oncology nurse practitioner must be prepared to be a direct care provider or study coordinator for clinical research trials. This course covers the knowledge and behaviors needed by nurse practitioners engaged in oncology clinical trials.

**Prerequisite:** GNRS 512, GNRS 515, and GNRS 613, or instructor consent

**GNRS 660, Theories of Teaching and Instruction, 3 Units**

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

**GNRS 661, Leadership and Role Development in Nursing Education, 3 Units**

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

**GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units**

This course addresses theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes. Emphasis is given to the importance of incorporating Christian values in the curriculum. The course also includes critical analyses of related topics based upon current research in nursing and higher education literature.

**GNRS 663, Clinical Practicum in Nursing Education, 3 Units**

This practicum course builds on clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty-mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from faculty-mentors, students, and self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting postcare conferences, clinical evaluation of nursing student performance, and student counseling.

**Prerequisite:** GNRS 660, GNRS 661, GNRS 662

**GNRS 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units**

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

**GNRS 695, Special Topics, 1-4 Units**

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

## **GNRS 700, Philosophy of Science, 3 Units**

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

## **GNRS 701, Nursing Knowledge Development, 3 Units**

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

## **GNRS 702, Nursing Theory, 3 Units**

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

## **GNRS 703, Spirituality and Health, 3 Units**

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 704, Faith Integration and Nursing Scholarship, 3 Units**

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

## **GNRS 705, Social Ethics and Health Policy, 3 Units**

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 706, Methods of Inquiry, 3 Units**

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

## **GNRS 707, Quantitative Nursing Research Design I, 3 Units**

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and evaluation and outcomes research, as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 708, Qualitative Nursing Research Design I, 3 Units**

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

### **GNRS 709, Advanced Statistical Analysis II, 3 Units**

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.

**Prerequisite:** GNRS 707

### **GNRS 710, Advanced Qualitative Research Methods, 3 Units**

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.

**Prerequisite:** GNRS 708

### **GNRS 711, Advanced Research Methods in the Humanities, 3 Units**

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)

**Prerequisite:** (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

### **GNRS 712, Advanced Evaluation Research, 3 Units**

Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

### **GNRS 713, Advanced Statistical Analysis I, 3 Units**

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

### **GNRS 715, Psychosocial Issues of Older Adults, 3 Units**

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

### **GNRS 716, Translational Research, 3 Units**

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

### **GNRS 717, Health Technology and Informatics, 3 Units**

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

## **GNRS 718, Organizational Leadership and Strategic Planning, 3 Units**

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 720, Wellness Promotion and Health Maintenance, 3 Units**

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 721, Health Disparities and Vulnerable Populations, 3 Units**

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

## **GNRS 722, Research in Nursing and Health, 3 Units**

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

## **GNRS 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units**

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.

**Prerequisite:** GNRS 707

## **GNRS 725, Research Practicum, 1 Unit**

The practicum further develops, mentors, and socializes students into the roles and activities of research scientists and scholars. Emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can choose either a quantitative or qualitative practicum experience.

## **GNRS 726, Advanced Scientific Writing, 3 Units**

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

## **GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units**

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.

**Prerequisite:** GNRS 620

## **GNRS 728, Genome Science Research Methods, 3 Units**

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.

**Prerequisite:** GNRS 620, GNRS 622, GNRS 727

## **GNRS 729, Population Health and Epidemiology, 3 Units**

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 730, Comparative Health Care Systems, 3 Units**

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

## **GNRS 732, DNP Clinical Residency, 0 Units**

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.

**Prerequisite:** Admission to DNP program

## **GNRS 733A, Residency IA, 1 Unit**

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.

**Prerequisite:** Admission to DNP program

## **GNRS 733B, Residency IB, 1 Unit**

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

## **GNRS 733C, Residency IC, 1 Unit**

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

## **GNRS 734A, Residency IIA, 1 Unit**

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## **GNRS 734B, Residency IIB, 1 Unit**

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## **GNRS 734C, Residency IIC, 1 Unit**

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.

**Prerequisite:** Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

### **GNRS 735, DNP Scholarly Project Seminar, 3 Units**

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.

### **GNRS 736, DNP Scholarly Project Seminar: Evaluation and Dissemination, 2 Units**

This course focuses on presentation to and approval of a completed DNP Scholarly Project. The DNP program requires a rigorous clinical project focused on translating scientific research to health care to improve the patients experience utilizing the best evidence of science and practice. This scholarly project is a culminating, independent experience which demonstrates the student's synthesis of coursework and lays the foundation for future scholarship.

### **GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units**

This seminar directs the development of either a dissertation or a DNP Scholarly Project proposal draft that details a problem, the research/project purpose, questions or hypotheses to be examined, a synopsis of the relevant literature, the design and methods of the study including its timeline, protection of human subjects, plans for analysis, and the budget. The seminar also includes preparation of IRB applications, and peer review and critique of student proposals.

### **GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units**

This doctoral seminar provides students with the opportunity to acquire knowledge, skills, and insights in the writing of a grant proposal. Discussion will focus on the value of writing grant proposals, the basic principles in writing a grant proposal, the components of a grant proposal, identification of funding sources, the difference between a research and a program grant proposal, as well as administrative factors in submitting a grant proposal. Students will craft and a grant proposal in response to a Request for Funding Proposal (RFP) that aligns with the guidelines of the funding agency, and additionally, a budget plan with justification, timelines, and a bio-sketch. In addition, students will conduct a peer review of class completed grant proposals.

### **GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units**

This seminar focuses on various aspects of writing for publication and directs the development of a manuscript suitable for publication from a previously written paper (e.g., a course term paper). This course will help the student get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books; and determine appropriate journals to consider for article submission. The student will acquire practice in reviewing and critiquing scholarly writing by others. It will also address the editorial and publication process, as well as ethical aspects of writing for publication.

### **GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units**

This seminar course identifies approaches to developing an effective and successful presentation, helping students find their voice and showcase their areas of expertise. Discussions focus on planning as essential to deciding on the content and the order in which the information is presented. Emphasis is on developing a logical sequence, one that flows naturally and is accompanied by audiovisuals that facilitate understanding of the material.

### **GNRS 784, Dissertation Seminar V, 2-4 Units**

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.

**Prerequisite:** GNRS 783

### **GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit**

This is the first of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice to it as part of an evidence-based DNP scholarly project consistent with the DNP role within a healthcare organizational setting.

**Prerequisite:** Admission to the DNP program;

**Corequisite:** GNRS 732

### **GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit**

This is the second of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor as they develop a comprehensive, site-specific DNP scholarly project proposal.

**Prerequisite:** GNRS 791;

**Corequisite:** GNRS 732

### **GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit**

This is the third of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students acquire the skills, competencies, and points of view needed for developing the ethical reasoning/decision-making skills necessary for conducting their DNP scholarly projects.

**Prerequisite:** GNRS 792;

**Corequisite:** GNRS 732

### **GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit**

This is the last of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care.

**Prerequisite:** GNRS 793;

**Corequisite:** GNRS 732

### **GNRS 795, Special Topics, 1-4 Units**

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

### **GNRS 798, Continuous Doctoral Study, 0 Units**

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

### **GNRS 799, Independent Study, 1-4 Units**

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department.

# Master of Science in Nursing (MSN) with Credentials

- MSN and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC) (p. 1000)
- MSN and Pediatric Nurse Practitioner–Primary Care (PNP-PC) and School Nurse Services Credential (SNSC) (p. 1002)
- MSN with School Nurse Services Credential (SNSC) (p. 1004)



# MSN and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC)

This combined specialty program (<https://www.apu.edu/nursing/programs/msn-snsc-fnp/>) prepares nurses to be effective practitioners of school health and provide primary care for people of all ages in a variety of settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice family nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California for the School Nurse Services Credential; they are also eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination.

Students must also take a California-approved audiometry course to meet SNSC requirements.

## Requirements

| Code  | Title  | Units        |
|---|--|--------------|
| <b>Academic Core Courses</b>                              |  | <b>10</b>    |
| GNRS 504  | Bioethics and Health Care Policy                             | 3            |
| GNRS 506  | Spiritual Concept Analysis in Health Care                    | 3            |
| GNRS 508A   | Research and Theory in Advanced Practice Nursing             | 4            |
| <b>Advanced Practice Core Courses</b>                     |  | <b>14</b>    |
| GNRS 510  | Family Theory in Health Care                                 | 2            |
| GNRS 512  | Advanced Health Assessment and Health Promotion <sup>1</sup> | 4 (3/1)      |
| GNRS 513  | Advanced Nursing Practice Role                               | 2            |
| GNRS 515  | Advanced Pathophysiology                                     | 3            |
| GNRS 594  | Pharmacology in Advanced Practice Nursing                    | 3            |
| <b>Advanced Practice Specialty Courses</b>                |  | <b>31</b>    |
| EDUC 537  | Curriculum Development, Revision, and Evaluation Process     | 3            |
| GNRS 550A   | Theory and Practice in School Nursing                        | 6 (3/3)      |
| GNRS 589  | Adolescent Health Care                                       | 4 (2/2)      |
| GNRS 590A   | Primary Health Care of the Young Family                      | 6 (3/3)      |
| GNRS 591  | Primary Health Care of the Childbearing Family               | 4 (2/2)      |
| GNRS 592A   | Primary Health Care of the Adult and Aging Family            | 6 (3/3)      |
| GNRS 592B   | Primary Health Care Clinical Practicum                       | 2 (0/2)      |
| <b>Specialization Option Courses: No Requirement</b>      |  |              |
| <b>Concluding Courses</b>                                 |  | <b>1-3</b>   |
| Select from the following:                                |  |              |
| GNRS 597  | Comprehensive Examination Directed Study                     | 1            |
| - or -  |  |              |
| GNRS 598 & GNRS 514                                       | Thesis and Research Proposal Writing                         | 3            |
| <b>Total Units for the MSN: FNP and SNSC <sup>2</sup></b> |  | <b>56-58</b> |

<sup>1</sup> Numbers in parentheses are classroom/clinical hours.

<sup>2</sup> Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# MSN and Pediatric Nurse Practitioner–Primary Care (PNP-PC) and School Nurse Services Credential (SNSC)

This combined specialty program (<https://www.apu.edu/nursing/programs/msn-snc-pnp/>) prepares nurses to be effective practitioners of school health and provide primary care for children in a variety of other settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice pediatric nurse practitioner-primary care specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to California for the School Nurse Services Credential. They are also eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP certification through examination.

Students must also take a California-approved audiometry course to meet SNSC requirements.

## Requirements

| Code  | Title  | Units        |
|---|--|--------------|
| <b>Academic Core Courses</b>                              |  | <b>10</b>    |
| GNRS 504  | Bioethics and Health Care Policy                                       | 3            |
| GNRS 506  | Spiritual Concept Analysis in Health Care                              | 3            |
| GNRS 508A   | Research and Theory in Advanced Practice Nursing                       | 4            |
| <b>Advanced Practice Core Courses</b>                     |  | <b>14</b>    |
| GNRS 510  | Family Theory in Health Care   | 2            |
| GNRS 511  | Advanced Pediatric Health Assessment and Health Promotion <sup>1</sup> | 4 (3/1)      |
| or GNRS 512   | Advanced Health Assessment and Health Promotion                        |              |
| GNRS 513  | Advanced Nursing Practice Role   | 2            |
| GNRS 515  | Advanced Pathophysiology   | 3            |
| GNRS 594  | Pharmacology in Advanced Practice Nursing                              | 3            |
| <b>Advanced Practice Specialty Courses</b>                |  | <b>28</b>    |
| EDUC 537  | Curriculum Development, Revision, and Evaluation Process               | 3            |
| GNRS 532  | Advanced Nursing Practice in Pediatrics                                | 6 (3/3)      |
| GNRS 542  | Advanced Concepts and Competencies in Pediatric Primary Health Care    | 3 (1/2)      |
| GNRS 550A   | Theory and Practice in School Nursing                                  | 6 (3/3)      |
| GNRS 590A   | Primary Health Care of the Young Family                                | 6 (3/3)      |
| GNRS 590B   | Clinical Practicum in Pediatrics                                       | 4 (0/4)      |
| <b>Concluding Courses</b>                                 |  | <b>1-3</b>   |
| Select from the following:                                |  |              |
| GNRS 597  | Comprehensive Examination Directed Study                               | 1            |
| - or -  |  |              |
| GNRS 598<br>& GNRS 514                                    | Thesis<br>and Research Proposal Writing                                | 3            |
| <b>Total Units for the MSN: PNP and SNSC <sup>2</sup></b> |  | <b>53-55</b> |

<sup>1</sup> Numbers in parentheses are classroom/clinical units.

<sup>2</sup> Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# MSN with School Nurse Services Credential (SNSC)

Learn more about this program. (<https://www.apu.edu/nursing/programs/msn-snsc/>) Students must also take a California-approved audiometry course to meet SNSC requirements.

## Requirements

| Code  | Title   | Units        |
|---|---|--------------|
| <b>Academic Core Courses</b>  |   | <b>10</b>    |
| GNRS 504  | Bioethics and Health Care Policy  | 3            |
| GNRS 506  | Spiritual Concept Analysis in Health Care   | 3            |
| GNRS 508A   | Research and Theory in Advanced Practice Nursing  | 4            |
| <b>Advanced Practice Core Courses</b>   |   | <b>11</b>    |
| GNRS 510  | Family Theory in Health Care  | 2            |
| GNRS 511<br>or GNRS 512   | Advanced Pediatric Health Assessment and Health Promotion <sup>1</sup><br>Advanced Health Assessment and Health Promotion | 4 (3/1)      |
| GNRS 513  | Advanced Nursing Practice Role  | 2            |
| GNRS 515  | Advanced Pathophysiology  | 3            |
| <b>Advanced Practice Specialty Courses</b>  |   | <b>17</b>    |
| EDUC 537  | Curriculum Development, Revision, and Evaluation Process  | 3            |
| GNRS 550A   | Theory and Practice in School Nursing   | 6 (3/3)      |
| GNRS 589  | Adolescent Health Care  | 2 (2/0)      |
| GNRS 590C   | Primary Health Care of the Young Family for the School Nurse Services Credential  | 6 (3/3)      |
| Students contemplating a nurse practitioner certificate may substitute GNRS 590A if they have completed GNRS 513 and GNRS 594 in addition to GNRS 515 and GNRS 511 or GNRS 512. |   |              |
| <b>Specialization Option Courses: No Requirement</b>  |   |              |
| <b>Concluding Courses</b>   |   | <b>1-3</b>   |
| Select from the following:  |   |              |
| GNRS 597  | Comprehensive Examination Directed Study  | 1            |
| - or -  |   |              |
| GNRS 598<br>& GNRS 514  | Thesis<br>and Research Proposal Writing   | 3            |
| <b>Total Units for the MSN with SNSC <sup>2</sup></b>   |   | <b>39-41</b> |

<sup>1</sup> Numbers in parentheses are classroom/clinical units.

<sup>2</sup> Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Master of Science in Nursing with Single Specialties

- Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 1006)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) (p. 1008)
- Family Nurse Practitioner (FNP) (p. 1009)
- Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 1010)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) (p. 1011)

# Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) program (<https://www.apu.edu/nursing/programs/msn-cns/>) allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. Students learn the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California for certification as clinical nurse specialists, and may apply for national certification through examination by the American Nurses Credentialing Center (ANCC) (<https://www.nursingworld.org/ancc/>).

## Adult-Gerontology Clinical Nurse Specialist (CNS) Requirements

| Code   | Title  | Units        |
|--|--|--------------|
| <b>Academic Core Courses</b>                       |  | <b>13</b>    |
| GNRS 504   | Bioethics and Health Care Policy   | 3            |
| GNRS 506   | Spiritual Concept Analysis in Health Care  | 3            |
| GNRS 508A  | Research and Theory in Advanced Practice Nursing   | 4            |
| GNRS 613   | Graduate Statistics  | 3            |
| <b>Academic and Advanced Practice Core Courses</b> |  | <b>12</b>    |
| GNRS 512   | Advanced Health Assessment and Health Promotion <sup>1</sup>                                       | 4 (3/1)      |
| GNRS 513   | Advanced Nursing Practice Role   | 2            |
| GNRS 515   | Advanced Pathophysiology   | 3            |
| GNRS 594   | Pharmacology in Advanced Practice Nursing  | 3            |
| <b>Advanced Practice Specialty Courses</b>         |  | <b>22</b>    |
| GNRS 520   | Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients | 6 (2/4)      |
| GNRS 521   | Clinical Specialization in the Care of Adult-Gerontology Patients                                  | 6 (2/4)      |
| GNRS 543   | Transitions Across the Care Continuum  | 6 (2/4)      |
| GNRS 548   | Health Promotion Across the Lifespan   | 2            |
| GNRS 580   | Gerontology  | 2            |
| <b>Concluding Courses</b>                          |  | <b>1-3</b>   |
| GNRS 597   | Comprehensive Examination Directed Study   | 1            |
| - or -   |  |              |
| GNRS 598   | Thesis   | 1            |
| - and -  |  |              |
| GNRS 514   | Research Proposal Writing  | 2            |
| <b>Total Units</b>                                 |  | <b>48-50</b> |

<sup>1</sup> Units shown in parentheses are classroom/clinical units.

## Pediatric Clinical Nurse Specialist (CNS) Requirements

| Code   | Title   | Units     |
|--|---|-----------|
| <b>Academic Core Courses</b>                       |   | <b>13</b> |
| GNRS 504   | Bioethics and Health Care Policy  | 3         |
| GNRS 506   | Spiritual Concept Analysis in Health Care   | 3         |
| GNRS 508A  | Research and Theory in Advanced Practice Nursing  | 4         |
| GNRS 613   | Graduate Statistics   | 3         |
| <b>Academic and Advanced Practice Core Courses</b> |   | <b>12</b> |
| GNRS 511<br>or GNRS 512                            | Advanced Pediatric Health Assessment and Health Promotion <sup>1</sup><br>Advanced Health Assessment and Health Promotion | 4 (3/1)   |
| GNRS 513   | Advanced Nursing Practice Role  | 2         |
| GNRS 515   | Advanced Pathophysiology  | 3         |

|  |   |              |
|--|---|--------------|
| GNRS 594                                   | Pharmacology in Advanced Practice Nursing   | 3            |
| <b>Advanced Practice Specialty Courses</b> |   | <b>20</b>    |
| GNRS 530                                   | Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient | 6 (2/4)      |
| GNRS 531                                   | Clinical Specialization in the Care of the Pediatric Patient                              | 6 (2/4)      |
| GNRS 543                                   | Transitions Across the Care Continuum   | 6 (2/4)      |
| GNRS 548                                   | Health Promotion Across the Lifespan  | 2            |
| <b>Specialized Option Courses</b>          |   | <b>2</b>     |
| Select from the following:                 |   |              |
| GNRS 589                                   | Adolescent Health Care  | 2            |
| or GNRS 510                                | Family Theory in Health Care  |              |
| <b>Concluding Courses</b>                  |   | <b>1-3</b>   |
| GNRS 597                                   | Comprehensive Examination Directed Study  | 1            |
| or   |   |              |
| GNRS 598<br>& GNRS 514                     | Thesis<br>and Research Proposal Writing   | 3            |
| <b>Total Units</b>                         |   | <b>48-50</b> |

<sup>1</sup> Units shown in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.



# Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) program (<https://www.apu.edu/nursing/programs/msn-np/>) prepares students to provide primary care to the young adult, adult, and older adult age spectrum across the continuum of care from wellness to illness, in settings that include community health centers and clinics, private medical practices, long-term care facilities, and patient homes. Graduates are eligible to apply to the state of California Board of Registered Nursing (<https://www.rn.ca.gov/>) for certification as a nurse practitioner and may apply for national AGPCNP certification through examination.

## Requirements

| Code   | Title  | Units     |
|--|--|-----------|
| <b>Academic Core Courses</b>                         |  | <b>10</b> |
| GNRS 504   | Bioethics and Health Care Policy                               | 3         |
| GNRS 506   | Spiritual Concept Analysis in Health Care                      | 3         |
| GNRS 508A  | Research and Theory in Advanced Practice Nursing               | 4         |
| <b>Advanced Practice Core Courses</b>                |  | <b>12</b> |
| GNRS 512   | Advanced Health Assessment and Health Promotion <sup>1</sup>   | 4 (3/1)   |
| GNRS 513   | Advanced Nursing Practice Role                                 | 2         |
| GNRS 515   | Advanced Pathophysiology                                       | 3         |
| GNRS 594   | Pharmacology in Advanced Practice Nursing                      | 3         |
| <b>Advanced Practice Specialty Courses</b>           |  | <b>25</b> |
| GNRS 580   | Gerontology  | 2         |
| GNRS 581   | Primary Health Care of the Older Adult                         | 5 (2/3)   |
| GNRS 589   | Adolescent Health Care   | 2         |
| GNRS 591   | Primary Health Care of the Childbearing Family                 | 4 (2/2)   |
| GNRS 592A  | Primary Health Care of the Adult and Aging Family              | 6 (3/3)   |
| GNRS 593   | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2)   |
| GNRS 592B  | Primary Health Care Clinical Practicum                         | 2 (0/2)   |
| <b>Specialization Option Courses: No Requirement</b> |  |           |
| <b>Concluding Course</b>                             |  | <b>1</b>  |
| GNRS 597   | Comprehensive Examination Directed Study                       | 1         |
| <b>Total Units</b>                                   |  | <b>48</b> |

<sup>1</sup> Units shown in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Family Nurse Practitioner (FNP)

This specialty program prepares students to be nurse practitioners for patients across the human lifespan in a primary healthcare setting. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; and client/family education. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner and may apply for national FNP certification through examination.

## Requirements

| Code   | Title  | Units        |
|--|--|--------------|
| <b>Academic Core Courses</b>                       |  | <b>10</b>    |
| GNRS 504   | Bioethics and Health Care Policy                               | 3            |
| GNRS 506   | Spiritual Concept Analysis in Health Care                      | 3            |
| GNRS 508A  | Research and Theory in Advanced Practice Nursing               | 4            |
| <b>Academic and Advanced Practice Core Courses</b> |  | <b>12</b>    |
| GNRS 512   | Advanced Health Assessment and Health Promotion <sup>1</sup>   | 4 (3/1)      |
| GNRS 513   | Advanced Nursing Practice Role                                 | 2            |
| GNRS 515   | Advanced Pathophysiology                                       | 3            |
| GNRS 594   | Pharmacology in Advanced Practice Nursing                      | 3            |
| <b>Advanced Practice Specialty Courses</b>         |  | <b>18</b>    |
| GNRS 590A  | Primary Health Care of the Young Family                        | 6 (3/3)      |
| GNRS 591   | Primary Health Care of the Childbearing Family                 | 4 (2/2)      |
| GNRS 592A  | Primary Health Care of the Adult and Aging Family              | 6 (3/3)      |
| GNRS 592B  | Primary Health Care Clinical Practicum                         | 2 (0/2)      |
| <b>Specialization Option Courses</b>               |  |              |
| Select from the following:                         |  |              |
| GNRS 543   | Transitions Across the Care Continuum                          | 4 (2/2)      |
| - or -   |  |              |
| GNRS 593   | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2)      |
| - or -   |  |              |
| GNRS 589   | Adolescent Health Care   | 4 (2/2)      |
| <b>Concluding Courses</b>                          |  |              |
| GNRS 597   | Comprehensive Examination Directed Study                       | 1            |
| - or -   |  |              |
| GNRS 598<br>& GNRS 514                             | Thesis<br>and Research Proposal Writing                        | 3            |
| <b>Total Units</b>                                 |  | <b>45-47</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Pediatric Nurse Practitioner–Primary Care (PNP-PC)

The Master of Science in Nursing (MSN) with a Pediatric Nurse Practitioner–Primary Care (PNP-PC) specialty (<https://www.apu.edu/nursing/programs/msn-np/>) prepares students to be nurse practitioners with children and families in primary health care settings. This advanced practice specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP-PC certification through examination.

## Requirements

| Code   | Title  | Units        |
|--|--|--------------|
| <b>Academic Core Courses</b>                         |  | <b>10</b>    |
| GNRS 504   | Bioethics and Health Care Policy                                       | 3            |
| GNRS 506   | Spiritual Concept Analysis in Health Care                              | 3            |
| GNRS 508A  | Research and Theory in Advanced Practice Nursing                       | 4            |
| <b>Academic and Advanced Practice Core Courses</b>   |  | <b>14</b>    |
| GNRS 510   | Family Theory in Health Care   | 2            |
| GNRS 511   | Advanced Pediatric Health Assessment and Health Promotion <sup>1</sup> | 4 (3/1)      |
| or GNRS 512  | Advanced Health Assessment and Health Promotion                        |              |
| GNRS 513   | Advanced Nursing Practice Role   | 2            |
| GNRS 515   | Advanced Pathophysiology   | 3            |
| GNRS 594   | Pharmacology in Advanced Practice Nursing                              | 3            |
| <b>Advanced Practice Specialty Courses</b>           |  | <b>19</b>    |
| GNRS 532   | Advanced Nursing Practice in Pediatrics                                | 6 (3/3)      |
| GNRS 542   | Advanced Concepts and Competencies in Pediatric Primary Health Care    | 3 (1/2)      |
| GNRS 590A  | Primary Health Care of the Young Family                                | 6 (3/3)      |
| GNRS 590B  | Clinical Practicum in Pediatrics                                       | 4 (0/4)      |
| <b>Specialization Option Course (No Requirement)</b> |  |              |
| The following course is optional:                    |  |              |
| GNRS 543   | Transitions Across the Care Continuum                                  | 4 (2/2)      |
| <b>Concluding Course(s)</b>                          |  | <b>1-3</b>   |
| GNRS 597   | Comprehensive Examination Directed Study                               | 1            |
| or   |  |              |
| GNRS 598<br>& GNRS 514                               | Thesis<br>and Research Proposal Writing                                | 3            |
| <b>Total Units</b>                                   |  | <b>44-50</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

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# Psychiatric Mental Health Nurse Practitioner (PMHNP)

This specialty master's program prepares students as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Graduates are prepared to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focus on assessment; differential diagnosis and disease management; intervention planning; individual, family, and group psychotherapy; health promotion; and disease prevention.

The inherent equality and worthiness of those who are vulnerable and disenfranchised, the role of spirituality, the value of diversity, and the ability to engender hope, empowerment, self-responsibility, and a meaningful role in life are threaded throughout the program. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination.

## Requirements

| Code   | Title   | Units        |
|--|---|--------------|
| <b>Academic Core Courses</b>                 |   | <b>10</b>    |
| GNRS 504                                     | Bioethics and Health Care Policy                                    | 3            |
| GNRS 506                                     | Spiritual Concept Analysis in Health Care                           | 3            |
| GNRS 508A                                    | Research and Theory in Advanced Practice Nursing                    | 4            |
| <b>Advanced Practice Core Courses</b>        |   | <b>14</b>    |
| GNRS 510                                     | Family Theory in Health Care  | 2            |
| GNRS 512                                     | Advanced Health Assessment and Health Promotion <sup>1</sup>        | 4 (3/1)      |
| GNRS 513                                     | Advanced Nursing Practice Role                                      | 2            |
| GNRS 515                                     | Advanced Pathophysiology  | 3            |
| GNRS 594                                     | Pharmacology in Advanced Practice Nursing                           | 3            |
| <b>Advanced Practice Specialty Courses</b>   |   | <b>29</b>    |
| GNRS 533                                     | Psychiatric Theories across the Life Span                           | 2            |
| GNRS 534                                     | Integrated Psychiatric and Health Assessment across the Life Span   | 2            |
| GNRS 535                                     | Psychiatric Interventions and Health Promotion across the Life Span | 6 (3/3)      |
| GNRS 536                                     | Psychiatric Mental Health Care with Adults and Older Adults         | 6 (3/3)      |
| GNRS 537                                     | Psychiatric Mental Health Care with Children and Adolescents        | 6 (3/3)      |
| GNRS 538                                     | Psychiatric Mental Health Care with Selected Populations            | 5 (2/3)      |
| GNRS 539                                     | Psychopharmacology  | 2            |
| <b>Concluding Course(s)</b>                  |   | <b>1-3</b>   |
| GNRS 597                                     | Comprehensive Examination Directed Study                            | 1            |
| - or -                                       |   |              |
| GNRS 598<br>& GNRS 514                       | Thesis<br>and Research Proposal Writing                             | 3            |
| <b>Total required for the MSN with PMHNP</b> |   | <b>54-56</b> |

<sup>1</sup> Units shown in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

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# Post-Bachelor's Credentials

- School Nurse Services Credential (SNSC) (a nondegree post-bachelor's program) (p. 1013)

# School Nurse Services Credential (SNSC)

This specialty (nondegree) program (<https://www.apu.edu/nursing/programs/school-nurse-services-credential/>) includes core academic courses and those required for the school nurse services credential, preparing registered nurses who have completed a bachelor's degree to be effective practitioners of school health. Students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12), learning to establish, maintain, and coordinate a comprehensive school health program. This includes planning health programs, assessing the health of children, providing health care and health referral, and contributing to the formulation and evaluation of health policy. To maximize children's ability to learn in school, candidates for the credential emphasize child health maintenance, illness prevention, restoration of health, and childhood wellness. This program is approved by the California Commission on Teacher Credentialing (CTC) (<https://www.ctc.ca.gov/>).

Admission requirements (<https://www.apu.edu/nursing/programs/school-nurse-services-credential/admission/>) are the same as those for the Master of Science in Nursing (p. 967) program. Students must also take a California-approved audiometry course to meet SNSC requirements.

## Requirements

| Code   | Title  | Units     |
|--|--|-----------|
| <b>Academic Core Course</b>                  |  | <b>3</b>  |
| GNRS 504                                     | Bioethics and Health Care Policy   | 3         |
| <b>Advanced Practice Core Courses</b>        |  | <b>6</b>  |
| GNRS 510                                     | Family Theory in Health Care   | 2         |
| GNRS 511                                     | Advanced Pediatric Health Assessment and Health Promotion <sup>1</sup>           | 4 (3/1)   |
| or GNRS 512                                  | Advanced Health Assessment and Health Promotion                                  |           |
| <b>Advanced Practice Specialty Courses</b>   |  | <b>17</b> |
| EDUC 537                                     | Curriculum Development, Revision, and Evaluation Process                         | 3         |
| GNRS 550A                                    | Theory and Practice in School Nursing  | 6 (3/3)   |
| GNRS 589                                     | Adolescent Health Care   | 2 (2/0)   |
| GNRS 590C                                    | Primary Health Care of the Young Family for the School Nurse Services Credential | 6 (3/3)   |
| <b>Total Units for the SNSC <sup>2</sup></b> |  | <b>26</b> |

<sup>1</sup> Numbers in parentheses are classroom/clinical units.

<sup>2</sup> Students must also take a California-approved audiometry course to meet SNSC requirements.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Post-Master's Certificate Programs

The School of Nursing offers certificate programs to prepare nurses for advanced practice, education, and administrative roles. The curriculum for these programs reflects the School of Nursing mission and philosophy, and professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education (<http://www.aacnursing.org/CCNE/>) and the California Board of Registered Nursing (<http://www.rm.ca.gov/>). The following are offered:

- Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate (p. 1015)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate (p. 1016)
- Family Nurse Practitioner (FNP) Certificate (p. 1018)
- Nursing Education Certificate (p. 1021)
- Oncology Nurse Practitioner Certificate (p. 1022)
- Pediatric Clinical Nurse Specialist (CNS) Certificate (p. 1023)
- Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate (p. 1024)
- Post-Master's Certificate in Healthcare Administration and Leadership (p. 1020)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate (p. 1025)

## Prerequisites

1. Master's degree in nursing
2. Completion of a graduate research course
3. Completion of an undergraduate health assessment course

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate

The Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate (<https://www.apu.edu/nursing/programs/adult-cns-certificate/>) program is a nondegree course credit option for nurses with a master's degree in nursing.<sup>1</sup> This program provides theory and clinical experiences to prepare nurses to apply to the state of California Board of Registered Nursing for certification and to apply for national certification as an adult clinical nurse specialist (CNS) by examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

<sup>1</sup> Students may be given transfer credits for previous content completed in a master's degree program.

## Requirements

| Code   | Title  | Units     |
|--|--|-----------|
| <b>Advanced Practice Core Courses</b> <sup>1</sup> |  | <b>12</b> |
| GNRS 512   | Advanced Health Assessment and Health Promotion <sup>2</sup>                                       | 4 (3/1)   |
| GNRS 513   | Advanced Nursing Practice Role <sup>3</sup>  | 2         |
| GNRS 515   | Advanced Pathophysiology   | 3         |
| GNRS 594   | Pharmacology in Advanced Practice Nursing  | 3         |
| <b>Advanced Practice Specialty Courses</b>         |  | <b>22</b> |
| GNRS 520   | Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients | 6 (2/4)   |
| GNRS 521   | Clinical Specialization in the Care of Adult-Gerontology Patients                                  | 6 (2/4)   |
| GNRS 543   | Transitions Across the Care Continuum  | 6 (2/4)   |
| GNRS 548   | Health Promotion Across the Lifespan   | 2         |
| GNRS 580   | Gerontology  | 2         |
| <b>Total Units</b>                                 |  | <b>34</b> |

<sup>1</sup> Students may be given transfer credits for previous content completed in a master's degree program.

<sup>2</sup> Units in parentheses are classroom/clinical units.

<sup>3</sup> This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.



# Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate (<https://www.apu.edu/nursing/programs/gerontology-nurse-practitioner/>) program is designed as a nondegree course credit option for nurses with a master's degree in nursing.<sup>1</sup> This program prepares students to provide primary care to the young adult, adult, and older adult age spectrum across the continuum of care from wellness to illness, in settings including community health centers and clinics, private medical practices, long-term care facilities, and patient homes. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for the national AGPCNP certification examination.

**Note: Students must be admitted to the university before registering for this program (see Admission section below).**

<sup>1</sup> Students may be given credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request a waiver of the coursework required for the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

## Requirements

| Code                                       | Title  | Units      |
|--|--|------------|
| <b>Advanced Practice Core Courses</b>      |  | <b>12</b>  |
| GNRS 512                                   | Advanced Health Assessment and Health Promotion <sup>1</sup>   | 4 (3/1)    |
| GNRS 513                                   | Advanced Nursing Practice Role <sup>2</sup>                    | 2          |
| GNRS 515                                   | Advanced Pathophysiology                                       | 3          |
| GNRS 594                                   | Pharmacology in Advanced Practice Nursing                      | 3          |
| <b>Advanced Practice Specialty Courses</b> |  | <b>25</b>  |
| GNRS 580                                   | Gerontology  | 2          |
| GNRS 581                                   | Primary Health Care of the Older Adult                         | 5 (2/3)    |
| GNRS 589                                   | Adolescent Health Care   | 2          |
| GNRS 591                                   | Primary Health Care of the Childbearing Family                 | 4 (2/2)    |
| GNRS 592A                                  | Primary Health Care of the Adult and Aging Family              | 6 (3/3)    |
| GNRS 592B                                  | Primary Health Care Clinical Practicum                         | 2 (0/2)    |
| GNRS 593                                   | Psychosocial Primary Health Care of the Adult and Aging Family | 4<br>(2/2) |
| <b>Specialization Option Courses</b>       | <b>No requirement</b>  |            |
| <b>Total Units</b>                         |  | <b>37</b>  |

<sup>1</sup> Units in parentheses are classroom/clinical units.

<sup>2</sup> This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.

4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Family Nurse Practitioner (FNP) Certificate

The Family Nurse Practitioner (FNP) Certificate program (<https://www.apu.edu/nursing/programs/fnp-certificate/>) is a nondegree course credit option for nurses with a master's degree in nursing.<sup>1</sup> This program prepares students with primary healthcare skills through didactic education and clinical supervision. Nurses are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination. *Students must be admitted into the university before registering for this program.*

<sup>1</sup> Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request waiver of the coursework required for the Family Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

## Requirements

| Code                                       | Title  | Units     |
|--|--|-----------|
| <b>Advanced Practice Core Courses</b>      |  | <b>12</b> |
| GNRS 512                                   | Advanced Health Assessment and Health Promotion <sup>1</sup>   | 4 (3/1)   |
| GNRS 513                                   | Advanced Nursing Practice Role <sup>2</sup>                    | 2         |
| GNRS 515                                   | Advanced Pathophysiology                                       | 3         |
| GNRS 594                                   | Pharmacology in Advanced Practice Nursing                      | 3         |
| <b>Advanced Practice Specialty Courses</b> |  | <b>18</b> |
| GNRS 590A                                  | Primary Health Care of the Young Family                        | 6 (3/3)   |
| GNRS 591                                   | Primary Health Care of the Childbearing Family                 | 4 (2/2)   |
| GNRS 592A                                  | Primary Health Care of the Adult and Aging Family              | 6 (3/3)   |
| GNRS 592B                                  | Primary Health Care Clinical Practicum                         | 2 (0/2)   |
| <b>Specialization Option Courses</b>       |  | <b>4</b>  |
| Select from the following:                 |  |           |
| GNRS 543                                   | Transitions Across the Care Continuum                          | 4 (2/2)   |
| - or -                                     |  |           |
| GNRS 593                                   | Psychosocial Primary Health Care of the Adult and Aging Family | 4 (2/2)   |
| - or -                                     |  |           |
| GNRS 589                                   | Adolescent Health Care   | 4 (2/2)   |
| <b>Total Units</b>                         |  | <b>34</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

<sup>2</sup> This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.

6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Post-Master's Certificate in Healthcare Administration and Leadership

The Post-Master's Certificate in Healthcare Administration and Leadership (<https://www.apu.edu/nursing/programs/nursing-administration-certificate/>) program prepares professionals for administrative positions and leadership opportunities in nursing in a variety of healthcare settings. Coursework focuses on strategic leadership, leading change, managing teams and resources, and the business of healthcare finance and patient care delivery. This program is a way for nurses to advance their career options and builds on skills and knowledge obtained in a Master of Science in Nursing program. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

## Requirements

| Code                    | Title  | Units     |
|-------------------------|--|-----------|
| <b>Required Courses</b> |  |           |
| GNRS 560                | Strategic Leadership in Healthcare   | 3         |
| GNRS 567                | Healthcare Administration and Leadership Supervised Practicum <sup>1</sup> | 3 (0/3)   |
| GNRS 568                | Healthcare Finance   | 4         |
| GNRS 596                | Foundations of Healthcare Informatics                                      | 3         |
| MGMT 516                | High Performance People Management   | 3         |
| MGMT 517                | Managing Human Capital   | 3         |
| <b>Total Units</b>      |  | <b>19</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Post-Master's Certificate in Nursing Education

The Nursing Education Certificate program (<https://www.apu.edu/nursing/programs/nursing-education-certificate/>) prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a Master of Science in Nursing (MSN) program. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

## Requirements

| Code                    | Title  | Units     |
|-------------------------|--|-----------|
| <b>Required Courses</b> |  |           |
| GNRS 516                | Integrative Disease and Symptom Management                                   | 3         |
| GNRS 518                | Supervised Practicum in Health Care <sup>1</sup>                             | 3 (1/2)   |
| GNRS 660                | Theories of Teaching and Instruction   | 3         |
| GNRS 661                | Leadership and Role Development in Nursing Education                         | 3         |
| GNRS 662                | Assessment, Curriculum, Development, and Outcomes                            | 3         |
| GNRS 663                | Clinical Practicum in Nursing Education                                      | 3 (0/3)   |
| GNRS 664                | Teaching-Learning Strategies and Educational Technology in Nursing Education | 3         |
| <b>Total Units</b>      |  | <b>21</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error, and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

# Oncology Nurse Practitioner Post-Master's Certificate

The oncology nurse practitioner predoctoral fellowship program (<https://www.apu.edu/nursing/programs/oncology-nurse-practitioner/>) is designed for licensed nurse practitioners interested in providing high-quality care across the illness span to cancer patients and their families. To maximize survivorship and minimize distress, candidates are prepared to address the unique physiologic and psychosocial needs of cancer patients across the illness span in a program that emphasizes screening, surveillance, diagnosing, staging, and team-building. The curriculum is based on Oncology Nursing Society competencies, and students participate in 540 hours of supervised direct patient care experiences in multiple specialty services at a comprehensive cancer care center. Candidates enrolled in Azusa Pacific's Doctor of Nursing Practice program may apply these hours toward the residency requirement and may petition to apply didactic units toward the specialty courses. Candidates for the certificate meet the eligibility criteria for the Advanced Oncology Certified Nurse Practitioner examination offered by the Oncology Nursing Certification Corporation.

## Prerequisites

- Master's degree in nursing that includes advanced pathophysiology, advanced pharmacology, and advanced health assessment.
- Experience in oncology nursing.
- Current California nurse practitioner license.

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| GNSR 630A   | Oncology Nurse Practitioner Fellowship A                             | 4     |
| GNSR 630B   | Oncology Nurse Practitioner Fellowship B                             | 4     |
| GNSR 630C   | Oncology Nurse Practitioner Fellowship C                             | 4     |
| GNSR 631    | ONP: Cancer Biology and Assessment                                   | 2     |
| GNSR 632    | ONP: Cancer Therapeutics   | 2     |
| GNSR 633    | ONP: Symptom and Side Effect Burden                                  | 2     |
| GNSR 634    | ONP: Survivorship and the Psychosocial Impact of Cancer              | 2     |
| GNSR 635    | ONP: Team-based Care and the Role of the Oncology Nurse Practitioner | 2     |
| GNSR 636    | ONP: Clinical Trials Nursing   | 2     |
| Total Units |  | 24    |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote, quality, mitigate error and support decision making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as a change agent to develop professional identity and practice skill.

# Pediatric Clinical Nurse Specialist (CNS) Certificate

The Pediatric Clinical Nurse Specialist (CNS) Certificate (<https://www.apu.edu/nursing/programs/pediatric-cns-certificate/>) program is a nondegree course credit option for nurses with a master's degree in nursing.<sup>1</sup> Pediatric clinical nurse specialists influence best-practice care of pediatric populations across the care continuum through direct care and as consultants and educators. This program provides theory and clinical experiences to prepare nurses to apply to the state of California for certification as a CNS. Graduates may also apply for national certification as a pediatric CNS through examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

| Code   | Title  | Units     |
|--|--|-----------|
| <b>Advanced Practice Core Courses</b> <sup>1</sup> |  | <b>12</b> |
| GNRS 513   | Advanced Nursing Practice Role <sup>2</sup>  | 2         |
| GNRS 515   | Advanced Pathophysiology   | 3         |
| GNRS 512   | Advanced Health Assessment and Health Promotion  | 4         |
| GNRS 594   | Pharmacology in Advanced Practice Nursing  | 3         |
| <b>Advanced Practice Specialty Courses</b>         |  | <b>20</b> |
| GNRS 530   | Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient <sup>3</sup> | 6 (2/4)   |
| GNRS 531   | Clinical Specialization in the Care of the Pediatric Patient   | 6 (2/4)   |
| GNRS 543   | Transitions Across the Care Continuum  | 6 (2/4)   |
| GNRS 548   | Health Promotion Across the Lifespan   | 2         |
| <b>Specialized Option Courses</b>                  |  | <b>2</b>  |
| Select from the following:                         |  |           |
| GNRS 589   | Adolescent Health Care   | 2         |
| -or-   |  |           |
| GNRS 510   | Family Theory in Health Care   | 2         |
| <b>Total Units</b>                                 |  | <b>34</b> |

<sup>1</sup> Students may be given transfer credits for previous content completed in a master's degree program.

<sup>2</sup> This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

<sup>3</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.



# Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate

The Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate (<https://www.apu.edu/nursing/programs/pediatric-nurse-practitioner/>) program is a nondegree course credit option for nurses with a master's degree in nursing.<sup>1</sup> This program prepares students with primary healthcare skills through didactic education and clinical supervision. Nurses who complete this program are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP-PC certification through examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

<sup>1</sup> Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request waiver of the coursework required for the Pediatric Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

## Requirements

| Code                                       | Title   | Units        |
|--|---|--------------|
| <b>Advanced Practice Core Courses</b>      |   | <b>12</b>    |
| GNRS 511<br>or GNRS 512                    | Advanced Pediatric Health Assessment and Health Promotion <sup>1</sup><br>Advanced Health Assessment and Health Promotion | 4 (3/1)      |
| GNRS 513                                   | Advanced Nursing Practice Role <sup>2</sup>   | 2            |
| GNRS 515                                   | Advanced Pathophysiology  | 3            |
| GNRS 594                                   | Pharmacology in Advanced Practice Nursing   | 3            |
| <b>Advanced Practice Specialty Courses</b> |   | <b>21</b>    |
| GNRS 510                                   | Family Theory in Health Care  | 2            |
| GNRS 532                                   | Advanced Nursing Practice in Pediatrics   | 6 (3/3)      |
| GNRS 542                                   | Advanced Concepts and Competencies in Pediatric Primary Health Care   | 3 (1/2)      |
| GNRS 590A                                  | Primary Health Care of the Young Family   | 6 (3/3)      |
| GNRS 590B                                  | Clinical Practicum in Pediatrics  | 4 (0/4)      |
| <b>Specialization Option Course</b>        |   |              |
| The following course is optional:          |   |              |
| GNRS 543                                   | Transitions Across the Care Continuum   | 4 (2/2)      |
| <b>Total Units</b>                         |   | <b>33-37</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

<sup>2</sup> This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

The Psychiatric Mental Health Nurse Practitioner Certificate program (<https://www.apu.edu/nursing/programs/psychiatric-nurse-practitioner/>) is a nondegree course credit option for nurses with a master's degree in nursing.<sup>1</sup> This program prepares students as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Nurses are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination. **Note: Students must be admitted to the university before registering for this program (see Admission section below).**

<sup>1</sup> Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request waiver of the coursework required for the Psychiatric Mental Health Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

## Requirements

| Code                                       | Title   | Units     |
|--|---|-----------|
| <b>Advanced Practice Core Courses</b>      |   | <b>14</b> |
| GNRS 510                                   | Family Theory in Health Care  | 2         |
| GNRS 512                                   | Advanced Health Assessment and Health Promotion <sup>1</sup>        | 4 (3/1)   |
| GNRS 513                                   | Advanced Nursing Practice Role                                      | 2         |
| GNRS 515                                   | Advanced Pathophysiology  | 3         |
| GNRS 594                                   | Pharmacology in Advanced Practice Nursing                           | 3         |
| <b>Advanced Practice Specialty Courses</b> |   | <b>29</b> |
| GNRS 533                                   | Psychiatric Theories across the Life Span                           | 2         |
| GNRS 534                                   | Integrated Psychiatric and Health Assessment across the Life Span   | 2         |
| GNRS 535                                   | Psychiatric Interventions and Health Promotion across the Life Span | 6 (3/3)   |
| GNRS 536                                   | Psychiatric Mental Health Care with Adults and Older Adults         | 6 (3/3)   |
| GNRS 537                                   | Psychiatric Mental Health Care with Children and Adolescents        | 6 (3/3)   |
| GNRS 538                                   | Psychiatric Mental Health Care with Selected Populations            | 5 (2/3)   |
| GNRS 539                                   | Psychopharmacology  | 2         |
| <b>Total Units</b>                         |   | <b>43</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

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International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Department of Healthcare Administration and Leadership

The Master of Science in Nursing (MSN) in Healthcare Administration and Leadership (p. 1027) is designed for BSN-prepared registered nurses who are looking to advance their careers and move into early- to mid-level management and leadership roles in myriad healthcare settings. The program provides values-based education to develop nursing leaders who are effective collaborators, motivated by a spirit of commitment to the profession, and have a genuine compassion for others. Students will acquire the knowledge and skills necessary to lead and manage healthcare teams in organizations, functioning in areas such as operations management, project management, and healthcare consulting.

The program includes graduate nursing core courses focused on a critical analysis of nursing and healthcare research and theory, bioethics, healthcare policy, and the integration of spirituality in health care. Interdisciplinary administration and leadership coursework is offered through the School of Nursing and APU's School of Business and Management. Content includes leadership styles and theories, strategic planning, quality improvement and patient safety, change management, effective communication and conflict resolution skills, staffing challenges and constraints, financial management, and healthcare informatics. Students apply their knowledge and develop competencies in healthcare settings during practicum experiences. Upon completion of this program, students will have had the educational content required to sit for the American Nurses Credentialing Center (<https://www.nursingworld.org/ancc/>) and American Organization for Nursing Leadership (<http://www.aone.org/>) nurse leadership examinations.

## Programs

- MSN in Healthcare Administration and Leadership (p. 1027)
- Post-Master's Certificate in Healthcare Administration and Leadership (p. 1020)

# MSN in Healthcare Administration and Leadership

The Master of Science in Nursing (MSN) in Healthcare Administration and Leadership (<https://www.apu.edu/nursing/programs/masters-in-healthcare-administration/>) is designed for BSN-prepared registered nurses who are looking to advance their careers and move into early- to mid-level management and leadership roles in a variety of healthcare settings. The program provides values-based education to develop nursing leaders who are effective collaborators, motivated by a spirit of commitment to the profession, and have a genuine compassion for others. Students will acquire the knowledge and skills necessary to lead and manage healthcare teams in organizations, functioning in areas such as operations management, project management, and healthcare consulting.

The program focuses on nursing leadership, advancing understanding of core aspects including nursing and healthcare research and theory, healthcare policy, bioethics, and spirituality. Administration and leadership coursework is interdisciplinary and offered through the School of Nursing and the School of Business and Management. Content includes leadership styles and theories, strategic planning, quality improvement and patient safety, change management, effective communication and conflict resolution skills, staffing challenges and constraints, financial management, and healthcare informatics. Students apply their knowledge and develop competencies in healthcare settings during practicum experiences. Upon completion of this program, students will have had the educational content required to sit for the American Nurses Credentialing Center (<https://www.nursingworld.org/ancc/>) and American Organization for Nursing Leadership (<http://www.aone.org/>) nurse leadership examinations.

## Requirements

| Code  | Title   | Units     |
|---|---|-----------|
| <b>Academic Core Courses</b>                    |   |           |
| GNRS 504  | Bioethics and Health Care Policy                              | 3         |
| GNRS 613  | Graduate Statistics   | 3         |
| GNRS 506  | Spiritual Concept Analysis in Health Care                     | 3         |
| GNRS 508B                                       | Research and Theory in Healthcare                             | 4         |
| <b>Healthcare Administration and Leadership</b> |   |           |
| GNRS 560  | Strategic Leadership in Healthcare                            | 3         |
| GNRS 596  | Foundations of Healthcare Informatics                         | 3         |
| GNRS 568  | Healthcare Finance  | 4         |
| MGMT 516  | High Performance People Management                            | 3         |
| MGMT 517  | Managing Human Capital  | 3         |
| GNRS 543  | Transitions Across the Care Continuum <sup>1</sup>            | 4 (2/2)   |
| GNRS 567  | Healthcare Administration and Leadership Supervised Practicum | 3 (0/3)   |
| <b>Concluding Course</b>                        |   |           |
| GNRS 597  | Comprehensive Examination Directed Study                      | 1         |
| <b>Total Units</b>                              |   | <b>37</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# Department of Nursing Education

The Master of Science in Nursing (MSN) in Nursing Education (p. 1029) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) and the National League for Nursing's *Nurse Educator Competencies* (NLN, 2013).

## Programs

- Master of Science in Nursing (MSN) in Nursing Education (p. 1029)
- Post-Master's Nursing Education Certificate (p. 1021)

# MSN in Nursing Education

The Master of Science in Nursing (MSN) in Nursing Education (<https://www.apu.edu/nursing/programs/masters-in-nursing-education/>) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) and the National League for Nursing's *Nurse Educator Competencies* (NLN, 2013).

## Requirements

| Code                               | Title  | Units     |
|------------------------------------|--|-----------|
| <b>Academic Core Courses</b>       |  | <b>15</b> |
| GNRS 504                           | Bioethics and Health Care Policy   | 3         |
| GNRS 501                           | Theoretical Thinking in Nursing  | 2         |
| GNRS 508A                          | Research and Theory in Advanced Practice Nursing                             | 4         |
| GNRS 506                           | Spiritual Concept Analysis in Health Care                                    | 3         |
| GNRS 613                           | Graduate Statistics  | 3         |
| <b>Clinical Role Courses</b>       |  | <b>6</b>  |
| GNRS 516                           | Integrative Disease and Symptom Management                                   | 3         |
| GNRS 518                           | Supervised Practicum in Health Care <sup>1</sup>                             | 3 (1/2)   |
| <b>Nurse Educator Role Courses</b> |  | <b>16</b> |
| GNRS 660                           | Theories of Teaching and Instruction   | 3         |
| GNRS 664                           | Teaching-Learning Strategies and Educational Technology in Nursing Education | 3         |
| GNRS 662                           | Assessment, Curriculum, Development, and Outcomes                            | 3         |
| GNRS 661                           | Leadership and Role Development in Nursing Education                         | 3         |
| GNRS 663                           | Clinical Practicum in Nursing Education <sup>1</sup>                         | 3 (0/3)   |
| <b>Concluding Course</b>           |  |           |
| GNRS 597                           | Comprehensive Examination Directed Study                                     | 1         |
| <b>Total Units</b>                 |  | <b>37</b> |

<sup>1</sup> Units in parentheses are classroom/clinical units

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

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# Department of Public Health

## Master of Public Health (MPH)

The Department of Public Health offers a Master of Public Health (<https://www.apu.edu/nursing/programs/mph-degree/>) program that provides students with competencies required to understand the unique challenges inherent to public health practice and education. The curriculum reflects the School of Nursing mission and emphasizes the conceptual, analytical, and experiential skills required to serve in the public health sector. Throughout the program, an emphasis is placed on the five core areas of public health: biostatistics, epidemiology, environmental health sciences, health policy and management, and social and behavioral sciences. There are also seven cross-cutting areas interwoven into the curriculum: communication, diversity and culture, leadership, professionalism and ethics, program planning and assessment, public health biology, and systems thinking.

Students may choose from seven specializations: biostatistics and epidemiology, social and behavioral science, health policy and administration, health promotion and education, international health, environmental health, and disaster health and emergency preparedness. Students should check with the department regarding specialization availability, then meet with an advisor to develop a course plan that is consistent with their selected specialization.

## Transfer of Credits

Following admission, 9 units of approved graduate work completed elsewhere may be applied toward the MPH degree.

## Additional Requirements

At the beginning of clinical coursework, including the field practicum, students are required to provide documentation of TB screening and immunizations appropriate for the clinical or field practicum setting.

A student's health status must permit him/her to safely undertake and complete clinical (field practicum) experience required for the degree. As a fully prepared public health practitioner, the student is expected to take responsibility for self-evaluation of her/his health status, including an assessment of the safety and appropriateness of practice in the clinical context.

The Joint Commission (<https://www.jointcommission.org/>), contracted facilities, and the School of Nursing require that all graduate students undergo a background check prior to their placement at clinical and field practicum sites. The cost of the background check is the responsibility of the student. International students have additional fees based on the cost of a background check in their country.

Students may select additional elective courses to support their programs of study as directed by faculty.

## Programs

- Master of Public Health (p. 1035)

## Courses

### GSPH 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

### GSPH 506, Spiritual Concept Analysis in Health Care, 3 Units

This course focuses on scholarly research and analysis of selected concepts in the spiritual care of people from the Judeo-Christian perspective. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journeys and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

### GSPH 508C, Research and Theory in Health Care, 3 Units

This course prepares the healthcare practitioner to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined as students consider questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students also learn the fundamentals of quantitative, qualitative, and mixed-methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to health care. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

**Prerequisite:** GSPH 613

## **GSPH 510, Social Determinants of Health, 3 Units**

A central focus of the public health field is understanding the etiology, occurrence, and distribution of health outcomes (morbidity and mortality). One growing area of importance within the field is examining how health and disease are influenced and maintained by social, economic, and political risk factors - called social determinants of health. This course provides a macro-level overview of concepts, research and theoretical models of social determinants of health. Through interactive lectures, readings and assignments, students will be exposed to major areas of study linked to social determinants of health, with discussions centered on the following key questions: What social factors are the greatest challenge to health outcomes within local communities? What does it mean to use a social determinants lens when studying health outcomes among diverse multicultural populations? What are health disparities and how might they best be addressed? What behavioral lifestyle factors commonly interplay with social determinants of health?

## **GSPH 512, Health, Culture, and Diversity, 3 Units**

This course covers the issues of health disparities in the United States and the development of culturally competent programs. Students examine what is meant by culture, the ways in which culture and health issues intersect, and how public health efforts can benefit by understanding and working with cultural processes.

## **GSPH 514, Research Proposal Writing, 2 Units**

This course focuses on the application of the concepts in GSPH 508C Research and Theory in Health Care. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

**Prerequisite:** GSPH 508C

## **GSPH 518, Population Health Management, 3 Units**

This course covers important topics in the effective management of public health departments and agencies. Students develop knowledge and skills to fulfill roles in public health management as leaders, administrators, fundraisers, and internal and external communicators. Course content includes ways to be an effective coach to maximize the team's performance, the essentials of effective partnerships, how to create and sustain public health initiatives using business skills, how to run meetings, ways to manage electronic correspondence, and effective strategies to keep the public health organization running smoothly.

## **GSPH 519, Global Health Systems, 3 Units**

This course examines international health systems in terms of infrastructure and function. Students examine the benefits and risks of universal healthcare, third party reimbursement systems, and global availability and access to medical services.

## **GSPH 522, Cultural Inclusivity in Health Care, 3 Units**

In this course, students explore the topics and tools necessary for the application of cultural inclusivity processes in various healthcare settings. Curriculum includes an overview of demographic changes in the United States, cultural inclusivity, diversity related to specific groups, and the paradigm of cultural and linguistic diversity. Attention is also given to the costs, time, and skill sets associated with the process of moving a healthcare organization toward cultural inclusivity.

## **GSPH 525, Epidemiology, 3 Units**

This course covers the application of epidemiological procedures to the understanding of the occurrence and control of conditions such as infections and chronic diseases, mental disorders, community and environmental health hazards, unintentional injuries, and geriatric problems. Other topics include quantitative aspects of epidemiology, including data sources, measures of morbidity and mortality, evaluation of association and causality, study design, and screening for disease.

**Prerequisite:** Undergraduate statistics and biology

## **GSPH 526, Public Health Biology, 3 Units**

Human health problems comprise a wide range of infectious, degenerative, neoplastic, and genetically based disease factors. In addition to these factors, human disease results from a wide range of environmental and socially caused pathologies. This course presents the basic scientific and biomedical concepts of modern public health problems and explores the mechanisms and models of the major categories of disease. An integrative approach using knowledge of nutrition, exercise, mind-body, and spiritual practices is explored. The biologic principles presented in this course are foundations to developing and implementing public health disease prevention, control, or management programs in the student's future.

## **GSPH 527, Advanced Biostatistics and Epidemiology, 3 Units**

This course focuses on the application of statistical approaches in epidemiologic research, covering data management and selection of the appropriate statistical model. Regression analysis including linear regression, logistic regression, Poisson regression, and Cox regression is reviewed. Content also covers basic concepts in survival analysis including censoring, survival function, and hazard function. Epidemiologic methods for assessing causation, including mediation analysis, propensity score matching, and instrumental variable analysis, are also covered. Students learn to apply different analytic approaches using public databases.

## **GSPH 529, Bioinformatics [Proposed], 3 Units**

This course explains how informatics relates to knowledge acquisition, knowledge processing, knowledge generation, knowledge dissemination, and feedback. Technology trends, information security, ethical and legislative aspects will also be highlighted. Students will apply these concepts to support practice, education, administration, and research and will utilize these principles to improve healthcare models.



### **GSPH 532, Infectious Disease Epidemiology, 3 Units**

This course covers key epidemiologic methods for practicing infectious disease epidemiology including study design, interpretation of data, and assessment of validity. Course content covers methods in infectious disease epidemiology, airborne transmission, diarrheal diseases, blood and body fluids as reservoirs of infectious disease, vector-borne/zoonotic, and parasitic diseases. Students learn how to apply content and use problem-solving skills to develop effective prevention strategies.

### **GSPH 535, Environmental Health, 3 Units**

This course examines essential issues in environmental health, including the scientific and historical foundations, regulatory and policy issues, models and tools for assessing community environmental health, and an overview of select issues and implications of the environment on national and global health. Topics explored include select environmental pollutants in the air, water, soil, and food sources; hazardous waste, risk assessment and communication; and issues of environmental justice and vulnerable populations, nationally and globally.

**Prerequisite:** Undergraduate biology, chemistry, or ecology

### **GSPH 537, Occupational Health and Safety, 3 Units**

This course examines concepts and issues in occupational health and safety, identifying the significance to workers and public health. Students study social influences, historical events of worker injuries, industrial hygiene, and applicable principles of toxicology, worker quality of life, and safety in the workplace.

### **GSPH 540, Global Health, 3 Units**

This course examines global health issues, emerging priorities, and worldwide challenges affecting population health and disease. Students address opportunities and challenges to international health, examine determinants of human health holistically, and plan, implement, and evaluate programs and potential solutions to promote international prevention interventions and optimal human health worldwide with a focus on global health equity.

### **GSPH 543, Public Health Communication, 3 Units**

This course provides an overview of the use of communication strategies to inform and influence individual and community health decisions, with a focus on how communication concepts, theories, and methods are used for public health promotion and practice. Health communication theories include models of persuasive communications/mass media effects, social marketing, interpersonal communications, risk perceptions, and diffusion of innovations. Students work in pairs to develop/evaluate a health communication intervention that addresses a current public health issue within a specific target group.

### **GSPH 546, Principles and Practices of Toxicology, 3 Units**

Students in this course examine the principles of toxicology, including dose-response relationships, toxicokinetics, mechanisms and methods of toxicity, select exposures to toxic substances and accompanying toxidromes, the use of antidotes, and relevance to public health.

### **GSPH 551, Theories of Health Behavior, 3 Units**

This course helps students develop a knowledge foundation of health behavior theories and skills for developing theoretically based behavior-change programs. Given that a major focus of public health promotion, education, and prevention programs is on 'changing health behavior,' there is an ongoing quest to understand why people do what they do to (a) improve or maintain their health, and/or (b) worsen their health. Through lectures, readings, and assignments, students critically review and apply a range of health behavior theories that target the intrapersonal, interpersonal, and community levels.

### **GSPH 555, Infectious Diseases and Public Health, 3 Units**

Students in this course examine the role of infectious diseases in regional, national, and global public health. Students study the historical context and surveillance of communicable diseases, as well as emerging issues in the field. Course content also includes the identification and management of infectious diseases, with students using case studies and proposing threats along with opportunities in prevention, education, and health promotion.

### **GSPH 560, Strategic Leadership in Healthcare, 3 Units**

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

### **GSPH 561, Public Health Across the Disaster Cycle, 3 Units**

Students in this course evaluate the roles of public health in natural and human-caused disasters, from 'simple' to complex humanitarian events. Using case studies, students analyze the functions of public health agencies and practitioners in the context of institutional systems and the disaster cycle (prevention/preparedness, response, recovery, and mitigation). Field trips outside of class hours may be required.

### **GSPH 566, Politics and Policies in Disaster Health and Emergency Preparedness, 3 Units**

Students in this course evaluate existing governmental and institutional policies related to disaster health and emergency management (DHEM) within political systems. Implementation and evaluation of policy are analyzed and applied.

### **GSPH 568, Health Care Finance, 3 Units**

This course is an introduction to financial concepts and skills needed for healthcare leaders, managers, and executives. Students develop skills in assessing multiple dimensions of financial performance and learn methods to improve the financial health of an organization in the context of the current patient care system.

### **GSPH 571, International Health Care, 2-4 Units**

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

### **GSPH 581, Disaster Health and Emergency Management Principles and Practices, 3 Units**

Students in this course examine the practice of emergency management and the evolving field of disaster health. Content addresses traditional and current perspectives related to understanding disaster cycles and the relationship between disaster research and practice.

### **GSPH 593, Field Practicum, 3 Units**

In this integrative learning experience, students complete hours in the field applying coursework and classroom learning in a real-world setting under the guidance and supervision of faculty and community-based preceptors, preparing them for professional careers in public health.

### **GSPH 594, Additional Field Practicum Experience, 1-5 Units**

This field practicum elective gives students the opportunity to complete additional hours of practicum experience, allowing them to directly apply course content, public health knowledge, and skills acquired from the MPH program, under the guidance and supervision of faculty and community-based preceptors. This experience enriches classroom activity with practical understanding, and give students the chance to demonstrate an integration of coursework into a real-world setting, preparing them for a professional career in public health.

**Prerequisite:** GSPH 593

### **GSPH 595, Special Topics in Public Health, 1-6 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

**Prerequisite:** Graduate standing

### **GSPH 597, Capstone, 1 Unit**

This guided-study course provides a summative experience for completion of the Master in Public Health program and guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge from course work throughout the program to the solution of a major public health problem in this culminating project. Each graduate candidate will identify a unique health problem in an actual healthcare setting to address, perform a thorough review and synthesis of current literature, select an appropriate theoretical framework, and develop a creative and innovative solution to the problem. Candidates will meet regularly throughout the semester with course faculty to prepare for and discuss their progress and will submit their work for publication or comparable external review format at the end of the semester.

**Prerequisite:** Completion of all Academic Core and Specialty courses

### **GSPH 598, Thesis, 1 Unit**

This course is the second part of a two-course sequence (after GSPH 514 Research Proposal Writing) that supports student development of a thesis in the Master of Public Health program. The thesis has served as an option to the master's capstone project.

**Prerequisite:** GSPH 514

### **GSPH 599, Readings in Public Health, 1-3 Units**

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. This course is an independent study, arranged with a faculty member of the Department of Public Health.

**Prerequisite:** Graduate standing

### **GSPH 613, Graduate Statistics, 3 Units**

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

**Prerequisite:** Undergraduate statistics and biology

## **Faculty**

### **Department Chair**

Marissa Brash (<http://www.apu.edu/faculty/mbrash/>), DrPH

## **Professor**

Teresa Dodd-Butera (<http://www.apu.edu/faculty/tbutera/>), Ph.D.

## **Associate Professors**

Marissa Brash (<http://www.apu.edu/faculty/mbrash/>), DrPH

Sanggon Nam (<http://www.apu.edu/faculty/snam/>), Ph.D.

## **Instructor**

Brianna Pack (<http://www.apu.edu/faculty/bpack/>), MBA

# Master of Public Health (MPH)

Learn more about APU's Master of Public Health program. (<https://www.apu.edu/nursing/programs/mph-degree/>)

## Requirements

| Code   | Title   | Units    |
|--|---|----------|
| <b>Core Courses</b>                              |   |          |
| GSPH 613   | Graduate Statistics   | 3        |
| GSPH 504   | Bioethics and Health Care Policy                                    | 3        |
| GSPH 560   | Strategic Leadership in Healthcare                                  | 3        |
| GSPH 510   | Social Determinants of Health                                       | 3        |
| GSPH 525   | Epidemiology  | 3        |
| GSPH 535   | Environmental Health  | 3        |
| GSPH 540   | Global Health   | 3        |
| GSPH 506   | Spiritual Concept Analysis in Health Care                           | 3        |
| GSPH 526   | Public Health Biology   | 3        |
| GSPH 508C  | Research and Theory in Health Care                                  | 3        |
| GSPH 593   | Field Practicum   | 3        |
| Choose one of the following:                     |   | 1-3      |
| GSPH 597   | Capstone  |          |
| - or -   |   |          |
| GSPH 598<br>& GSPH 514                           | Thesis<br>and Research Proposal Writing                             |          |
| <b>Specialization (Choose One)</b>               |   | <b>9</b> |
| Biostatistics and Epidemiology Track             |   |          |
| GSPH 527   | Advanced Biostatistics and Epidemiology                             |          |
| GSPH 529   | Bioinformatics [Proposed]   |          |
| GSPH 532   | Infectious Disease Epidemiology                                     |          |
| International Health Track                       |   |          |
| GSPH 512   | Health, Culture, and Diversity                                      |          |
| GSPH 519   | Global Health Systems   |          |
| GSPH 522   | Cultural Inclusivity in Health Care                                 |          |
| Social and Behavioral Science Track              |   |          |
| GSPH 543   | Public Health Communication   |          |
| GSPH 551   | Theories of Health Behavior   |          |
| GSPH 522   | Cultural Inclusivity in Health Care                                 |          |
| Health Policy and Administration Track           |   |          |
| GSPH 568   | Health Care Finance   |          |
| MGMT 516   | High Performance People Management                                  |          |
| MGMT 517   | Managing Human Capital  |          |
| Health Promotion and Education Track             |   |          |
| GSPH 543   | Public Health Communication   |          |
| GSPH 518   | Population Health Management  |          |
| GSPH 512   | Health, Culture, and Diversity                                      |          |
| Environmental Health Track                       |   |          |
| GSPH 555   | Infectious Diseases and Public Health                               |          |
| GSPH 537   | Occupational Health and Safety                                      |          |
| GSPH 546   | Principles and Practices of Toxicology                              |          |
| Disaster Health and Emergency Preparedness Track |   |          |
| GSPH 561   | Public Health Across the Disaster Cycle                             |          |
| GSPH 566   | Politics and Policies in Disaster Health and Emergency Preparedness |          |

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity and integrity, and applying spiritual concepts.
2. Engage in evidence-based methods to understand and address public health issues, using critical reasoning, scholarly inquiry, knowledge of peer-reviewed scientific literature, bioinformatics, and data analysis.
3. Design population-based policies and programs that promote health, prevent disease, and address social equity issues.
4. Apply principles of leadership to promote interprofessional collaboration and decision-making among diverse stakeholders.
5. Utilize systems-level thinking and communication in response to public health issues - analyzing and synthesizing policies and programs that address efficiency, cost-effectiveness, and health equity.

# Department of Doctoral Studies

The Department of Doctoral Studies offers two doctoral programs, the Doctor of Philosophy (Ph.D.) in Nursing and the Doctor of Nursing Practice (DNP). Scholarship is fundamental to both programs. The Ph.D. is a research-based program that primarily prepares students to conduct independent research and disseminate their findings. The DNP program is clinically focused and provides graduates with the expertise to assess nursing research evidence, evaluate the impact of nursing research on nursing practice (evidence-based practice), and take a leadership role in making changes in the healthcare environment to enhance the quality of care.

## Programs

- Doctor of Philosophy (Ph.D.) in Nursing (p. 1057)
- Doctor of Nursing Practice (DNP) (p. 1054)

## Courses

### **GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units**

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

### **GNRS 501, Theoretical Thinking in Nursing, 2 Units**

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.

**Prerequisite:** Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

### **GNRS 503, Cultural Competency in Health Care, 3 Units**

This course focuses on transforming graduate nursing students, preparing them for nursing leadership in nursing practice, nursing research, education, and public health policy for the improvement of patient healthcare outcomes in our increasingly diverse society. Students move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. The Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011) serves as the foundation for the development of core cultural competencies.

**Prerequisite:** Graduate standing in the School of Nursing.

### **GNRS 504, Bioethics and Health Care Policy, 3 Units**

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

**Prerequisite:** Graduate standing

### **GNRS 505, Christian Formation for Holistic Care, 3 Units**

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

### **GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units**

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

**Prerequisite:** Graduate standing

### **GNRS 507, Scientific Writing, 3 Units**

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

## **GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units**

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.

**Prerequisite:** Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

## **GNRS 508B, Research and Theory in Healthcare, 4 Units**

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

**Prerequisite:** GNRS 613

## **GNRS 510, Family Theory in Health Care, 2 Units**

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

**Prerequisite:** Graduate standing

## **GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units**

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and identify culturally relevant and age-appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease.

**Prerequisite:** Undergraduate health assessment and GNRS 515;

**Corequisite:** Practicum

## **GNRS 512, Advanced Health Assessment and Health Promotion, 4 Units**

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and identify culturally relevant and age-appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease.

**Prerequisite:** Undergraduate health assessment and GNRS 515;

**Corequisite:** Lab

## **GNRS 513, Advanced Nursing Practice Role, 2 Units**

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.

**Prerequisite:** Graduate standing

## **GNRS 514, Research Proposal Writing, 2 Units**

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

**Prerequisite:** GNRS 508A

## **GNRS 515, Advanced Pathophysiology, 3 Units**

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses.

**Prerequisite:** Graduate standing and undergraduate pathophysiology

### **GNRS 516, Integrative Disease and Symptom Management, 3 Units**

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

### **GNRS 518, Supervised Practicum in Health Care, 3 Units**

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

### **GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units**

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units**

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units**

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.

**Prerequisite:** Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

### **GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units**

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units**

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

**Prerequisite:** Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, and meets health screening requirements;

**Corequisite:** Practicum

### **GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units**

This course emphasizes physiological and psychological bases for critical and chronic conditions in children, focusing on an advanced science base for the assessment, diagnosis, and management of children and families to promote wellness. Exploration of traditional versus alternate medicine treatment plans, as well as relevant cultural, spiritual, and health promotion strategies, is incorporated.

**Prerequisite:** Graduate status and GNRS 590A;

**Corequisite:** Practicum



### **GNRS 533, Psychiatric Theories across the Life Span, 2 Units**

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.

**Prerequisite:** Graduate standing, Advanced Practice Core

### **GNRS 534, Integrated Psychiatric and Health Assessment across the Life Span, 2 Units**

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.

**Prerequisite:** Advanced Practice Core, GNRS 533 (May be taken concurrently)

### **GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units**

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.

**Prerequisite:** Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently;

**Corequisite:** Practicum

### **GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units**

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 539;

**Corequisite:** Practicum

### **GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units**

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;

**Corequisite:** Practicum

### **GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units**

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

**Prerequisite:** GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539;

**Corequisite:** Practicum

### **GNRS 539, Psychopharmacology, 2 Units**

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

**Prerequisite:** GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

## **GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units**

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement, and also allows for a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

**Prerequisite:** Graduate standing, GNRS 532 (may be taken concurrently with instructor's permission), and GNRS 590A;

**Corequisite:** Practicum

## **GNRS 543, Transitions Across the Care Continuum, 4-6 Units**

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

**Prerequisite:** NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.

**Corequisite:** Practicum

## **GNRS 544, Clinical Specialization Residency, 2-3 Units**

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

**Prerequisite:** GNRS 573 (May be taken concurrently)

## **GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units**

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;

**Corequisite:** Practicum

## **GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units**

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.

**Prerequisite:** Undergraduate research, pathophysiology, and health assessment;

**Corequisite:** Practicum

## **GNRS 548, Health Promotion Across the Lifespan, 2 Units**

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

**Prerequisite:** Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

## **GNRS 550A, Theory and Practice in School Nursing, 6 Units**

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings.

**Prerequisite:** All School Nurse Services Credential courses except GNRS 590A, GNRS 589 may be taken concurrently

## **GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units**

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

**Prerequisite:** Admission to the ELM program, completion of all prerequisite courses for the program;

**Corequisite:** Practicum

## **GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units**

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

**Prerequisite:** Admission to the ELM program; successful completion of GNRS 555;

**Corequisite:** Practicum

## **GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units**

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

**Prerequisite:** Graduate nursing student standing, or instructor's permission

## **GNRS 559, Audiometry for School Nurses, 3 Units**

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a \$10 registration fee is required with the application).

## **GNRS 560, Strategic Leadership in Healthcare, 3 Units**

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

## **GNRS 564, Nutrition and Therapeutics, 2 Units**

Students in this course explore the functions of nutrients and the consequences of nutrient deficiencies and excesses in the body. Course material introduces a variety of tools for planning and evaluating diets, including a computer diet analysis, and the application of nutrition concepts is interwoven into health care and fitness conditions. Students also study the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

**Prerequisite:** Admission to the ELM program

## **GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units**

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

**Prerequisite:** All core and role courses

## **GNRS 568, Healthcare Finance, 4 Units**

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

## **GNRS 569, Quality and Safety for Health Care Practice, 3 Units**

This course is designed to deepen and advance students' knowledge of, and ability to systematically apply the principles of, patient quality and safety in nursing practice. Based on national standards, the focus is on examining and applying quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

## **GNRS 570, Parish Nursing/Health Ministries, 2 Units**

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

## **GNRS 571, International Health Care, 2-4 Units**

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

## **GNRS 573, Clinical Residency, 4 Units**

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

**Prerequisite:** Successful completion of all pre-licensure clinical courses

## **GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units**

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

## **GNRS 576, Pharmacology, 2 Units**

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

**Prerequisite:** Admission to the ELM program

## **GNRS 578, Health Assessment, 3 Units**

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

**Prerequisite:** Admission to the ELM program;

**Corequisite:** Practicum

## **GNRS 580, Gerontology, 2 Units**

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary - course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing, and psychiatry. Development in adulthood is viewed from multiple perspectives including cognitive, behavioral, biological, sociocultural, and spiritual, and the influences these perspectives have on the successful negotiation of age-related issues are considered. Finally, students examine aspects of human aging in contemporary American society and from a cross-cultural and ethnic perspective.

**Prerequisite:** Graduate standing in the School of Nursing.

## **GNRS 581, Primary Health Care of the Older Adult, 5 Units**

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

**Prerequisite:** Graduate status in the School of Nursing, completion of Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 582A, Pathophysiology, 2 Units**

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Admission to the ELM program

## **GNRS 582B, Pathophysiology, 2 Units**

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

**Prerequisite:** Admission to the ELM program, successful completion of GNRS 582A

### **GNRS 583, Nursing Care of Children and Young Adults, 4 Units**

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

### **GNRS 584, Mental Health Nursing, 4 Units**

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one and two;

**Corequisite:** Practicum

### **GNRS 586, Leadership and Management in Professional Practice, 2 Units**

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

### **GNRS 587, Community Health Nursing, 5 Units**

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

**Prerequisite:** Admission to the ELM program, successful completion of semesters one, two, and three;

**Corequisite:** Practicum

### **GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units**

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

**Prerequisite:** Admission to the ELM program;

**Corequisite:** Practicum

### **GNRS 589, Adolescent Health Care, 2-4 Units**

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.

**Prerequisite:** Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 515, while the 4-unit version requires prior completion of GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

### **GNRS 590A, Primary Health Care of the Young Family, 6 Units**

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families.

Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

### **GNRS 590B, Clinical Practicum in Pediatrics, 4 Units**

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.

**Prerequisite:** GNRS 511 or GNRS 512 and GNRS 590A

## **GNRS 590C, Primary Health Care of the Young Family for the School Nurse Services Credential, 6 Units**

Using a system-based approach, this combined didactic and practical course focuses on assessment, nursing interventions, and follow-up for common illness presentations in children, as well as illness-related impact on social, emotional, and educational functioning. The effects of culture on child development, parenting, and healthcare practices is also emphasized.

**Prerequisite:** GNRS 512;

**Corequisite:** Practicum

## **GNRS 591, Primary Health Care of the Childbearing Family, 4 Units**

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units**

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 592B, Primary Health Care Clinical Practicum, 2 Units**

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

**Prerequisite:** Completion of clinical courses for the FNP or AGNP program track

## **GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units**

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

**Prerequisite:** Advanced Practice Core courses;

**Corequisite:** Practicum

## **GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units**

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a 'furnishing number' by the advanced practice nurse in California.

**Prerequisite:** GNRS 515 (May be taken concurrently)

## **GNRS 595, Special Topics in Nursing, 1-6 Units**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

**Prerequisite:** Graduate standing

## **GNRS 596, Foundations of Healthcare Informatics, 3 Units**

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

## **GNRS 597, Comprehensive Examination Directed Study, 1 Unit**

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.

**Prerequisite:** Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

## **GNRS 598, Thesis, 1 Unit**

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.

**Prerequisite:** GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

## **GNRS 599, Readings/Independent Study in Nursing, 1-4 Units**

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.

**Prerequisite:** Graduate standing

## **GNRS 613, Graduate Statistics, 3 Units**

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

## **GNRS 620, Genome Science in Healthcare, 3 Units**

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

## **GNRS 622, Genome Science and Ethical Issues, 3 Units**

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.

**Prerequisite:** GNRS 620

## **GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units**

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units**

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units**

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.

**Prerequisite:** Enrollment in the oncology nurse practitioner fellowship certificate program.

## **GNRS 631, ONP: Cancer Biology and Assessment, 2 Units**

This course builds on knowledge of the anatomy and physiology of DNA, RNA, differentiated, and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer to stage tumors and predict metastatic risk in individuals.

**Prerequisite:** Admission to the oncology nurse practitioner fellowship certificate program.

### **GNRS 632, ONP: Cancer Therapeutics, 2 Units**

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly. This class will provide a pathophysiological foundation to understand cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance will be discussed. The cost-benefit, side effects, and availability of the covered therapeutics will be discussed.

**Corequisite:** GNRS 631

### **GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units**

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course develops a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.

**Prerequisite:** GNRS 631 and GNRS 632

### **GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units**

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

### **GNRS 635, ONP: Team-based Care and the Role of the Oncology Nurse Practitioner, 2 Units**

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

### **GNRS 636, ONP: Clinical Trials Nursing, 2 Units**

The advanced practice oncology nurse practitioner must be prepared to be a direct care provider or study coordinator for clinical research trials. This course covers the knowledge and behaviors needed by nurse practitioners engaged in oncology clinical trials.

**Prerequisite:** GNRS 512, GNRS 515, and GNRS 613, or instructor consent

### **GNRS 660, Theories of Teaching and Instruction, 3 Units**

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

### **GNRS 661, Leadership and Role Development in Nursing Education, 3 Units**

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

### **GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units**

This course addresses theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes. Emphasis is given to the importance of incorporating Christian values in the curriculum. The course also includes critical analyses of related topics based upon current research in nursing and higher education literature.

### **GNRS 663, Clinical Practicum in Nursing Education, 3 Units**

This practicum course builds on clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty-mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from faculty-mentors, students, and self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting postcare conferences, clinical evaluation of nursing student performance, and student counseling.

**Prerequisite:** GNRS 660, GNRS 661, GNRS 662

### **GNRS 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units**

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

### **GNRS 695, Special Topics, 1-4 Units**

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.



## **GNRS 700, Philosophy of Science, 3 Units**

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

## **GNRS 701, Nursing Knowledge Development, 3 Units**

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

## **GNRS 702, Nursing Theory, 3 Units**

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

## **GNRS 703, Spirituality and Health, 3 Units**

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 704, Faith Integration and Nursing Scholarship, 3 Units**

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

## **GNRS 705, Social Ethics and Health Policy, 3 Units**

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 706, Methods of Inquiry, 3 Units**

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

## **GNRS 707, Quantitative Nursing Research Design I, 3 Units**

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and evaluation and outcomes research, as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 708, Qualitative Nursing Research Design I, 3 Units**

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

### **GNRS 709, Advanced Statistical Analysis II, 3 Units**

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.

**Prerequisite:** GNRS 707

### **GNRS 710, Advanced Qualitative Research Methods, 3 Units**

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.

**Prerequisite:** GNRS 708

### **GNRS 711, Advanced Research Methods in the Humanities, 3 Units**

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)

**Prerequisite:** (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

### **GNRS 712, Advanced Evaluation Research, 3 Units**

Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

### **GNRS 713, Advanced Statistical Analysis I, 3 Units**

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

### **GNRS 715, Psychosocial Issues of Older Adults, 3 Units**

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

### **GNRS 716, Translational Research, 3 Units**

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

### **GNRS 717, Health Technology and Informatics, 3 Units**

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

## **GNRS 718, Organizational Leadership and Strategic Planning, 3 Units**

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 720, Wellness Promotion and Health Maintenance, 3 Units**

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 721, Health Disparities and Vulnerable Populations, 3 Units**

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

## **GNRS 722, Research in Nursing and Health, 3 Units**

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

## **GNRS 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units**

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.

**Prerequisite:** GNRS 707

## **GNRS 725, Research Practicum, 1 Unit**

The practicum further develops, mentors, and socializes students into the roles and activities of research scientists and scholars. Emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can choose either a quantitative or qualitative practicum experience.

## **GNRS 726, Advanced Scientific Writing, 3 Units**

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

## **GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units**

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.

**Prerequisite:** GNRS 620

## **GNRS 728, Genome Science Research Methods, 3 Units**

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.

**Prerequisite:** GNRS 620, GNRS 622, GNRS 727

## **GNRS 729, Population Health and Epidemiology, 3 Units**

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.

**Prerequisite:** Admission to DNP or Ph.D. program

## **GNRS 730, Comparative Health Care Systems, 3 Units**

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

## **GNRS 732, DNP Clinical Residency, 0 Units**

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.

**Prerequisite:** Admission to DNP program

## **GNRS 733A, Residency IA, 1 Unit**

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.

**Prerequisite:** Admission to DNP program

## **GNRS 733B, Residency IB, 1 Unit**

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

## **GNRS 733C, Residency IC, 1 Unit**

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

## **GNRS 734A, Residency IIA, 1 Unit**

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## **GNRS 734B, Residency IIB, 1 Unit**

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

## **GNRS 734C, Residency IIC, 1 Unit**

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.

**Prerequisite:** Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

### **GNRS 735, DNP Scholarly Project Seminar, 3 Units**

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.

### **GNRS 736, DNP Scholarly Project Seminar: Evaluation and Dissemination, 2 Units**

This course focuses on presentation to and approval of a completed DNP Scholarly Project. The DNP program requires a rigorous clinical project focused on translating scientific research to health care to improve the patients experience utilizing the best evidence of science and practice. This scholarly project is a culminating, independent experience which demonstrates the student's synthesis of coursework and lays the foundation for future scholarship.

### **GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units**

This seminar directs the development of either a dissertation or a DNP Scholarly Project proposal draft that details a problem, the research/project purpose, questions or hypotheses to be examined, a synopsis of the relevant literature, the design and methods of the study including its timeline, protection of human subjects, plans for analysis, and the budget. The seminar also includes preparation of IRB applications, and peer review and critique of student proposals.

### **GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units**

This doctoral seminar provides students with the opportunity to acquire knowledge, skills, and insights in the writing of a grant proposal. Discussion will focus on the value of writing grant proposals, the basic principles in writing a grant proposal, the components of a grant proposal, identification of funding sources, the difference between a research and a program grant proposal, as well as administrative factors in submitting a grant proposal. Students will craft and a grant proposal in response to a Request for Funding Proposal (RFP) that aligns with the guidelines of the funding agency, and additionally, a budget plan with justification, timelines, and a bio-sketch. In addition, students will conduct a peer review of class completed grant proposals.

### **GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units**

This seminar focuses on various aspects of writing for publication and directs the development of a manuscript suitable for publication from a previously written paper (e.g., a course term paper). This course will help the student get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books; and determine appropriate journals to consider for article submission. The student will acquire practice in reviewing and critiquing scholarly writing by others. It will also address the editorial and publication process, as well as ethical aspects of writing for publication.

### **GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units**

This seminar course identifies approaches to developing an effective and successful presentation, helping students find their voice and showcase their areas of expertise. Discussions focus on planning as essential to deciding on the content and the order in which the information is presented. Emphasis is on developing a logical sequence, one that flows naturally and is accompanied by audiovisuals that facilitate understanding of the material.

### **GNRS 784, Dissertation Seminar V, 2-4 Units**

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.

**Prerequisite:** GNRS 783

### **GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit**

This is the first of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice to it as part of an evidence-based DNP scholarly project consistent with the DNP role within a healthcare organizational setting.

**Prerequisite:** Admission to the DNP program;

**Corequisite:** GNRS 732

### **GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit**

This is the second of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor as they develop a comprehensive, site-specific DNP scholarly project proposal.

**Prerequisite:** GNRS 791;

**Corequisite:** GNRS 732

### **GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit**

This is the third of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students acquire the skills, competencies, and points of view needed for developing the ethical reasoning/decision-making skills necessary for conducting their DNP scholarly projects.

**Prerequisite:** GNRS 792;

**Corequisite:** GNRS 732

### **GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit**

This is the last of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care.

**Prerequisite:** GNRS 793;

**Corequisite:** GNRS 732

### **GNRS 795, Special Topics, 1-4 Units**

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

### **GNRS 798, Continuous Doctoral Study, 0 Units**

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

### **GNRS 799, Independent Study, 1-4 Units**

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department.

# Doctor of Nursing Practice (DNP)

Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the Doctor of Nursing Practice (<http://www.apu.edu/nursing/programs/dnp/>) (DNP) program is designed to prepare nurses at the highest level of practice for the current, complex healthcare environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues.

## Program Details

The Doctor of Nursing Practice program offers doctoral-level studies in a clinically-focused learning environment. The DNP prepares advanced practice nurses to bring the highest level of clinical expertise to patients, nursing students, health care systems, health policy formation, and clinical research. Graduates of the DNP help contribute to the body of nursing knowledge and the practice of nursing to improve health care globally.

## Curriculum

The curriculum provides theoretical and empirical knowledge essential for advanced nursing practice, clinical research, health policy formation, and nursing education.

Core courses include: wellness promotion theory, statistical analysis, social ethics, epidemiology and population health, program evaluation, translational research, informatics, spirituality and health, and organizational leadership. The courses prepare students to implement the use of translational research approaches in health care. Coursework in these areas enables students to identify and formulate a translational research project as the culmination of their program.

## DNP Course Outcomes

Program courses address DNP Essentials<sup>1</sup> to:

- Provide students with the theoretical and scientific foundations of the discipline.
- Enable students to use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, apply, evaluate, and implement translational research.
- Enable students to articulate the intersections of the profession with the Christian worldview.
- Empower students with the knowledge base to formulate healthcare policies.
- Allow students to critically examine, evaluate, and effectively translate nursing and other scientific knowledge with the goal of bringing positive changes to healthcare practice and general population health. (DNP Essentials I)
- Empower students to, based on scientific findings, utilize organizational and systems leadership competencies to effectively and ethically engage current and future health, safety, and other quality improvement issues to diverse organizational cultures and populations. (DNP Essentials II)
- Enable students to engage in collaborative leadership for the implementation, evaluation, and generation of evidence-based practice to guide improvements in practice and health outcomes. (DNP Essentials III)
- Enable students to demonstrate proficiency in the analysis and utilization of information systems/technology and patient care technology to improve quality in health care delivery. (DNP Essentials IV)
- Empower students to critically analyze health policy proposals/policies and advocate for equitable and ethical policies within health care. (DNP Essentials V)
- Help students effectively lead in the development and implementation of interprofessional collaboration for the improvement of patient and population health outcomes. (DNP Essentials VI)
- Allow students to employ evidence-based prevention through the analysis of epidemiological, bio-statistical, environmental, and other appropriate data related to individual, aggregate, and population health. (DNP Essentials VII)
- Prepare students to practice a specialization within the larger domain of nursing by demonstrating refined assessment skills and base practice on the application of nursing and other sciences as appropriate to their area. (DNP Essentials VIII)

<sup>1</sup> American Association of Colleges of Nursing (<http://www.aacn.nche.edu/>) (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. AACN: Washington, DC.

## Requirements

| Code                       | Title                           | Units |
|----------------------------|---------------------------------|-------|
| <b>REQUIRED COURSEWORK</b> |                                 |       |
| GNRS 703                   | Spirituality and Health         | 3     |
| GNRS 705                   | Social Ethics and Health Policy | 3     |
| GNRS 712                   | Advanced Evaluation Research    | 3     |
| GNRS 713                   | Advanced Statistical Analysis I | 3     |
| GNRS 716                   | Translational Research          | 3     |

|                               |   |              |
|-------------------------------|---|--------------|
| GNRS 717                      | Health Technology and Informatics   | 3            |
| GNRS 718                      | Organizational Leadership and Strategic Planning  | 3            |
| Choose one of the following:  |   | 3-4          |
| GNRS 720                      | Wellness Promotion and Health Maintenance   |              |
| GNRS 635<br>& GNRS 636        | ONP: Team-based Care and the Role of the Oncology Nurse Practitioner<br>and ONP: Clinical Trials Nursing <sup>1</sup> |              |
| Choose one of the following:  |   | 3-4          |
| GNRS 729                      | Population Health and Epidemiology  |              |
| GNRS 631<br>& GNRS 632        | ONP: Cancer Biology and Assessment<br>and ONP: Cancer Therapeutics <sup>2</sup>                                       |              |
| GNRS 732                      | DNP Clinical Residency <sup>3, 4</sup>  | 0            |
| GNRS 736                      | DNP Scholarly Project Seminar: Evaluation and Dissemination   | 2            |
| GNRS 780                      | Doctoral Seminar I: Elements of a Proposal and IRB Application  | 3            |
| GNRS 791                      | Doctor of Nursing Practice Intensive I  | 1            |
| GNRS 792                      | Doctor of Nursing Practice Intensive II   | 1            |
| GNRS 793                      | Doctor of Nursing Practice Intensive III  | 1            |
| GNRS 794                      | Doctor of Nursing Practice Intensive IV   | 1            |
| GNRS 798                      | Continuous Doctoral Study   | 0            |
| <b>ELECTIVES <sup>5</sup></b> |   | <b>3-16</b>  |
| GNRS 633<br>& GNRS 634        | ONP: Symptom and Side Effect Burden<br>and ONP: Survivorship and the Psychosocial Impact of Cancer <sup>6</sup>       |              |
| GNRS 660                      | Theories of Teaching and Instruction <sup>7</sup>   |              |
| GNRS 661                      | Leadership and Role Development in Nursing Education <sup>7</sup>   |              |
| GNRS 662                      | Assessment, Curriculum, Development, and Outcomes <sup>7</sup>  |              |
| GNRS 663                      | Clinical Practicum in Nursing Education <sup>7</sup>  |              |
| GNRS 704                      | Faith Integration and Nursing Scholarship   |              |
| GNRS 715                      | Psychosocial Issues of Older Adults   |              |
| GNRS 721                      | Health Disparities and Vulnerable Populations   |              |
| GNRS 722                      | Research in Nursing and Health  |              |
| GNRS 781                      | Doctoral Seminar II: Developing a Grant Proposal  |              |
| GNRS 782                      | Doctoral Seminar III: Writing for Publication   |              |
| GNRS 783                      | Doctoral Seminar IV: Developing Professional Presentations  |              |
| GNRS 795                      | Special Topics <sup>8</sup>   |              |
| <b>Total Units</b>            |   | <b>39-54</b> |

- <sup>1</sup> Must be taken together in the same semester. These alternatives are primarily intended for students in the Oncology Nurse Practitioner Certificate program, and count as a substitute for GNRS 720.
- <sup>2</sup> Must be taken together in the same semester. These alternatives are primarily intended for students in the Oncology Nurse Practitioner Certificate program, and count as a substitute for GNRS 729.
- <sup>3</sup> GNRS 732 may be repeated until the student accrues the minimum number of practice hours (1000 total hours) depending on the student study plan.
- <sup>4</sup> Clinical fee required.
- <sup>5</sup> Additional doctoral elective options may be approved by petition. Students choosing to take GNRS 633 and GNRS 634 will need a minimum of 4 units.
- <sup>6</sup> Must be taken together in the same semester. These alternatives are primarily intended for students in the Oncology Nurse Practitioner Certificate program, and count as a substitute for GNRS 715.
- <sup>7</sup> Content required for students receiving assistance from the Nurse Faculty Loan Program.
- <sup>8</sup> Students in the DNP program may enroll in 2 units of GNRS 795 to fulfill their Elective requirement.

## DNP Scholarly Project

The DNP is a practice-focused doctorate that includes integrative practice experiences and an intense practice immersion experience. This is reflected in the clinical residency courses. Each student generates an evidence-based scholarly project as an integral part of their practice experience. There are a number of practice doctorates at the university, so DNP students have opportunities for interprofessional coursework and collaborative projects.



## Residency

The DNP program offers clinical and leadership residency. The clinical and leadership residency course is GNRS 732, in which students concentrate on the development of their clinical and leadership roles in advanced practice nursing. The focus of the clinical portion of the residency hours is within an advanced practice specialty area. The focus of the leadership portion of the residency hours is developing students for leadership roles in healthcare organizations. During the leadership residency, students are expected to progress in the conceptualization, implementation, and evaluation of their DNP scholarly project.

## Residency Practice Hours

The American Association of Colleges of Nursing (AACN) (<http://www.aacnnursing.org/>) requires a minimum of 1,000 hours of clinical residency in a DNP program, and Azusa Pacific University's School of Nursing requires 1,000 hours of clinical and leadership experience. Students who have completed an Advanced Practice RN (APRN) program, such as Nurse Practitioner (NP) or Clinical Nurse Specialist (CNS), from an accredited institution may transfer up to 500 clinical hours from the APRN program to the DNP program, and must then complete the other 500 clinical hours. Students who have not completed an APRN program (NP or CNS) are required to complete a total of 1,000 hours of advanced clinical and leadership experience. The DNP program requires that students have ongoing clinical work experience.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize nursing, bioethical, physical, spiritual, psychosocial and organizational sciences in the planning, implementation and evaluation of advanced clinical nursing practice.
2. Provide transformative and collaborative leadership in the organization and management of health care delivery systems for ethnically and culturally diverse populations to improve patient and population outcomes.
3. Critically examine, develop and translate research and other evidence as a basis for developing, implementing, and evaluating advanced clinical nursing practice and health care delivery.
4. Employ current technological and informational advances from health care and other disciplines to promote the highest level of health care delivery.
5. Actively participate in evaluating, formulating and implementing health care policies that address health disparities and health care from a social justice and ethical framework.
6. Integrate faith traditions and Christian values in the development of professional and advanced nursing practice.

# Ph.D. in Nursing

The Ph.D. in Nursing (<http://www.apu.edu/nursing/programs/phd-in-nursing/>) program is designed for nurses who hold a master's degree in nursing or a related field and wish to pursue a doctoral degree in nursing. Graduates of this program, in roles as academicians, contribute to the body of nursing knowledge to improve the health of society and prepare the next generation of nurses.

## Program Goals

Through scholarly exchange and engagement with faculty, students are socialized to discover, examine critically, preserve, and transmit knowledge. The program prepares scholars with knowledge and expertise to assume independent roles in the development, evaluation, and dissemination of nursing knowledge through systematic inquiry. The objectives of the program are to prepare students who will:

- Develop, test, and use theoretical knowledge to advance nursing science and improve health outcomes.
- Pursue systematic intellectual inquiry relevant to the discipline of nursing and health care.
- Use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Develop ethical, social, and health policies for the advancement of nursing education, research, and the health of those whom nursing serves.
- Articulate the intersection of the Christian tradition with the nursing profession.

## Mission Statement

The purpose of the Ph.D. program is the enrichment of the mind and spirit, the lifelong pursuit of knowledge, and the discovery and advancement of nursing knowledge for the health of all persons and society.

## Christian Perspectives

Consistent with the mission and purpose of the university, the School of Nursing (<http://www.apu.edu/nursing/>) is a Christian community of disciples, scholars, and practitioners. Its purpose is to advance the work of God in the world through nursing education, research, and professional practice, and community and church service.

Health is defined and understood by the faculty as totality or completeness, whether for an individual, family, or community. Within this conceptual definition, that totality or completeness cannot be seen apart from the constitutive element of spirituality. The School of Nursing's conceptual approach to health highlights APU's heritage as a Christian university and provides the discipline of nursing a distinctive domain for research.

## Screening of Applicants

The Graduate and Professional Center (<https://www.apu.edu/graduateprofessionalcenter/>) and the School of Nursing handle screening of applicants for admission into the nursing Ph.D. program. Screening of applicants' portfolios is conducted by the Graduate and Professional Center and is evaluated according to the admission criteria. The school reviews completed applications for admission to the doctoral program to discern an applicant's academic qualifications and preparation for advanced graduate study. Upon completion of the screening and review process, the Nursing Doctoral Admission Screening Committee forwards a list of qualified/alternate applicants to the Graduate and Professional Center. The Graduate and Professional Center officially notifies applicants of admission decisions.

## Curriculum

The curriculum is designed to provide students with discipline-specific and interdisciplinary, theoretical, and empirical knowledge that is essential for the conduct of original research, and for the advancement of the profession's knowledge for both practice and education.

The core courses in nursing science, theory construction, research methodology, statistical analysis, ethics, and spirituality are designed to prepare students in the process of scientific inquiry, enabling them to articulate, conceptualize, critique, and test theory, and use methods of scientific inquiry in researching questions in their substantive area of interest. Coursework in the substantive area of interest enables students to identify and formulate a research focus and to create and conduct original research toward the development of a program of scientific inquiry. The core courses are offered sequentially and are designed to:

- Provide students with the scientific and theoretical foundations of the discipline.
- Enable students to use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, use, and develop theories.
- Enable students to articulate how the nursing profession is informed by the Christian faith.
- Empower students with the knowledge base and ethical framework to promote social change.

The overarching rubric of the curriculum is wellness promotion and health maintenance within specific areas of concentration:

- Health of the Family and the Community
- International Health (including health missions)

A subspecialization in nursing education is also available.<sup>1</sup>

These areas of concentration and the subspecialization reflect the changing trends in health care and accommodate the diverse research interest of students.

Coursework consists of 46 units beyond the Master of Science in Nursing (p. 981) with an additional 9 units allocated for dissertation research. The 46 units of required and elective courses include an area of concentration. A total of 46 units are allocated to core courses in nursing science, theory development, research methodologies, and statistical analysis.

Based on the student's area of interest and chosen method of inquiry, a 3-unit core course is required in one of the following research methods:

- Advanced Quantitative Methods
- Advanced Qualitative Research Methods
- Advanced Research in the Humanities
- Advanced Evaluation Research

A maximum of 9 doctoral-level semester units may be transferred from another regionally accredited university with approval of the program chair.

<sup>1</sup> The Nursing Education Certificate program (p. 1021) comprises 21 units consisting of seven required courses.

## Requirements

| Code                               | Title  | Units |
|------------------------------------|--|-------|
| <b>Knowledge/Theory</b>            |  |       |
| GNRS 700                           | Philosophy of Science  | 3     |
| GNRS 701                           | Nursing Knowledge Development                                  | 3     |
| GNRS 702                           | Nursing Theory   | 3     |
| GNRS 703                           | Spirituality and Health  | 3     |
| GNRS 705                           | Social Ethics and Health Policy                                | 3     |
| <b>Statistical Analysis</b>        |  |       |
| GNRS 713                           | Advanced Statistical Analysis I                                | 3     |
| <b>Research</b>                    |  |       |
| GNRS 706                           | Methods of Inquiry   | 3     |
| GNRS 707                           | Quantitative Nursing Research Design I                         | 3     |
| GNRS 708                           | Qualitative Nursing Research Design I                          | 3     |
| GNRS 724                           | Quantitative Nursing Research Design II - Psychometrics        | 3     |
| GNRS 725                           | Research Practicum   | 1     |
| <b>Method of Inquiry</b>           |  |       |
| Select one of the following:       |  | 3     |
| GNRS 709                           | Advanced Statistical Analysis II                               |       |
| GNRS 710                           | Advanced Qualitative Research Methods                          |       |
| GNRS 711                           | Advanced Research Methods in the Humanities                    |       |
| GNRS 712                           | Advanced Evaluation Research                                   |       |
| Two areas of concentration courses |  | 6     |
| Two areas of elective courses      |  | 6     |
| <b>Dissertation Research</b>       |  |       |
| Select 3 of the 4                  |  | 9     |
| GNRS 780                           | Doctoral Seminar I: Elements of a Proposal and IRB Application |       |
| GNRS 781                           | Doctoral Seminar II: Developing a Grant Proposal               |       |
| GNRS 782                           | Doctoral Seminar III: Writing for Publication                  |       |
| GNRS 783                           | Doctoral Seminar IV: Developing Professional Presentations     |       |
| GNRS 798                           | Continuous Doctoral Study                                      | 0     |
| Total Units                        |  | 55    |

## Study Progression and Graduation Requirements

Progression in the program requires active enrollment status and maintaining a minimum cumulative 3.0 GPA. Graduation requirements include a minimum cumulative 3.0 GPA, successful completion of the qualifying exam, proposal defense, and dissertation defense. See the Graduate Academic Policies and Procedures (p. 1421) section of this catalog.

## Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the director of doctoral studies program in nursing and the dean of the School of Nursing in advance of the semester for which the leave is requested.

The petition for return to enrolled status should be filed one full term before the intended date of re-enrollment. If the student went on leave with conditions for re-enrollment, these must be fulfilled before re-enrollment may occur. If a student is on leave for two years, the Doctoral Admissions Committee, as well as the student's advisor, the doctoral studies director, and the dean will review her/his re-enrollment petition. Depending upon the amount of time elapsed, the student's stage of study in the program, and the student's academic activity during the leave, readmission may be contingent.

## Qualifying Examination

The qualifying examination is taken upon the completion of 12-24 units of doctoral work, including:

| Code     | Title                         | Units |
|----------|-------------------------------|-------|
| GNRS 700 | Philosophy of Science         | 3     |
| GNRS 701 | Nursing Knowledge Development | 3     |
| GNRS 702 | Nursing Theory                | 3     |
| GNRS 706 | Methods of Inquiry            | 3     |

(The student must petition for exceptions.) The examination is composed of a relatively brief paper (25-30 pages) and a review by a committee of faculty. The purpose of the paper is to encourage the synthesis of first-year coursework as it relates to the student's current research interest area. The paper incorporates relevant aspects of the philosophical foundations of applicable scientific theories and nursing knowledge, and addresses the philosophical foundations and linkages among relevant conceptual models, theories, and research designs.

## Dissertation Proposal Defense

Successful completion of the dissertation proposal signifies competence to pursue independent research with the advice and guidance of the dissertation committee. The dissertation proposal defense allows the student to demonstrate familiarity with the state of the science in a particular area, awareness of currently active topics of investigation in the area, theoretical dimensions and design issues related to potential questions, and recognition of potential practical and ethical challenges arising at the intersection of research questions, population, and instruments.

## Dissertation Defense

The dissertation reports the results of original, independent research of substantial but circumscribed scope, undertaken in consultation with the student's dissertation committee. The student presents a prospectus or proposal specifying the question, method, design, data collection instruments or strategy, projected data analysis, plan for access to subjects/participants/data, and projected timeline for data collection, analysis, and dissertation completion.

The dissertation committee serves in an advisory capacity to the student and ensures that the dissertation research and the written dissertation demonstrate the student's competence to conduct independent research in the discipline. Committee members work with the student throughout the process of data collection, analysis, and writing, with primary support provided by the chair/sponsor. When the student has substantially finished the work to the satisfaction of each committee member, the committee meets to hear the student's defense of the overall work and the decisions it entailed, and to discuss the student's plans for publication and post degree program of research.

Students may not participate in commencement or have the degree posted to their transcript until the document has been accepted by the University Libraries (<http://www.apu.edu/library/>). Any exceptions are by petition only.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## **Program Learning Outcomes**

### **Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Develop, test, and use theoretical knowledge to advance nursing science and improve health outcomes.
2. Pursue systematic intellectual inquiry relevant to the discipline of nursing and health care.
3. Use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
4. Develop ethical, social, and health policies for the advancement of nursing education, research, and the health of those whom nursing serves.
5. Articulate the intersection of the Christian tradition with the nursing profession.

# School of Theology

- Undergraduate Division of Religion and Philosophy (p. 1089)
  - Department of Biblical and Religious Studies (p. 1091)
  - Department of Philosophy (p. 1104)
  - Department of Practical Theology (p. 1116)
  - Department of Theology (p. 1132)
- Azusa Pacific Seminary (p. 1062)

## Faculty

### Dean

Robert Duke (<http://www.apu.edu/faculty/rrduke/>), Ph.D.

### Associate Deans

John Ragsdale (<http://www.apu.edu/faculty/jragsdale/>), Ph.D.

Kenneth L. Waters Sr. (<http://www.apu.edu/faculty/kwaters/>), Ph.D.

# Azusa Pacific Seminary

## Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org/>)
- Azusa Pacific Seminary is accredited by the Association of Theological Schools (ATS) (<http://www.ats.edu/>).

Learn more about Azusa Pacific Seminary. (<http://www.apu.edu/seminary/>)

## Mission Statement

Azusa Pacific Seminary, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, prepares men and women for effective, practical ministry in the Church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, and writing for the glory of God.

## Spiritual Life

The faculty of Azusa Pacific Seminary believe that the growth of the student's spiritual life is foundational to effective ministry. Accordingly, the development of spiritual life is integral to every course. In addition, there are opportunities for the seminary community to pray together and share experiences in Jesus Christ. Students and faculty are encouraged to attend university chapels as well as special services and lectures.

## Experiential Learning

Azusa Pacific Seminary utilizes an experiential learning model. The Master of Divinity (M.Div.), Master of Arts in Pastoral Studies (MAPS), and the Doctor of Ministry (D.Min.) programs intentionally integrate biblical, theological, and ministerial studies with ministerial practice. Mentored ministry courses form a central component in the M.Div. and MAPS programs and facilitate the integration of academic learning and experience in ministry. Students are required to devote at least eight hours per week to some form of supervised ministry for the duration of their master's degree program.

## Online Courses

Azusa Pacific Seminary offers several courses online. Maximum enrollment in each online course is 20 students; enrollment is granted on a first-come, first-served basis.

## Korean Program

The Korean Program (<https://www.apu.edu/seminary/korean-program/>) offers courses in Korean (directly or translated) for the various graduate degree programs in Azusa Pacific Seminary at the Los Angeles Regional Site. This program seeks to make an impact for Christ by equipping Korean pastors and lay leaders to serve as ministers, missionaries, and leaders in the Korean community throughout the world. Blending Korean culture with the principles of God's Word, the program provides academic excellence coupled with practical ministry training. Daniel Newman, Ph.D., is the director of the Korean Doctor of Ministry program; Linda Pyun, Ph.D., is the director of the Korean master's degree programs. For more information, call (213) 252-0962 or (626) 815-5439.

## Programa Hispano

Azusa Pacific Seminary is committed to equipping leaders for the Hispanic church of the 21<sup>st</sup> century. With that focus in view, the seminary provides Hispanic students a graduate theological education in a linguistic and cultural dynamic that enhances the richness of the Hispanic worldview in the context of mainstream American culture.

The Master of Arts in Pastoral Studies (48 units) and the Master of Divinity (74 units) programs are offered in a bicultural setting. Classes are taught in Spanish or, on rare occasion, in English with a translator. Hispanic students who understand both languages gain an expanded worldview that will advance their witness in church leadership. Enrique Zone, Ed.D., associate dean, is director of Programa Hispano (<https://www.apu.edu/seminary/programa-hispano/mdiv-maps/>). For more information, call (626) 815-5448.

## El Centro Teológico Hispano (CTH)

Dedicated to fostering the field of Hispanic church studies, El Centro Teológico Hispano (<http://www.apu.edu/seminary/resources/centrohispano/>) at Azusa Pacific Seminary offers unique courses, guest speakers, and relationship-building opportunities. It also provides a place for pastors and students to meet and discuss current issues, gain diverse training, and tap into multicultural resources that enable Hispanics to adequately minister within their particular contexts. For more information about El Centro Teológico Hispano, contact Enrique Zone, Ed.D., associate dean, at (626) 815-6000, Ext. 5653, or [ezone@apu.edu](mailto:ezone@apu.edu).

## Friends Center

The Friends Center (<http://www.apu.edu/friendscenter/>) is the seminary education and ministry training program of Evangelical Friends Church Southwest at Azusa Pacific Seminary. The Friends Center's mission is to make an eternal impact for Christ by equipping men and women to serve internationally as ministers, missionaries, and leaders. The program highlights the Evangelical Friends' theological tradition with its emphasis on the primacy of Scripture as the revelation of God's Word. The center provides an excellent academic environment for students seeking a scholarly foundation for ministry. The Friends Center also provides leadership development to Friends churches by overseeing a Certificate of Leadership Ministry through the Friends churches. For more information, call Kent Walkemeyer, D.Min., director, at (626) 815-5077.

## Regional Locations

Some programs within Azusa Pacific Seminary are also offered at APU's regional locations in Los Angeles and San Diego. Learn more about seminary programs at the Los Angeles Regional Site (<https://www.apu.edu/losangeles/>) or the San Diego Regional Campus (<https://www.apu.edu/sandiego/>).

## Library and Information Resources

The James L. Stamps Theological Library (<http://www.apu.edu/library/stamps/>), located in the Duke Academic Complex, houses the university library collections in the areas of biblical studies, theology, philosophy, church history, and ethics. The collection numbers approximately 60,000 volumes and is complemented by collections in the Marshburn Memorial Library and Darling Library, also at the Azusa campus, as well as small theological collections at the Los Angeles and San Diego regional centers.

The Stamps Library maintains special collections for denominations with historic ties to the university, including the Church of God – Anderson, Free Methodist, Friends, and Salvation Army.

The Stamps Library places a high priority on making available the latest information technology, including more than 100 licensed databases and a variety of CD-ROM databases in the areas of biblical studies and languages, theology, and church history. Access to many of the resources is available through the Internet. Current journal holdings exceed 13,500 titles.

Consortial arrangements allow students to access the rich theological collections of the seminaries in the Southern California Theological Library Association (SCATLA) (<http://www.atla.com/Members/divisions/regional/SCATLA/Pages/default.aspx>), collections of libraries throughout the Inland Empire (IEALC), and through the Link+ system, which connects the APU libraries with libraries throughout the state of California. Additionally, contractual arrangements exist with the Claremont School of Theology Library and Bethel Seminary San Diego.

The theological librarian serves on the faculties of both the university libraries and Azusa Pacific Seminary, serves as the subject specialist, and oversees collection development for the theological disciplines. Training in the use of the resources is available to classes and by appointment.

## Advanced Standing

- M.Div. students may petition for up to 18 units of Advanced Standing from upper-division undergraduate work in religion.
- The number of core courses in any department that may be replaced by Advanced Standing is limited to two.
- MAPS students may petition for up to 12 units of Advanced Standing from upper-division undergraduate work in religion.
- Master of Arts (Theological Studies) students may petition for up to 15 units of Advanced Standing on the basis of undergraduate biblical language study or upper-division undergraduate coursework in religion.
- Prior to formal admission, the Request for Advanced Standing Petition form should be completed.
- All Advanced Standing examinations are administered in a proctored setting.
- Students must pass examinations for advanced standing within 12 months of their admission date. If the student passes the exam(s), he/she will not be required to pay full tuition for those units.
- A student may repeat Advanced Standing examinations one time without further charge.
- Courses in which a grade of *B-* or lower was earned may not be used for Advanced Standing.
- Students admitted under the exceptional category may not petition for Advanced Standing units.
- Undergraduate work must be from a regionally accredited college or university.

## Transfer Units

A student may petition to transfer in up to 48 units for the M.Div., less any Advanced Standing units (e.g., 30 units transfer and 18 units Advanced Standing or any other combination totaling 48 units), up to 32 units for the MAPS, and up to 40 units for MA(TS), less any Advanced Standing units, from other regionally or ATS-accredited graduate degree programs. Units transferred are limited to one half of an earned master's degree. A minimum of 26 units for the M.Div., 16 units for the MAPS, and 20 units for MA(TS) must be completed at Azusa Pacific Seminary.



## Advancement to Candidacy

In order for students to progress beyond the initial courses of the master's degree program, they must be granted candidacy. Candidacy is granted by faculty approval upon the satisfactory completion of 16 units of coursework with a minimum 2.7 grade-point average (3.0 is required for the MA(TS) degree) and evaluation of each student's personal growth and commitment to the mission and goals of Azusa Pacific Seminary.

## Council of Church Leaders

The following church leaders advise the dean and faculty of Azusa Pacific Seminary on program development to ensure the practicality and relevance of program content:

John Dix, Lead Pastor, Grace Church of Glendora

Dave Johnson, Senior Pastor, Neighborhood Christian Fellowship Wesleyan Church, Covina

Bryan Kim, Senior Pastor, Bethel Korean Church

Stan Leach, General Superintendent, Friends Church, SWYM

JeongKii Min, Senior Pastor, Choong Hyun Mission Church

Sergio Navarrete, Superintendent, Southern Pacific Latin American District, Assemblies of God

Oscar Owens Jr., Bible College President, Christian Education Director, West Angeles Church

Joshua Smith, D.Min., Lead Pastor, Mountainside Communion Nazarene Church, Long Beach

Kelly Soifer, Director of Recruiting and Leadership Development, Free Methodist Church in Southern California (FMCSC) and the Center for Transformational Leadership (CTL)

Kay Wilson, Associate Pastor, Arcadia Friends Community Church

Dale Winslow, Senior Pastor, Foothill Community Church

## El Centro Teológico Hispano (CTH) Advisory Members

Agustin Barajas, M.Div., Senior Pastor, Eagle Rock Victory Outreach Church; Overseer, Liberia Victory Outreach Church

Aureliano Flores, Pastor Emeritus, Church of the Redeemer, Assembly of God

Eddie Ruano, Senior Pastor, Azusa Foursquare Church

Edgar Mohorko, M.A., CEO, Social Outreach Service; President, National Police Clergy Council; Youth Outreach/Gang Intervention Consultant; Senior Pastor, Messiah Foursquare Church

Eduardo Font, Ph.D., President, Alberto Motessi Escuela de Evangelismo

Gladys Trejo, M.Div., Assistant Pastor, Comunidad Cristiana, Iglesia del Nazareno

Heliberto Cayetano, M.Div., Director, Hispanic Ministry Church of the Sacred Heart

Hugo Melvin Aldana Jr., Senior Pastor, Lynwood Grace Church; Hispanic Coordinator, Anaheim District Church of the Nazarene

Rodelo Wilson, D.Min., President, Asociación Teológica Hispana

## Programs

### Master's Programs

- Master of Divinity (M.Div.) (p. 1085)
- Master of Divinity (M.Div.): Biblical Studies (p. 1087)
- Master of Arts in Pastoral Studies (MAPS) (p. 1081)
- Master of Arts (Theological Studies) (p. 1079)

### Doctoral Program

- Doctor of Ministry (D.Min.) (p. 1076)

## Courses

### **GBBL 500, Elements of Greek Exegesis, 4 Units**

Students who are readers of the English Bible are introduced to the syntax of New Testament Greek for a better understanding of the translation process, the principles of exegesis, and the exegetical reference tools available for interpreting the New Testament. This class will support and reinforce practices learned in GBBL 511. Either this course or GBBL 510 New Testament Greek is a prerequisite to New Testament courses (GBBL 512 Gospels Witness to Christ, GINS 542 Gospels and Christology, and GBBL 532 Paul the Pastor and Theologian).

### **GBBL 501, Torah and Prophets: Exodus-2 Kings, 4 Units**

This course follows GBBL 511 and continues the study of the Old Testament as Christian Scripture by examining Exodus through 2 Kings with a focus on the women and men who formed and preserved Israel. The prophets and prophetic books that relate to this period will also be read and interpreted.

**Prerequisite:** GBBL 511

### **GBBL 510, New Testament Greek I, 4 Units**

This class introduces the basic vocabulary, morphology, and syntax of New Testament Greek for the purpose of learning to read and interpret the New Testament as a foundation for theological study and pastoral practice.

### **GBBL 511, Biblical Interpretation: Exploring Genesis, 4 Units**

Students are introduced to the Bible, its formation as Christian Scripture, and the inductive method of interpretation, using the book of Genesis. They learn to pay attention to form, content, and context while recognizing the significance of genre (e.g., narrative, law, poetry) and evaluating historical, literary, theological, and practical approaches for interpretation and application. Prerequisite to all core Bible courses.

### **GBBL 512, The Gospels' Witness to Christ, 4 Units**

This course examines the life and teaching of Jesus portrayed in the Gospels, exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.

**Prerequisite:** GBBL 511

### **GBBL 520, New Testament Greek II, 4 Units**

This class continues the study of the basic vocabulary, morphology, and syntax of New Testament Greek begun in New Testament Greek I.

### **GBBL 522, The Gospel of Mark, 4 Units**

Students study the Gospel of Mark with attention to developing skill in the methods of Gospel criticism and engaging the Gospel's implicit theology and teaching about the Christian life.

**Prerequisite:** GBBL 511

### **GBBL 530, Hebrew I, 4 Units**

This course introduces the basic vocabulary, morphology, and syntax of biblical Hebrew for the purpose of learning to read basic Hebrew narrative and gaining the tools for interpreting the Old Testament as a foundation for biblical study. It provides pastors and teachers with tools for greater insight into the biblical message of the Old Testament.

### **GBBL 532, Paul the Pastor and Theologian, 4 Units**

Students in this course study the Apostle Paul's pastoral work in the establishment and care of churches, and his formative contribution to the theology of the Church, through examination of his letters.

**Prerequisite:** GBBL 511

### **GBBL 540, Hebrew II, 4 Units**

This course serves as a continuation of the introduction to the basic vocabulary, morphology, and syntax of biblical Hebrew begun in Hebrew I.

### **GBBL 541, Exegetical Study of the Greek or Hebrew Text, 4 Units**

Students are introduced to the basic principles and practice of Greek or Hebrew exegesis, through a detailed study of selected passages in the Greek text of the New Testament or the Hebrew Scriptures. Attention is given to methodological and bibliographical resources.

### **GBBL 551, Geographical and Historical Setting of the Bible, 4 Units**

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introducing the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course includes a 10-day travel tour of the lands of the Bible.

### **GBBL 552, Epistle to the Romans, 4 Units**

Students study Paul's letter to the Romans, with attention to developing skill in the methods of biblical exegesis and engaging the theological and ethical implications of Paul's thought.

**Prerequisite:** GBBL 511

## **GBBL 561, Psalms as Resource for Ministry, 4 Units**

The psalms of ancient Israel provide models of appropriate human response to the breadth of life as lived before God. In a strange but hopeful way, these human songs also become the source of the Divine Word of guidance, salvation, and grace. The course investigates the historical and literary character of the Hebrew psalms as well as ways these compositions can be effectively and appropriately incorporated into a life of ministry.

**Prerequisite:** GBBL 511

## **GBBL 562, Biblical Foundations of Worship, 4 Units**

This course is a study of the worship of the believing communities of the Bible and early Christianity within the context of the ancient Near East and the Greco-Roman world, with special attention to its historical expressions and theological foundations.

**Prerequisite:** GBBL 511

## **GBBL 570, Directed Research, 1-4 Units**

This is a course of independent research directed by the instructor.

## **GBBL 571, Readings in the Hebrew Text of the Pentateuch, 1-4 Units**

Selections from the Pentateuch are chosen according to the students' needs and interest. Attention is devoted to improving the ability to read the Hebrew text and knowledge of advanced Hebrew grammar. The course focuses on the documentary hypothesis and traditional-historical criticism.

## **GBBL 572, Readings in the Greek Text of the Gospels, 1-4 Units**

Selected passages from the Greek text of the Gospels are examined, and special attention is given to the tools of source, form, redaction, and narrative criticism.

## **GBBL 581, Readings in the Hebrew Text of the Prophets, 1-4 Units**

Selections from the Hebrew Bible are chosen according to the students' needs and interests. Attention is devoted to improving the ability to read the Hebrew composed in poetry. The role of the prophets in the life of Israel is investigated in terms of their preparation of the people for the coming of God's Kingdom in Christ.

## **GBBL 582, Readings in the Greek Text of the Epistles, 1-4 Units**

Selected passages from the Greek text of the Epistles are examined and special attention is given to rhetorical criticism.

## **GBBL 589, Bible Lands Study Tour, 1 Unit**

Experiencing first-hand the city of Jerusalem or Ephesus deeply illuminates a student's understanding of the Biblical story. This 1-unit (8-day) study-abroad course will provide students the opportunity to study the geography and archaeology of various Biblical sites in Israel or Turkey. Locations may vary.

## **GBBL 590, Thesis, 4 Units**

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

## **GBBL 591, Isaiah, 4 Units**

This course comprises a study of the canonical book Isaiah. The life and ministry of Isaiah of Jerusalem are investigated. Then the other sections of Isaiah are studied. The concepts of Isaiah 40-55 receive special emphasis, particularly the view of God, God's Word, the messages of salvation, and the role of the servant. Some attention is given to the major themes of Isaiah 56-66. The role of this canonical book in preparation for the coming of God's Kingdom in Christ receives special attention. His message of hope laid the foundation for the early Christians to understand God's work in Jesus. Thus, of all the books of the Old Testament, Isaiah is the most crucial for understanding the work of God in Christ.

**Prerequisite:** GBBL 511

## **GBBL 599, Readings in Biblical Studies, 1-4 Units**

This is a course of independent study supervised by the instructor.

## **GBBL 611, Old Testament Seminar, 4 Units**

Topics with current and/or continuing significance for Old Testament studies, critical methods, and advanced research techniques are emphasized.

**Prerequisite:** GBBL 511

## **GBBL 612, New Testament Seminar, 4 Units**

Topics that have current and/or continuing significance for the study of the New Testament are explored with emphasis on the methods of advanced research.

**Prerequisite:** GBBL 511

## **GBBL 621, Jeremiah, 4 Units**

The student undertakes a thorough investigation into the message of Jeremiah. This great prophet worked during the years of great turmoil leading up to the exile. A study of his life, confessions, and struggles leads the student into a thorough acquaintance with the events of the Middle East of the 6th century B.C. Also, the material in Jeremiah provides the student with the opportunity to discover the inner life of a prophet who faced tremendous opposition.

**Prerequisite:** GBBL 511

## **GBBL 622, The Church of the First Century, 4 Units**

Students undertake an investigation of the emergence of the Christian Church in the first century A.D. through an examination of the Acts of the Apostles, using the tools of literary, historical, sociological, and theological analysis.

**Prerequisite:** GBBL 511

## **GBBL 631, Early Judaism: The Writings and the Dead Sea Scrolls, 4 Units**

This course examines the Dead Sea Scrolls, the biblical books, and extra-biblical resources produced by the Jews of the Persian, Greek, and Roman periods. These sources demonstrate the processes involved in establishing post-exilic Jewish communities, authoritative texts, synagogue and home rituals, social practices, and interpretive discourses, which form a foundation for the early Jesus movement, the New Testament, Christianity, rabbinic Judaism, and the Judaisms of today.

**Prerequisite:** GBBL 511

## **GBBL 632, The New Testament World, 4 Units**

This course gives students an encounter with Jewish and Greco-Roman primary texts from the Hellenistic Age in order to gain an understanding of the history, religion, and culture that formed the milieu of the New Testament.

## **GBBL 641, Theological Themes of the Old Testament, 4 Units**

This course investigates contemporary approaches to Old Testament theology. These methods are studied and critiqued. Specific theological themes are pursued, including God's self-revelation, God's holiness, justice, wisdom, love, the view of humans, sin and atonement, praise, and lament. Very important is a consideration of the relationship of both testaments for practicing biblical theology.

**Prerequisite:** GBBL 511

## **GBBL 651, Scripture and Canon: The Formation of the Bible, 4 Units**

This course traces how the Jewish and Christian Scriptures were produced, preserved, transmitted, authorized, and canonized in living communities of faith. It explores how inspiration and revelation-as well as social structures, historical events, and politics-feature in the development and persistence of a sacred canon.

## **GBBL 652, Geographical and Historical Setting of the Hellenistic World, 4 Units**

This course explores geography, history, culture, and archaeology of the Hellenistic world as the setting in which the New Testament was written, and includes a tour of sites in the Aegean region of Greece and Turkey.

## **GBBL 661, Women in the Bible and Church History, 4 Units**

This course is an inductive survey of women's roles in the Bible and biblical discourse regarding women. It also survey's women's contributions to church history and theology. This in-depth examination of women in biblical and interpretive traditions, church history, and theology informs students' understanding of the vocations of women serving God today.

## **GDMN 704, Research and Design, 4 Units**

Students are introduced to the practical application of the doctor of ministry coursework as it relates to their needs and ministerial context. Special attention is given to developing a lifelong appreciation of active discovery. Focus is on tools for study and research, developing a design proposal for the D.Min. project, and the methods of research and writing.

## **GDMN 710, Christian Spirituality, 4 Units**

The spiritual dynamics involved in the transformation of the human personality are studied in the course. Topics covered include biblical, theological, historical, psychological, and sociological understanding of the human condition and how holy habits are formed. Special attention is given to how spiritual formation applies to situations of ministry.

## **GDMN 720, Theology for Spiritual Formation, 4 Units**

Students explore the ways in which the disciplines of theology, the humanities, and the behavioral sciences can be integrated and applied to the task of ministry. Spiritual formation of individuals and communities into the way of Christ, the imitatio Christi, is the focus of the integration process; practical application is made to congregational life.

## **GDMN 730, Church Renewal, 4 Units**

Students consider the dynamics of spiritual renewal through an investigation of renewal movements among the people of God from the pre-exilic prophets in ancient Israel to contemporary movements in the Christian church in the 20th century. The analysis draws on the perspectives of theology, psychology, and sociology, with a focus on the ways in which these movements enhance or inhibit character formation. Attention is given to the application of the dynamics of renewal to contemporary situations.

## **GDMN 740, Spiritual Leadership, 4 Units**

Students uncover the dynamics of leadership in the context of Christian community, using models developed from the humanities and behavioral sciences as well as the theological disciplines to determine the ethnic and cultural variables in leadership practice. Special emphasis is given to the effect of different leadership styles on growth toward Christ-likeness, and application is made to practical pastoral settings.

## **GDMN 750, Civic Spirituality, 4 Units**

Students uncover the dynamics of spiritual formation within the context of urban life and ministry, integrating issues of social justice and personal piety. Particular attention is given to the African-American, Asian-American, Asian, Hispanic-American, and Hispanic experience, and practical application is made to the ministerial context of the individual student.

## **GDMN 752, Christian Spiritual Formation I, 3 Units**

The dynamics of a life in the Kingdom of God are investigated in this first of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) spiritual formation into Christ-likeness as God's intention for humans - that it is possible and suited to human nature; 2) living in the Kingdom of Heaven here and now; and 3) application of these understandings from Christ to the realities of the human self and actual existence in our circumstances.

## **GDMN 754, Christian Spiritual Formation II, 3 Units**

Living in the divine conversation and character is investigated in the second of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) learning how to hear God; 2) Christian spiritual disciplines - concept and history; and 3) salvation is a life, with special emphasis given to the 'Fruit of the Spirit' as the foundation and framework of eternal living.

**Prerequisite:** GDMN 752

## **GDMN 756, Christian Spiritual Formation III, 3 Units**

The great traditions of Christian faith through Scripture, literature, and praxis are investigated in the third of a four-course sequence on authentic discipleship to Jesus Christ. The course is built around the following three themes: 1) gaining an experiential understanding of the six great traditions of Christian faith; 2) coming to a deeper appreciation of the importance of classical devotional literature; and 3) learning to better experience God in Scripture while developing a deeper appreciation for the Bible's presentation of 15 ways of 'being with' God.

**Prerequisite:** GDMN 754

## **GDMN 758, Christian Spiritual Formation IV, 3 Units**

Living as an apprentice to Jesus is investigated in the fourth of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) being with God in prayer; 2) discipleship as apprenticeship; and 3) spiritual formation in all life's roles.

**Prerequisite:** GDMN 756

## **GDMN 760, Christian Spirituality and Modern Technology, 4 Units**

Students study the theory and practice of modern technology in the context of Christian ministry, including practical experience with the various aspects of the information superhighway (e.g., computers and peripherals, software, network services, and email). Attention is given to ways in which the technological society enhances or inhibits spiritual formation in individuals and communities.

## **GDMN 762, Spiritual Practices in the Church, 4 Units**

This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the via positive, and its practice in the prayer life of the individual and in the life of the congregation.

## **GDMN 764, History and Theology of Worship, 4 Units**

This course documents the history and theology of worship with particular attention given to worship as a means for the cure of souls. The rationale and practice of both liturgical and free church worship is considered along with attention to various musical forms. Attention is also given to the application of the insights of this study to the ministerial context of the individual student.

## **GDMN 768, Urban Immersion, 4 Units**

Students analyze the impact of urban changes upon the work of church planting and congregational life through an exposure to urban culture using the university's network of relationships to churches, institutions, and agencies throughout the greater Los Angeles area.

## **GDMN 772, Contemplative Spirituality, 4 Units**

This course explores the scriptural and historical background of contemplative spirituality in order to experience its dimensions and practices today. Special attention is focused on how one's relationship with God, character formation, and mission enrich not only the personal life of the individual but also the Church and its mission.

## **GDMN 782, Scripture: Its Spirituality and Proclamation, 4 Units**

The Christian Scriptures exist as a great variety of manuscript and printed texts. They express a spectrum of content in many different genres, and they have evoked an enormous range of thoughtful responses. Viewed from the perspective of God's community, all of these aspects are manifestations of the work of God's Spirit. In this course students will seek to better understand the spiritual phenomena collectively known as Christian Scripture. Students will explore the relevance of the spiritual dimensions of Scripture to Christian ministry.

## **GDMN 790, Ministry Project, 4 Units**

Students work with their D.Min. project committee in developing a doctoral-level report based on critical reflection concerning a specific problem or issue in the practice of ministry.

## **GDMN 792, Ministry Project Continuation, 0 Units**

Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 Ministry Project must enroll for subsequent semesters in this course. Additional fee is required.

## **GDMN 797, Seminar in Ministry, 4 Units**

The course covers topics of pressing concern in Christian ministry, including spiritual formation, pastoral leadership, Church renewal, and practical theology.

## **GDMN 799, Readings in Doctoral Ministry, 1-4 Units**

This is a course of Independent Study supervised by the instructor.

## **GINs 507, The Bible and Preaching, 4 Units**

This course applies the practice of Biblical interpretation to sermon preparation and delivery. As an integrative course, students are supervised in the study of Scripture and the development of effective preaching skills.

**Prerequisite:** GBBL 511

## **GINs 526, Ethics and Worship, 4 Units**

The liturgical foundations for Christian ethics are covered in this course. The course explores how Christian practices like congregational gathering, prayer, the Lord's Supper, Sabbath, baptism, funerals, marriage, celibacy, fasting, reading of scripture, preaching, and confession form us into a people who can respond to issues such as social justice, poverty, sexuality, violence, and racism.

## **GINs 542, The Gospels and Christology, 4 Units**

This course examines the development of the Gospel traditions and Christological traditions in the early Church, and their significance to Christian beliefs, values, and practices.

**Prerequisite:** GBBL 511

## **GMIN 501, Foundations of Youth Ministry, 4 Units**

Students are exposed to selected theologies that provide the underpinnings of various youth ministries. The course includes discussion regarding current adolescent culture and issues and contemporary youth ministry issues. Each student is required to integrate the course content into the various projects assigned, demonstrating a thorough understanding of the course content.

## **GMIN 502, Discipleship and Evangelism of Youth, 4 Units**

This course promotes a biblical theology of discipleship and evangelism and its practical application toward youth ministry. Extensive focus is given to being and making disciples and evangelizing others. Students are required to integrate the course content into the various projects assigned, which shows a depth of understanding of principles taught in the course.

## **GMIN 503, Multicultural Youth Ministry, 4 Units**

This course is a study of contemporary social problems theory with special emphasis on cross-cultural perspectives as found in the urban/multicultural youth environment. Complex issues emerging from multicultural youth perspectives of various ethnicities are explored in the light of contextually relevant church ministry.

## **GMIN 504, Pastoral Counseling of Youth, 4 Units**

This course introduces students to the pastoral counseling field and assists with the development of specific skills and competencies in the counseling process with adolescents and their families. It also builds biblical and theological foundations for pastoral counseling with adolescents and gives students an opportunity to engage in an actual pastoral counseling experience.

## **GMIN 505, Ministry Life and Leadership, 4 Units**

This foundational ministry course practically equips students for sustainable service as leaders in congregations and other settings. Attention is given to the theological and cultural dimensions of the church, biblical understandings of leadership, personal character formation in relation to congregational leadership, and leadership strategies.

## **GMIN 506, Foundations of Educational Ministries, 4 Units**

Students explore the history of Christian education and its influence as a church movement, the philosophy of ministry with emphasis on learning theory, and contemporary trends and their effect on Christian education, formation, and discipleship.

## **GMIN 508, Servant Leadership and Church Management, 4 Units**

This course addresses the pastor's role and calling as leader, particularly the practice of servant leadership and management of staff and volunteers. Consideration of gifting, style, and personal formation will be given in relation to working with boards, teams, and individuals within a church setting. Topics will include vision and implementation, team-building and communication, all within the context of a volunteer based church.

## **GMIN 509, Urban Sociology and Christian Ministry, 4 Units**

This course provides an introduction to sociological and cultural theories of urban areas. In order to understand the pressing cultural and social needs of the city, this course prepares ministry students to approach their urban churches within the broader framework of understanding systemic social pathologies, theories of race and class, and urbanism.

## **GMIN 516, Christian Formation and Discipleship, 4 Units**

This course offers a study of foundational principles and models of Christian Formation and Discipleship, with special emphasis on formation into Christlikeness as a primary emphasis for pastoral leadership and teaching. Consideration will be given to the complex dimensions of personal transformation within a community context. Study of the self, the role of grace, spiritual disciplines and the importance of developing a 'rule of life' will be key topics.

## **GMIN 519, Current Issues in Urban Ministry, 4 Units**

This course examines the critical issues affecting the quality of life for those living in major urban areas. The course focuses on in-depth examination of the contributions of faith communities to social analysis, public theology, and transformation of community in relation to issues such as homelessness, violence, family dissolution, and gentrification.

## **GMIN 526, Curriculum and Instruction, 4 Units**

Students gain knowledge of recent trends in curricular materials, principles, and methods; the use of the Bible; activities; and objectives of programming in Christian education.

## **GMIN 528, Contemporary Issues in Ministry, 4 Units**

The church and its ministry are studied. The course emphasizes contemporary changes in the church, directions in which the church and ministry are moving, staff relationships, contemporary methods of service, extra-church ministries, and the implications of modern culture on the development of the church's ministry strategy.

## **GMIN 529, City in Theological Perspective, 4 Units**

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

**Prerequisite:** MINC 346, MINC 487

## **GMIN 548, Pastoral Counseling and Church Health, 4 Units**

The course addresses the pastor's presence, identity, and counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such topics as: an integrated view of the care of the soul, family of origin formation, addiction and recovery, family systems theory as applied to the life and health of the local church. The course provides insights, information, and practical applications for effective pastoral health and ministry in today's complex ministry settings.

## **GMIN 559, Urban Cross-Cultural Ministry, 4 Units**

Students learn about particular ethnic groups, with a focus on ministry to each group, the church in changing neighborhoods, and the development of multi-congregational churches.

## **GMIN 567, Community Retreat, 1 Unit**

This course is designed to launch students into their seminary experience through building community with other students and faculty, participating in formational activities, and reflecting on vocation.

## **GMIN 568, Mentored Ministry: Chaplaincy, 3 Units**

This course grants credit to students who complete 400 hours of a Clinical Pastoral Education chaplaincy internship.

## **GMIN 569, Mentored Ministry, 1 Unit**

Mentored ministry is a central piece of the learning experience at Azusa Pacific Seminary, helping students integrate ministry experience, academic studies, personal development, and spiritual formation. Mentored ministry consists of two components: the student's supervised ministry experience, as each student is required to devote at least eight hours per week to serving in a ministry context; and the Mentored Ministry Reflection Group, which meets throughout the semester to reflect on case studies, mentoring, and peer support in relation to students' ministry site experiences, personal awareness, and spiritual formation.

## **GMIN 570, Directed Research, 1-4 Units**

This is a course of independent research directed by the instructor.

## **GMIN 571, Internship, 3 Units**

This course includes a diverse format of classroom experience, field experience and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of the Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve eight hours per week in hands-on field experience.

## **GMIN 577, Music in the Worshiping Church, 4 Units**

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the Psalter, hymnody and hymn writers, and a survey of contemporary worship styles including blended, Gen-X, Taize, and multicultural worship.

## **GMIN 578, Worship Leadership, 4 Units**

This course equips the student to become a servant leader. It is a practical class designed to help worship leaders succeed as family members, team players, event coordinators, budget managers, vision casters, congregational guides, and reproducers of other leaders. Discussions are focused on the complex set of challenges that worship leaders typically face.

### **GMIN 579, Church Music Administration, 4 Units**

This course examines the calling and role of the worship leader, care of music participants, and various planning tools. Also included is an introduction to the use of technology and the preparation, direction, rehearsal, arranging and incorporation of various ensembles (praise team, choir, rhythm section, church orchestra) encountered in Church ministries.

### **GMIN 580, Aesthetics, Arts, and Actions in Corporate Worship, 4 Units**

This course helps students develop a philosophy of aesthetics and the arts in corporate worship. An investigation of spirituality in the post-modern world includes suggestions for the inclusion of sacred time, sacred space, drama, dance, sacred action, sign, and symbol in Protestant worship.

### **GMIN 588, The Missional Church, 4 Units**

This course offers an introduction to the missiological insights required to lead the North American church in the post-modern world. These insights reflect the interdisciplinary interaction of theology, anthropology, and missiological strategy for penetrating the culture of the North American 21st century.

### **GMIN 599, Readings in Ministry, 1-4 Units**

This is a course of independent study supervised by the instructor.

### **GMIN 605, Leadership in Youth Ministry, 4 Units**

This course teaches students the roles and responsibilities of Christian leadership in youth ministry. This capstone course includes the meaning of being a Christian leader and organization and administration of youth ministry programs.

### **GMIN 608, Integrative Ministry Project, 4 Units**

This course serves as a capstone for the MAPS degree. It is designed primarily as a practical ministry project with a specialized focus from the student's concentration. This course integrates praxis with disciplines within the degree: biblical studies, theology, and ministry.

### **GMIN 618, M.Div. Capstone, 4 Units**

Students complete a major project that demonstrates skills and knowledge they have attained during seminary in relation to biblical studies, theology, and ministry. The course is taken by students in the last year of their program and includes an oral presentation to a faculty panel.

### **GMIN 628, Seminar in Ministry, 1-4 Units**

The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

### **GTHE 503, Church History I, 4 Units**

The history of Christianity is surveyed from the first century to the Reformation. Consideration is given to major theologians and their works and significant developments in the history of the church. Specifically the course will make use of primary sources to describe the early church, trace theological developments, doctrines and polity. Focus on the varieties of Christian communities of the Early/Medieval period will include the Desert communities of fathers and mothers of the church, women in Late Antiquity, and the medieval church in Italy.

### **GTHE 505, Christian Ethics, 4 Units**

The biblical and theological foundations of historical and contemporary interpretations of Christian ethics are covered, with an analysis of the nature of Christian responsibility in the major areas of social concern.

### **GTHE 513, Church History II, 4 Units**

Major theological movements within the Christian church, from the Reformation to the present, are studied. Consideration is given to major theologians and their works and significant developments in the history of the modern church.

### **GTHE 523, Seminar in Church History, 4 Units**

Students explore selected epochs, movements, or issues in the history of the Church. Topics included are the Reformation, the Wesleyan revival, the Great Awakening, and the Church in the urban context.

### **GTHE 529, The City in Theological Perspective, 4 Units**

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

### **GTHE 534, Interdisciplinary Seminar in Theology, 4 Units**

A selected topic in Christian theology, from the perspectives of the Bible, theology, philosophy, sociology, psychology, and communication theory, is studied in a given semester.

### **GTHE 535, Theology, Work, and Economics, 4 Units**

This course will introduce students to the Biblical and historical aspects of work and economics. It will also train students to understand and to create both personal and church budgets.

### **GTHE 544, The Theology of John Wesley, 4 Units**

Highlights of Wesley's life are studied with reference to the development of his theology. Special attention is given to the unique emphases of Wesleyan doctrine.



### **GTHE 553, Evangelical Friends History: Birth, Growth, and Organization, 4 Units**

This course provides a survey of the Friends Church from its origins in the 17th century to the present. The birth, growth, and organization of Quakerism is delineated, along with Quaker distinctives in thought and practice, the role of evangelicalism, reform efforts, church polity, and the ongoing challenges of cultural relativism and relevancy. Special attention is given to the experiences and practices of American Friends in general and of Evangelical Friends in the Southwest in specific.

### **GTHE 554, Friends Theology, Worship, and Leadership, 4 Units**

Students learn about the distinctive theology, worship, and leadership practices of Friends, as compared and contrasted with other Christian groups. The course meets the needs of those in the 'recording' process.

### **GTHE 563, American Church History, 4 Units**

This course will present an introduction and study of the major themes, persons and movements within the history of the American church from the Puritan church to the present, and will primarily focus upon Protestant Christianity.

### **GTHE 564, Contemporary Theology, 4 Units**

This course investigates contemporary issues of theology as they emerged within the context of the modern and/or postmodern world. Special emphasis is placed upon the reading of primary texts and upon relating to issues in a way that is responsible to historic Christianity as well as contemporary concerns. Issues include those related to existentialism and such contextualized theologies as liberation, ethnic, and feminist theologies.

### **GTHE 570, Directed Research, 1-4 Units**

This is a course of independent research directed by the instructor.

### **GTHE 573, History of the Church in Latin America, 4 Units**

This course traces the history of the Church in Latin America and its diverse relationships with its religious, economic, political, and cultural surroundings from the Conquest (1492) to the 20th Century.

### **GTHE 574, Theological Issues in the Hispanic Church, 4 Units**

This course examines a variety of theological issues facing the Hispanic church today. It engages the social and cultural contexts in which today's Church serves. It also places these issues in theological context to supply students with practical and applicable strategies for working through these issues in their local communities.

### **GTHE 584, Christian Theology, 4 Units**

This course identifies basic beliefs about God, creation, humanity, Jesus Christ, Holy Spirit, salvation, and the church. Specific doctrines of Christian theology are analyzed from the perspective of historical, contextual, and systematic theology, based upon a biblical foundation.

### **GTHE 590, Thesis, 4 Units**

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

### **GTHE 599, Readings in Church History, Theology, and Ethics, 1-4 Units**

This is a course of independent study supervised by the instructor.

### **GTHE 615, Church and Society, 4 Units**

This course deals with the nature and mission of the church and the problems which the church must face in its relationship with society.

### **GTHE 625, Seminar in Christian Ethics, 4 Units**

A selected area in the field of Christian ethics is studied in a given semester. Areas of study include the following: political ethics, social justice, war and peace, economic ethics, the ethics of sex, and medical ethics.

### **GURS 589, Urban Immersion L.A., 1 Unit**

Urban Immersion is an experiential and reflective field education encounter that explores a theological perspective amidst the urban realities of Los Angeles. Participants examine the relationship and exchange between social life and faith in urban spaces, and special attention is given to the Kingdom impact on urban migration, marginalization, and adaptation. Students meet at the Los Angeles Regional Site and visit designated locations in the city for their immersion experiences.

### **TUL 500, Biblical Theology in an Urban Context, 3 Units**

This course builds a biblical theology overview that connects the motif of the Kingdom of God to issues of poverty, oppression, community development, and church growth in urban poor communities.

### **TUL 503, Cultural Learning Tools I, 2 Units**

This course guides students in acquiring the appropriate knowledge, dispositions, and methodology for independent and ongoing language and culture learning within urban poor communities, supporting local language learning processes.

## **TUL 504, Cultural Learning Tools II, 2 Units**

A continuation of TUL 503, this course guides students in acquiring the appropriate knowledge, dispositions, and skills for independent and ongoing language and culture learning within urban poor communities.

**Prerequisite:** TUL 503

## **TUL 506A, Language and Culture Learning I, 1 Unit**

This course guides students pre-field in an understanding of the structures of cross-cultural mission, and in acquiring skills for language and culture learning within urban poor communities. This is the first of a three-course sequence.

## **TUL 520, Urban Spirituality, 3 Units**

This course is an in-depth examination of human development and family life in marginalized and impoverished urban contexts, emphasizing the care and nurturing of resource-poor workers and the practical application of the spiritual disciplines.

## **TUL 530, Building Faith Communities, 3 Units**

This course applies a story-telling approach to the process of entering poor communities and developing holistic poor peoples' churches in ways faithful to the values and goals of the Kingdom of God. Entrance, proclamation, and discipleship are considered in relation to the processes of small-group formation and leadership development.

## **TUL 531, Developing Urban Faith Communities, 1 Unit**

The course explores approaches to the process of entering marginal urban communities and developing a holistic community-based discipleship experience.

## **TUL 540, Urban Reality and Theology, 3 Units**

This course organizes an interdisciplinary dialogue between urban theology and urban analysis, drawing upon studies in economics, community development, anthropology, sociology, and history. It aims to generate perspectives and tools for transformative urban mission.

## **TUL 550, Solidarity with the Marginalized, 2 Units**

This course guides students in understanding the conditions of marginalized populations (e.g., street children, substance users, and commercial sex workers) and in formulating a theology and strategy for team-based responses that aim to free individuals and change structural causes.

## **TUL 555, Educational Center Development, 2 Units**

This course focuses on developing and improving preschool, elementary school, and vocational school education in global slums as integral to the work of urban poor churches. Topics include philosophy of education among the poor, and the course includes a practicum evaluating school effectiveness, models of community-based (slum) schooling, curriculum development, long-term management, and financial viability.

## **TUL 560, Practical Theology of Community Economics, 2 Units**

This course relates biblical and theological perspectives to the theory and practice of community wealth building. Special emphasis is given to cooperatives, microenterprises, and entrepreneurship as a basis for asset building and ownership.

## **TUL 570, Multicultural Ministry, 3 Units**

This course introduces students to the basic competencies needed for ministry in a multicultural society. Students explore various models of multicultural ministry and related church-based expressions in the City.

## **TUL 575, Art and Community Change, 2 Units**

In this course, students learn and engage with salient theological, cultural, and philosophical themes connected to the idea of art as a medium for personal and community transformation-in (and under) the direction of the reign of God. Emphasis is given to formulating a strategic outreach and discipleship plan that nurtures holistic growth, development, and personal transformation of young people around an emerging artistic expression.

## **TUL 584, Contextual and Global Theology, 3 Units**

Students in this course study the contextual nature of Christian theology, with special attention given to how the central themes of systematic theology have developed and are interpreted and applied within global and urban contexts.

## **TUL 592, The Synoptic Gospels, 3 Units**

Students in this course examine the life and teaching of Jesus portrayed in the Synoptic Gospels (Matthew, Mark, and Luke), exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.

## **TUL 599, Independent Study, 1-3 Units**

Students enroll in this course to pursue independent study, investigating subjects and interests that lie beyond regular course offerings. Students explore topics in greater depth than in other courses, and/or initiate an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

## **TUL 620, Leadership of Urban Movements, 3 Units**

This course explores the dynamics of leadership within holistic, urban poor movements. Special emphasis is given to urban religious movements, social movements, civil sector organizational leadership models and citywide leadership networks for proclamation, revival and transformation.

### **TUL 630, Community Transformation, 3 Units**

This course explores the challenges and models of, and analytical tools for, transformational change within marginal urban communities, while building a Christian framework for holistic development, community organization, liberation, and social change among the urban poor. Students also gain skills in community asset mapping and initiating a seed project.

### **TUL 635, Community Conflict Transformation, 3 Units**

This course explores nonviolent responses to conflict that are oriented to the transformation of relationships damaged by hate, crime, family, or community violence or prejudice. The course introduces key concepts and skills toward the restoration of self and the rebuilding of relationships. An overview of its application for select purposes (e.g. mediation and restorative justice efforts) will be developed. The intent is to equip individuals to deal constructively with conflict in their own lives, institutions, and communities.

### **TUL 640, Entrepreneurial and Organizational Leadership, 3 Units**

This course introduces students to the concepts and skills of entrepreneurial and organizational leadership required to initiate new movement structures among the urban poor. Students apply basic business principles and accountability systems in formulating a viable business plan within an urban poor community.

### **TUL 650, Urban Community Health Programs, 2 Units**

This course is an exploration of the public health challenges facing the Church and local nongovernmental organizations (NGOs) within urban poor communities, along with innovative, community-based responses. Topics addressed include environmental health, maternal and child health, and chronic health conditions prevalent in marginal urban communities. Students serve as mentored interns with a health organization in the community where they live or work.

### **TUL 655, Advocacy and the Urban Environment, 2 Units**

Students in this course examine relations between urban poor communities, the land, and broader environmental problems including natural disasters. Fieldwork focuses on advocacy for adequate housing, infrastructure services, and effective disaster response.

### **TUL 671, Project Methods and Design, 2 Units**

Students in this course design qualitative/participatory research projects related to missiologically significant issues on behalf of an urban church movement or community organization.

### **TUL 675, Integrative Final Project, 2 Units**

In this course, students conduct the qualitative/participatory research projects they designed in TUL 671. This culminates in the writing and oral presentation of a report that involves local residents in transformation.

**Prerequisite:** TUL 671

## **Faculty**

### **Dean**

Robert Duke (<http://www.apu.edu/faculty/rrduke/>), Ph.D.

### **Associate Dean for Curricular Assessment and Strategic Initiatives**

John Ragsdale (<http://www.apu.edu/faculty/jragsdale/>), Ph.D.

### **Associate Dean for Urban and Multicultural Programs**

Enrique Zone (<http://www.apu.edu/faculty/ezone/>), Ed.D.

### **Chair, Department of Biblical and Theological Studies**

Karen Strand Winslow (<http://www.apu.edu/faculty/kwinslow/>), Ph.D.

### **Chair, Department of Ministry**

Keith J. Matthews (<http://www.apu.edu/faculty/kmatthews/>), D.Min.

## **Professors**

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Daniel Newman (<http://www.apu.edu/faculty/dnewman/>), Ph.D.

Linda Pyun (<http://www.apu.edu/faculty/lpyun/>), Ph.D.

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Don Thorsen (<http://www.apu.edu/faculty/dthorsen/>), Ph.D.

Enrique Zone (<http://www.apu.edu/faculty/ezone/>), Ed.D.

## **Associate Professors**

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Janette Ok (<http://www.apu.edu/faculty/jok/>), Ph.D.

Kent Walkemeyer (<http://www.apu.edu/faculty/kwalkemeyer/>), D.Min.

## **Affiliate Professor**

John Park (<http://www.apu.edu/faculty/jpark/>), Ph.D.

## **Professors Emeriti**

Russell Duke (<http://www.apu.edu/faculty/rduke/>), Ph.D.

Earl Grant, Ph.D.

John E. Hartley (<http://www.apu.edu/faculty/jhartley/>), Ph.D.

Lynn Allan Losie (<http://www.apu.edu/faculty/llosie/>), Ph.D.

Lane Scott (<http://www.apu.edu/faculty/lscott/>), Ph.D.

# Doctor of Ministry (D.Min.)

For more information: (626) 815-5447

The Doctor of Ministry (D.Min.) (<https://www.apu.edu/seminary/programs/dmin/>) is the highest professional degree in the practice of ministry, building on education received through the Master of Divinity and on experience gained in the practice of ministry. Azusa Pacific Seminary's D.Min. program is available in English, Korean, and Spanish.

## Mission Statement

The Doctor of Ministry program focuses on spiritual formation and ministry leadership. Through studies in theology and ministry, students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice.

## Admission Requirements

Admission decisions in the Doctor of Ministry program are based initially on three primary criteria: prerequisite theological education, practical ministry leadership experience, and demonstrated academic aptitude for advanced studies at the doctoral level.

Program admission requirements include the following:

1. A completed application for graduate admission (available from the Graduate and Professional Center or online (<http://www.apu.edu/apply/>)).
2. An M.Div. from an ATS-accredited school or its educational equivalent, achieved with a grade-point average of at least 3.0 (on a 4.0 scale) and verified by the submission of an official transcript. (M.Div. equivalency is defined as 72 graduate semester hours, or comparable graduate credits in other systems, that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master's degree and significant ministerial leadership. For more information on equivalency, contact Azusa Pacific Seminary (<http://www.apu.edu/seminary/>)).
3. Transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all postbaccalaureate study.
4. Evidence of active practice in ministry leadership for at least three years after completion of the first theological degree and of current involvement in ministry leadership. This must include a written letter of support for doctoral studies from the applicant's current ministry assignment.
5. A 1,500-word written statement that addresses ministerial and education goals, personal spiritual and leadership journey, and recent theological reading. Contact the office of the Doctor of Ministry program for details on completing this admission requirement.
6. Three letters of reference attesting to the applicant's personal character, academic ability, and ministerial skills. Forms are included with application materials.
7. A current résumé.
8. A personal interview with the program director may be required.
9. Applicants planning to study in English for whom English is a second language must demonstrate language aptitude for advanced studies at the doctoral level by the following minimum international iBT (Internet-based TOEFL) scores:
  - Reading: 25
  - Speaking: 25
  - Writing: 25
  - Listening: 25

Students who have completed at least 48 units in an accredited English-speaking program just prior to application may be admitted without the TOEFL.

### All materials should be submitted to:

Graduate and Professional Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA

Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
[gpadmissions@apu.edu](mailto:gpadmissions@apu.edu)  
[apu.edu/gpc/](http://www.apu.edu/gpc/) (<http://www.apu.edu/gpc/>)

### Send international applications to:

International Center  
Azusa Pacific University  
PO Box 7000

Azusa, CA 91702-7000 USA  
 +1-626-812-3055  
 Fax: +1-626-815-3801  
 international@apu.edu  
 apu.edu/international (<http://www.apu.edu/international/>)

## Transfer Credit

Because of the specialized nature of the program, transfer credit must be evaluated by the director of the D.Min. program. A maximum of 6 semester units of doctoral-level work that have been completed within the past eight years may be allowed as transfer credit.

## Full-time Status

Full-time status in the D.Min. program is 8 units per term. Students who enroll in at least 4 units are considered to be half time.

## Advancement to Candidacy

Students will be considered for candidacy for the Doctor of Ministry after successful completion of 16 units of coursework (minimum 3.0 GPA in all coursework with no grade less than *B-*), and a qualifying interview with the D.Min. director or the D.Min. committee in which the student satisfactorily demonstrates knowledge and integration of theory and practice in spiritual formation and ministry leadership. Final approval for candidacy is granted by the D.Min. committee.

## Written Project

Students will demonstrate academic and practical learning through completion of a major written project. They will conduct research and develop and write their project in a ministry practice field of interest. Ordinarily the project will be a minimum of 100 pages in length. Complete information on the doctoral project process and standards is available from the office of the D.Min. director.

## Coursework Requirements

| Code                           | Title  | Units |
|--------------------------------|--|-------|
| <b>Core Courses</b>            |  |       |
| GDMN 704                       | Research and Design                            | 4     |
| GDMN 710                       | Christian Spirituality                         | 4     |
| GDMN 730                       | Church Renewal                                 | 4     |
| GDMN 740                       | Spiritual Leadership                           | 4     |
| GDMN 782                       | Scripture: Its Spirituality and Proclamation   | 4     |
| <b>Electives</b>               |  |       |
| Select three of the following: |  | 12    |
| GDMN 750                       | Civic Spirituality                             |       |
| GDMN 760                       | Christian Spirituality and Modern Technology   |       |
| GDMN 762                       | Spiritual Practices in the Church              |       |
| GDMN 764                       | History and Theology of Worship                |       |
| GDMN 768                       | Urban Immersion                                |       |
| GDMN 772                       | Contemplative Spirituality                     |       |
| GDMN 797                       | Seminar in Ministry                            |       |
| GDMN 799                       | Readings in Doctoral Ministry                  |       |
| <b>Optional Emphasis</b>       |  |       |
| GDMN 752                       | Christian Spiritual Formation I <sup>1</sup>   |       |
| GDMN 754                       | Christian Spiritual Formation II <sup>1</sup>  |       |
| GDMN 756                       | Christian Spiritual Formation III <sup>1</sup> |       |
| GDMN 758                       | Christian Spiritual Formation IV <sup>1</sup>  |       |
| <b>Project</b>                 |  |       |
| GDMN 790                       | Ministry Project <sup>2</sup>                  | 4     |
| GDMN 792                       | Ministry Project Continuation                  | 0     |
| Total Units                    |  | 36    |

- 1 This course is offered at the Apprentice Institute; registration for three credit hours at Azusa Pacific Seminary must be made before starting the course. In order to earn credit, students must be accepted into the APU Doctor of Ministry program before registering for any Apprentice Institute course. Upon satisfactorily completing all course requirements as set forth within the Doctor of Ministry program, student receive 3 units of credit in the spiritual formation emphasis in the Doctor of Ministry degree program.
- 2 Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 must enroll for subsequent semesters in GDMN 792.

## Instructional Format

Each course is structured to include several components that incorporate the theoretical, practical, and collegial aspects of the learning experience:

1. **Preliminary reading.** Assigned reading must be completed prior to the classroom experience, fulfilling a requirement of 1,800-2,000 pages of reading for a 3-unit course and 2,400-2,500 pages for a 4-unit course. The reading provides the theoretical basis for the analysis of practical situations in ministry.
2. **Classroom experience (English and Spanish programs).** Classroom experience is in concentrated sessions during two-week residency periods held in the middle of the spring and summer terms. The residency periods involve significant interaction with a faculty instructor in a peer-learning, seminar format. The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using his or her academic and practical experience to bring in-depth analysis, critical thinking, integration, and application to the topic.
3. **Classroom experience (Korean program).** The Doctor of Ministry Korean program follows APU's academic calendar. Each class meets multiple times during the semester in one-day intensive sessions utilizing lecture and discussion formats. In this way, courses provide opportunity for peer-learning, critical reflection, and application of content over a period of several months.
4. **Grading.** Students must achieve a minimum grade of *B-* in order to receive credit for work in a course. If a student receives a grade of *C+* or lower in a course, the course may be repeated, and the new grade, if higher, will replace the former grade in the computation of the grade-point average.
5. **Course project.** An extensive postclassroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministerial situation. The results of this reflection are then submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

## Time Limit

A maximum of 16 units of coursework may be completed during one calendar year, requiring a minimum of two years for completion of all required coursework. The written doctoral project may be completed in the third year. The minimum time required for completing the program is three years, and the maximum time allowed is eight years from the time of enrollment.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop a theology of spirituality by integrating insights from Scripture, theology, and related disciplines in the humanities and behavioral sciences.
2. Evaluate the dynamics of spiritual life in the context of multicultural life and ministry.
3. Synthesize and apply the theories of spiritual formation to personal spiritual growth and the task of ministry through experience-oriented learning strategies, ascertaining how individuals form habits that facilitate spiritual growth.
4. Analyze and critique how the pastor's leadership contributes to spiritual formation in the congregation.
5. Analyze and apply the relationship between personal piety and the promotion of social justice.

# M.A. (Theological Studies)

For more information: (626) 815-6000, Ext. 5655

The Master of Arts (Theological Studies) program (<https://www.apu.edu/seminary/programs/masters-in-theological-studies/>) is designed for students who desire advanced academic training in biblical studies, theology, and ethics in preparation for teaching in Christian schools, colleges, and churches. It also serves as the foundation for doctoral studies in biblical studies, theology, and ethics.

## Mission Statement

The Master of Arts (Theological Studies) program prepares men and women for doctoral studies or teaching in Christian schools, colleges, and churches. The course of study comprises 60 units in biblical and theological studies with an opportunity to specialize in one of these fields.

## Requirements

The Master of Arts (Theological Studies) program requires 60 units of coursework, including 8-16 units of biblical languages (Hebrew and Greek), 16 units in each of the two core areas of a) biblical studies and b) theology and ethics, and 8-16 units of electives in biblical studies and theology and ethics, as well as 4 units for the preparation of a research paper/thesis to be defended in an oral examination. Each student is assigned a faculty advisor who gives guidance in the selection of courses and composition of the research paper/thesis.

| Code  | Title   | Units     |
|---|---|-----------|
| <b>Biblical Language Requirement</b>              |   | <b>8</b>  |
| Select one or both of the following: <sup>1</sup> |   |           |
| GBBL 510<br>& GBBL 520                            | New Testament Greek I<br>and New Testament Greek II           |           |
| GBBL 530<br>& GBBL 540                            | Hebrew I<br>and Hebrew II                                     |           |
| <b>Biblical Studies Core Courses</b>              |   | <b>16</b> |
| GBBL 501  | Torah and Prophets: Exodus-2 Kings                            |           |
| GBBL 511  | Biblical Interpretation: Exploring Genesis                    |           |
| GBBL 512<br>or GINS 542                           | The Gospels' Witness to Christ<br>The Gospels and Christology |           |
| GBBL 532  | Paul the Pastor and Theologian                                |           |
| <b>Theology Core Courses</b>                      |   | <b>16</b> |
| GTHE 503  | Church History I  |           |
| GTHE 513  | Church History II   |           |
| GTHE 584  | Christian Theology  |           |
| Select one:                                       |   |           |
| GTHE 615  | Church and Society  |           |
| GINS 526  | Ethics and Worship  |           |
| <b>Electives</b> <sup>2</sup>                     |   | <b>16</b> |
| <b>Research Paper/Thesis</b>                      |   | <b>4</b>  |
| GBBL 570/590/GTHE 570/590                         | Directed Research <sup>3</sup>                                |           |
| Total Units                                       |   | 60        |

<sup>1</sup> Students who demonstrate transcript evidence of a year of Hebrew or Greek may apply for Advanced Standing of up to 8 units of credit. Students who demonstrate transcript evidence of both may apply for Advanced Standing of up to 15 units of credit. A language exam may also be required.

<sup>2</sup> Students may take 8 units of a second biblical language and 8 units of other electives.

<sup>3</sup> Students select GBBL 570/GTHE 570/GBBL 590/GTHE 590 for the preparation of the research paper/thesis, which is defended orally before a panel of faculty examiners.

## Advanced Standing

Students in this program may petition for up to 15 units of Advanced Standing on the basis of undergraduate biblical language study or upper-division undergraduate coursework in religion.



## Additional Degree Requirements

In order to graduate, a student must have at least a 3.0 grade-point average.

## Research Paper or Thesis

To receive the Master of Arts (Theological Studies), students must demonstrate the ability to conduct scholarly research and present this in a logically argued and properly documented written form in their area of specialization. Students who specialize in biblical studies must demonstrate the ability to perform exegetical work using a biblical language. Under the supervision of a faculty member, approved by the relevant department chair by the student's second semester in the program, the student prepares a major research paper/thesis in a course of independent study (GBBL 570, GBBL 590, GTHE 570, or GTHE 590) that is defended in an oral examination before the supervising faculty member and two other faculty members approved by the relevant department chair. The oral defense may be scheduled when the student is within 8 units of the completion of coursework, and must be sustained before the degree is awarded. The research paper/thesis must be distributed to the examiners at least two weeks before the date of the oral defense, and a copy must be given to the Azusa Pacific Seminary office to be kept on file.

## Time Limit

The Master of Arts (Theological Studies) must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Examine biblical texts using inductive, literary, and theological approaches in order to interpret the Bible as Christian Scripture.
2. Identify and critically analyze the historical and cultural settings of biblical texts, as well as ancient and contemporary interpretations of those texts.
3. Demonstrate skill in at least one biblical language.
4. Identify the central doctrines of Christian theology and the foundations of Christian ethics, and elucidate their historical development.
5. Reflect theologically through the Wesleyan Quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
6. Demonstrate mastery of the craft of scholarly research and writing.

# M.A. in Pastoral Studies (MAPS)

For more information: (626) 815-6000, Ext. 5451

## Mission Statement

The Master of Arts in Pastoral Studies (MAPS) (<https://www.apu.edu/seminary/programs/masters-in-pastoral-studies/>) program prepares women and men for a specialized field of church ministry through a program of study comprising 48 units in biblical, theological, and ministerial studies. An important feature of the program is the intentional integration of academic and experiential components.

## Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience may be considered for admission. For a description of the standards governing this exception, contact the Azusa Pacific Seminary associate dean. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

## Program of Studies

The Master of Arts in Pastoral Studies requires 48 units of coursework: 28 units of core courses, 12 units in a selected ministry concentration, 3 units of Mentored Ministry, 1 unit for the Community Retreat, and 4 units of a Capstone Project. Most students concentrate in one area of ministry: church leadership and development, urban studies, or youth ministry. Instead of choosing one of these concentrations, some students use their 12 units of general electives to develop their own areas of interest.

## Requirements for the M.A. in Pastoral Studies, Church Leadership and Development Concentration

Today's hurried, fragmented society calls for healthy, effective ministry leaders. This concentration provides students with education in practical ministry, with particular focus on leadership development and spiritual formation, equipping ministers for the broad, multifaceted needs of the contemporary Church. Concentration outcomes build on the Azusa Pacific Seminary core competencies and MAPS program outcomes.

### Concentration Outcomes

- Synthesize the vital role of healthy church management for the empowerment of the laity.
- Develop vocational proficiency and leadership ability.
- Apply ministry principles of Christ-like formation for lifelong ministry effectiveness and personal growth.

| Code   | Title                                      | Units     |
|--|--|-----------|
| <b>Biblical Studies Core</b>                           |  | <b>8</b>  |
| GBBL 511   | Biblical Interpretation: Exploring Genesis |           |
| Select one of the following:                           |  |           |
| GBBL 501   | Torah and Prophets: Exodus-2 Kings         |           |
| GBBL 532   | Paul the Pastor and Theologian             |           |
| <b>Theological Studies Core</b>                        |  | <b>8</b>  |
| GTHE 584   | Christian Theology                         |           |
| Select one of the following:                           |  |           |
| GTHE 503   | Church History I                           |           |
| GTHE 513   | Church History II                          |           |
| <b>Ministry Core</b>                                   |  | <b>8</b>  |
| GMIN 516   | Christian Formation and Discipleship       |           |
| GMIN 505   | Ministry Life and Leadership               |           |
| <b>Integrated Core</b>                                 |  | <b>4</b>  |
| GINS 542   | The Gospels and Christology                |           |
| <b>Mentored Ministry</b>                               |  | <b>4</b>  |
| GMIN 567   | Community Retreat                          |           |
| GMIN 569   | Mentored Ministry <sup>1</sup>             |           |
| <b>Church Leadership and Development Concentration</b> |  | <b>12</b> |
| GMIN 508   | Servant Leadership and Church Management   |           |
| GMIN 528   | Contemporary Issues in Ministry            |           |
| Select one of the following:                           |  |           |

|                           |                              |          |
|---------------------------|------------------------------|----------|
| GMIN 588                  | The Missional Church         |          |
| GMIN 628                  | Seminar in Ministry          |          |
| <b>Capstone/Portfolio</b> |                              | <b>4</b> |
| GMIN 608                  | Integrative Ministry Project |          |
| Total Units               |                              | 48       |

<sup>1</sup> Repeat for a total of 3 units.

## Requirements for the M.A. in Pastoral Studies, Urban Studies Concentration

The North American Church is becoming increasingly urbanized. To prepare students for ministry in the city, this concentration engages them with urban social structures, trends, and ministry strategies. Issues of contextualization, social analysis, and cross-cultural communication will be addressed.

### Concentration Outcomes

- Evaluate and apply ministry concepts, theories, and methodologies found in the urban setting.
- Develop cultural awareness and sensitivity for ministry in the urban context.
- Analyze the methods of evangelism and discipleship unique to the city.

| Code                               | Title                                      | Units     |
|------------------------------------|--|-----------|
| <b>Biblical Studies Core</b>       |  | <b>8</b>  |
| GBBL 511                           | Biblical Interpretation: Exploring Genesis |           |
| Select one of the following:       |  |           |
| GBBL 501                           | Torah and Prophets: Exodus-2 Kings         |           |
| GBBL 532                           | Paul the Pastor and Theologian             |           |
| <b>Theological Studies Core</b>    |  | <b>8</b>  |
| GTHE 584                           | Christian Theology                         |           |
| Select one of the following:       |  |           |
| GTHE 503                           | Church History I                           |           |
| GTHE 513                           | Church History II                          |           |
| <b>Ministry Core</b>               |  | <b>8</b>  |
| GMIN 516                           | Christian Formation and Discipleship       |           |
| GMIN 505                           | Ministry Life and Leadership               |           |
| <b>Integrated Core</b>             |  | <b>4</b>  |
| GINS 542                           | The Gospels and Christology                |           |
| <b>Mentored Ministry</b>           |  | <b>4</b>  |
| GMIN 567                           | Community Retreat                          |           |
| GMIN 569                           | Mentored Ministry <sup>1</sup>             |           |
| <b>Urban Studies Concentration</b> |  | <b>12</b> |
| GMIN 509                           | Urban Sociology and Christian Ministry     |           |
| GMIN 519                           | Current Issues in Urban Ministry           |           |
| Select one of the following:       |  |           |
| GMIN 529                           | City in Theological Perspective            |           |
| GMIN 559                           | Urban Cross-Cultural Ministry              |           |
| <b>Capstone/Portfolio</b>          |  | <b>4</b>  |
| GMIN 608                           | Integrative Ministry Project               |           |
| Total Units                        |  | 48        |

<sup>1</sup> Repeat for a total of 3 units.

## Requirements for the M.A. in Pastoral Studies, Youth Ministry Concentration

Youth ministry in the 21<sup>st</sup> century must be rooted in scriptural principles and able to address the challenges facing youth in today's complex culture. This concentration is desirable for leaders in youth ministry not seeking ordination.

## Concentration Outcomes

- To think theologically and biblically about the nature of youth in relationship to church and family.
- To comprehend youth issues that are impacting the home, church, and community.
- To build healthy intergenerational relationships within the church.

| Code                                | Title                                      | Units     |
|-------------------------------------|--|-----------|
| <b>Biblical Studies Core</b>        |  | <b>8</b>  |
| GBBL 511                            | Biblical Interpretation: Exploring Genesis |           |
| Select one of the following         |  |           |
| GBBL 501                            | Torah and Prophets: Exodus-2 Kings         |           |
| GBBL 532                            | Paul the Pastor and Theologian             |           |
| <b>Theological Studies Core</b>     |  | <b>8</b>  |
| GTHE 584                            | Christian Theology                         |           |
| Select one of the following         |  |           |
| GTHE 503                            | Church History I                           |           |
| GTHE 513                            | Church History II                          |           |
| <b>Ministry Core</b>                |  | <b>8</b>  |
| GMIN 505                            | Ministry Life and Leadership               |           |
| GMIN 516                            | Christian Formation and Discipleship       |           |
| <b>Integrative Core</b>             |  | <b>4</b>  |
| GINS 542                            | The Gospels and Christology                |           |
| <b>Mentored Ministry</b>            |  | <b>4</b>  |
| GMIN 567                            | Community Retreat                          |           |
| GMIN 569                            | Mentored Ministry <sup>1</sup>             |           |
| <b>Youth Ministry Concentration</b> |  | <b>12</b> |
| GMIN 501                            | Foundations of Youth Ministry              |           |
| GMIN 605                            | Leadership in Youth Ministry               |           |
| Select one of the following         |  |           |
| GMIN 503                            | Multicultural Youth Ministry               |           |
| GMIN 504                            | Pastoral Counseling of Youth               |           |
| <b>Capstone/Portfolio</b>           |  | <b>4</b>  |
| GMIN 608                            | Integrative Ministry Project               |           |
| Total Units                         |  | 48        |

<sup>1</sup> Repeat for a total of 3 units.

## Requirements for the M.A. in Pastoral Studies, General Electives Concentration

| Code                                 | Title                                      | Units    |
|--------------------------------------|--|----------|
| <b>Biblical Studies Core Courses</b> |  | <b>8</b> |
| GBBL 511                             | Biblical Interpretation: Exploring Genesis |          |
| Select one of the following:         |  |          |
| GBBL 501                             | Torah and Prophets: Exodus-2 Kings         |          |
| GBBL 532                             | Paul the Pastor and Theologian             |          |
| <b>Theology and Ethics Core</b>      |  | <b>8</b> |
| GTHE 584                             | Christian Theology                         |          |
| Select one of the following:         |  |          |
| GTHE 503                             | Church History I                           |          |
| GTHE 513                             | Church History II                          |          |
| <b>Ministry Core</b>                 |  | <b>8</b> |
| GMIN 516                             | Christian Formation and Discipleship       |          |
| GMIN 505                             | Ministry Life and Leadership               |          |
| <b>Integrated Core</b>               |  | <b>4</b> |
| GINS 542                             | The Gospels and Christology                |          |

|  |                                |           |
|--|--------------------------------|-----------|
| <b>Mentored Ministry</b>               |                                | <b>4</b>  |
| GMIN 567                               | Community Retreat              |           |
| GMIN 569                               | Mentored Ministry <sup>1</sup> |           |
| <b>General Electives Concentration</b> |                                | <b>12</b> |
| <b>Capstone/Portfolio</b>              |                                | <b>4</b>  |
| GMIN 608                               | Integrative Ministry Project   |           |
| Total Units                            |                                | <b>48</b> |

<sup>1</sup> Repeat for a total of 3 units

## Additional Degree Requirements

### Supervised Ministry

All students should devote at least eight hours per week, for the duration of the program, to the practice of some form of supervised ministry in an approved church or parachurch field center. In order to graduate, students must maintain at least a 2.7 grade-point average.

### Time Limit

The program must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competence in the pastoral responsibilities of teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transformational leadership for the church.
6. Develop competency in design, application, and evaluation of a specialized ministry.

# Master of Divinity (M.Div.)

For more information: (626) 815-6000, Ext. 5451

The Master of Divinity (M.Div.) program (<https://www.apu.edu/seminary/programs/mdiv/>) prepares women and men for professional ministry in the Church. Azusa Pacific Seminary faculty bring to the program a unique combination of the highest academic credentials and extensive ministerial experience.

## Mission Statement

The Master of Divinity program prepares men and women for vocational ministry in the Church through a course of study comprising 74 units in theological, biblical, and ministerial studies. An important feature of the program is an intentional integration of academic and experiential components—students must engage in some form of supervised ministry during their degree program. An optional biblical studies emphasis serves students preparing for postgraduate work in biblical studies for careers teaching in colleges, universities, or seminaries through additional coursework in biblical languages and biblical studies.

## Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience may be considered for admission. For a description of the standards governing this exception, contact the Azusa Pacific Seminary associate dean. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

## Requirements

The Master of Divinity program requires 74 units of coursework comprising 12 units of biblical studies, 12 units of theological studies, 12 units of ministry studies, 12 units in integrative core, 5 units in the professional block, 1 unit in intercultural experience, 4 units of a biblical language (which may be waived for students who have completed a year of undergraduate Hebrew or Greek), 12 units of electives, and a 4-unit capstone course.

| Code  | Title   | Units     |
|---|---|-----------|
| <b>Biblical Language Requirement <sup>1</sup></b> |   | <b>4</b>  |
| GBBL 500  | Elements of Greek Exegesis                              |           |
| <b>Biblical Studies Core</b>                      |   | <b>12</b> |
| GBBL 501  | Torah and Prophets: Exodus-2 Kings                      |           |
| GBBL 511  | Biblical Interpretation: Exploring Genesis <sup>2</sup> |           |
| GBBL 532  | Paul the Pastor and Theologian                          |           |
| <b>Theological Studies Core</b>                   |   | <b>12</b> |
| GTHE 503  | Church History I  |           |
| GTHE 513  | Church History II                                       |           |
| GTHE 584  | Christian Theology                                      |           |
| <b>Ministry Core</b>                              |   | <b>12</b> |
| GMIN 505  | Ministry Life and Leadership                            |           |
| GMIN 516  | Christian Formation and Discipleship                    |           |
| GMIN 548  | Pastoral Counseling and Church Health                   |           |
| <b>Integrative Core</b>                           |   | <b>12</b> |
| GINS 507  | The Bible and Preaching                                 |           |
| GINS 526  | Ethics and Worship                                      |           |
| GINS 542  | The Gospels and Christology                             |           |
| <b>Professional Block</b>                         |   | <b>5</b>  |
| GMIN 567  | Community Retreat                                       |           |
| GMIN 569  | Mentored Ministry <sup>3</sup>                          |           |
| <b>Intercultural Experience (select one)</b>      |   | <b>1</b>  |
| GBBL 589  | Bible Lands Study Tour <sup>4</sup>                     |           |
| GURS 589  | Urban Immersion L.A.                                    |           |
| <b>Capstone</b>                                   |   | <b>4</b>  |
| GMIN 618  | M.Div. Capstone   |           |

**Electives****12**

Total Units

74

- 1 Students who have completed one year of undergraduate Hebrew or Greek with a grade of *B* or better may waive this requirement. The requirement may also be filled with either GBBL 500, or GBBL 510 and GBBL 520, or GBBL 530 and GBBL 540.
- 2 GBBL 511 is a prerequisite to all GBBL courses, GINS 507, and GINS 542.
- 3 Repeated for a total of 4 units.
- 4 Student cost includes airfare and expenses on the land tour.

**Additional Degree Requirements****Supervised Ministry**

All students in the program must devote at least eight hours per week, for the duration of the degree program, to the practice of some form of supervised ministry in an approved church or parachurch field ministry center. In order to graduate, students must maintain at least a 2.7 grade-point average.

The Master of Divinity must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

**Admission**

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

**Program Learning Outcomes****Program Learning Outcomes**

Students who successfully complete this program shall be able to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transforming leadership for the Church.

# Master of Divinity (M.Div.): Biblical Studies

## Requirements

| Code   | Title   | Units     |
|--|---|-----------|
| <b>Biblical Language <sup>1</sup></b>        |   | <b>8</b>  |
| Select one of the following:                 |   |           |
| GBBL 510<br>& GBBL 520                       | New Testament Greek I<br>and New Testament Greek II     |           |
| GBBL 530<br>& GBBL 540                       | Hebrew I<br>and Hebrew II                               |           |
| <b>Biblical Studies Core</b>                 |   | <b>12</b> |
| GBBL 501                                     | Torah and Prophets: Exodus-2 Kings                      |           |
| GBBL 511                                     | Biblical Interpretation: Exploring Genesis <sup>2</sup> |           |
| GBBL 532                                     | Paul the Pastor and Theologian                          |           |
| <b>Theological Studies Core</b>              |   | <b>12</b> |
| GTHE 503                                     | Church History I  |           |
| GTHE 513                                     | Church History II                                       |           |
| GTHE 584                                     | Christian Theology                                      |           |
| <b>Ministry Core</b>                         |   | <b>12</b> |
| GMIN 505                                     | Ministry Life and Leadership                            |           |
| GMIN 516                                     | Christian Formation and Discipleship                    |           |
| GMIN 548                                     | Pastoral Counseling and Church Health                   |           |
| <b>Integrated Studies Core</b>               |   | <b>12</b> |
| GINS 507                                     | The Bible and Preaching                                 |           |
| GINS 526                                     | Ethics and Worship                                      |           |
| GINS 542                                     | The Gospels and Christology                             |           |
| <b>Mentored Ministry</b>                     |   | <b>5</b>  |
| GMIN 567                                     | Community Retreat                                       |           |
| GMIN 569                                     | Mentored Ministry <sup>3</sup>                          |           |
| <b>Intercultural Experience (select one)</b> |   | <b>1</b>  |
| GBBL 589                                     | Bible Lands Study Tour <sup>4</sup>                     |           |
| GURS 589                                     | Urban Immersion L.A.                                    |           |
| <b>Capstone</b>                              |   | <b>4</b>  |
| GMIN 618                                     | M.Div. Capstone   |           |
| <b>Biblical Studies Emphasis</b>             |   | <b>8</b>  |
| Select two of the following: <sup>5</sup>    |   |           |
| GBBL 512                                     | The Gospels' Witness to Christ                          |           |
| GBBL 522                                     | The Gospel of Mark                                      |           |
| GBBL 552                                     | Epistle to the Romans                                   |           |
| GBBL 561                                     | Psalms as Resource for Ministry                         |           |
| GBBL 562                                     | Biblical Foundations of Worship                         |           |
| GBBL 591                                     | Isaiah  |           |
| GBBL 611                                     | Old Testament Seminar                                   |           |
| GBBL 612                                     | New Testament Seminar                                   |           |
| GBBL 621                                     | Jeremiah  |           |
| GBBL 622                                     | The Church of the First Century                         |           |
| GBBL 631                                     | Early Judaism: The Writings and the Dead Sea Scrolls    |           |
| GBBL 632                                     | The New Testament World                                 |           |
| GBBL 641                                     | Theological Themes of the Old Testament                 |           |
| GBBL 651                                     | Scripture and Canon: The Formation of the Bible         |           |



- 1 Students who have completed one year of undergraduate Hebrew or Greek with a grade of *B* or better may waive this requirement.
- 2 GBBL 511 is a prerequisite to all GBBL courses, GINS 507, and GINS 542.
- 3 Repeated for a total of 4 units.
- 4 Student cost includes airfare and expenses on the land tour.
- 5 A second biblical language can also be used to fulfill the biblical studies emphasis.

## Time Limit

The Master of Divinity with an emphasis in Biblical Studies program (<https://www.apu.edu/seminary/programs/mdiv/>) must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transforming leadership for the Church.

# Division of Religion and Philosophy

## About the Division

The programs available in the undergraduate division's four departments offer courses of study that encourage the search for truth about God, human existence in relationship to God, and the world as God's creation. Students are guided in this search through an analysis of the Christian Scriptures, historical and contemporary statements of Christian belief, human experience of God and the world, and rational reflections on the nature of reality by great thinkers past and present. The goal of this study is to prepare men and women for service to God, as either lay or professional ministers in His Kingdom. Academic study is therefore balanced with a concern for individual involvement in practical ministry.

The departments offer majors in biblical studies (p. 1097), Christian ministries (p. 1122), interdisciplinary studies (p. 1125), philosophy (p. 1110), theology (p. 1136), and youth and family ministries (p. 1126); minors in ancient languages (p. 1101), biblical studies (p. 1102), Christian ministries (p. 1129), (p. 1129) cultural engagement (p. 1130), philosophical apologetics (p. 1113), philosophy (p. 1114), practical and professional ethics (p. 1115), religious studies (p. 1103), theology (p. 1140), and youth and family ministries (p. 1131); and Certificates of Distinction in biblical studies (p. 1100), philosophy (p. 1112), and theology (p. 1139).

Each major course of study builds on the General Education program's Biblical, Theological, and Philosophical Formation requirement. Transfer students take the number of units required by the registrar. Courses are selected from the list of core courses for General Education in consultation with a department advisor. All majors in the undergraduate division must maintain a minimum 2.5 cumulative grade-point average in all courses for the major.

In general, correspondence courses are not accepted as fulfillment of religion or philosophy requirements. A student may, however, petition to have 3 correspondence units count toward his/her major or minor upon department approval. The course(s) must match existing courses, and the student may be asked to pass an exam. Double majors require 24 units that are distinctive to one major; 18 units must be upper division. Each minor course of study requires 12 units of upper-division work in the area of the minor. Courses may not be counted toward a minor if they are being applied toward a major or another minor.

## General Education

### Biblical, Theological, and Philosophical Formation

#### Required Courses for All Majors in the Division of Religion and Philosophy

| Code                                      | Title   | Units |
|---|---|-------|
| MIN 108                                   | Christian Life, Faith, and Ministry                           | 3     |
| UBBL 100                                  | Introduction to Biblical Literature: Exodus/Deuteronomy       | 3     |
| UBBL 230                                  | Luke/Acts   | 3     |
| UBBL 3XX                                  | Any UBBL General Education Bible course                       | 3     |
| Select one of the following: <sup>1</sup> |   | 3     |
| THEO 200                                  | Theology and the Christian Life <sup>2</sup>                  |       |
| THEO 301                                  | Faith and the Arts  |       |
| THEO 352                                  | Church History: Apostolic Era to the Eve of the Reformation   |       |
| THEO 354                                  | Church History from the Eve of the Reformation to the Present |       |
| Select one of the following:              |   | 3     |
| HUM 224                                   | Core Texts in Philosophy                                      |       |
| PHIL 100                                  | Introduction to Philosophy                                    |       |
| Total Units                               |   | 18    |

<sup>1</sup> For the General Education Theology requirement, the School of Theology recommends either THEO 200, THEO 301, THEO 352, or THEO 354. HUM 325 also fulfills the requirement.

<sup>2</sup> THEO 200 is required of all Christian ministries and youth and family ministries majors.

| Major  | Sr. Seminar Requirement        |
|--|--------------------------------|
| Biblical Studies   | UBBL 496, THEO 496, or MIN 496 |
| Theology   | THEO 496                       |
| Philosophy   | PHIL 496 or THEO 496           |
| Christian Ministries/Youth and Family Ministries: Church and Pastoral Ministries Practices concentration | MIN 496, THEO 496, or UBBL 496 |
| Christian Ministries/Youth and Family Ministries: Intercultural Christian Ministries concentration       | MIN 496, THEO 496, or UBBL 496 |

Christian Ministries/Youth and Family Ministries: Ministry in Urban and Social Service Contexts concentration

MIN 496, THEO 496, or UBBL 496

Students transferring into the university may waive some of the General Education Biblical, Theological, and Philosophical Formation requirements for the major as follows: sophomore standing, 3 units; junior standing, 9 units; and senior standing, 12 units. The specific courses waived are selected in consultation with a department faculty advisor.

# Department of Biblical and Religious Studies

The Department of Biblical and Religious Studies (<http://www.apu.edu/theology/biblical/>) offers undergraduate students a Bachelor of Arts in Biblical Studies (p. 1097) (with concentrations in biblical archaeology and biblical hermeneutics); minors in ancient languages (p. 1101), biblical studies (p. 1102), and religious studies (p. 1103); and courses in biblical and religious studies in support of the General Education program, preparing men and women for ministry, graduate programs, and various public- and private-sector vocations. The emphasis for biblical studies majors is on training them in an informed interpretation of the Christian Scriptures and integrating their understanding of the Bible with their responses to God, neighbor, and self, as well as with just responses to human need.

## Undergraduate Programs

### Major

- Biblical Studies (B.A.) (p. 1097)
  - Biblical Archaeology
  - Biblical Hermeneutics

### Minors

- Ancient Languages (p. 1101)
- Biblical Studies (p. 1102)
- Religious Studies (p. 1103)

### Certificate of Distinction

- Biblical Studies (p. 1100)

## Courses

### PRBL 100, Introduction to Biblical Literature: Exodus/Deuteronomy, 3 Units

This course introduces Old Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation. *Meets the General Education Requirement: Exodus/Deuteronomy.*

### PRBL 230, Luke/Acts, 3 Units

This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the Gospel of Luke and Acts of the Apostles. Special attention is given to the text with regard to their political, cultural, religious, and geographical setting; the literary structures and genres employed; and how those texts are relevant for faithful Christian living. *Meets the General Education Requirement: Luke/Acts.*

### PRRS 200, World Religions, 3 Units

This course offers a study of global religious traditions in their cultural and historical contexts. Students critically examine various definitions and methodologies of global religious studies from the perspectives of confessing Christians. Traditions examined include Hinduism, Primal Religions, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. *Meets the General Education Requirement: UP Bible Requirement.*

### UBBL 100, Introduction to Biblical Literature: Exodus/Deuteronomy, 3 Units

This course introduces Old Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the books of Exodus and Deuteronomy. Students learn to observe the overall structure of these books, their historical settings, and modern approaches to their literary analysis. Students learn to interpret individual texts within each book. Students study how Deuteronomy uses the material of Exodus to communicate God's Word to a new generation. *Meets the General Education Requirement: Exodus/Deuteronomy.*

**Prerequisite:** MIN 108 (may be taken concurrently)

### UBBL 230, Luke/Acts, 3 Units

This course introduces New Testament biblical literature, hermeneutics, and literary critical methodologies with a primary focus on the Gospel of Luke and the Acts of the Apostles. Special attention is given to the texts with regard to their political, cultural, religious, and geographical settings; the literary structures and genres employed; and how these texts are relevant for faithful Christian living. *Meets the General Education Requirement: Luke/Acts.*

**Prerequisite:** UBBL 100 or department consent

### **UBBL 310, I and II Samuel, 3 Units**

Students study the books of I and II Samuel, giving special attention to the text with regard to its politics, culture, religions, geographical setting, and literary genre. *Meets the General Education Requirement: Upper Division Bible.*

**Prerequisite:** UBBL 100 and UBBL 230 or instructor consent.

### **UBBL 311, Old Testament Prophets, 3 Units**

This course offers a critical and exegetical study of several selected minor prophets and at least one major prophet (Isaiah, Jeremiah, or Ezekiel). Special consideration is given to their ministry and message in light of the social, political, and religious conditions of their times, as well as the continuing relevance of the prophetic message for our day. *Meets the General Education Requirement: Upper Division Bible.*

**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

### **UBBL 317, Ruth and Esther, 3 Units**

This course offers an informed and exegetical study of the books of Ruth and Esther with special consideration to their geographical, political, cultural, religious, and literary dimensions. Additionally, attention is given to the various ways in which Ruth and Esther have been used as resources for contemporary communities of faith. *Meets the General Education Requirement: Upper Division Bible.*

**Prerequisite:** UBBL 100; UBBL 230 or HON 240

### **UBBL 320, Hebrew Poetical and Wisdom Literature, 3 Units**

Students in this course undertake an advanced study of Hebrew poetry and wisdom literature, with attention given to the development of the literature as well as an investigation of each book's composition. *Meets the General Education Requirement: Upper Division Bible.*

**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

### **UBBL 330, Life and Teachings of Jesus, 3 Units**

The life, ministry, and teachings of Jesus Christ are the focus of this course. Special attention is given to the content of the Synoptic Gospels as well as the social, political, and religious conditions of the time. *Meets the General Education Requirement: Upper Division Bible.*

**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

### **UBBL 331, Johannine Literature, 3 Units**

Johannine theology, as found in the Gospel and epistles of John, is the basis of this course. Special attention is given to John's concept of God, the logos, the Spirit, life, light, love, and knowledge. John's treatment of the Gnostic problem is also studied. *Meets the General Education Requirement: Upper Division Bible.*

**Prerequisite:** UBBL 230 or HON 240

### **UBBL 340, Romans and Galatians, 3 Units**

This course provides an analytical, exegetical, and expositional study of the biblical texts of Romans and Galatians. Special attention is given to the nature of Paul's ministry, the theological, social, and practical issues he addressed, and how these texts are relevant for faithful Christian living. *Meets the General Education Requirement: Upper Division Bible.*

**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

### **UBBL 341, Thessalonian and Corinthian Epistles, 3 Units**

Paul's letters to the churches at Thessalonica and Corinth are studied, with attention given to the nature of Paul's ministry and the doctrinal and practical issues he addresses. *Meets the General Education Requirement: Upper Division Bible.*

**Prerequisite:** UBBL 100; UBBL 230 or HON 240; or instructor consent.

### **UBBL 350, Biblical Lands and Cultures, 3 Units**

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel and its neighbors in biblical and postbiblical times. Students will also be introduced to the complex social, political, and religious issues facing the Middle East today. The course will be taught as a semester class on the Azusa campus or in conjunction with a tour of the Bible lands. *Meets the General Education Requirement: Upper Division Bible, Intercultural Competence.*

### **UBBL 351, Near Eastern Archaeology, 3 Units**

The history and material culture of the Levant are surveyed from prehistoric times through the Iron Age, with particular emphasis on the contributions of ancient Israel to the development of culture. Attention is also given to the nature, goals, and methods of scholarly inquiry and interpretation.

**Prerequisite:** UBBL 100 and UBBL 230 or instructor consent.

### **UBBL 352, Archaeological Field Excavation, 3 Units**

An introduction to the theory and practice of archaeological excavation as carried out in Israel and other parts of the Middle East. The student will be trained in the methods of survey, field excavation, recording, and pottery analysis. The student will also learn how to intelligently assess and explain the results of Near Eastern Archaeology as it relates to the Bible.

**Prerequisite:** Completion of a 300-level General Education Bible requirement or department consent

### **UBBL 442, Prison and Pastoral Epistles, 3 Units**

This course is a study of Pauline theology as revealed in these two groups of letters. Special attention is given to Pauline Christology and ecclesiology and their practical relevance for the contemporary Church.

**Prerequisite:** One 300-level New Testament Course: UBBL 330, UBBL 340, UBBL 341, UBBL 343, or department consent

### **UBBL 450, Old Testament World, 3 Units**

This course examines the history and culture of ancient Israel within the broader context of the Ancient Near East from the beginnings of civilization through Alexander the Great. Special attention is given to the political, cultural, and religious systems of Egypt, Mesopotamia, Anatolia, and the Eastern Mediterranean world, and their contributions to present day culture.

**Prerequisite:** Completion of a 300 level Old Testament course or department approval.

### **UBBL 451, New Testament World, 3 Units**

The social, political, religious, philosophical, ideological, and literary environment of the Greco-Roman world is studied as the cultural context of Second Temple Judaism, early Christianity, and their literature.

**Prerequisite:** UBBL 230 and one UBBL 300 level course

### **UBBL 472, Biblical Apocalyptic, 3 Units**

Students learn about the rise and development of the apocalyptic literature found in the collections of the Old Testament, Pseudepigrapha, Apocrypha, and New Testament. Special attention is given to Daniel, Matthew 24-25, 1 and 2 Thessalonians, and Revelation and how those texts are relevant for faithful Christian living.

**Prerequisite:** One 300-level New Testament Course: UBBL 330, UBBL 340, UBBL 341, UBBL 343, or department consent

### **UBBL 476, Writing 3: Women in the Biblical Tradition, 3 Units**

This course enables students to participate in the discourse community of their major by assessing the rhetorical situations they will encounter when they enter their academic field or profession. Students also create documents in at least two genres, implementing the techniques they have developed in Writing 1 & 2. The writing component will complement an introduction to the students to how women are depicted in biblical tradition. It includes careful reading of narratives about women in the Bible, both Old and New Testaments, as well as the reception of and expansion on those narratives in early Church tradition. Furthermore, the student explores the way contemporary readers/hearers encounter these texts in light of their own cultural location and faith perspectives. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Completion of GE Writing 2 requirements and 100-, 200-, and 300-level General Education UBBL requirements.

### **UBBL 481, History of Biblical Interpretation, 3 Units**

This is an upper-division humanities course that introduces the student to the rich history of the interpretation of biblical writings. The focus rests on the ways in which the various faith communities, Jewish as well as Christian, received the writings, rendered them comprehensible and relevant to contemporary concerns, and passed them on to subsequent generations. The chronological range covered by this course begins during the biblical period itself and extends to the present day.

**Prerequisite:** Completion of a 300-level UBBL course.

### **UBBL 482, Global Biblical Interpretation, 3 Units**

This course examines how Christians in the non-Western world have received the Bible and have made it meaningful to their own cultural concerns. Students examine alternate approaches to the science and art of biblical interpretation, approaching non-Western interpretation of the Bible from theoretical, sociological, literary-critical, theological, and practical perspectives. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** UBBL 100, UBBL 230, and one 300-level UBBL course or department consent.

### **UBBL 483, Postcolonial Biblical Interpretation, 3 Units**

This course examines the modern history of biblical interpretation, giving special attention to the development of postcolonial biblical criticism, an innovative approach to reading sacred texts that draws from the life experiences of those who have suffered from colonial and imperial oppression. Students examine the various themes of postcolonial theory in order to assess its strengths and consider its blind spots. Students also learn to apply its various principles to the exegesis of biblical texts.

**Prerequisite:** Completion of a 300-level UBBL course.

### **UBBL 493, Biblical Studies Capstone Course: Old Testament Theology, 3 Units**

This course provides opportunities to develop skills for engaging basic issues concerning theology in the Old Testament as Christian Scripture. Subjects include the relationship between God and the world, knowledge of God, the sovereignty of God, the holiness of God, the justice and mercy of God, and the people of God. Writing assignments are built on exegetical skills cultivated in other UBBL coursework and provide a platform for mastering principled research methods, textual and hermeneutical analysis, and critical evaluation of ancient and modern theological discourse. To meet the biblical studies capstone requirement for majors, this course or UBBL 494 may be taken.

**Prerequisite:** Senior standing, at least one 300-level Old Testament course, Writing 3, or department consent.

## UBBL 494, Biblical Studies Capstone Course: New Testament Theology, 3 Units

Students in this course explore major New Testament themes and how they relate theologically. The course offers a comparative study of New Testament writers (Matthew, Mark, Luke, John, Paul, the author of Hebrews, and others), with focus upon what they disclose about God, Jesus Christ, the Holy Spirit, the Church, sin, salvation, the coming Kingdom, and other subjects. As a capstone course, attention is given to methodology, biblical literacy, informed thinking, and faith integration. To meet the biblical studies capstone requirement for majors, either this course or UBBL 493 may be taken.

**Prerequisite:** Senior standing, at least one 300-level New Testament course, Writing 3, or department consent.

## UBBL 495, Special Topics in Biblical Studies, 3 Units

This course explores topics in Biblical Studies not covered in-depth by regular department offerings.

**Prerequisite:** One upper-division UBBL course

## UBBL 496, Senior Seminar: Biblical Theology and Ethics, 3 Units

This senior seminar examines an important theological and ethical issue facing Christians today. This course explains selected methods and content from the fields of biblical theology and biblical ethics and prepares students to articulate various ways in which the Christian faith can be lived out in the contemporary world. The seminar format includes an oral presentation and a thesis. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing; Completion of a 100, 200, and 300 level UBBL General Education course; One General Education Theology course; and Writing 3.

## UBBL 497, Readings, 1-4 Units

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and an approved professor. This course may be repeated for credit. An independent study fee is assessed for each enrollment in this class.

## UBBL 498, Directed Research, 1-4 Units

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## RELG 200, World Religions, 3 Units

This course covers global religious traditions in their cultural and historical contexts. Students critically examine various definitions and methodologies of global religious traditions from the perspectives of confessing Christians. Traditions examined include Hinduism, primal religions, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. *Meets the General Education Requirement: Intercultural Competence.*

## RELG 350, Introduction to Judaism, 3 Units

This course offers an introduction to the texts, the traditions, and the practices of Judaism as they have developed over the centuries. The students will be exposed to the literature of classical Judaism, including the Hebrew Bible, the Mishnah, Midrash, and Talmud. These texts will be read in conjunction with a study of the historical, sociological, and phenomenological environments in which they developed and which mediated them from one generation to the next. The course includes a study of how Judaism has responded to the changes wrought by modernity and the creation of the State of Israel. *Meets the General Education Requirement: Intercultural Competence.*

## RELG 351, Introduction to Islam, 3 Units

This course offers an introduction to the texts, the traditions, and the practices of Islam as they have developed over the centuries. The course will focus on rituals, ethics, and practices of Islam, along with discussion of Islam's holiest text, the Qur'an. It will include study of the historical, sociological, and phenomenological environments in which these elements developed and which mediated them from one generation to the next. The course includes a study of how the various forms of Islam have responded to the changes wrought by the modern world. *Meets the General Education Requirement: Intercultural Competence.*

## RELG 352, Introduction to Hinduism and South Asian Traditions, 3 Units

This seminar course will explore the major indigenous religions of South Asia with particular emphasis on shared concepts such as karma, the cycle of rebirth (samsara), and the transcendence of rebirth (nirvana/moksha) in order to equip Christians for global Christian praxis and inter-religious theological and philosophical dialogue. We will trace the evolution of Indian religion from its roots in the Vedas and the Upanishads through the development of Jainism, Hinduism, and Sikhism, and we will conclude with an examination of 'inclusivist' and 'exclusivist' approaches to religious pluralism in contemporary Indian thought. *Meets the General Education Requirement: Intercultural Competence.*

## RELG 353, Introduction to Buddhism and East Asian Traditions, 3 Units

This seminar course examines East Asian (or Taoist) religions including Mahayana or Ch'an Buddhism, Confucianism, and Taoism, with minor emphasis on Chinese folk religions and Shinto in their Chinese, Korean and Japanese contexts, with minor emphasis on Vietnamese perspectives in order to equip Christians for global Christian praxis and inter-religious theological and philosophical dialogue. *Meets the General Education Requirement: Intercultural Competence.*

## **ALNG 456, Ancient Languages, 1-4 Units**

This course is offered according to the needs of the student. It provides opportunity to learn basic grammar and vocabulary in Arabic, Akkadian, Aramaic, Coptic, Latin, Ugaritic, or other ancient languages relevant to the study of biblical history and literature. May be repeated for advanced language study or learning an additional language.

**Prerequisite:** GRKB 201 and/or HEBB 201 or instructor consent

## **GRKB 200, Elementary Greek I, 4 Units**

Lecture 3 Hours; Discussion 1 Hour: The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. Classes meet four hours weekly. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

## **GRKB 201, Elementary Greek II, 4 Units**

Lecture 3 Hours; Discussion 1 Hour: The elements of New Testament Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. Classes meet four hours weekly. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** GRKB 200 or instructor consent

## **GRKB 300, Intermediate Greek I, 3 Units**

This course consists of continued study of the forms, syntax, and vocabulary of New Testament Greek with an introduction to exegesis of the Greek New Testament.

**Prerequisite:** GRKB 201

## **GRKB 301, Intermediate Greek II, 3 Units**

Students undertake reading and exegesis of various passages in the New Testament.

**Prerequisite:** GRKB 300

## **GRKB 454, Greek Readings, 1-4 Units**

This course requires directed reading in the Greek New Testament. It is offered according to the needs of the student. It can be repeated for credit, thus providing fifth and sixth semesters of Greek.

**Prerequisite:** GRKB 301, or completion of two years of biblical Greek at another institution or instructor consent

## **GRKC 200, Elementary Classical Greek I, 4 Units**

Lecture 3 Hours; Discussion 1 Hour: Elementary Classical Greek is for students with little or no background in Classical Greek. The elements of classical Greek, with emphasis on the mastery of the basic forms, syntax, and vocabulary, are covered in this two-part beginning course. Two semesters of the same language are required to meet the General Education requirement. No previous knowledge of Classical Greek is assumed. *Meets the General Education Requirement: Foreign Language.*

## **GRKC 201, Elementary Classical Greek II, 4 Units**

Lecture 3 Hours; Discussion 1 Hour: This is the second semester of a two semester, introductory course in Classical Greek language as well as classical Greek culture. The course is designed for students with little or no background in Classical Greek. The elements of Classical Greek, with emphasis upon the mastery of the basic forms, syntax, and vocabulary are covered in this two-part beginning course. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** GRKC 200

## **HEBB 200, Elementary Hebrew I, 4 Units**

Lecture 3 Hours; Discussion 1 Hour: The basic grammar and syntax of Hebrew are taught. The course aims to provide a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. Classes meet four hours weekly. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

## **HEBB 201, Elementary Hebrew II, 4 Units**

Lecture 3 Hours; Discussion 1 Hour: The basic grammar and syntax of Hebrew are taught. Using selected readings from the Hebrew Bible, the course provides a reading knowledge of biblical Hebrew prose and an acquaintance with basic conversational, modern Hebrew. Classes meet four hours weekly. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** HEBB 200 or instructor consent

## **HEBB 300, Intermediate Hebrew I, 3 Units**

This course consists of continued study of the morphology, syntax, and vocabulary of biblical Hebrew with opportunities for reading and exegesis of various genres of the Hebrew Bible. This course counts toward a minor in Ancient Languages.

**Prerequisite:** HEBB 201



## **HEBB 301, Intermediate Hebrew II, 3 Units**

This course consists of reading and exegesis of the Hebrew Bible with a particular emphasis on Hebrew in relation to other Semitic languages. Readings of nonbiblical Hebrew and Aramaic material expose students to the development of Hebrew throughout history. This course counts toward a minor in Ancient Languages.

**Prerequisite:** HEBB 300

## **HEBB 455, Hebrew Readings, 3 Units**

This course consists of directed reading in the Hebrew Bible and is offered according to the needs of the student. It can be repeated for credit, thus providing fifth and sixth semesters of Hebrew. This course counts toward a minor in Ancient Languages.

**Prerequisite:** HEBB 301 or completion of two years of biblical Hebrew at another institution or instructor consent

## **LTN 200, Elementary Latin I, 4 Units**

Lecture 3 Hours; Discussion 1 Hour: Elementary Latin is for students with little or no background in Classical Latin. The elements of classical Latin, with emphasis on the mastery of the basic forms, syntax, and vocabulary are covered in this two-part beginning course. Two semesters of the same language are required to meet the General Education requirement. No previous knowledge of Latin is assumed. *Meets the General Education Requirement: Foreign Language.*

## **LTN 201, Elementary Latin II, 4 Units**

Lecture 3 Hours; Discussion 1 Hour: As the sequel of Elementary Latin I, Elementary Latin II is accessible to students who have taken Elementary Latin I. The elements of classical Latin, with emphasis upon the mastery of the basic verb systems (the five declensions and four conjugations), forms, syntax, vocabulary, and techniques in reading and translating simple Latin prose are covered in this two-part beginning course. Two semesters of the same language are required to meet the General Education requirement. *Meets the General Education Requirement: Foreign Language.*

**Prerequisite:** LTN 200

## **Faculty**

### **Department Chair**

Robert Mullins (<http://www.apu.edu/faculty/ramullins/>), Ph.D.

### **Professors**

Robert Duke (<http://www.apu.edu/faculty/rrduke/>), Ph.D.

Robert Mullins (<http://www.apu.edu/faculty/ramullins/>), Ph.D.

B.J. Oropeza (<http://www.apu.edu/faculty/boropeza/>), Ph.D.

Keith Reeves (<http://www.apu.edu/faculty/kreeves/>), Ph.D.

Federico A. Roth (<http://www.apu.edu/faculty/froth/>), Ph.D.

Arlene M. Sánchez-Walsh (<http://www.apu.edu/faculty/asanchez-walsh/>), Ph.D.

Kathryn Higuera Smith (<http://www.apu.edu/faculty/kathrynsmith/>), Ph.D.

Kenneth L. Waters (<http://www.apu.edu/faculty/kwaters/>), Ph.D.

Alice Yafeh-Deigh (<http://www.apu.edu/faculty/ayafehdeigh/>), Ph.D.

William Yarchin (<http://www.apu.edu/faculty/byarchin/>), Ph.D.

### **Associate Professors**

Eunny Lee (<http://www.apu.edu/faculty/elee/>), Ph.D.

Justin Marc Smith (<http://www.apu.edu/faculty/jmsmith/>), Ph.D.

### **Assistant Professor**

Traci Birge, Ph.D. (Cand.)

### **Professor Emeritus**

Bruce Baloian (<http://www.apu.edu/faculty/bbaloian/>), Ph.D.

# B.A. in Biblical Studies

39 units

The biblical studies major (<https://www.apu.edu/theology/programs/biblical-studies-major/>) combines a broad background in philosophy, Christian theology, and ministry with a solid foundation in the Bible. Graduates are furnished with a biblical basis for Christian ministry and evangelism and are prepared for graduate study in the Bible and Christian theology.

## Career Opportunities

This major provides students with tools for continued education at a seminary or university. Graduates have also assumed positions in churches and Christian organizations where knowledge and understanding of the Scriptures are essential.

## Requirements

Core requirements for the biblical studies major may double-count with course requirements for the biblical hermeneutics and/or biblical archaeology concentration. A minimum 2.5 cumulative GPA is required in all courses for the major.

## THEO/UBBL Double Major Guidelines

Should a student choose to double major in theology and biblical studies, he/she must take 3 additional upper-division courses in **a single discipline** of either THEO or UBBL (THEO 4XX or UBBL 3XX/4XX) to meet the guidelines for double majors (<http://catalog.apu.edu/undergraduate/academic-programs/degree-programs/>).

**NOTE: Major courses cannot be double-counted for the major and the minor. Also, only one correspondence course may be counted toward the major or minor and only with permission from the department.**

| Code  | Title   | Units |
|---|---|-------|
| <b>Required Courses</b>   |   |       |
| UBBL 230  | Luke/Acts <sup>1</sup>  | 3     |
| UBBL 476  | Writing 3: Women in the Biblical Tradition <sup>2</sup>                               | 3     |
| UBBL 496  | Senior Seminar: Biblical Theology and Ethics <sup>3</sup>                             | 3     |
| or THEO 496   | Senior Seminar: Theology and Social Issues  |       |
| or MIN 496  | Senior Seminar: Church and Society  |       |
| or PHIL 496   | Senior Seminar  |       |
| MINY 226  | Studying and Teaching the Bible   | 3     |
| UBBL 493  | Biblical Studies Capstone Course: Old Testament Theology                              | 3     |
| or UBBL 494   | Biblical Studies Capstone Course: New Testament Theology                              |       |
| Select one of the following:  |   | 3     |
| RELG 200  | World Religions   |       |
| UBBL 350  | Biblical Lands and Cultures   |       |
| UBBL 482  | Global Biblical Interpretation  |       |
| UBBL 4xx  | Any 400-level UBBL Course   | 3     |
| THEO 363  | Contemporary Christian Theology   | 3     |
| Select one of the following:  |   | 3     |
| THEO 352  | Church History: Apostolic Era to the Eve of the Reformation <sup>4</sup>              |       |
| THEO 354  | Church History from the Eve of the Reformation to the Present <sup>4</sup>            |       |
| HUM 325   | Core Texts in Christianity <sup>4</sup>   |       |
| Select one of the following:  |   | 3     |
| PHIL 303  | Reasons for Faith: Exploring the Rationality of the Existence of God and Christianity |       |
| PHIL 315  | History of Ancient Philosophy   |       |
| PHIL 316  | Medieval Philosophy   |       |
| PHIL 320  | History of Early Modern Philosophy  |       |
| PHIL 325  | History of 19th and 20th Century Philosophy   |       |
| HUM 324   | Core Texts in Philosophy <sup>5</sup>   |       |
| Select 12 units of upper-division ancient languages or biblical studies courses from the following: |   | 12    |
| ALNG 456  | Ancient Languages   |       |

|          |   |
|----------|---|
| GRKB 300 | Intermediate Greek I  |
| GRKB 301 | Intermediate Greek II   |
| GRKB 454 | Greek Readings  |
| HEBB 300 | Intermediate Hebrew I   |
| HEBB 301 | Intermediate Hebrew II  |
| HEBB 455 | Hebrew Readings   |
| UBBL 310 | I and II Samuel   |
| UBBL 311 | Old Testament Prophets  |
| UBBL 317 | Ruth and Esther   |
| UBBL 320 | Hebrew Poetical and Wisdom Literature   |
| UBBL 330 | Life and Teachings of Jesus   |
| UBBL 331 | Johannine Literature  |
| UBBL 340 | Romans and Galatians  |
| UBBL 341 | Thessalonian and Corinthian Epistles  |
| UBBL 350 | Biblical Lands and Cultures   |
| UBBL 351 | Near Eastern Archaeology  |
| UBBL 352 | Archaeological Field Excavation   |
| UBBL 442 | Prison and Pastoral Epistles  |
| UBBL 450 | Old Testament World   |
| UBBL 451 | New Testament World   |
| UBBL 472 | Biblical Apocalyptic  |
| UBBL 481 | History of Biblical Interpretation  |
| UBBL 482 | Global Biblical Interpretation  |
| UBBL 483 | Postcolonial Biblical Interpretation  |
| UBBL 493 | Biblical Studies Capstone Course: Old Testament Theology (If not taken above) |
| UBBL 494 | Biblical Studies Capstone Course: New Testament Theology (If not taken above) |
| UBBL 497 | Readings  |
| UBBL 498 | Directed Research   |

Students may substitute one of the ancient languages or biblical studies electives above with one of the following religious studies courses

|          |  |
|----------|--|
| RELG 350 | Introduction to Judaism  |
| RELG 351 | Introduction to Islam  |
| RELG 352 | Introduction to Hinduism and South Asian Traditions                    |
| RELG 353 | Introduction to Buddhism and East Asian Traditions                     |
| RELG 400 | Special Topics in the History of Religion                              |
| RELG 495 | Special Topics Seminar-Contemporary Christianity and Religious Studies |
| RELG 498 | Religious Studies Capstone Course                                      |

Total Units

42

- 1 Meets the General Education Luke/Acts requirement.
- 2 Meets the General Education Writing 3 requirement.
- 3 Meets the General Education Integrative and Applied Learning requirement.
- 4 Meets the General Education Theology requirement.
- 5 Meets the General Education Philosophy requirement.

## Optional Concentrations

### Biblical Hermeneutics

This concentration equips students to understand and engage in the perspectival nature of all biblical interpretation, helping them better prepare for ministry and/or graduate schools that recognize the importance of diversity.

| Code                       | Title                                       | Units    |
|----------------------------|---|----------|
| <b>Core 1 Requirements</b> |   | <b>9</b> |
| UBBL 482                   | Global Biblical Interpretation <sup>1</sup> |          |
| UBBL 481                   | History of Biblical Interpretation          |          |

|   |   |          |
|---|---|----------|
| UBBL 483                                | Postcolonial Biblical Interpretation                              |          |
| <b>Core 2 Requirements (Choose One)</b> |   | <b>3</b> |
| UBBL 476                                | Writing 3: Women in the Biblical Tradition <sup>2</sup>           |          |
| THEO 428                                | Global Christianity <sup>3</sup>                                  |          |
| THEO 480                                | Theology from the Margins <sup>1</sup>                            |          |
| MINC 420                                | Suffering: Theological and Practical Perspectives on Disabilities |          |
| Total Units                             |   | 12       |

- <sup>1</sup> Meets the General Education Intercultural Competence requirement.
- <sup>2</sup> Meets the General Education Writing 3 requirement.
- <sup>3</sup> Meets the General Education Writing 3 **or** Intercultural Competence requirement.

## Biblical Archaeology

The biblical archaeology concentration develops analytical, reflective, and expressive skills in the study of the Bible in its historical, geographical, and cultural contexts. Participants are trained in the use of interdisciplinary methods to perform a thoughtful examination of the history of the Bible in light of Scripture, reason, and tradition. Students who complete the biblical archaeology concentration are well equipped for graduate study in Bible, biblical archaeology, ancient Near Eastern history, history of Israelite religion, and biblical history.

Students must take four courses to fulfill the requirements of the concentration, though it should be emphasized that these courses are not limited to students in the concentration. Two courses (6 units) are offered on the Azusa campus, while the latter two (6 units) are completed in Israel. The Israel component allows students to complete 6 of the required 12 units in one summer.

| Code                                | Title   | Units    |
|-------------------------------------|---|----------|
| <b>Core Requirements</b>            |   | <b>9</b> |
| UBBL 350                            | Biblical Lands and Cultures <sup>1, 2</sup>     |          |
| UBBL 351                            | Near Eastern Archaeology <sup>3</sup>           |          |
| UBBL 352                            | Archaeological Field Excavation <sup>1, 3</sup> |          |
| <b>Elective Course (Choose One)</b> |   | <b>3</b> |
| UBBL 450                            | Old Testament World                             |          |
| UBBL 451                            | New Testament World                             |          |
| Total Units                         |   | 12       |

- <sup>1</sup> Completed in Israel (8 weeks).
- <sup>2</sup> Meets the General Education Upper-Division Bible **or** Intercultural Competence requirement.
- <sup>3</sup> Does **not** meet the General Education Upper-Division Bible requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain current methodological approaches used to study the Christian Scriptures.
2. Explain how history and culture influence the interpretation of the Christian Scriptures.
3. Write an acceptable Biblical Studies research paper or prepare an equivalent project.
4. Articulate how scripture, tradition, experience, and reason shape our Christian worldview.
5. Articulate biblically responsible perspectives on gender, race, and ethnic and cultural diversity.

# Certificate of Distinction in Biblical Studies

## Requirements

24-25 units

Students who maintain a GPA of at least 3.5 in their major can earn a Certificate of Distinction in Biblical Studies by completing 24-25 units of upper-division work in biblical studies and biblical languages.

| <b>Code</b>                             | <b>Title</b>   | <b>Units</b> |
|---|--|--------------|
| Upper-division Ancient Languages course |  | 3-4          |
| UBBL 476                                | Writing 3: Women in the Biblical Tradition <sup>1</sup>  | 3            |
| UBBL 493                                | Biblical Studies Capstone Course: Old Testament Theology | 3            |
| or UBBL 494                             | Biblical Studies Capstone Course: New Testament Theology |              |
| Choose any five UBBL 4XX courses        |  | 15           |
| Total Units                             |  | 24-25        |

<sup>1</sup> Meets the General Education Writing 3 requirement.

# Minor in Ancient Languages

## Requirements

20 units

The ancient languages minor consists of 8 lower-division units of elementary language instruction plus any combination of 12 upper-division units in Greek, Hebrew, or other ancient languages. Students may earn a minor in ancient languages with a concentration in either Greek or Hebrew, provided all 12 upper-division units are in the same respective language.

| Code                                | Title                         | Units |
|-------------------------------------|-------------------------------|-------|
| Select 8 units from the following:  |                               | 8     |
| GRKC 200                            | Elementary Classical Greek I  |       |
| GRKC 201                            | Elementary Classical Greek II |       |
| GRKB 200                            | Elementary Greek I            |       |
| GRKB 201                            | Elementary Greek II           |       |
| HEBB 200                            | Elementary Hebrew I           |       |
| HEBB 201                            | Elementary Hebrew II          |       |
| LTN 200                             | Elementary Latin I            |       |
| LTN 201                             | Elementary Latin II           |       |
| Select 12 units from the following: |                               | 12    |
| GRKB 300                            | Intermediate Greek I          |       |
| GRKB 301                            | Intermediate Greek II         |       |
| GRKB 454                            | Greek Readings <sup>1</sup>   |       |
| HEBB 300                            | Intermediate Hebrew I         |       |
| HEBB 301                            | Intermediate Hebrew II        |       |
| HEBB 455                            | Hebrew Readings <sup>1</sup>  |       |
| ALNG 456                            | Ancient Languages             |       |
| Total Units                         |                               | 20    |

<sup>1</sup> Course may be repeated to earn enough units for a concentration in either Greek or Hebrew.

# Minor in Biblical Studies

## Requirements

18 units

The minor consists of UBBL 230, 12 upper-division units in biblical studies (includes the 300-level UBBL General Education requirement), and either UBBL 100 or any additional upper-division biblical studies course. Students may also include upper-division Greek or Hebrew.

| Code                                | Title  | Units |
|-------------------------------------|--|-------|
| UBBL 230                            | Luke/Acts <sup>1</sup>   | 3     |
| UBBL 100                            | Introduction to Biblical Literature: Exodus/Deuteronomy (or any additional upper-division Bible course) <sup>1</sup> | 3     |
| Select 12 units from the following: |  | 12    |
| UBBL 310                            | I and II Samuel <sup>2</sup>   |       |
| UBBL 311                            | Old Testament Prophets <sup>2</sup>  |       |
| UBBL 317                            | Ruth and Esther <sup>2</sup>   |       |
| UBBL 320                            | Hebrew Poetical and Wisdom Literature <sup>2</sup>   |       |
| UBBL 330                            | Life and Teachings of Jesus <sup>2</sup>   |       |
| UBBL 340                            | Romans and Galatians <sup>2</sup>  |       |
| UBBL 341                            | Thessalonian and Corinthian Epistles <sup>2</sup>  |       |
| UBBL 350                            | Biblical Lands and Cultures <sup>3</sup>   |       |
| UBBL 351                            | Near Eastern Archaeology   |       |
| UBBL 352                            | Archaeological Field Excavation <sup>4</sup>   |       |
| UBBL 442                            | Prison and Pastoral Epistles   |       |
| UBBL 450                            | Old Testament World  |       |
| UBBL 451                            | New Testament World  |       |
| UBBL 472                            | Biblical Apocalyptic   |       |
| UBBL 476                            | Writing 3: Women in the Biblical Tradition <sup>5</sup>  |       |
| UBBL 481                            | History of Biblical Interpretation   |       |
| UBBL 482                            | Global Biblical Interpretation <sup>6</sup>  |       |
| UBBL 483                            | Postcolonial Biblical Interpretation   |       |
| UBBL 493                            | Biblical Studies Capstone Course: Old Testament Theology   |       |
| UBBL 494                            | Biblical Studies Capstone Course: New Testament Theology   |       |
| UBBL 496                            | Senior Seminar: Biblical Theology and Ethics <sup>7</sup>  |       |
| UBBL 497                            | Readings   |       |
| UBBL 498                            | Directed Research  |       |
| GRKB 300                            | Intermediate Greek I   |       |
| GRKB 301                            | Intermediate Greek II  |       |
| GRKB 454                            | Greek Readings   |       |
| HEBB 300                            | Intermediate Hebrew I  |       |
| HEBB 301                            | Intermediate Hebrew II   |       |
| HEBB 455                            | Hebrew Readings  |       |

Total Units

18

<sup>1</sup> Meets the General Education Biblical, Theological, and Philosophical Formation requirement.

<sup>2</sup> Meets the General Education Upper-Division Bible requirement.

<sup>3</sup> Meets the General Education Upper-Division Bible or Intercultural Competence requirement.

<sup>4</sup> Does not meet the General Education Upper-Division Bible requirement.

<sup>5</sup> Meets the General Education Writing 3 requirement.

<sup>6</sup> Meets the General Education Intercultural Competence requirement.

<sup>7</sup> Meets the General Education Integrative and Applied Learning requirement.

# Minor in Religious Studies

18 units

We are participants in a global community. From our next-door neighbors to our coworkers, our community partners to our global interactions, we are becoming involved with people from all over the world as never before. Religious studies minors leave APU with a greater ability to engage the world from a place of sincere Christian faith, awareness, and praxis.

## Mission Statement

The religious studies minor offers courses in global religious studies, employing a dialogical perspective that invites conversation between Christians and people from non-Christian religious traditions. This program prepares undergraduate students for responsible understanding of, and engagement with, people of a variety of global religious traditions in order to be faithful, well-informed, and culturally sensitive participants in intercultural and interreligious dialogue.

## Requirements

The religious studies minor consists of 3 lower-division (RELG 200) and 15 upper-division RELG units (five courses)—though GLOBL 345 may also be used as 3 of the 15 upper-division units (only one global studies course can be used for the religious studies minor). Traditional prerequisites, if required, must be met for each course. Courses cannot be double counted for a major and a minor.

Students must achieve a 2.5 cumulative GPA for all courses required for this minor.

| Code                                | Title  | Units |
|-------------------------------------|--|-------|
| RELG 200                            | World Religions <sup>1</sup>   | 3     |
| Select 15 units from the following: |  | 15    |
| RELG 350                            | Introduction to Judaism <sup>1</sup>                                   |       |
| RELG 351                            | Introduction to Islam <sup>1</sup>                                     |       |
| RELG 352                            | Introduction to Hinduism and South Asian Traditions <sup>1</sup>       |       |
| RELG 353                            | Introduction to Buddhism and East Asian Traditions <sup>1</sup>        |       |
| RELG 400                            | Special Topics in the History of Religion                              |       |
| RELG 495                            | Special Topics Seminar-Contemporary Christianity and Religious Studies |       |
| RELG 498                            | Religious Studies Capstone Course                                      |       |
| GLBL 345                            | Urban Religious Movements  |       |
| Total Units                         |  | 18    |

<sup>1</sup> Meets the General Education Intercultural Competence requirement.



# Department of Philosophy

## Mission Statement

The Department of Philosophy (<https://www.apu.edu/theology/philosophy/>) equips and mentors students to become intellectual leaders in important debates about compelling philosophical issues that shape contemporary culture.

## Education Goals

Our degree programs aim to achieve this mission by developing a community of scholars who are:

**Intellectually Skilled:** Excellent in critical reading, analytic reasoning, and persuasive argumentative writing.

**Historically Informed:** Cognizant of the classical philosophical theories and principles that have shaped contemporary debates about God, human nature, and the Good Life.

**Pragmatically Oriented:** Able to use this combination of intellectual skills and theoretical knowledge to influence contemporary cultural practices concerning religion, science, ethics, civil service, public policy, and the arts.

## Distinctive Features

These education goals embody four characteristics of APU's Wesleyan Christian heritage:

**Classical Christian Orientation:** We draw upon the greatest aspects of the classical Christian philosophical traditions—Orthodox, Roman Catholic, and Protestant.

**Sanctity of Mind:** We believe that all people are called to love God with their minds by cultivating intellectual virtues so they can better understand God, human nature, and all of God's Creation.

**Sanctity of Heart:** We believe that all people are called to love God with their hearts by cultivating moral virtues so they can be better lovers of God and of their neighbors and better stewards of God's Creation.

**Community-Oriented Service:** We believe that all people are called to manifest their love of God and neighbor by putting these intellectual and moral virtues into practice, serving their ecclesial and civil communities.

## Career Opportunities

By achieving these distinctive education goals, students set themselves up for success in graduate studies and/or careers in philosophy, theology, health care ethics, law, civil service, public policy, education, or ministry.

## Extracurricular Activities

The Department of Philosophy offers a number of excellent extracurricular activities that complement its core curriculum. These activities provide students with opportunities not simply to *learn about* but to *begin participating in* important debates about compelling issues that shape contemporary culture.

## Philosophy Club

The Philosophy Club meets every other week to discuss compelling philosophical issues in a diverse, friendly, and accessible environment. For more information about the club, contact Adam Green (<https://www.apu.edu/theology/faculty/agreen/>).

## Sophia Forum

Made possible by the generosity of an anonymous donor, the Sophia Forum promotes Christian philosophy at APU with an annual two-day series of lectures and small-group discussions led by a renowned Christian philosopher.

Past Sophia Forums have featured speakers from Oxford, Yale, Notre Dame, Saint Louis University, Fordham, and the University of Oklahoma.

## Ethics Bowl

Sponsored by the Association for Practical and Professional Ethics, the Ethics Bowl is a series of regional and national debates focusing on cases "covering a wide range of disciplines, including but not limited to, business, engineering, journalism, law, medicine, and social work." The purpose of the debates is to challenge students to "demonstrate their ability to (1) understand the facts of the case, (2) articulate the ethical principles involved in the case, (3) present an effective argument on how the case should be resolved, and (4) respond effectively to challenges put forth by the opposing team as well as the panel of expert judges."

APU began participating in the Ethics Bowl in 2010 and has been quite successful, consistently performing well at the California regional competition and, more recently, at the national competition.

## Academic Conferences

The Department of Philosophy draws groups of scholars to campus for academic conferences at which they present their latest research on developments within their fields of expertise.

Past conferences hosted by the department include The Society of Christian Philosophers Pacific Regional Conference and the C.S. Lewis Conference.

## Colloquia

The department also invites individual philosophers to campus to lecture and to meet with students to discuss contemporary research in the field.

## Programs

### Major

Philosophy (p. 1110)

### Minors

Philosophy (p. 1114)

Philosophical Apologetics (p. 1113)

Practical and Professional Ethics (p. 1115)

## Certificate

Certificate of Distinction in Philosophy (p. 1112)

## Courses

### PHIL 100, Introduction to Philosophy, 3 Units

This course helps students understand the world better by studying significant interpretations of self, the world, and God-the major concerns of philosophy that have been offered by thinkers past and present. *Meets the General Education Requirement: Philosophy.*

### PHIL 100H, Introduction to Philosophy - Honors, 3 Units

This course helps students understand the world better by studying significant interpretations of self, the world, and God that have been offered by thinkers, past and present - the major concerns of philosophy. *Meets the General Education Requirement: Philosophy.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### PHIL 210, Introduction to Critical Thinking, 3 Units

Students study principles of deductive and non-deductive logic. Principles are used to evaluate arguments in a variety of contexts, including the popular media and the professional practices of philosophy, theology, science or law. Students are also expected to assess and improve the logical rigor and clarity of their own reasoning.

### PHIL 252, Classical Chinese Ethics, 3 Units

This course provides an introduction to (1) key texts written by a variety of classical Chinese philosophers-e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunxi-and (2) to their fundamental ethical teachings-e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world. NOTE: This is a lower-division companion course to PHIL 452. *Meets the General Education Requirement: Intercultural Competence.*

### PHIL 301, Practical Ethics, 3 Units

In this course, students both (1) learn the fundamental theories and principles that influence contemporary ethical discourse, and (2) develop the ability to apply these theories and principles to contemporary moral problems. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **PHIL 303, Reasons for Faith: Exploring the Rationality of the Existence of God and Christianity, 3 Units**

This course equips students to understand and communicate the rich intellectual foundations of a Judeo-Christian worldview. First, students learn various approaches to apologetics, the strengths and weaknesses of those approaches, and a survey of the epistemology of religious belief more broadly. Second, they apply these apologetic approaches with an aim to showcase the rich intellectual foundation for (a) the existence of a perfect Being and (b) the revelation of God through Christ. Third, students study common atheological arguments, ranging from the problem of evil to the problem of hell. Through the course, students learn how to (i) package ideas in clear, organized form, (ii) effectively relate their ideas to their audience, and (iii) think critically and analytically about big, enduring questions relevant to all human beings.

**Prerequisite:** PHIL 100 or HUM 224 or PHIL 305

## **PHIL 305, Critical Thinking and Civil Discourse, 3 Units**

This course prepares students for effective civic engagement, politically and professionally, teaching them how to apply essential principles of critical thinking in a way that fosters intellectual virtues. These skills and virtues are applied in a variety of contexts including public policy, popular media, and professional practices such as philosophy, theology, science, business, and law. Consequently, the course helps prepare students to successfully complete graduate school placement exams (e.g., GRE, LSAT, MCAT, GMAT). PHIL 100 is not required as a prerequisite, but is strongly encouraged.

*Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **PHIL 310, Formal Logic, 3 Units**

This course defines logic as the skill of assessing arguments. The course assists students to recognize arguments in both academic and nonacademic forms, increasing confidence in their ability to form a structure of techniques and values to be used as a basis for critiquing others' arguments and creating their own.

## **PHIL 315, History of Ancient Philosophy, 3 Units**

Students explore the development of philosophy from its early beginnings in Greece to the early thought of Augustine. Special attention is given to the Socratic, Platonic, and Aristotelian contributions to the field.

**Prerequisite:** PHIL 100 or HUM 224

## **PHIL 316, Medieval Philosophy, 3 Units**

This course helps students understand the importance of the medieval era and its contributions to the historical development of philosophy. Thinkers considered in this class include the late Augustine, Averroes, Avicenna, Maimonides, Anselm, Bonaventure, Aquinas, Duns Scotus, and Ockham. Topics considered include the relationship of theology to philosophy, the divine attributes, ontology, and ethics.

## **PHIL 320, History of Early Modern Philosophy, 3 Units**

This course covers the development of philosophy from the Renaissance through the 18th century.

**Prerequisite:** PHIL 100 or HUM 224

## **PHIL 325, History of 19th and 20th Century Philosophy, 3 Units**

This course offers a study of the significant philosophical movements and figures from late modernity to the turn of the 21st century.

**Prerequisite:** PHIL 100 or HUM 224

## **PHIL 330, Ethics, 3 Units**

The basic principles of ethical conduct are examined as applied to personal and social problems. The chief theories of the 'good life' are investigated, with special attention given to the principles underlying a consistent ethical outlook on life. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

**Prerequisite:** PHIL 100 or HUM 224

## **PHIL 340, Writing 3: Concepts of Human Nature, 3 Units**

This course explores the significant questions concerning human nature. Special emphasis is placed on philosophical, theological, psychological, and sociological theories of the uniqueness of human activity. Extended attention and instruction will be given to various genres of philosophical writing.

*Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2; PHIL 100 or HUM 224

## **PHIL 360, Social and Political Debates, 3 Units**

The aim of this course is to prepare students to use ethical principles to argue for justice in the formation of public policies. With this end in mind, students both (1) examine the fundamental principles of social and political philosophy and (2) deliberate about how to employ these principles in contemporary social and political debates. Finally, they put their deliberations into practice by competing in the California Regional Ethics Bowl

## **PHIL 362, Business, Virtue, and the Good Life, 3 Units**

This course provides students with a moral framework for being wise and just business professionals. Students begin by learning the most prominent ethical theories and principles. They then develop the ability to analyze, to evaluate, and to apply these theories and principles in a way that helps them to lead good and virtuous lives—lives that properly balance often competing moral obligations to one's business associates, to one's fellow citizens, and to one's friends and family members.

**Prerequisite:** Recommended: PHIL 301 or PHIL 330

### **PHIL 364, Bioethics, 3 Units**

In this course, students both (1) learn the most prominent theories and principles used in contemporary bioethics, and (2) develop the ability to analyze, to evaluate, and to apply these theories and principles in the context of contemporary medical practice.

**Prerequisite:** PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

### **PHIL 366, Environmental Ethics, 3 Units**

In this course, students will investigate, craft a proposal for, and practice living according to an environmental philosophy as a way of life based on a virtue approach. Additionally, students will research the arguments for and against various environmentally ethical dilemmas in the modern world, aiming to analyze and respond to these arguments and drawing reasonable and actionable conclusions.

**Prerequisite:** PHIL 100 or HUM 224; Recommended: PHIL 300 or PHIL 330

### **PHIL 410, Philosophy of Religion, 3 Units**

Religious experience is studied from the standpoint of philosophy. An examination is made of the contributions of philosophy to religion and religion to philosophy.

**Prerequisite:** PHIL 100 or HUM 224

### **PHIL 415, Philosophical Theology, 3 Units**

The purpose of this course is to analyze rational arguments concerning the divine nature. In it, students apply the laws of logic and principles of sound reasoning to empirical evidence (including claims about the direct experience of God) and introspective intuition concerning the concept of God, enabling us to understand the logical limits of that concept.

**Prerequisite:** PHIL 100 or HUM 224

### **PHIL 430, Philosophy of Science, 3 Units**

The course explores the nature of scientific method and knowledge and the character of scientific explanations. Ways in which ethics and religion interrelate with the sciences are also covered.

**Prerequisite:** One Lab Science and PHIL 100

### **PHIL 440, Epistemology, 3 Units**

This course exposes advancing philosophy students to the major problems in the theory of knowledge. While some historical background is covered, the principle focus is on the contours of the contemporary debates about such issues as skepticism, epistemic justification, foundationalism, coherentism, internalism, and externalism. Some application is made specifically to the epistemology of religious belief.

**Prerequisite:** PHIL 100 or HUM 224

### **PHIL 445, Metaphysics, 3 Units**

This course is an introduction to metaphysics that gives the student a broad perspective into contemporary issues of interest concerning what exists and its nature. This involves classroom discussion of readings from the introductory text and primary source material.

**Prerequisite:** PHIL 100 or HUM 224

### **PHIL 450, Special Topics in Ethics, 3 Units**

In this course, students utilize their foundational knowledge of ethical theories and principles to analyze contemporary debates concerning recent work in meta-ethics, normative ethics, moral epistemology, or moral psychology.

**Prerequisite:** PHIL 100 and PHIL 330 or instructor consent

### **PHIL 451, Race, Sex and Science, 3 Units**

This course examines concepts of race and sex in relation to the history of modern western science. Students analyze readings in feminist philosophy, critical race theory and postcolonial studies, which argue that the sciences often presume and perpetuate Eurocentric, androcentric bias. Through this analysis, students cultivate the virtues of epistemic justice and intellectual humility required for intercultural competence and a Christlike character.

*Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** 3xx PHIL or 3xx BIOL course or instructor consent

### **PHIL 452, Classical Chinese Ethics, 3 Units**

This course provides an introduction both (1) to key texts written by a variety of classical Chinese philosophers - e.g., Konzi (Confucius), Mozi, Mengzi (Mencius), Laozi (Lao Tzu), Zhuangzi, and Xunzi - and (2) to their fundamental ethical teachings - e.g., the nature of the dao, the nature of being human, the role of ritual in the moral life, whether virtue requires partiality to one's family and one's culture, and so forth. More importantly, it teaches students to analyze, to evaluate, and to apply the insights of these texts and teachings to their own lives. Through both academic study and thoughtful cultural engagement, it offers a life-enriching, cross-cultural encounter with the classical systems of Chinese ethics that shaped eastern Asian cultures and continue to influence eastern Asian immigrant communities around the world. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** PHIL 301 or PHIL 330

### **PHIL 495, Seminar in Philosophy, 3 Units**

Students are assisted in relating philosophical insights to current moral, political, religious, and social issues. Each seminar offers an area of emphasis for study, such as values or the future. It may be taken more than once as topics change.

**Prerequisite:** PHIL 100 or HUM 224

## **PHIL 496, Senior Seminar, 3 Units**

In this course, students apply their knowledge of the Bible, Christian tradition, and philosophy to contemporary social challenges that confront a Christian worldview. They use this knowledge to analyze, evaluate, and respond to such challenges wisely and insightfully. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing, completion of the majority of the units required for Biblical, Theological and Philosophical Formation, and Writing 3.

## **PHIL 496H, Senior Seminar - Honors, 3 Units**

## **PHIL 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between and designed by a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

## **PHIL 497H, Readings - Honors, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

## **PHIL 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## **PRPH 100, Introduction to Philosophy, 3 Units**

This course helps students understand the world better by studying significant interpretations of self, the world, and God- the major concerns of philosophy that have been offered by thinkers, past and present. *Meets the General Education Requirement: Philosophy.*

## **WRIT 201, Writing 2: Philosophy of Math, Logic, and Language, 3 Units**

Why is mathematics so effective in describing the physical universe? What happens when ordinary reasoning and languages are translated into more abstract mathematical and logical symbolism? Is anything lost in translation? This course introduces students to these and other questions on the nature of mathematics, logic, and language. Students evaluate the arguments, writing styles, rhetorical strategies, and types of evidence employed by the mathematicians, scientists, and philosophers addressing these questions. By critically thinking about formal logical and mathematical discourse, students become better writers in and about that discourse. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110; PHIL 310 or MATH 280 or instructor's consent.

## **WRIT 202, Writing 2: Philosophical Writing in C. S. Lewis, 3 Units**

C. S. Lewis was one of the most influential public Christian intellectuals of the 20th century. One of the reasons for this is that he wrote clearly and persuasively about the perennial questions of philosophy but for the common person. In this course, we will study and practice the art of writing well on philosophical matters for a broad audience. Students will critically assess the writing styles, questions, and arguments of philosophical writing for a general audience and will contrast what it takes to do such writing well with related forms of writing such as philosophical writing for a specialist audience and philosophical writing in fictional form. We will do so by analyzing, emulating, and critiquing the work of C. S. Lewis from the standpoint of philosophy. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **Faculty**

### **Department Chair**

Rico Vitz (<http://www.apu.edu/faculty/rvitz/>), Ph.D.

### **Professors**

Teri Merrick (<http://www.apu.edu/faculty/tmerrick/>), Ph.D.

Rico Vitz (<http://www.apu.edu/faculty/rvitz/>), Ph.D.

Steven Wilkens (<http://www.apu.edu/faculty/swilkens/>), Ph.D.

David Williams (<http://www.apu.edu/faculty/dcwilliams/>), Ph.D.

David Woodruff (<http://www.apu.edu/faculty/dwoodruff/>), Ph.D.

## Associate Professors

Adam Green (<http://www.apu.edu/faculty/agreen/>), Ph.D.

Joshua Rasmussen (<http://www.apu.edu/faculty/jrasmussen/>), Ph.D.

## Adjunct Faculty

Fidel Arnechillo (<http://www.apu.edu/faculty/farnechillo/>), Ph.D.

Benjamin Easton (<http://www.apu.edu/faculty/beaston/>), M.A.

Kirsten Gerdes (<http://www.apu.edu/faculty/kgerdes/>), M.A.

Mihretu Guta (<http://www.apu.edu/faculty/mguta/>), Ph.D.

George Haraksin (<http://www.apu.edu/faculty/gharaksin/>), M.A.

Benedict Nwachukwu-Udaku (<http://www.apu.edu/faculty/budaku/>), Ph.D.

Stephen Parise (<http://www.apu.edu/faculty/sparise/>), Ph.D.

Erik Sorem (<http://www.apu.edu/faculty/esorem/>), Ph.D.

## Professor Emeritus

John Culp (<http://www.apu.edu/faculty/jculp/>), Ph.D.

# B.A. in Philosophy

33 units

## Mission

The Department of Philosophy (<http://www.apu.edu/theology/philosophy/>) equips and mentors students to become intellectual leaders in important debates about compelling philosophical issues that shape contemporary culture.

## Goals

The philosophy major (<https://www.apu.edu/theology/programs/philosophy-major/>) achieves this mission by developing a community of scholars who are:

- **Intellectually Skilled:** Excellent in critical reading, analytic reasoning, and persuasive argumentative writing.
- **Historically Informed:** Cognizant of the classical philosophical theories and principles that have shaped contemporary debates about God, human nature, and the Good Life.
- **Pragmatically Oriented:** Able to use this combination of intellectual skills and theoretical knowledge to influence contemporary cultural practices concerning religion, science, ethics, civil service, public policy, and the arts.

## Distinctive Features

APU's philosophy major embodies four distinctive characteristics of the university's Wesleyan Christian heritage:

- **Classical Christian Orientation:** We draw upon the greatest aspects of the classical Christian philosophical traditions—Orthodox, Roman Catholic, and Protestant.
- **Sanctity of Mind:** We believe that all people are called to love God with their minds by cultivating intellectual virtues so they can better understand God, human nature, and all of God's Creation.
- **Sanctity of Heart:** We believe that all people are called to love God with their hearts by cultivating moral virtues so they can be better lovers of God and of their neighbors and better stewards of God's Creation.
- **Community-Oriented Service:** We believe that all people are called to manifest their love of God and neighbor by putting these intellectual and moral virtues into practice, serving their ecclesial and civil communities.

## Career Opportunities

The major in philosophy prepares students for excellence in a variety of careers, such as:

- Professor
- Lawyer
- Bioethicist
- Public Policy Analyst
- Corporate Compliance Manager
- Pastor/Theologian
- K-12 Teacher

## Requirements

The philosophy major is completed by taking PHIL 100 or HUM 224 and at least 30 units of upper-division work in philosophy from the list below. Each course is 3 units. Courses below cannot be counted for any other major in the Division of Religion and Philosophy. A minimum 2.5 cumulative GPA is required in all major courses.

| Code                         | Title  | Units |
|------------------------------|--|-------|
| <b>Required Courses</b>      |  |       |
| PHIL 100                     | Introduction to Philosophy <sup>1, 2</sup>       | 3     |
| PHIL 310                     | Formal Logic                                     | 3     |
| PHIL 315                     | History of Ancient Philosophy <sup>2</sup>       | 3     |
| PHIL 320                     | History of Early Modern Philosophy <sup>2</sup>  | 3     |
| PHIL 330                     | Ethics   | 3     |
| PHIL 340                     | Writing 3: Concepts of Human Nature <sup>3</sup> | 3     |
| Select one of the following: |  | 3     |

|  |              |    |
|--|--------------|----|
| PHIL 440   | Epistemology |    |
| PHIL 445   | Metaphysics  |    |
| <b>Electives</b>   |              |    |
| Select 12 units consisting of any upper-division PHIL courses not being used to satisfy the Required Courses above. At least 6 of these units must be at the 400 level. <sup>4</sup> |              | 12 |
| Total Units  |              | 33 |

- 1 Meets the General Education Philosophy requirement.
- 2 HUM 224 may be taken in exchange for PHIL 100. HUM 324 may be taken in exchange for PHIL 315 or PHIL 320.
- 3 Meets the General Education Writing 3 requirement.
- 4 PHIL 301 and PHIL 303 do not count for this elective requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Formulate philosophical questions with precision and clarity.
2. Articulate the structure of a philosopher's position or philosophical text and assess its strengths and weaknesses.
3. Identify and critique key figures and themes in the history of philosophy and the perspectives of those marginalized by this history.
4. Critically analyze societal problems and proposed resolutions from a Christian perspective.
5. Demonstrate continual intellectual growth through personal research and scholarship.
6. Manifest skills enabling them to be strong candidates for a graduate program in philosophy.



# Certificate of Distinction in Philosophy

33 units

The Certificate of Distinction in Philosophy recognizes that a student has achieved a superior mastery of courses that provide a strong basis for graduate study in philosophy and demonstrate the student's ability to think critically within a specialized area of philosophy.

## Requirements

To receive the Certificate of Distinction in Philosophy, students must complete 33 units from the list below with a grade-point average of 3.5 or better.

| Code  | Title  | Units     |
|---|--|-----------|
| Requirements:   |  |           |
| PHIL 100  | Introduction to Philosophy <sup>1, 2</sup>       | 3         |
| PHIL 310  | Formal Logic                                     | 3         |
| PHIL 315  | History of Ancient Philosophy <sup>2</sup>       | 3         |
| PHIL 320  | History of Early Modern Philosophy <sup>2</sup>  | 3         |
| PHIL 330  | Ethics   | 3         |
| PHIL 340  | Writing 3: Concepts of Human Nature <sup>3</sup> | 3         |
| Select one of the following:  |  | 3         |
| PHIL 440  | Epistemology                                     |           |
| PHIL 445  | Metaphysics                                      |           |
| Select 12 units of any upper-division PHIL courses not being used to satisfy the requirements above. At least 6 of these units must be at the 400 level. <sup>4</sup> |  | 12        |
| <b>Total Units</b>  |  | <b>33</b> |

<sup>1</sup> Meets the General Education Philosophy requirement.

<sup>2</sup> HUM 224 may be taken in exchange for PHIL 100; HUM 324 may be taken in exchange for PHIL 315 or PHIL 320.

<sup>3</sup> Meets the General Education Writing 3 requirement.

<sup>4</sup> PHIL 301 and PHIL 303 do not count for this elective requirement. PHIL 360 covers various topics and may be repeated for a total of 6 units within the 12 units of electives. PHIL 451 and PHIL 452 meet the General Education Intercultural Competence requirement.

# Minor in Philosophical Apologetics

18 units

## Requirements

| Code  | Title   | Units    |
|---|---|----------|
| <b>Prerequisite</b>   |   | <b>3</b> |
| Select one of the following:  |   |          |
| PHIL 100  | Introduction to Philosophy <sup>1</sup>   |          |
| HUM 224   | Core Texts in Philosophy <sup>1</sup>   |          |
| PHIL 305  | Critical Thinking and Civil Discourse   |          |
| <b>I. Foundations</b>   |   | <b>3</b> |
| PHIL 303  | Reasons for Faith: Exploring the Rationality of the Existence of God and Christianity |          |
| <b>II. Historical Background</b>  |   | <b>3</b> |
| Select one of the following:  |   |          |
| HUM 324   | Core Texts in Philosophy <sup>1</sup>   |          |
| PHIL 315  | History of Ancient Philosophy   |          |
| PHIL 316  | Medieval Philosophy   |          |
| PHIL 320  | History of Early Modern Philosophy  |          |
| PHIL 340  | Writing 3: Concepts of Human Nature <sup>2</sup>                                      |          |
| <b>III. Metaphysics/Epistemology</b>                                    |   | <b>3</b> |
| Select one of the following:  |   |          |
| PHIL 440  | Epistemology  |          |
| PHIL 445  | Metaphysics   |          |
| <b>IV. Religion/Science</b>   |   | <b>3</b> |
| Select one of the following:  |   |          |
| PHIL 410  | Philosophy of Religion  |          |
| PHIL 415  | Philosophical Theology  |          |
| PHIL 430  | Philosophy of Science   |          |
| PHIL 495  | Seminar in Philosophy   |          |
| <b>V. Electives</b>   |   | <b>3</b> |
| Select one of the following:  |   |          |
| WRIT 202  | Writing 2: Philosophical Writing in C. S. Lewis <sup>3</sup>                          |          |
| RELG 350  | Introduction to Judaism <sup>4</sup>  |          |
| RELG 351  | Introduction to Islam <sup>4</sup>  |          |
| RELG 352  | Introduction to Hinduism and South Asian Traditions <sup>4</sup>                      |          |
| THEO 363  | Contemporary Christian Theology   |          |
| THEO 410  | Systematic Theology I   |          |
| or any course in III or IV not already used for credit toward the minor |   |          |
| Total Units   |   | 18       |

<sup>1</sup> Meets the General Education Philosophy requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Writing 2 requirement.

<sup>4</sup> Meets the General Education Intercultural Competence requirement.

# Minor in Philosophy

18 units

The philosophy minor consists of 18 units (15 upper-division units of approved philosophy courses from the list below, plus 3 units of PHIL 100 or HUM 224).

## Requirements

A cumulative 2.5 GPA is required in all courses applied to the minor.

| Code  | Title   | Units |
|---|---|-------|
| PHIL 100<br>or HUM 224  | Introduction to Philosophy <sup>1</sup><br>Core Texts in Philosophy | 3     |
| In addition to 3 units of PHIL 100 or HUM 224, choose 15 PHIL units at the 300 or 400 level or the following: |   | 15    |
| POLI 360  | Classical Political Thought   |       |
| POLI 363  | Modern Political Thought  |       |
| HUM 324   | Core Texts in Philosophy <sup>1</sup>                               |       |
| Total Units   |   | 18    |

<sup>1</sup> Meets the General Education Philosophy requirement.

# Minor in Practical and Professional Ethics

18 units

## Requirements

| Code   | Title   | Units     |
|--|---|-----------|
| <b>Prerequisite</b>  |   | <b>3</b>  |
| PHIL 100<br>or HUM 224   | Introduction to Philosophy <sup>1</sup><br>Core Texts in Philosophy |           |
| <b>I. Ethical Reasoning</b>  |   | <b>3</b>  |
| Select one of the following:   |   |           |
| PHIL 301   | Practical Ethics <sup>2</sup>                                       |           |
| PHIL 330   | Ethics  |           |
| <b>II. Social and Political Thought</b>  |   | <b>3</b>  |
| Select one of the following:   |   |           |
| HUM 324  | Core Texts in Philosophy <sup>1</sup>                               |           |
| POLI 360   | Classical Political Thought   |           |
| POLI 363   | Modern Political Thought  |           |
| HIST 389   | Modern American Intellectual History                                |           |
| <b>III. Special Topics</b>   |   | <b>3</b>  |
| Select one of the following:   |   |           |
| PHIL 362   | Business, Virtue, and the Good Life                                 |           |
| PHIL 364   | Bioethics   |           |
| PHIL 366   | Environmental Ethics  |           |
| PHIL 450   | Special Topics in Ethics  |           |
| THEO 445   | Theological Ethics  |           |
| <b>IV. Elective</b>  |   | <b>3</b>  |
| Select one of the following (or any course in II or III above that is not already being used for credit toward the minor): |   |           |
| PHIL 360   | Social and Political Debates  |           |
| PHIL 451   | Race, Sex and Science <sup>3</sup>                                  |           |
| PHIL 452   | Classical Chinese Ethics <sup>3</sup>                               |           |
| <b>V. Integration and Application</b>  |   | <b>3</b>  |
| Select one of the following:   |   |           |
| PHIL 495   | Seminar in Philosophy   |           |
| PHIL 496   | Senior Seminar <sup>4</sup>   |           |
| BIOL 496   | Writing 3: Ethics and the Sciences <sup>5</sup>                     |           |
| BUSI 496   | Senior Seminar: Business Ethics <sup>4</sup>                        |           |
| THEO 496   | Senior Seminar: Theology and Social Issues <sup>4</sup>             |           |
| UNRS 496   | Writing 3: Ethics and Issues in Health Care <sup>5</sup>            |           |
| <b>Total Units</b>   |   | <b>18</b> |

<sup>1</sup> Meets the General Education Philosophy requirement.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>3</sup> Meets the General Education Intercultural Competence requirement.

<sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>5</sup> Meets the General Education Writing 3 requirement.

# Department of Practical Theology

The Department of Practical Theology (<https://www.apu.edu/theology/practical/>) offers three majors: Christian ministries, youth and family ministries, and interdisciplinary studies; and three minors: Christian ministries, cultural engagement, and youth and family ministries.

## Biblical, Theological, and Philosophical Formation General Education Requirements for All Department of Practical Theology Majors

| Code                         | Title  | Units |
|------------------------------|--|-------|
| UBBL 100                     | Introduction to Biblical Literature: Exodus/Deuteronomy (do not take if transferring in 60+ units) | 3     |
| UBBL 230                     | Luke/Acts (Must take if transferring in 60+ units)   | 3     |
| UBBL 3XX-4XX                 | Approved Additional General Education (Biblical Studies Course)                                    | 3     |
| MIN 108                      | Christian Life, Faith, and Ministry  | 3     |
| Select one of the following: |  | 3     |
| THEO 200                     | Theology and the Christian Life  |       |
| THEO 301                     | Faith and the Arts   |       |
| Select one of the following: |  |       |
| HUM 224/324                  | Core Texts in Philosophy   |       |
| PHIL 100                     | Introduction to Philosophy   |       |
| Select one of the following: |  | 3     |
| MIN 496                      | Senior Seminar: Church and Society   |       |
| THEO 496                     | Senior Seminar: Theology and Social Issues   |       |
| UBBL 496                     | Senior Seminar: Biblical Theology and Ethics   |       |
| Total Units                  |  | 18    |

## Concentrations

Beyond core requirements, students in the Christian ministries and youth and family ministries majors must choose a concentration. Based on each student's primary interests, the choice of a concentration enables them to prepare for professional work in a related ministry field, and affords them the opportunity to work in ministry settings that align with their sense of calling, strengths, abilities, and passions. One concentration must be chosen from the following:

- Church and Pastoral Ministries Practices
- Intercultural Christian Ministries
- Ministry in Urban and Social Service Contexts

## Programs

### Majors

- Christian Ministries (p. 1122)
- Interdisciplinary Studies (p. 1125)
- Youth and Family Ministries (p. 1126)

### Minors

- Christian Ministries (p. 1129)
- Cultural Engagement (p. 1130)
- Youth and Family Ministries (p. 1131)

## Courses

### MIN 108, Christian Life, Faith, and Ministry, 3 Units

The theological, educational, and social bases for ministry and service are examined. An analysis of the church's responsibility and methods for carrying out the ministry mandate of Jesus is emphasized. *Meets the General Education Requirement: Christian Life, Faith, Ministry.*

### **MIN 253, Evangelism and Discipleship, 3 Units**

This class develops a biblically informed approach to evangelism and discipleship as a central purpose of the Church. Students explore these purposes in light of Jesus' mission statement, 'Go and make disciples of all nations,' (Matt. 28:19). This course carefully examines the necessary building blocks to produce an evangelistic, disciple-making church/community with a significant focus on understanding the process of spiritual formation individually and corporately.

**Prerequisite:** GPA 2.5; MINC 200 or MINY 203; and WRIT 200. Youth Outreach and Discipleship Minor: WRIT 200 or MINY 174

### **MIN 300, Writing 3: Culture and Ministry, 3 Units**

This course helps students understand the interplay between cultural awareness and effective ministry. Cultural forces are constantly shifting so emphasis is placed on ethnographic principles and practices as valuable to a minister in order to effectively engage people in various contexts. It will also invest considerable time inside and outside the classroom into enhancing students' written communication as an invaluable tool for expressing their ideas clearly and in a convincing fashion in contemporary cultural contexts. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** MINC 200 or MINY 203, WRIT 200, Junior Standing & GPA 2.5

### **MIN 336, Family Development and Ministry, 3 Units**

This course equips students to design and apply practical theology methods and programs that empower the family. Specific focus is placed upon the family in its cultural setting, and the development needs of various family members at particular stages of life.

**Prerequisite:** WRIT 200 and PSYC 290 or completed Humanities: Social Science General Education requirement.

### **MIN 350, Mentoring and Small Groups, 3 Units**

The theology and practice of mentoring and small group involvement is studied in the context of relational discipleship and spiritual formation. Topics for study include leadership, group formation, group dynamics, small group models and purpose, program development, the range of mentoring possibilities, communication models, and models for spiritual transformation.

**Prerequisite:** MINC 200 or MINY 203 and WRIT 200

### **MIN 401, Christian Ministry Internship I, 3 Units**

This course develops a student's ability to blend Christian theology and Christian practice by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith. Course work covers: biblical and theological foundations of Christian practice, the context in which the Christian faith is to be practiced, and the dynamic relationship between the two. Students are required to serve an average minimum of 6 hours per week in hands-on field experience. Students must also participate in small groups for reflection, mentoring, and spiritual formation.

**Prerequisite:** WRIT 200, MIN 300, THEO 200, two General Education UBBL courses, and GPA 2.5.

### **MIN 402, Christian Ministry Internship II, 3 Units**

This course is a continuation of the first semester and has a similar format in terms of classroom experience, field experience, and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve an average minimum of 8 hours per week in hands-on field experience.

**Prerequisite:** MIN 401

### **MIN 417, The Art of Leadership, 3 Units**

This course teaches students to critically integrate Christian theology with best leadership practices in church ministry and non-profit ministry environments. The course equips students to create actions and practices that have a positive, transformative Christian impact in the lives of those we serve and those who serve with us. Students will learn to develop these actions and practices in their internships.

**Prerequisite:** GPA 2.5, WRIT 200, THEO 200, two General Education UBBL courses.

**Corequisite:** MIN 401

### **MIN 495, Topics in Ministry, 3 Units**

This course engages in a focused and intensive study of particular topics of direct relevance and urgency in the practice of Christian ministry and youth ministry. Topics vary from semester to semester, and this course may be taken more than once as topics change.

### **MIN 496, Senior Seminar: Church and Society, 3 Units**

Students use practical theology methods learned in class to create an integrated Christian response to a contemporary social issue. It considers the ethical, spiritual, and community causes and impacts of social issues and teaches students to develop informed Christian responses to them. This course is taught in a seminar format that includes major papers developed over the course of the semester, leading class discussions, and a presentation. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing, Writing 3, and completion of the majority of the units required from the Biblical, Theological, and Philosophical Formation category in General Education.

### **MINC 105, Introduction to Global Vision, 1 Unit**

Students are exposed to opportunities for Christian service abroad while gaining an overview of the present progress of the Great Commission. Does not count toward the Christian ministries major.

### **MINC 110, Introduction to Intercultural Christian Ministries, 3 Units**

Students are exposed to intercultural Christian service opportunities while gaining an overview of the present progress of the Great Commission. Requires participation in spring or summer short-term mission experience through the Institute of Outreach Ministries or an APU sponsoring office with final grade 'In Progress' until deadline for service requirement reflection is reached. This course serves as a prerequisite for the Intercultural Christian ministries concentration. Students must complete all course requirements by the first day of the fall semester.

### **MINC 200, Introduction to Contemporary Christian Ministries, 3 Units**

This course exposes students to various ministry contexts and vocations while they begin to form a philosophy and theology of ministry. Emphasis is on the theological, philosophical, and practical viability of current ministry models while identifying unique emphases relevant to particular contexts. Students engage in an assessment of their own gifts, personality traits, and ministry calling in light of exposure to ministry options.

**Prerequisite:** MIN 108 (may be taken concurrently)

### **MINC 318, Theology and Practice of Ministry, 3 Units**

The life and work of the Christian pastor is studied with attention to the broad range of duties, rituals, and responsibilities for which the contemporary Christian pastor is expected to have competency. Topics for study include administration of sacraments, church finance, staff administration, worship, church boards, pastoral visitation, and evangelism.

**Prerequisite:** MINC 200 or MINY 203 and WRIT 200

### **MINC 326, Effective Teaching in Christian Education, 3 Units**

Students study the principles and procedures involved in effective classroom teaching: philosophies of teaching, methods, the teaching-learning process, motivation, guidance, integration, and evaluation.

**Prerequisite:** MINC 200 or MINY 203 and WRIT 200

### **MINC 330, Intercultural Ministries, 3 Units**

The course provides an understanding of the challenges and opportunities associated with intercultural ministry in and beyond the local church. Biblical, eschatological, missiological, socio-cultural and practical issues are explored with the goal of providing conceptual tools for analyzing, adapting, and creating practical ways to respectfully reach, embrace and engage those from diverse cultural contexts as members of the body of Christ. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** MINC 200 or MINY 203 and WRIT 200

### **MINC 346, Ministry to the City, 4 Units**

This course provides the student with a broad introduction to the unique challenges and opportunities for Christian ministry in an urban context with special attention to some of the most effective methods and tools for doing urban ministry. Students are encouraged to reflect on their own lifestyles and future ministry choices in light of the needs of the city and the response of the gospel in meeting human need. Exposure to city life and church-based organizations working for the shalom of the city provide a dynamic context for the various learning activities in this course.

**Prerequisite:** MINC 200 or MINY 203 and WRIT 200

### **MINC 370, Introduction to Pastoral Care and Counseling, 3 Units**

Pastoral counseling as a specialized ministry within the field of pastoral care will be explored didactically and practically in the preparation of persons who plan to do pastoral counseling and pastoral psychology. This course will engage in interdisciplinary examination of the physiological, cultural, theological, and biblical understanding of care and counseling. A survey of counseling theory from an integrative perspective, with attention to particular ministry issues will be incorporated into a practical format in a community setting.

**Prerequisite:** MINC 200 or MINY 203, WRIT 200, and completed Humanities: Social Science General Education requirement.

### **MINC 405, Christian Mission in the 21st Century, 3 Units**

This course is an introduction to the biblical, historical, and theological foundations of missions in a contemporary world setting, both globally and locally. The call, context, and preparation for missionary service are examined.

**Prerequisite:** MINC 200 or MINY 203 and WRIT 200 (not required for non-youth ministry/Christian ministries majors).

### **MINC 406, History and Philosophy of Christian Education, 3 Units**

The history of educational theory, with emphasis on objective and philosophical problems and biblical bases, is covered in this course.

**Prerequisite:** WRIT 200

### **MINC 408, Principles of Preaching, 3 Units**

This course offers a study of classical homiletics and a variety of sermonic methodologies. Sound hermeneutical principles in exegesis of Scripture and the worship setting of the sermon with emphasis on the delivery of effective expository sermons in the contemporary world are covered.

**Prerequisite:** WRIT 200, MINC 200 or MINY 203, UBBL 3xx/4xx.

### **MINC 416, Communicating the Gospel, 3 Units**

This course assists the student in following Jesus' model of a people 'filled with grace and truth' (John 1:14). Special attention is given to writing, speaking, teaching, interpersonal communication, body language, problem solving, and other critical tasks necessary to being a Christian and carrying out the Great Commission.

**Prerequisite:** WRIT 200, MINC 200 or MINY 203, UBBL 3xx/4xx.

### **MINC 420, Suffering: Theological and Practical Perspectives on Disabilities, 3 Units**

This course examines theological perspectives to understand the role of suffering in the human experience. Focusing on persons with disabilities, students explore their personal values, gain understanding of bio-psycho-social-spiritual components of disability, access available resources, and develop strategies to help churches/agencies develop inclusive programs.

**Prerequisite:** 3 units of UBBL and Junior standing

### **MINC 430, Race, Reconciliation, and Ministry, 3 Units**

This course prepares students to engage people in ministry in a contemporary culture that is increasingly multiethnic. To equip students to be more culturally intelligent, course material guides them in an exploration of the historical and contemporary relationships between race, theology, and ecclesiology in Western culture, with the intent of developing a commitment to reconciliation grounded in their theological convictions. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** WRIT 3

### **MINC 446, Children's Educational Ministries, 3 Units**

Childhood development, the needs of children in contemporary society, and biblical and theological perspectives on children are examined, with an emphasis on discerning the church's role in nurturing spiritual formation in the faith community.

**Prerequisite:** MINC 200 or MINY 203, WRIT 200 and PSYC 290; Completed Humanities: Social Science General Education requirement.

### **MINC 456, Ministry Organization and Administration, 3 Units**

This course examines the process of ordering the ministry of the church or parachurch community for the greatest effectiveness. This order is to be understood theologically as a means of creating the most ideal context possible for the Holy Spirit to minister to and through people. All aspects of strategic planning, church organization, and administration are addressed.

**Prerequisite:** MINC 200 or MINY 203 and WRIT 200

### **MINC 466, Adult Development and Spiritual Formation, 3 Units**

The course examines the process and contexts by which adults mature engaging biblical and theological foundations for adult development and spiritual formation that takes adult characteristics, needs, life-cycle, and learning patterns into consideration.

**Prerequisite:** WRIT 200, MIN 300 and MINY 301 or department consent

### **MINC 467, Spiritual Transformation, 3 Units**

The course examines the process and contexts by which persons mature, engaging biblical and theological foundations for spiritual transformation that takes developmental characteristics, needs, life cycles, and learning patterns into consideration. The course emphasizes community and individuals.

**Prerequisite:** MIN 300, MINY 301, or department consent

### **MINC 486, Urban Ministry Practicum, 6 Units**

The practicum is intended to provide students with a broad understanding of urban life and ministry. The practicum develops a student's ability to interface theory and practice, theology and ministry, by integrating classroom learning, hands-on practice, spiritual formation, mentoring, and critical reflection on the practice of the Christian faith in an urban setting. During the practicum, the student is required to live, work, worship, and study in the city.

**Prerequisite:** WRIT 200, MINC 346 or MINC 487.

### **MINC 487, Exegeting the City, 3 Units**

This course explores the development of a 'hermeneutic' for understanding the built environment as a means to engage the city and enhance ministry opportunities. Discussion centers on physical, sensory indicators of community needs and resources. The goal is to more adequately contextualize Christian urban ministry. Topics include community mapping, needs assessment, resource identification, measurement of change, and strategic ministry development. Course work is taught at a graduate level, but undergraduates are welcome.

**Prerequisite:** MINC 200 or MINY 203 and WRIT 200

### **MINC 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. May be repeated for credit. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** WRIT 200

### **MINC 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The one-unit expectation encompasses no less than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than one unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class. May be repeated for credit.

**Prerequisite:** Junior or Senior Standing



### **MNCE 310, Practical Theology and Contemporary Issues, 3 Units**

Students in this course learn to apply specific methodologies associated with the discipline of practical theology to reflect on and respond in appropriate ways to a contemporary issue, informed by significant theological reflection and cross-disciplinary insight. The specific topic addressed varies each semester based on issues arising in contemporary culture that require careful theological reflection.

**Prerequisite:** WRIT 200, THEO 200, PHIL 301, and junior standing or department consent

### **MNCE 415, Practical Theology and Vocational Engagement, 3 Units**

This capstone course for the cultural engagement minor enhances a student's ability to identify and skillfully utilize principles characteristic of the discipline of practical theology to develop a theologically informed perspective regarding issues related to their chosen major or perceived vocational aspirations. Students engage in a cross-disciplinary research project in order to demonstrate their ability to relate methodologies and perspectives associated with practical theology to a specific issue or experience they will encounter in the context of their professional lives.

**Prerequisite:** VOC 200, MNCE 310, and senior standing.

### **MINY 172, Foundations of Youth Outreach and Discipleship I, 1 Unit**

This course provides an introduction to YoungLife, as well as a theological and practical foundation for students interested in Young Life leadership. Students investigate the theology of the incarnation and evangelism, and begin to develop a personal theology of ministry. Site visits to local schools and YoungLife clubs, coupled with relevant readings, will expand students' understanding of the complexities of current adolescent culture.

### **MINY 174, Foundations of Youth Outreach and Discipleship II, 2 Units**

Building upon MINY 172, this course further equips YoungLife leaders by challenging students to engage various theological topics, promoting their own understanding and spiritual formation. Students will develop the ability to articulate their own faith, as well as the theological foundations informing it. Following the YoungLife format, students will construct and deliver several club talks. Practical issues such as time management, logistics, legal issues, and dealing with difficult adolescent/family issues will be addressed.

**Prerequisite:** MINY 172

### **MINY 203, Introduction to Contemporary Youth and Family Ministries, 3 Units**

This course exposes students to conceptualizations of local church youth and family ministries in a variety of forms, in an effort to engage students in the process of beginning the formation of their own philosophy and theology of youth and family ministries. Emphasis is on the theological, philosophical, and practical viability of current ministry models, while identifying unique strategies relevant to particular contexts. Students take part in an assessment of their own gifts, personality traits, and ministry calling in light of exposure to ministry options.

**Prerequisite:** MIN 108 (may be taken concurrently)

### **MINY 226, Studying and Teaching the Bible, 3 Units**

This course helps students develop skills in biblical exegesis and teaching biblical principles to youth. Emphasis is placed upon evaluating students' ability to teach the Bible in settings both inside and outside the classroom.

**Prerequisite:** MIN 108, UBBL 100 or UBBL 230, or department consent

### **MINY 301, Adolescent Development and Family Ministry, 3 Units**

This course equips students to design and apply practical theology methods and programs that empower the family. Specific focus is placed upon the behavioral characteristics and the social development of adolescents, including identity, cognitive, moral, emotional, and spiritual development, and faith formation.

**Prerequisite:** MINC 200 or MINY 203, PSYC 290, completed Humanities: Social Science General Education requirement, junior or senior standing, or department consent.

### **MINY 305, Integration of Faith and Sports, 3 Units**

This course examines biblical, theological, philosophical, and psychological foundations of sports ministry. The course includes a brief history and philosophy of sports ministry, including successful and unsuccessful models, beginning with New Testament models for using sports in ministry to the present formation of the Association of Church Sports and Recreation Ministries. Theological foundations include a theology of competition, victory, character formation, and sportsmanship.

### **MINY 320, Organization and Administration of a Sports Ministry, 3 Units**

This course provides students with the practical and theoretical resources to be an effective leader of sports ministry programs in church and parachurch settings. Students are provided with academic experiences both inside and outside the classroom to be proficient in program development and implementation, budgeting, goal setting, ministry evaluation, and staffing.

**Prerequisite:** MIN 108

### **MINY 400, Christian Values and Human Sexuality, 3 Units**

This course involves an interdisciplinary examination of physiological, sociocultural, psychological, and theological bases of human behavior with attention devoted to student's development of a personal perspective toward sexuality that integrates Christian values and moral integrity. Students learn to assess and understand an adolescent's sexual development, problems, and issues that relate to sexological and moral development.

**Prerequisite:** MINC 200 or MINY 203, MINY 301, or department consent.

## **MINY 403, Adolescent Issues and Intervention, 3 Units**

This course introduces the student to the basic skills and practice of counseling adolescents. The course serves as counseling 'first-aid', meaning that students learn basic helping skills but do not qualify as professional counselors. Students are exposed to counseling issues and problems that grow out of the development process, disorders that begin with/are unique to adolescence, and intervention, prevention, and referral strategies. Students also examine a philosophy of counseling from a practical theology and biblical perspective.

**Prerequisite:** MINY 301

## **MINY 451, Sports Ministry Field Experience, 3 Units**

This course integrates theories and praxis learned in course study with hands-on leadership experiences while under the supervision of an APU professor and ministry professionals. Students serve in a sports ministry setting (either church or mission agency) at least 72 hours during the semester while also participating in a small group to facilitate reflection, mentoring, and growth. For the Sports Concentration, this course must be taken before senior year.

**Prerequisite:** MINY 305 or MINY 320; Completed Humanities: Social Science General Education requirement.

## **MINY 478, Senior Preparation in Sports Ministry, 1 Unit**

This course connects seniors pursuing a sports ministry concentration with the world of the professional sports minister.

**Prerequisite:** MINY 305 or MINY 320

## **PHIL 301, Practical Ethics, 3 Units**

In this course, students both (1) learn the fundamental theories and principles that influence contemporary ethical discourse, and (2) develop the ability to apply these theories and principles to contemporary moral problems. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **THEO 200, Theology and the Christian Life, 3 Units**

This course provides an introduction to the beliefs of the Christian Church and their implications for Christian living. *Meets the General Education Requirement: Theology.*

**Prerequisite:** PHIL 100, HUM 224, or HUM 324 (may be taken concurrently); or department consent.

## **VOC 200, Exploring Vocation, 3 Units**

This course seeks to clarify the assumptions that undergird the Interdisciplinary Major by introducing students to the concept of vocation from a Christian perspective. By developing a theology of vocation, students will see how God calls Christian disciples to engage in work, across the domains, in individualized, ethical, and strategic ways. The class prepares students to engage their academic study with an eye to becoming well-prepared for faithful service in the field of work to which God is calling them. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

## **WRIT 200, Writing 2: Writing for Christian Practice, 3 Units**

In this course, students will critically assess the writing styles, questions, and arguments of one or more disciplines in order to better understand what is considered persuasive and effective writing in those fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, MIN 108; HON 101 or C- or Better in WRIT 110

## **Faculty**

### **Department Chair**

Matthew Elofson (<http://www.apu.edu/faculty/melofson/>), Ph.D.

### **Professors**

Matthew Elofson (<http://www.apu.edu/faculty/melofson/>), Ph.D.

Kirsten Oh (<http://www.apu.edu/faculty/koh/>), Ph.D.

Paul Shrier (<http://www.apu.edu/faculty/pshrier/>), Ph.D.

### **Associate Professor**

Gregory Moder (<http://www.apu.edu/faculty/gmoder/>), D.Min.

### **Assistant Professor**

Jennifer Buck (<http://www.apu.edu/faculty/jbuck/>), Ph.D.

# B.A. in Christian Ministries

63 units

The Christian ministries major (<https://www.apu.edu/theology/programs/christian-ministries-major/>) provides the student with a broad perspective in the field of religion, and academic preparation involving theory and professional training. Graduates are prepared for more-specialized graduate study and given the conceptual and technical resources for effective service in Christian ministry. Courses are available in practical theology, pastoral work, Christian education, missions, and urban ministry.

## Career Opportunities

Graduates with a Christian ministries major assume positions in local churches as pastors, directors of Christian education, and youth pastors; in Christian schools as teachers and administrators; and in parachurch or nonprofit organizations as leaders and staff members, in the United States and other countries.

## Requirements

Successful completion of the major requires a 2.5 cumulative GPA in all courses required for the major.

| Code                                       | Title  | Units |
|--|--|-------|
| <b>Undergraduate Division Core</b>         |  |       |
| UBBL 3XX/4XX                               | Upper-division Bible Course <sup>1</sup>                                   | 3     |
| Select one of the following:               |  | 3     |
| PHIL 301                                   | Practical Ethics <sup>2</sup>  |       |
| PHIL 315                                   | History of Ancient Philosophy  |       |
| PHIL 316                                   | Medieval Philosophy  |       |
| PHIL 320                                   | History of Early Modern Philosophy   |       |
| PHIL 325                                   | History of 19th and 20th Century Philosophy                                |       |
| Select one of the following:               |  | 3     |
| THEO 352                                   | Church History: Apostolic Era to the Eve of the Reformation <sup>3</sup>   |       |
| THEO 354                                   | Church History from the Eve of the Reformation to the Present <sup>3</sup> |       |
| Select one of the following:               |  | 3     |
| MIN 496                                    | Senior Seminar: Church and Society <sup>4</sup>                            |       |
| THEO 496                                   | Senior Seminar: Theology and Social Issues <sup>4</sup>                    |       |
| UBBL 496                                   | Senior Seminar: Biblical Theology and Ethics <sup>4</sup>                  |       |
| <b>Christian Ministries Major Core</b>     |  |       |
| WRIT 200                                   | Writing 2: Writing for Christian Practice <sup>5</sup>                     | 3     |
| MIN 253                                    | Evangelism and Discipleship  | 3     |
| MIN 300                                    | Writing 3: Culture and Ministry <sup>6</sup>                               | 3     |
| MIN 336                                    | Family Development and Ministry  | 3     |
| MIN 350                                    | Mentoring and Small Groups   | 3     |
| MIN 401                                    | Christian Ministry Internship I <sup>7</sup>                               | 3     |
| MIN 402                                    | Christian Ministry Internship II   | 3     |
| MIN 417                                    | The Art of Leadership <sup>7</sup>   | 3     |
| MINC 200                                   | Introduction to Contemporary Christian Ministries                          | 3     |
| MINC 318                                   | Theology and Practice of Ministry  | 3     |
| MINC 370                                   | Introduction to Pastoral Care and Counseling                               | 3     |
| MINC 456                                   | Ministry Organization and Administration                                   | 3     |
| Select one of the following:               |  | 3     |
| MINC 408                                   | Principles of Preaching  |       |
| MINY 226                                   | Studying and Teaching the Bible  |       |
| <b>Concentrations</b>                      |  |       |
| Students must choose a concentration below |  | 12    |
| Total Units                                |  | 63    |

- 1 This cannot be a course that counts for the General Education 3XX/4XX upper-division Bible requirement; students must choose from one of the other upper-division courses offered by the department.
- 2 Meets the General Education Civic Knowledge and Engagement requirement.
- 3 Meets the General Education Theology requirement.
- 4 Meets the General Education Integrative and Applied Learning requirement.
- 5 Meets the General Education Writing 2 requirement.
- 6 Meets the General Education Writing 3 requirement.
- 7 MIN 401 and MIN 417 require concurrent enrollment.

## Concentrations

Beyond core requirements for the Christian ministries major, students must choose a concentration. Based on a student's primary interests, the choice of a concentration enables the student to prepare for professional work in related ministry fields, and affords the student the opportunity to work in ministry settings that accentuate his/her strengths, abilities, and passions. One concentration must be chosen from those listed below. Concentration courses cannot double-count with major core courses.

## Church and Pastoral Ministries Practices

| Code                         | Title   | Units |
|------------------------------|---|-------|
| MINC 467                     | Spiritual Transformation  | 3     |
| MINY 301                     | Adolescent Development and Family Ministry                        | 3     |
| Select two of the following: |   | 6     |
| GLBL 201                     | Anthropology for Everyday Life <sup>1</sup>                       |       |
| GLBL 260                     | Intercultural Communication <sup>1</sup>                          |       |
| GLBL 355                     | Principles and Practice of Community Engagement <sup>2</sup>      |       |
| MIN 495                      | Topics in Ministry  |       |
| MINC 326                     | Effective Teaching in Christian Education                         |       |
| MINC 330                     | Intercultural Ministries <sup>1</sup>                             |       |
| MINC 346                     | Ministry to the City  |       |
| MINC 416                     | Communicating the Gospel  |       |
| MINC 420                     | Suffering: Theological and Practical Perspectives on Disabilities |       |
| MINC 430                     | Race, Reconciliation, and Ministry <sup>1</sup>                   |       |
| MINC 446                     | Children's Educational Ministries                                 |       |
| MINY 400                     | Christian Values and Human Sexuality                              |       |
| MINY 403                     | Adolescent Issues and Intervention                                |       |
| RELG 200                     | World Religions <sup>1</sup>                                      |       |
| Total Units                  |   | 12    |

<sup>1</sup> Meets the General Education Intercultural Competence requirement.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.

## Intercultural Christian Ministries

| Code                         | Title   | Units |
|------------------------------|---|-------|
| GLBL 201                     | Anthropology for Everyday Life <sup>1</sup>                       | 3     |
| MINC 330                     | Intercultural Ministries <sup>1</sup>                             | 3     |
| MINC 405                     | Christian Mission in the 21st Century                             | 3     |
| Select one of the following: |   | 3     |
| GLBL 260                     | Intercultural Communication <sup>1</sup>                          |       |
| GLBL 355                     | Principles and Practice of Community Engagement <sup>2</sup>      |       |
| MIN 495                      | Topics in Ministry  |       |
| MINC 326                     | Effective Teaching in Christian Education                         |       |
| MINC 346                     | Ministry to the City  |       |
| MINC 416                     | Communicating the Gospel  |       |
| MINC/SOCW 420                | Suffering: Theological and Practical Perspectives on Disabilities |       |
| MINC 430                     | Race, Reconciliation, and Ministry <sup>1</sup>                   |       |

|          |  |
|----------|--|
| MINC 446 | Children's Educational Ministries          |
| MINC 487 | Exegeting the City                         |
| MINY 301 | Adolescent Development and Family Ministry |
| MINY 400 | Christian Values and Human Sexuality       |
| MINY 403 | Adolescent Issues and Intervention         |
| RELG 200 | World Religions <sup>1</sup>               |

Total Units 12

<sup>1</sup> Meets the General Education Intercultural Competence requirement.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.

## Ministry in Urban and Social Service Contexts

| Code                         | Title   | Units |
|------------------------------|---|-------|
| MINC/SOCW 420                | Suffering: Theological and Practical Perspectives on Disabilities | 3     |
| MINC 487                     | Exegeting the City  | 3     |
| SOCW 250                     | Introduction to Social Work <sup>1</sup>                          | 3     |
| Select one of the following: |   | 3     |
| GLBL 201                     | Anthropology for Everyday Life <sup>2</sup>                       |       |
| GLBL 260                     | Intercultural Communication <sup>2</sup>                          |       |
| MIN 495                      | Topics in Ministry  |       |
| MINC 346                     | Ministry to the City  |       |
| MINC 430                     | Race, Reconciliation, and Ministry <sup>2</sup>                   |       |
| MINY 301                     | Adolescent Development and Family Ministry                        |       |
| MINY 400                     | Christian Values and Human Sexuality                              |       |
| MINY 403                     | Adolescent Issues and Intervention                                |       |
| RELG 200                     | World Religions <sup>2</sup>                                      |       |
| SOCW 251                     | Social Welfare Policy and Service                                 |       |
| SOCW 351                     | Child Welfare   |       |
| SOCW 400                     | Fundraising, Grant Writing, and Fiscal Decision Making            |       |
| SOCW 410                     | Family Violence   |       |

Total Units 12

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> Meets General Education Intercultural Competence requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in communication in various contexts.
2. Apply various practical theology methods in life and ministries.
3. Develop a healthy awareness of one's self, gifts, and callings.
4. Exhibit increased desire and holistic capacities for cultivating communities of inclusion.
5. Demonstrate an increasing proficiency related to the styles, skills, and character required for Christian leadership.
6. Articulate an emerging theology that informs one's Christian practice.

# B.A. in Interdisciplinary Studies

54 units

## Mission

The interdisciplinary studies major is an individualized academic program that crosses diverse fields of study. This degree allows students whose vocational or intellectual goals do not lead them to an existing degree program the opportunity to explore many different disciplines, gaining important perspectives, knowledge, and skills while working toward a singular degree. As part of the degree program, students benefit from guidance in exploring and discerning vocational calling for themselves and others. Ultimately, the program allows students to design a major around multiple interests and with a core of vocational exploration and development that helps them identify their vocational calling and prepare for vocations that cross disciplinary boundaries.

## Requirements

| Code   | Title   | Units |
|--|---|-------|
| <b>Exploring and Discerning Vocation Core</b>  |   |       |
| LDRS 322   | Leadership Strengths and Skills                   | 3     |
| MINC 200   | Introduction to Contemporary Christian Ministries | 3     |
| MIN 300  | Writing 3: Culture and Ministry <sup>1, 2</sup>   | 3     |
| MIN 417  | The Art of Leadership                             | 3     |
| MNCE 415   | Practical Theology and Vocational Engagement      | 3     |
| VOC 450  | Interdisciplinary Internship <sup>3</sup>         | 3     |
| Courses in 2-3 disciplinary areas of at least 12 units each; 15 of the 36 units must be upper-division and 6 units must be at the 400 level. |   | 36    |
| Total Units  |   | 54    |

<sup>1</sup> MIN 300 can be substituted for a WRIT 300 course in MIN one of the academic disciplines in a student's pathway.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Integrative and Applied Learning requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Vocational Identity: Demonstrate a growing understanding of how God has uniquely created them in relation to personal gifts and strengths.
2. Virtuous Character: Explain a commitment to and a personal plan for becoming a person of virtuous character.
3. Faithful Engagement: Articulate how God is at work in their chosen field and how they can contribute to that work.
4. Career Development: Outline a personal career plan with clear timelines and action steps.
5. Vocational Coaching: Skillfully utilize resources, competencies, and skills to help others understand and pursue a vocational calling.
6. Creative Integration: Thoughtfully and innovatively integrate interdisciplinary competencies in writing and professional practice.
7. Skilled Execution: Demonstrate a cross-disciplinary approach to critical thinking, problem solving, and various intellectual and practical competencies.

# B.A. in Youth and Family Ministries

63 units

The youth and family ministries major (<https://www.apu.edu/theology/programs/youth-and-family-ministries-major/>) trains, equips, and educates students to effectively reach and minister to adolescents in an increasingly diverse global context. This major is built upon the premise that effective youth work requires the youth worker to be a student of God's Word, culture, and adolescence. This premise is reflected in a curriculum that includes a 39-unit youth ministry core and a 12-unit concentration in addition to the traditional liberal arts curriculum required for an accredited bachelor's degree. Upon completion of this Bachelor of Arts in Youth and Family Ministries, students will be equipped to step into youth and family ministry contexts and/or graduate studies.

Successful completion of the major requires a 2.5 cumulative GPA in all courses required for the major.

## Requirements

| Code  | Title  | Units     |
|---|--|-----------|
| <b>Undergraduate Division Core</b>            |  |           |
| UBBL 3XX/4XX:                                 | Upper-division Bible Course <sup>1</sup>                                   | 3         |
| Select one of the following:                  |  | 3         |
| PHIL 301                                      | Practical Ethics <sup>2</sup>  |           |
| PHIL 315                                      | History of Ancient Philosophy  |           |
| PHIL 316                                      | Medieval Philosophy  |           |
| PHIL 320                                      | History of Early Modern Philosophy   |           |
| PHIL 325                                      | History of 19th and 20th Century Philosophy                                |           |
| Select one of the following:                  |  | 3         |
| THEO 352                                      | Church History: Apostolic Era to the Eve of the Reformation <sup>3</sup>   |           |
| THEO 354                                      | Church History from the Eve of the Reformation to the Present <sup>3</sup> |           |
| Select one of the following:                  |  | 3         |
| MIN 496                                       | Senior Seminar: Church and Society <sup>4</sup>                            |           |
| PHIL 496                                      | Senior Seminar <sup>4</sup>  |           |
| THEO 496                                      | Senior Seminar: Theology and Social Issues <sup>4</sup>                    |           |
| <b>Youth and Family Ministries Major Core</b> |  | <b>39</b> |
| WRIT 200                                      | Writing 2: Writing for Christian Practice <sup>5</sup>                     |           |
| MINY 203                                      | Introduction to Contemporary Youth and Family Ministries                   |           |
| MIN 253                                       | Evangelism and Discipleship  |           |
| MIN 300                                       | Writing 3: Culture and Ministry <sup>6</sup>                               |           |
| MIN 336                                       | Family Development and Ministry  |           |
| MIN 350                                       | Mentoring and Small Groups   |           |
| MIN 401                                       | Christian Ministry Internship I <sup>7</sup>                               |           |
| MIN 402                                       | Christian Ministry Internship II   |           |
| MIN 417                                       | The Art of Leadership <sup>7</sup>   |           |
| MINY 226                                      | Studying and Teaching the Bible  |           |
| MINY 301                                      | Adolescent Development and Family Ministry                                 |           |
| MINY 400                                      | Christian Values and Human Sexuality                                       |           |
| MINY 403                                      | Adolescent Issues and Intervention   |           |
| <b>Concentration</b>                          |  | <b>12</b> |
| Students must choose a concentration below    |  |           |
| <b>Total Units</b>                            |  | <b>63</b> |

<sup>1</sup> This cannot be a course that counts for the General Education 3XX/4XX upper-division Bible requirement; students must choose from one of the other upper-division courses offered by the department.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>3</sup> Meets the General Education Theology requirement.

<sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.

<sup>5</sup> Meets the General Education Writing 2 requirement.

<sup>6</sup> Meets the General Education Writing 3 requirement.

<sup>7</sup> MIN 401 and MIN 417 require concurrent enrollment.

## Concentrations

Beyond core requirements for the youth and family ministries major, students must choose a concentration. Based on a student's primary interests, the choice of a concentration enables the student to begin to prepare for professional work in related ministry fields and affords the student the opportunity to work in ministry settings that accentuate his/her strengths, abilities, and passions. One concentration must be chosen from those listed below. Concentration courses cannot double-count with major core courses.

### Church and Pastoral Ministries Practices

| Code                           | Title   | Units |
|--------------------------------|---|-------|
| MINC 467                       | Spiritual Transformation  | 3     |
| Select three of the following: |   | 9     |
| GLBL 201                       | Anthropology for Everyday Life <sup>1</sup>                       |       |
| GLBL 260                       | Intercultural Communication <sup>1</sup>                          |       |
| GLBL 355                       | Principles and Practice of Community Engagement <sup>2</sup>      |       |
| MIN 495                        | Topics in Ministry  |       |
| MINC 318                       | Theology and Practice of Ministry                                 |       |
| MINC 330                       | Intercultural Ministries <sup>1</sup>                             |       |
| MINC 346                       | Ministry to the City  |       |
| MINC 370                       | Introduction to Pastoral Care and Counseling                      |       |
| MINC 416                       | Communicating the Gospel  |       |
| MINC/SOCW 420                  | Suffering: Theological and Practical Perspectives on Disabilities |       |
| MINC 430                       | Race, Reconciliation, and Ministry <sup>1</sup>                   |       |
| MINC 456                       | Ministry Organization and Administration                          |       |
| MINC 487                       | Exegeting the City  |       |
| RELG 200                       | World Religions <sup>1</sup>                                      |       |
| Total Units                    |   | 12    |

<sup>1</sup> Meets the General Education Intercultural Competence requirement.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.

### Intercultural Christian Ministries

| Code                         | Title   | Units |
|------------------------------|---|-------|
| GLBL 201                     | Anthropology for Everyday Life <sup>1</sup>                       | 3     |
| MINC 330                     | Intercultural Ministries <sup>1</sup>                             | 3     |
| MINC 405                     | Christian Mission in the 21st Century                             | 3     |
| Select one of the following: |   | 3     |
| GLBL 260                     | Intercultural Communication <sup>1</sup>                          |       |
| GLBL 355                     | Principles and Practice of Community Engagement <sup>2</sup>      |       |
| MIN 495                      | Topics in Ministry  |       |
| MINC 318                     | Theology and Practice of Ministry                                 |       |
| MINC 326                     | Effective Teaching in Christian Education                         |       |
| MINC 346                     | Ministry to the City  |       |
| MINC 408                     | Principles of Preaching   |       |
| MINC 416                     | Communicating the Gospel  |       |
| MINC/SOCW 420                | Suffering: Theological and Practical Perspectives on Disabilities |       |
| MINC 430                     | Race, Reconciliation, and Ministry <sup>1</sup>                   |       |
| MINC 446                     | Children's Educational Ministries                                 |       |
| MINC 456                     | Ministry Organization and Administration                          |       |
| MINC 487                     | Exegeting the City  |       |



|             |                              |    |
|-------------|------------------------------|----|
| RELG 200    | World Religions <sup>1</sup> |    |
| Total Units |                              | 12 |

<sup>1</sup> Meets the General Education Intercultural Competence requirement.

<sup>2</sup> Meets the General Education Civic Knowledge and Engagement requirement.

## Ministry in Urban and Social Service Contexts

| Code                         | Title   | Units |
|------------------------------|---|-------|
| MINC/SOCW 420                | Suffering: Theological and Practical Perspectives on Disabilities | 3     |
| MINC 487                     | Exegeting the City  | 3     |
| SOCW 250                     | Introduction to Social Work <sup>1</sup>                          | 3     |
| Select one of the following: |   | 3     |
| GLBL 201                     | Anthropology for Everyday Life <sup>2</sup>                       |       |
| GLBL 260                     | Intercultural Communication <sup>2</sup>                          |       |
| MIN 495                      | Topics in Ministry  |       |
| MINC 346                     | Ministry to the City  |       |
| MINC 430                     | Race, Reconciliation, and Ministry <sup>2</sup>                   |       |
| RELG 200                     | World Religions <sup>2</sup>                                      |       |
| SOCW 251                     | Social Welfare Policy and Service                                 |       |
| SOCW 351                     | Child Welfare   |       |
| SOCW 400                     | Fundraising, Grant Writing, and Fiscal Decision Making            |       |
| SOCW 410                     | Family Violence   |       |

Total Units 12

<sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.

<sup>2</sup> Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in communication in various contexts.
2. Apply various practical theology methods in life and ministries.
3. Develop a healthy awareness of one's self, gifts, and callings.
4. Exhibit increased desire and holistic capacities for cultivating communities of inclusion.
5. Demonstrate an increasing proficiency related to the styles, skills, and character required for Christian leadership.
6. Articulate an emerging theology that informs one's Christian practice.

# Minor in Christian Ministries

18 units

## Requirements

Successful completion of the minor requires a 2.5 cumulative GPA in all courses required for the minor.

| Code                         | Title   | Units |
|------------------------------|---|-------|
| MIN 253                      | Evangelism and Discipleship                                       | 3     |
| MINC 200                     | Introduction to Contemporary Christian Ministries                 | 3     |
| MINC 318                     | Theology and Practice of Ministry                                 | 3     |
| MINC 456                     | Ministry Organization and Administration                          | 3     |
| WRIT 200                     | Writing 2: Writing for Christian Practice <sup>1</sup>            | 3     |
| Select one of the following: |   | 3     |
| GLBL 201                     | Anthropology for Everyday Life <sup>2</sup>                       |       |
| GMIN 529                     | City in Theological Perspective                                   |       |
| MIN 336                      | Family Development and Ministry                                   |       |
| MIN 495                      | Topics in Ministry  |       |
| MINC 326                     | Effective Teaching in Christian Education                         |       |
| MINC 330                     | Intercultural Ministries <sup>2</sup>                             |       |
| MINC 346                     | Ministry to the City  |       |
| MINC 408                     | Principles of Preaching   |       |
| MINC 416                     | Communicating the Gospel  |       |
| MINC/SOCW 420                | Suffering: Theological and Practical Perspectives on Disabilities |       |
| MINC 430                     | Race, Reconciliation, and Ministry <sup>2</sup>                   |       |
| MINC 446                     | Children's Educational Ministries                                 |       |
| MINC 467                     | Spiritual Transformation  |       |
| MINC 487                     | Exegeting the City  |       |
| RELG 200                     | World Religions <sup>2</sup>                                      |       |
| Total Units                  |   | 18    |

<sup>1</sup> Meets the General Education Writing 2 requirement.

<sup>2</sup> Meets the General Education Intercultural Competence requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate proficiency in communication in various contexts.
2. Apply various practical theology methods in life and ministries.
3. Develop a healthy awareness of one's self, gifts, and callings.
4. Exhibit increased desire and holistic capacities for cultivating communities of inclusion.
5. Demonstrate an increasing proficiency related to the styles, skills, and character required for Christian leadership.
6. Articulate an emerging theology that informs one's Christian practice.

# Minor in Cultural Engagement

18 units

## Requirements

| Code        | Title  | Units |
|-------------|--|-------|
| VOC 200     | Exploring Vocation <sup>1</sup>                        | 3     |
| WRIT 200    | Writing 2: Writing for Christian Practice <sup>2</sup> | 3     |
| PHIL 301    | Practical Ethics <sup>1</sup>                          | 3     |
| THEO 200    | Theology and the Christian Life <sup>3</sup>           | 3     |
| MNCE 310    | Practical Theology and Contemporary Issues             | 3     |
| MNCE 415    | Practical Theology and Vocational Engagement           | 3     |
| Total Units |  | 18    |

- <sup>1</sup> Meets the General Education Civic Knowledge and Engagement requirement.
- <sup>2</sup> Meets the General Education Writing 2 requirement.
- <sup>3</sup> Meets the General Education Theology requirement.

# Minor in Youth and Family Ministries

## Requirements

18 units

Successful completion of the minor requires a 2.5 cumulative GPA in all courses required for the minor.

| Code                         | Title  | Units     |
|------------------------------|--|-----------|
| MINY 203                     | Introduction to Contemporary Youth and Family Ministries | 3         |
| MINY 226                     | Studying and Teaching the Bible                          | 3         |
| MINY 301                     | Adolescent Development and Family Ministry               | 3         |
| MINY 400                     | Christian Values and Human Sexuality                     | 3         |
| WRIT 200                     | Writing 2: Writing for Christian Practice <sup>1</sup>   | 3         |
| Select one of the following: |  | 3         |
| MIN 253                      | Evangelism and Discipleship                              |           |
| MIN 300                      | Writing 3: Culture and Ministry <sup>2</sup>             |           |
| MIN 495                      | Topics in Ministry                                       |           |
| MINC 330                     | Intercultural Ministries <sup>3</sup>                    |           |
| MINY 403                     | Adolescent Issues and Intervention                       |           |
| <b>Total Units</b>           |  | <b>18</b> |

<sup>1</sup> Meets the General Education Writing 2 requirement.

<sup>2</sup> Meets the General Education Writing 3 requirement.

<sup>3</sup> Meets the General Education Intercultural Competence requirement.

# Department of Theology

## Mission Statement

The Department of Theology (<https://www.apu.edu/theology/theology/>) helps undergraduate students become complete people who reason and think reflectively about responses to the world. The department equips and encourages undergraduate students to become effective and faithful as scholars and servants by bringing them into fruitful engagement with a broad range of theological and philosophical resources and developing in them suitable analytical, reflective, and expressive skills.

## Extracurricular Activities

The department recognizes that a successful learning experience must go beyond the classroom to interact with real-life issues that are the focus of modern faith. Toward this end, the theology program sponsors several ongoing extracurricular activities that bring the academic study of theology into conversation with the elements of a living Christian faith.

## Coram Deo

Coram Deo (<http://www.apu.edu/theology/theology/lectures/theologycoramdeo/>) is a student-led association of friends of theology. The Latin phrase *coram deo* means “before God,” “in the presence of God,” or “face to face with God,” and through this association, students serve as facilitators of theological dialogue for the university community, choosing relevant themes for interdisciplinary discussion that bring theology into direct engagement with the challenges of faith in a modern world. Each year, student facilitators choose a broad theme for discussion by an interdisciplinary panel of faculty from the APU community. This experience enhances theological reflection, develops leadership skills among the student facilitators, and broadens their understanding of the parameters of theology to move it beyond intellectual deliberation to serve the Church and the world.

## Biennial Rome Study Away Program

Every other summer, a faculty member from the theology program directs an in-depth study away experience in Rome and northern Italy to explore the origins of the Christian faith through an examination of the art, architecture, and history of the Roman Empire through the Italian Renaissance. This experience provides an opportunity for direct engagement with the Western foundations of Christianity and Western civilization.

## Theology Conferences

On a periodic basis, the theology program hosts world-renowned theologians whose work is studied by theology students. This experience enhances faith integration and invites further theological reflection beyond the classroom. Past guests have included Stanley Hauerwas and Justo González.

## Programs

### Majors

- Theology (p. 1136)
  - Church History Concentration
  - Systematic Theology Concentration

### Minor

- Theology (p. 1140)

### Certificate

- Certificate of Distinction in Theology (p. 1139)

## Courses

### THEO 200, Theology and the Christian Life, 3 Units

This course provides an introduction to the beliefs of the Christian Church and their implications for Christian living. *Meets the General Education Requirement: Theology.*

**Prerequisite:** PHIL 100, HUM 224, or HUM 324 (may be taken concurrently); or department consent.

### THEO 301, Faith and the Arts, 3 Units

This course introduces students to the doctrines of the Christian Church, focusing on the integration of Christian faith with the visual, music, and performance arts. *Meets the General Education Requirement: Theology.*

**Prerequisite:** 3 units of biblical studies, MIN 108, or department consent (MIN 108 is waived as a prerequisite for students transferring 60 or more units; all other prerequisites apply).

### **THEO 303H, Theology and the Christian Life - Honors, 3 Units**

The course provides an introduction to the doctrines of the Christian church, focusing on the Christian life and its relationship to theology. The course approaches theology from an inductive method in the Wesleyan tradition, helping the student learn to think theologically from the Scriptures, orthodox ecumenical tradition, experience, and reason. *Meets the General Education Requirement: Theology.*

**Prerequisite:** 3 units of UBBL, MIN 108, PHIL 210 or PHIL 100 or HUM 224 or HUM 324, or instructor consent. Must also be a student admitted to the Honors College and be considered a member in 'active' status.

### **THEO 352, Church History: Apostolic Era to the Eve of the Reformation, 3 Units**

This course provides a study of the major developments in the history of Christianity from the early Church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. *Meets the General Education Requirement: Theology.*

**Prerequisite:** 3 UBBL units, MIN 108, or department consent.

### **THEO 352H, Church History: Apostolic Era to the Eve of the Reformation - Honors, 3 Units**

This course provides a study of the major developments in the history of Christianity from the early Church to the eve of the Reformation. Emphasis is placed on the growth of Christian doctrine. *Meets the General Education Requirement: Theology.*

**Prerequisite:** 3 units of UBBL, MIN 108, or department consent. Must also have 'active' status in the Honors College. MIN 108 is waived as a prerequisite for students transferring in 60 or more units. All other prerequisites apply.

### **THEO 354, Church History from the Eve of the Reformation to the Present, 3 Units**

This course provides a study of the major developments in the history of Christianity from the eve of the Reformation to the present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the two-thirds world. *Meets the General Education Requirement: Theology.*

**Prerequisite:** 3 UBBL units, MIN 108, or department consent.

### **THEO 354H, Church History from the Eve of the Reformation to the Present - Honors, 3 Units**

This course provides a study of the major developments in the history of Christianity from the eve of the Reformation to the present. Emphasis is placed on the development of the Christian Church in the West and recent developments in the two-thirds world. *Meets the General Education Requirement: Theology.*

**Prerequisite:** 3 units of UBBL, MIN 108, or department consent. Must also have 'active' status in the Honors College. MIN 108 is waived as a prerequisite for students transferring in 60 or more units. All other prerequisites apply.

### **THEO 363, Contemporary Christian Theology, 3 Units**

Contemporary Christian theologies are explored in the context of important changes in modern thought in the post-Enlightenment era, emphasizing issues of concern in today's Western, post-Christian culture.

**Prerequisite:** MIN 108; PHIL 100 or HUM 224 or HUM 324; 3 Units of UBBL; THEO 301 or THEO 200 or THEO 352 or THEO 354. MIN 108 is waived as a prerequisite for students transferring in 45 or more units. All other prerequisites apply.

### **THEO 410, Systematic Theology I, 3 Units**

This is the first in a two-course sequence introducing theological thinking in relation to the great teachings of the Church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church.

**Prerequisite:** THEO 363 and completion of 75 units

### **THEO 411, Systematic Theology II, 3 Units**

The second in a two-course sequence introducing theological thinking in relation to the great teachings of the church, and inquiring into the meaning and implications of the doctrines of holiness, revelation, the Trinity, creation, the person and work of Jesus Christ, the person and work of the Holy Spirit, the Church, the sacraments, and eschatology. These courses focus on the witness of Scripture, the historic testimony of the Church, classical and contemporary modes of thought, and the meaning of theological thinking for the life of the student and the Church.

**Prerequisite:** THEO 410

### **THEO 420, Christian Apologetics, 3 Units**

Apologetics is the reasoned and faithful response by the Christian church to problems and criticisms of the faith. This course surveys several of the major problems and criticisms of the Christian church: its history, life, and faith. It also reviews the intellectual and faithful responses that Christian scholars have provided to them.

**Prerequisite:** Junior or Senior Standing, UBBL 100, UBBL 230, PHIL 220

### **THEO 423, Seminar in Church History, 3 Units**

Students explore selected epochs, movements, or issues in the history of the Church.

**Prerequisite:** MIN 108, THEO 352 or THEO 354, or department consent (repeatable for credit)

### **THEO 424, Writing 3: The Formation of Early Christianity, 3 Units**

Students in this course examine the theological, social, historical, intellectual, cultural, political, and popular influences upon the development of early Christianity through the establishment of the imperial Christian Church in the late 4th century, resulting in the successful completion of a critical analytical research paper using primary and secondary sources. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2, MIN 108, THEO 352 or THEO 354, or department consent.

### **THEO 425, Writing 3: American Christianity, 3 Units**

In this Church history seminar, students examine the social, historical, intellectual, cultural, political, and popular influences upon the theological development of American Christianity from colonial Puritanism of the 17th century through various revivals, the Civil War, and the Jesus movements of the 20th century, resulting in the successful completion of a critical analytical research paper using primary and secondary sources. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2, MIN 108, THEO 352 or THEO 354, or department consent.

### **THEO 427, Writing 3: The History of Christian Spirituality, 3 Units**

In this church history seminar, students explore the church's views of healing, miracles, and other gifts of the Holy Spirit from the birth of the church in Acts 2, through the early church fathers, medieval mystics, Protestant reformers, and 19th c. holiness movements to the present-day Pentecostal and Charismatic movements through the successful completion of a critical analytical research paper using primary and secondary sources. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

**Prerequisite:** Writing 2, MIN 108, THEO 352 or THEO 354, or department consent.

### **THEO 428, Global Christianity, 3 Units**

In this church history seminar, students examine the historical, cultural, political, and religious influences upon the formation of global configurations of Christianity, including the impact of indigenous religions and worldviews and Western imperialism. *Meets the General Education Requirement: Intercultural Competence, Writing 3: Writing in the Disciplines.*

**Prerequisite:** THEO 352 or THEO 354, or department consent

### **THEO 440, The Theology of John Wesley, 3 Units**

Students explore aspects of John Wesley, including his thought regarding personal and social ethics. The course emphasizes Wesley's theology of holiness, especially as it is articulated in his understanding of God's sovereign love, the self-giving life of Christ, the work of the Holy Spirit, the Christian life as a radical love for God and other humans, responsibility toward the poor and disenfranchised, and other issues.

**Prerequisite:** Three units of upper division Theology coursework

### **THEO 442, Theologians and Theological Movements, 3 Units**

This course examines major Christian theologians and theological movements of importance and interest to students of systematic theology. The course has a seminar format.

**Prerequisite:** Three units of upper division Theology coursework

### **THEO 444, Doctrinal Theology, 3 Units**

This course examines in depth one of the major loci in Christian theology. Consideration will be given to its biblical and historical foundations and contemporary expression. This course has a seminar format.

**Prerequisite:** UBBL 230 and 3 units of upper division Theology coursework

### **THEO 445, Theological Ethics, 3 Units**

This course is an inquiry into the relationship between God's work in the world and the task of human beings to live well in light of a Trinitarian understanding of faith.

**Prerequisite:** THEO 363

### **THEO 454, Christian Traditions, 3 Units**

Students are introduced to the three major branches of the Christian Church: Roman Catholicism, Eastern Orthodoxy, and Protestantism. The course investigates the history, theology, polity, and worship practices of each tradition.

**Prerequisite:** THEO 352 or THEO 354, or department consent

### **THEO 480, Theology from the Margins, 3 Units**

This course explores the rise of theological movements outside the Western mainstream, inviting students to consider ways theology has been practiced among the oppressed and marginalized. Representative theological perspectives include those of Latin Americans, African Americans, women, and persons with disabilities. The course may include an experiential learning component. *Meets the General Education Requirement: Intercultural Competence.*

**Prerequisite:** THEO 363

### **THEO 495, Topics in Systematic Theology, 3 Units**

Current topics of importance and interest to students of systematic theology are studied. The course has a seminar format. It may be taken more than once as topics change.

**Prerequisite:** THEO 200 or THEO 363, or department consent

## **THEO 496, Senior Seminar: Theology and Social Issues, 3 Units**

This course is designed for those who wish to further their understanding of an important issue facing Christians today. The course consists of a seminar format, including a major paper and oral presentation. Students combine Christian theology, biblical studies, and ethics to examine various ways in which the Christian faith can be lived out today. *Meets the General Education Requirement: Integrative and Applied Learning.*

**Prerequisite:** Senior standing, completion of the majority of the units required for Biblical, Theological, and Philosophical Formation, and Writing 3.

## **THEO 497, Readings, 1-4 Units**

This is a program of study concentrating on assigned readings, discussions, and writing arranged between, and designed by, a student of upper-division standing and a full-time professor. This course may be repeated for credit. An independent study fee is assessed for each enrollment in this class.

## **THEO 498, Directed Research, 1-4 Units**

This course provides instruction in research design and technique, and gives students experience in the research process. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying reading, log, writing, and seminar presentation within the department or in a university research symposium. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.

**Prerequisite:** Junior or Senior Standing

## **Faculty**

### **Department Chair**

Paul C. Boles (<http://www.apu.edu/faculty/pboles/>), Ph.D.

### **Professors**

Paul C. Boles (<http://www.apu.edu/faculty/pboles/>), Ph.D.

Dennis Okholm (<http://www.apu.edu/faculty/dokholm/>), Ph.D.

Jacquelyn E. Winston (<http://www.apu.edu/faculty/jwinston/>), Ph.D.

### **Associate Professor**

Jessica Wong (<http://www.apu.edu/faculty/jessicawong/>), Ph.D.

### **Assistant Professor**

Justin Ashworth (<http://www.apu.edu/faculty/jashworth/>), Th.D.

### **Faculty Emeritus**

Craig Keen (<http://www.apu.edu/faculty/ckeen/>), Ph.D.

### **Adjunct Faculty**

Melisa Berry (<http://www.apu.edu/faculty/mmberry/>), M.Div.

Steve Emerson (<http://www.apu.edu/faculty/semerson/>), Ph.D.

Christopher Green (<http://www.apu.edu/faculty/ccgreen/>), Ph.D.

Michael Jimenez (<http://www.apu.edu/faculty/mjimenez/>), Ph.D.

Jennifer Rosner (<http://www.apu.edu/faculty/jrosner/>), Ph.D.

Steve Sommers (<http://www.apu.edu/faculty/ssommers/>), Ph.D.



# B.A. in Theology

36-39 units

The theology that guides Department of Theology programs is a reasoned response to God's self-disclosure in Jesus Christ. This theology is a careful articulation of the mystery, grace, and hope of that story, which takes place among the people of Jesus—the Church. The theology major serves students who wish to give themselves to this particular way of truth and life. It aids in preparing students for graduate work in related disciplines and for Christian service in the Church and the world.

The theology major (<https://www.apu.edu/theology/programs/theology-major/>) equips and encourages undergraduate students to become effective and faithful theologians, well-prepared for further theological education as well as for service to the Church, by developing in them suitable analytical, reflective, and expressive skills and bringing them into fruitful engagement with a broad range of theological resources as they learn to apply Christian theology to contemporary issues.

## Program Goals

1. Through the General Education courses, the theology program seeks to prepare all undergraduate students to demonstrate an understanding of the essential components of theological reflection and an ability to give thoughtful consideration to current and historical issues in light of the Church's Scriptures and traditions. Graduates should be able to articulate a Christian worldview of truth and life and apply biblically based ethical reasoning skills to problems.
2. The theology program cultivates collegial scholarship for faithful engagement with students, the Church, and the academy.
3. The theology program continues to develop and refine mechanisms that bring theology majors into fruitful firsthand engagement with contemporary theological work as it is carried out in the academy. This may develop through projects of their own or through collaborative efforts with faculty. Graduates should demonstrate a practice of continual intellectual growth through personal scholarship and development.
4. The theology program continues to develop and refine methods of teaching and mentoring that further students' theological contributions to the Church and society. Graduates should practice a respect for the worth of all persons with appreciation of individual and cultural differences, demonstrating truth telling and grace in their relationships, and should be able to articulate the importance of extending genuine community to all peoples locally, regionally, nationally, and globally.
5. The theology program encourages and cultivates students' growth in the ability to think critically about the historical, doctrinal, biblical, and practical aspects of the Christian faith, including appreciating, understanding, and valuing the Church. Students grow into a greater awareness of the personal and social relevance and spiritual richness that informed, disciplined theological reflection can bring to their Christian existence and their own impact upon the world in which they live.

## Career Opportunities

The theology major is offered as an avenue of sustained and thoughtful devotion to the God of the Gospel. At the same time, it provides students with the discipline and practices that are requisite for graduate study or other service in the Church and the world. APU theology alumni have pursued graduate studies at Duke Divinity School, Fuller Theological Seminary, Oxford Centre for Mission Studies, Princeton Theological Seminary, Vanderbilt Divinity School, Yale Divinity School, and other institutions in fields such as education, sociology, law, theology, Church history, biblical studies, philosophy, and international relations. Alumni have also served as pastors, chaplains, teachers, social workers, community organizers, nonprofit program administrators, and relief workers, and in parachurch ministries.

## Requirements

THEO/UBBL Double Major Guidelines: Should a student choose to double major in theology and biblical studies, he/she must take 3 additional upper-division courses in **a single discipline** of either THEO or UBBL (THEO 4XX or UBBL 3XX/4XX) to meet the guidelines for double majors (<http://catalog.apu.edu/undergraduate/academic-programs/degree-programs/>).

A minimum 2.5 cumulative GPA is required in all major courses. The theology major may be earned by completing all of the following courses:

| Code                             | Title  | Units |
|----------------------------------|--|-------|
| <b>Major Course Requirements</b> |  |       |
| WRIT 200                         | Writing 2: Writing for Christian Practice <sup>1</sup>                     | 3     |
| THEO 352                         | Church History: Apostolic Era to the Eve of the Reformation <sup>2</sup>   | 3     |
| THEO 354                         | Church History from the Eve of the Reformation to the Present <sup>2</sup> | 3     |
| THEO 363                         | Contemporary Christian Theology  | 3     |
| THEO 4XX                         | 400-level Theology Course <sup>3</sup>                                     | 3     |
| THEO 4XX                         | 400-level Theology Course <sup>3</sup>                                     | 3     |
| THEO 4XX                         | 400-level Theology Course <sup>3</sup>                                     | 3     |
| THEO 410                         | Systematic Theology I  | 3     |

|                              |   |    |
|------------------------------|---|----|
| THEO 411                     | Systematic Theology II                                  | 3  |
| THEO 496                     | Senior Seminar: Theology and Social Issues <sup>4</sup> | 3  |
| UBBL 3/4XX                   | Biblical Studies Elective                               | 3  |
| Select one of the following: |   | 3  |
| PHIL 315                     | History of Ancient Philosophy                           |    |
| PHIL 316                     | Medieval Philosophy                                     |    |
| PHIL 320                     | History of Early Modern Philosophy                      |    |
| PHIL 325                     | History of 19th and 20th Century Philosophy             |    |
| Total Units                  |   | 36 |

<sup>1</sup> Meets the General Education Writing 2 requirement.

<sup>2</sup> Meets the General Education Theology requirement.

<sup>3</sup> Students who wish to earn a Church history concentration may do so by substituting three of the upper-division theology courses above with three Church history seminar courses as needed. Students who wish to earn a systematic theology concentration may do so by substituting three of the upper-division theology courses above with three systematic theology courses, and taking an additional Church history seminar course. See tables below for additional details.

<sup>4</sup> Meets the General Education Integrative and Applied Learning requirement.

## Church History Concentration

9 units

The Church history concentration in theology develops analytical, reflective, and expressive skills in the study of theology in a historical context. Students are trained in the use of interdisciplinary methods from history, sociology, psychology, philosophy, cultural anthropology, and theology to perform a thoughtful examination of the history of the Christian Church in light of the Church's Scriptures and traditions. Students who complete the Church history concentration will be well equipped for graduate study in ministry, church history, historical theology, or systematic theology as well as the history of religion. Students seeking a church history concentration in theology complete all of the requirements of a theology major listed above, but sub out the three unspecified upper-division theology courses for three Church history seminar courses as listed below:

| Code                           | Title   | Units |
|--------------------------------|---|-------|
| Select three of the following: |   | 9     |
| THEO 423                       | Seminar in Church History                                     |       |
| THEO 424                       | Writing 3: The Formation of Early Christianity <sup>1</sup>   |       |
| THEO 425                       | Writing 3: American Christianity <sup>1</sup>                 |       |
| THEO 427                       | Writing 3: The History of Christian Spirituality <sup>1</sup> |       |
| THEO 428                       | Global Christianity <sup>2</sup>                              |       |
| THEO 454                       | Christian Traditions  |       |
| Total Units                    |   | 9     |

<sup>1</sup> Meets the General Education Writing 3 requirement.

<sup>2</sup> Meets the General Education Writing 3 or Intercultural Competence requirement.

## Systematic Theology Concentration

12 units

The theology major may choose an optional concentration in systematic theology by completing three (3) advanced systematic theology electives from the list below in addition to a single 3-unit advanced Church history seminar that also meets the General Education Writing 3 requirement.

| Code   | Title                                  | Units |
|--|--|-------|
| Select three systematic theology electives from the following: |  | 9     |
| THEO 428   | Global Christianity <sup>1</sup>       |       |
| THEO 440   | The Theology of John Wesley            |       |
| THEO 442   | Theologians and Theological Movements  |       |
| THEO 444   | Doctrinal Theology                     |       |
| THEO 445   | Theological Ethics                     |       |
| THEO 454   | Christian Traditions                   |       |
| THEO 480   | Theology from the Margins <sup>2</sup> |       |

|   |   |   |
|---|---|---|
| THEO 495  | Topics in Systematic Theology                               |   |
| THEO 497  | Readings  |   |
| Select one Church history seminar that also meets the Writing 3 requirement from the following: |   | 3 |
| THEO 424  | Writing 3: The Formation of Early Christianity <sup>3</sup> |   |
| THEO 425  | Writing 3: American Christianity <sup>3</sup>               |   |

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Total Units 12

- <sup>1</sup> Meets the General Education Writing 3 or Intercultural Competence requirement.  
<sup>2</sup> Meets the General Education Intercultural Competence requirement.  
<sup>3</sup> Meets the General Education Writing 3 requirement.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate and critically engage the historical, doctrinal, biblical and practical aspects of the Christian faith.
2. Demonstrate a comprehension of the contextual nature of Christian theology and church history through proficiency applying methodologies sensitive to the multi-faceted aspects of historical analysis.
3. Integrate theological knowledge and praxis as evidenced by scholarship skillfully incorporating transdisciplinary and transcultural perspectives.
4. Demonstrate thoughtful consideration and resolutions to current and historical issues in light of the Church's Scriptures and traditions.
5. Demonstrate continual intellectual growth through personal research and scholarship.
6. Manifest skills enabling them to be strong candidates for a graduate program in theology.

# Certificate of Distinction in Theology

24 units

The Certificate of Distinction in Theology acknowledges the achievement of theology majors who exhibit a mastery of theology coursework in preparation for graduate study by maintaining a GPA of 3.5 or better in 24 units of upper-division work in theology, Church history, or the history of philosophy from the following list:

## Requirements

| Code   | Title   | Units |
|--|---|-------|
| <b>Required Senior Seminar</b>   |   |       |
| THEO 496   | Senior Seminar: Theology and Social Issues <sup>1</sup>       | 3     |
| <b>Additional Units</b>  |   |       |
| Complete 12 additional units of 400-level coursework in theology or Church history or 300-level coursework in history of philosophy. |   | 12    |
| <b>Required Emphasis</b>   |   |       |
| Complete 9 units (not used above) from one of three emphases:  |   | 9     |
| <b>Church History Emphasis</b>   |   |       |
| Select three of the following:   |   |       |
| THEO 423   | Seminar in Church History                                     |       |
| THEO 424   | Writing 3: The Formation of Early Christianity <sup>2</sup>   |       |
| THEO 425   | Writing 3: American Christianity <sup>2</sup>                 |       |
| THEO 427   | Writing 3: The History of Christian Spirituality <sup>2</sup> |       |
| THEO 428   | Global Christianity <sup>3</sup>                              |       |
| THEO 454   | Christian Traditions  |       |
| <b>Systematic Theology Emphasis</b>  |   |       |
| Select three of the following:   |   |       |
| THEO 440   | The Theology of John Wesley                                   |       |
| THEO 442   | Theologians and Theological Movements                         |       |
| THEO 444   | Doctrinal Theology  |       |
| THEO 445   | Theological Ethics  |       |
| THEO 480   | Theology from the Margins <sup>4</sup>                        |       |
| THEO 495   | Topics in Systematic Theology                                 |       |
| THEO 497   | Readings  |       |
| <b>History of Philosophy Emphasis</b>  |   |       |
| Select three of the following:   |   |       |
| PHIL 315   | History of Ancient Philosophy                                 |       |
| PHIL 316   | Medieval Philosophy   |       |
| PHIL 320   | History of Early Modern Philosophy                            |       |
| PHIL 325   | History of 19th and 20th Century Philosophy                   |       |

Total Units

24

- <sup>1</sup> Meets the General Education Integrative and Applied Learning requirement.
- <sup>2</sup> Meets the General Education Writing 3 requirement.
- <sup>3</sup> Meets the General Education Writing 3 or Intercultural Competence requirement.
- <sup>4</sup> Meets the General Education Intercultural Competence requirement.

# Minor in Theology

18 units

The theology minor consists of 12 upper-division THEO units (any 3XX or 4XX THEO classes offered by the department qualify), 3 units of UBBL, and 3-4 units of PHIL 100 or HUM 224/HUM 324. The UBBL and PHIL 100 requirements may be used to meet the theology minor requirement and the General Education requirement.

## Requirements

Theology minors must earn a minimum cumulative GPA of 2.5 in the courses being applied toward the minor.

| Code                                     | Title                                   | Units |
|--|---|-------|
| Any 3-unit UBBL Course                   |   | 3     |
| PHIL 100                                 | Introduction to Philosophy <sup>1</sup> | 3     |
| or HUM 224                               | Core Texts in Philosophy                |       |
| or HUM 324                               | Core Texts in Philosophy                |       |
| Upper-division (3XX or 4XX) THEO courses |   | 12    |
| Total Units                              |   | 18    |

<sup>1</sup> Meets the General Education Philosophy requirement.

# University Libraries

## Accreditation

All University Libraries programs are accredited by the California Commission on Teacher Credentialing (<https://www.ctc.ca.gov/>), the Council for the Accreditation of Educator Preparation (CAEP) (<http://caepnet.org/>), and WASC Senior College and University Commission (WSCUC). (<https://www.wascsenior.org/>)

Learn more about the University Libraries. (<http://www.apu.edu/library/>)

## Graduate Programs

### Master's

- Master of Arts in School Librarianship with an Embedded Teacher Librarian Services Credential (Online) (p. 1143)

### Credential

- Teacher Librarian Services Credential (Online) (p. 1145)

## Courses

### LIB 500, School Library Media Center Management, 3 Units

This course focuses on the administration of school library media centers in terms of planning, facilities, budgeting, marketing, legal concerns, community relations, policy development, supervision and program evaluation. It emphasizes the professional ethics and responsibilities of teacher librarians in facilitating access to information in a 21st century digital age.

### LIB 505, Collection Development in School Libraries, 3 Units

This course focuses on the theoretical and practical aspects of the selection, evaluation, acquisition, and management of collections in school libraries to support curriculum and encourage reading for pleasure. Students investigate criteria, tools, procedures, and policies and the impact of technology on collection development practices.

### LIB 510, Learning Resources for Elementary Schools, 3 Units

This course focuses on children's literature, multiple literacies, library programming and other resources for elementary school students in a 21st century digital age. Anti-bias, analytical criteria are used to ensure inclusive books and materials of instructional merit that enrich literacy experiences in diverse, global societies and foster lifelong learning.

### LIB 515, Learning Resources for Secondary Schools, 3 Units

This course focuses on young adult literature, multiple literacies, library programming and other resources for secondary school students in a 21st century digital age. Anti-bias, analytical criteria are used to ensure inclusive books and materials of instructional merit that enrich literacy experiences in diverse, global societies and foster lifelong learning.

### LIB 520, Organization and Cataloging of Learning Materials/Resources, 3 Units

This course focuses on the theory and practice of bibliographic control and classification of print and nonprint information resources, including ebooks and other digital materials for the school library media center. Students apply cataloging standards, AACR2, MARC21, Dewey, LCC, and RDA, as well as subject analysis tools, Sears, and LCSH.

### LIB 525, Information Retrieval and Reference Services, 3 Units

This course focuses on the location, retrieval and evaluation of print and nonprint resources, including digital materials for the school library media center. Students model teaching information searching skills, use reference interview strategies that meet the needs of diverse learners, and utilize advanced online search techniques.

### LIB 530, School Library-Classroom Partnerships, 3 Units

This course focuses on the role of teacher librarians as professional development leaders forming curricular partnerships with classroom teachers and applying instructional design models to assist in the access and development of 21st century resources for collaborative teaching and learning.

### LIB 535, Library Media Technologies, 3 Units

This course focuses on information and digital literacy in multiple learning environments, transliteracy, and the cycle of information, technology resources, and tools for digital citizenship. Students apply basic principles for evaluation, selection, and application of software, hardware, and Internet/digital technologies, and demonstrate ethical, legal, and safe uses of information in media and online resources. There are opportunities for designing multimedia materials for face-to-face and online instruction.

## **LIB 540, Current Topics in School Media Centers, 3 Units**

In this course, students discuss, investigate, analyze, evaluate and propose solutions for the most significant problems, concerns, and challenges in school library media centers in a 21st century, global, digital age. They study trends in librarianship, practices in curriculum, instruction, literacy, diversity, technology and other issues that impact the role of teacher librarians in schools and communities.

## **LIB 545, Information, Transliteracy, and Digital Multiple Environments, 3 Units**

The course is designed to meet the Special Class Authorization on information and digital literacies for California teacher librarians in addressing the technology needs of 21st Century P-12 global learners. This is an option to meet the new standards, 10 and 11, from Commission on Teacher Credentialing (CTC) for California teacher librarians, Students must be enrolled in the Teacher Librarian Services Credential program.

## **LIB 550, Field Experiences for the Teacher Librarian, 3 Units**

In this course, students engage in practical field experiences in diverse P-12 school library media centers, linking theory and practice from prior courses to reinforce the role of teacher librarians as ethical, professional information specialists and skilled instructional leaders in their field who facilitate access to information in a global, digital age and are strong advocates for equity, literacy and social justice in democratic societies.

**Prerequisite:** Completion of 5 LIB courses

## **LIB 555, Foundations of Librarianship, 3 Units**

This course focuses on the ethics, values, and theoretical/foundational principles of library and information science and includes the history of libraries and librarianship, types of libraries, legal framework, cultural trends, and advocacy of library services.

## **LIB 560, Research in Librarianship, 3 Units**

This course enables librarians to become wise consumers of librarianship research to inform best practices and evaluate library materials, programs, and services. Students review research studies and engage in a small pilot research study.

## **Faculty**

### **Chair, Department of Library and Information Studies**

Maria Pacino (<http://www.apu.edu/faculty/mpacino/>), Ed.D.

### **Professors**

David Harmeyer (<http://www.apu.edu/faculty/dharmeyer/>), Ed.D.

Elizabeth Leahy (<http://www.apu.edu/seminary/faculty/leahy/>), MLS, MAT

Kenneth Otto (<http://www.apu.edu/faculty/kotto/>), MLIS

Maria Pacino (<http://www.apu.edu/faculty/mpacino/>), Ed.D.

### **Associate Professor**

Lindsay Sinnott (<http://www.apu.edu/library/faculty/lsinnott/>), MSLIS, MATS

### **Assistant Professor**

Jennifer Blair (<http://www.apu.edu/faculty/jblair/>), MSLIS

# M.A. in School Librarianship with an Embedded Teacher Librarian Services Credential

This online master's degree (<http://www.apu.edu/library/programs/schoollibrarianship/>) is offered in conjunction with the Teacher Librarian Services Credential (p. 1145). The school librarianship program is for credentialed teachers who seek to earn a Teacher Librarian Services Credential as well as a master's degree in the same field. The master's degree can be obtained by completing two additional courses beyond the required credential courses.<sup>1</sup> Teacher librarians serve as school and district librarians and media specialists. This program is offered completely online.

<sup>1</sup> Admission to the Master of Arts in School Librarianship program is required.

## Mission Statement

This program prepares librarian services teachers to work as librarians and media specialist/technology experts in K-12 school libraries in California, across the nation, and around the world.

## Requirements

| Code                              | Title  | Units        |
|-----------------------------------|--|--------------|
| <b>Core Requirements</b>          |  |              |
| LIB 555                           | Foundations of Librarianship   | 3            |
| LIB 560                           | Research in Librarianship  | 3            |
| <b>Concentration Requirements</b> |  |              |
| LIB 500                           | School Library Media Center Management                                     | 3            |
| LIB 505                           | Collection Development in School Libraries                                 | 3            |
| LIB 510                           | Learning Resources for Elementary Schools                                  | 3            |
| LIB 515                           | Learning Resources for Secondary Schools                                   | 3            |
| LIB 520                           | Organization and Cataloging of Learning Materials/Resources                | 3            |
| LIB 525                           | Information Retrieval and Reference Services                               | 3            |
| LIB 530                           | School Library-Classroom Partnerships                                      | 3            |
| LIB 535                           | Library Media Technologies   | 3            |
| LIB 540                           | Current Topics in School Media Centers                                     | 3            |
| LIB 550                           | Field Experiences for the Teacher Librarian <sup>1</sup>                   | 3            |
| Approved transfer units           |  | 3-6          |
| <b>Optional Elective</b>          |  |              |
| LIB 545                           | Information, Transliteracy, and Digital Multiple Environments <sup>2</sup> | 3            |
| <b>Total Units</b>                |  | <b>36-39</b> |

<sup>1</sup> Fieldwork is required in elementary and secondary settings.

<sup>2</sup> Students who complete LIB 545 receive a Special Class Authorization in Information and Digital Literacy.

NOTE: Classes are offered only once per year. Program offers multiple start terms per year.

## Additional Requirements

- Candidates must pass a Praxis exam with a minimum score of 150 to demonstrate their competency as teacher librarians prior to completion of the program. Learn more on the Praxis website (<https://www.ets.org/praxis/prepare/materials/5311/>).
- Proof of valid prerequisite California teaching credential that requires a program of professional preparation including student teaching.
- English Language Authorization.
- Look for a letter of admission from the Office of Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/admissions/>) after submitting the application form. This letter includes instructions for registering for the applicant's first courses.
- Students may not enroll in more than 7 units per 8-week session.
- Students must sign up for Taskstream by Watermark (<https://login.taskstream.com/signon/>).



## Laptop Requirements

- A Mac or PC desktop or laptop computer that meets minimum requirements—contact the program director for specifications.
- Internet service provider
- Email account

Other equipment, such as a digital camera or webcam, may be needed with certain courses and student-selected projects.

## Software Requirements

- Current operating system (Mac: OS X; PC: Windows XP or newer)
- Latest version of Google Chrome, Firefox, Safari, or Internet Explorer/Microsoft Edge
- Microsoft Office

**NOTE:** For information regarding other credentials and degree programs for teachers, visit the School of Education website (<http://www.apu.edu/education/>).

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate philosophical, theoretical and ethical foundations of library and information science and link them to best practices
2. Develop and implement equitable policies that facilitate selection, acquisition, organization, circulation and maintenance of resources for diverse, global, digital societies
3. Demonstrate commitment to serving diverse communities, including marginalized populations
4. Demonstrate proficiency and fluency in new and emerging digital technologies
5. Create programming, including information literacy, and activities that meet the needs of 21st C. libraries and teach diverse users to be ethical, discerning consumers of information
6. Identify and analyze information needs using critical thinking, integrating theoretical models, and engaging in research that leads to best practices
7. Demonstrate skills in management, organization, and evaluation; teaching; interpersonal and intercultural relationships, including conflict management
8. Demonstrate leadership and advocacy in the field of library and information science and participate in ongoing professional development
9. Demonstrate understanding of selection, acquisition, organization, copyright and licensing, preservation, and dissemination of recorded knowledge and information resources
10. Promote and model professional values of ethical responsibility, intellectual freedom, and universal access to information

# Teacher Librarian Services Credential

The Teacher Librarian Services Credential (<https://www.apu.edu/library/programs/librarianservices/>) program at Azusa Pacific University is an online program that prepares candidates for the specialized and comprehensive role of school librarianship in California's pluralistic schools and communities. The program prepares librarian services teachers as educational leaders who are experts in technology, literacy, and diversity.

## Mission Statement

The Teacher Librarian Services Credential program prepares librarian services teachers to work as librarians and media specialist/technology experts in K-12 school libraries in California, other states, and around the world.

## Requirements

| Code                     | Title  | Units        |
|--------------------------|--|--------------|
| LIB 500                  | School Library Media Center Management                                     | 3            |
| LIB 505                  | Collection Development in School Libraries                                 | 3            |
| LIB 510                  | Learning Resources for Elementary Schools                                  | 3            |
| LIB 515                  | Learning Resources for Secondary Schools                                   | 3            |
| LIB 520                  | Organization and Cataloging of Learning Materials/Resources                | 3            |
| LIB 525                  | Information Retrieval and Reference Services                               | 3            |
| LIB 530                  | School Library-Classroom Partnerships                                      | 3            |
| LIB 535                  | Library Media Technologies   | 3            |
| LIB 540                  | Current Topics in School Media Centers                                     | 3            |
| LIB 550                  | Field Experiences for the Teacher Librarian <sup>1</sup>                   | 3            |
| Approved transfer units  |  | 3-6          |
| <b>Optional Elective</b> |  |              |
| LIB 545                  | Information, Transliteracy, and Digital Multiple Environments <sup>2</sup> | 3            |
| <b>Total Units</b>       |  | <b>30-33</b> |

<sup>1</sup> Fieldwork is required in elementary and secondary settings.

<sup>2</sup> Students who complete LIB 545 receive a Special Class Authorization in Information and Digital Literacy.

NOTE: Courses are offered only once per year. Program offers multiple start terms per year.

## Additional Requirements

- Candidates must pass a Praxis exam with a minimum score of 150 to demonstrate their competency as teacher librarians prior to completion of the program. Learn more on the Praxis website (<https://www.ets.org/praxis/prepare/materials/5311/>).
- Proof of valid prerequisite California teaching credential that requires a program of professional preparation including student teaching.
- English Language Authorization.
- Look for a letter of admission from the Office of Graduate and Professional Admissions (<http://www.apu.edu/graduateprofessionalcenter/admissions/>) after submitting the application form. This letter includes instructions for registering for the applicant's first courses.
- Students may not enroll in more than 7 units per 8-week session.
- Students must sign up for Taskstream by Watermark (<https://login.taskstream.com/signon/>).

## Laptop Requirements

- A Mac or PC desktop or laptop computer that meets the minimum requirements. Contact the program director for specifications.
- Internet service provider
- Email account

Other equipment, such as a digital camera or webcam, may be needed with certain courses and student-selected projects.

## Software Requirements

- Current operating systems (Mac: OS X; PC: Windows XP)
- Latest version of Google Chrome, Firefox, Safari, or Internet Explorer/Microsoft Edge
- Microsoft Office

## Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/nextcatalog-apu-edu-admissions-financial/>)). **Program-specific application requirements are available** online (<https://tracking.cirrusinsight.com/74647a2d-e9a2-412f-9b55-9959c7aac4ec/apu-edu-graduateprofessionalcenter-admissions-requirements-program/>).

International students should contact Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for application procedures.

# General Education Program

APU's General Education program comprises five major outcome areas, and all of these requirements must be met by approved courses:

- Intellectual and Practical Skills
- Biblical, Theological, and Philosophical Formation
- Knowledge of Human Cultures and the Physical and Natural World
- Personal and Social Responsibility
- Integrative and Applied Learning

Each student graduating from APU completes a maximum of 62 units of General Education courses (p. 1159). The number of units required is determined by whether a student enters as a freshman or as a transfer student, and by the year the student begins coursework at APU. Current students seeking to transfer coursework from other colleges and universities must verify with the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) that those courses will be accepted for General Education credit. The policy for transferring credits to meet General Education requirements is available on the Undergraduate Enrollment Services Center website (<http://www.apu.edu/onestop/academic/transfer/>).

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses; this list can be found at the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>), the Academic Success Center (<http://www.apu.edu/advising/>), and through the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>). Additional courses may be approved in the future. Students are encouraged to take their General Education courses throughout all their years at APU.

Even though students work closely with a faculty advisor in determining their General Education requirements, the responsibility for fulfilling these requirements is solely that of the student. For more information, contact the Academic Success Center (traditional undergraduate students) or the Office of the Graduate and Professional Registrar (professional undergraduate students).

All students are required to access their Web-based Advisement Report (through [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu/>)) for information regarding their major and General Education requirements and fulfillment of these requirements. Any questions about the application of transfer courses for course requirements should be directed to the Academic Success Center (traditional undergraduate students) or the Office of the Graduate and Professional Registrar (professional undergraduate students).

**Note: Bachelor of Music majors** are not required to take the Fitness for Life, Oral Communication, Foreign Language, Math, or Humanities: Fine Arts requirements. This statement does NOT apply to Bachelor of Arts music majors.

*Courses listed in two categories cannot satisfy both requirements; students must choose which category the course will fulfill.*

For additional information regarding the General Education program, visit either General Education for APU Students (<https://sites.google.com/a/apu.edu/ge-for-apu-students/>), or the General Education website (<https://sites.google.com/a/apu.edu/apu-general-education/>) (tailored for faculty and staff).

## Information for Transfer Students

Students transferring in to Azusa Pacific University may have some of their General Education requirements (p. 1159) met by courses taken at their previous institution(s). Additionally, the unit requirements for Biblical, Theological, and Philosophical Formation (BTPF) may be adjusted depending on the number of units the student transferred in to APU. See the General Education Information for Transfer Students (p. 1152) section of the catalog for more information about these adjusted requirements.

The evaluation of a traditional undergraduate student's transfer work is conducted by the Undergraduate Enrollment Services Center. All students are encouraged to work with the Undergraduate Enrollment Services Center and their academic advisor to determine their General Education requirements.

The evaluation of a professional undergraduate student's transfer work is conducted by the Office of the Graduate and Professional Registrar. All students are encouraged to work with the Office of the Graduate and Professional Registrar and their academic advisor to determine their General Education requirements.

## Courses

### GE 100, First-Year Seminar, 3 Units

First-Year Seminar is designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and cocurricular life on campus. These small, seminar-style classes form around a broad, interdisciplinary topic or question and are taught by experienced faculty focused on students' critical thinking and communication skills, information literacy, spiritual formation, diversity competency, and wellness. The course helps students clarify their purpose, meaning, and direction, and promotes campus engagement and utilization of campus resources. *Meets the General Education Requirement: First Year Seminar.*

**Corequisite:** MATH 90, MATH 99, or ALEKS 30-100 or satisfaction of GE Quantitative Literacy requirement.

### GE 100H, First-Year Seminar - Honors, 3 Units

First-Year Seminar is designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and co-curricular life on campus. These small, seminar-style classes form around a broad, interdisciplinary topic or question and are taught by experienced faculty focused on students' critical thinking, communication skills, information literacy, spiritual formation, diversity competency, and wellness. The course helps students clarify their purpose, meaning, and direction, and promotes campus engagement and utilization of campus resources. *Meets the General Education Requirement: First Year Seminar.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### GE 101, Academic Success Lab, 1 Unit

The Academic Success Lab is designed to support student admitted to the University in the Academic Success Launch Program. Through this course students will gain an increased awareness of on campus resources, create personal and academic goals and will be able to implement success strategies to maintain good academic standing at APU.

**Prerequisite:** Admission into the Academic Success Launch Program

### PRWR 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. \*Students must earn a C or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

### PRWR 112, Writing 1A: Writing and Rhetoric for Professional Students, 2 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from practical perspectives, engaging with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR113), Writing 1 (PRWR112+PRWR115).*

### PRWR 113, Writing 1B: Research and Writing for Professional Students, 2 Units

In this course, students build upon the foundation they established in PRWR 112, continuing to develop their writing processes and their writing portfolios by further revising, editing, and proofreading the major assignments from PRWR 112. They also improve their information literacy and research skills and write a comprehensive argument. Students must earn a C or better in PRWR 113 to enroll in Writing 2. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR113).*

**Prerequisite:** PRWR 112 Writing 1A: Writing and Rhetoric for Professional Students

### PRWR 115, Writing for Prior Learning, 3 Units

Writing is a lifelong skill that can be practiced and improved. In this course, each student writes a Prior Learning Essay, a key requirement for submitting a Prior Learning Assessment Portfolio (PLP). Writing the essay involves learning how to describe past experience, make reflective observations, articulate abstract principles, communicate personal competencies, perform self-guided research, and express one's professional goals. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR115).*

**Prerequisite:** Writing 1 or PRWR 112

### PRWR 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units

This course provides a foundation for students to think, write and communicate as a psychological scientist. The specific style of writing is based on the American Psychological Association (APA) format that reflects the precepts within the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, students also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes and professional trajectories, students will critically assess the writing style, questions, and arguments from multiple sub-disciplines. Students will also develop skill in formatting written work utilizing the style adopted by the APA in order to develop skills in effective writing, researching and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** C- or better in PRWR 110 or PRWR 113

## PRWR 261, Writing 2: Business Communication, 3 Units

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** C- or better in PRWR 110 or PRWR 113

## PRWR 262, Writing 2: Criminal Justice Research Methods, 3 Units

This course is designed to introduce students to research writing in the social and behavioral sciences. Students will examine the basic methods of research design, measurement, and data collection in Criminology and Criminal Justice. Students will compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Additionally, this course will focus on teaching students the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal (topic of their own choosing). *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** C- or better in PRWR 110 or PRWR 113, and PRCJ 110

## WRIT 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. \*Students must earn a C- or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

**Prerequisite:** Completion of The Writing Class Placement Questionnaire.

## WRIT 120, Writing 1 Lab, 1 Unit

For students who have chosen through advising and self-placement to receive the extra support that will encourage success in their Writing 1 course, the Writing 1 Lab provides weekly tutorials on Writing 1 assignments and brief assignments that provide enrichment in reading/writing/rhetoric/grammar in ways that support their work as writers in Writing 1. During weekly one hour sessions, students will work with a writing coach to further develop their writing processes, their handling of language conventions at the sentence and paragraph level, and deepen their reading and writing through peer editing sessions with a writing coach. Work will include tutoring on Writing 1 assignments, including rough drafts for Writing 1, and additional small assignments designed for the lab to link reading, writing, logic, and grammar. Students should expect to work two additional hours outside of the session. 1 unit course.

**Prerequisite:** Co-requisite: WRIT 110

## WRIT 200, Writing 2: Writing for Christian Practice, 3 Units

In this course, students will critically assess the writing styles, questions, and arguments of one or more disciplines in order to better understand what is considered persuasive and effective writing in those fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, MIN 108; HON 101 or C- or Better in WRIT 110

## WRIT 201, Writing 2: Philosophy of Math, Logic, and Language, 3 Units

Why is mathematics so effective in describing the physical universe? What happens when ordinary reasoning and languages are translated into more abstract mathematical and logical symbolism? Is anything lost in translation? This course introduces students to these and other questions on the nature of mathematics, logic, and language. Students evaluate the arguments, writing styles, rhetorical strategies, and types of evidence employed by the mathematicians, scientists, and philosophers addressing these questions. By critically thinking about formal logical and mathematical discourse, students become better writers in and about that discourse. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110; PHIL 310 or MATH 280 or instructor's consent.

## WRIT 202, Writing 2: Philosophical Writing in C. S. Lewis, 3 Units

C. S. Lewis was one of the most influential public Christian intellectuals of the 20th century. One of the reasons for this is that he wrote clearly and persuasively about the perennial questions of philosophy but for the common person. In this course, we will study and practice the art of writing well on philosophical matters for a broad audience. Students will critically assess the writing styles, questions, and arguments of philosophical writing for a general audience and will contrast what it takes to do such writing well with related forms of writing such as philosophical writing for a specialist audience and philosophical writing in fictional form. We will do so by analyzing, emulating, and critiquing the work of C. S. Lewis from the standpoint of philosophy. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## WRIT 203, Writing 2: Writing in Religion, Cinema, and Popular Culture, 3 Units

In this course, students critically assess the writing styles, questions, and arguments in the discipline of religious studies, with special focus on the study of religion and visual studies in order to better understand what is considered persuasive and effective writing in religious studies. Students respond to and evaluate writing, methodologies, ideas, arguments, and genres, and practice rhetorical strategies employed in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

## **WRIT 204, Writing 2: Writing for the Humanities in Spanish, 3 Units**

Students in this course critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies employed in the liberal arts. The entire course, including all assignments, is in Spanish. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and SPAN 202

## **WRIT 210, Writing 2: Writing in the Humanities, 3 Units**

In this course, students will critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students will respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in the liberal arts. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 220, Writing 2: Film Analysis and Criticism, 3 Units**

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of formal elements plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 221, Writing 2: Writing for Visual Thinkers, 3 Units**

In this course, students examine writing styles as expressed in the studio arts and design, whether as criticism, analysis, personal expression, persuasion, or artist and designer statements. Students will learn how to translate their visual world into words, and to evaluate visual ideas, both their own and others; as those gifted for visual expression are able. In order to understand how to write persuasively and effectively, students will examine theoretical approaches that are employed as conceptual frameworks in making art and design. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 222, Writing 2: Writing about Music, 3 Units**

In this course, students examine methods and tools of research and writing in music. They assess and practice various writing styles, as well as questions and arguments associated with (1) the historical fields of research (e.g., musicology, ethnomusicology, music education, music criticism, music analysis, program notes) and (2) music entrepreneurship (e.g., music business, production, marketing, artist management). Students also become familiar with online and hard copy music resources available in Marshburn Memorial Library. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 240, Writing 2: Scientific Writing, 3 Units**

In this course, students critically assess genres of scientific writing, including scientific journal articles, grant proposals, and writing for popular audiences, examining writing styles and forms of argument that are considered persuasive in the sciences. Students also evaluate writing samples, methodologies, ideas, and arguments, and practice writing in scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; and BIOL 152, BIOL 250, CHEM 152, PHYC 152, or PHYC 162.

## **WRIT 241, Writing 2: Physical Activity and Health Promotion, 3 Units**

Students in this course have multiple opportunities to share knowledge through written assignments and brief verbal responses. The course activities challenge the student to consider the audience and platform for communication, develop a concise argument, persuade readers, and critically evaluate research articles. Students also enhance their skills in literature searches using the APU library databases, and gain proficiency in citing sources using APA formatting. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100; HON 101 or C- or better in WRIT 110; C- or higher in BIOL 230 or BIOL 250; and students must be applied exercise science, kinesiology, or physical education majors.

## **WRIT 242, Writing 2: Entrepreneurial Tech Start-ups, 3 Units**

In this course, students will critically assess the writing styles, questions, and arguments of business, computer science and technology in order to better understand what is considered persuasive and effective writing in these fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field while both analyzing and contributing to current trends in the field through the creation of relevant business-tech documents. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 243, Writing 2: Mathematical Careers and Callings, 3 Units**

In this course, students explore a variety of mathematical careers, assess writings from subdisciplines of mathematics, evaluate arguments regarding the purpose or value of mathematics, and explore the value of mathematical work in their individual contexts. Students critically assess the writing styles, questions, and arguments of mathematicians in a variety of careers in order to better understand what is considered persuasive and effective writing in those fields, and also practice rhetorical strategies. Course material includes Christian perspectives on the value of work and culture in general and the value and purpose of mathematical work in particular. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** HON 101 or WRIT 110 with C- or better

## **WRIT 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units**

This course provides a foundation for students to think, write, and communicate as psychological scientists. The specific style of writing is based on the American Psychological Association (APA) format, which reflects the precepts of the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, they also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes, and professional trajectories, students critically assess the writing style, questions, and arguments from multiple subdisciplines. Students also develop skill in formatting written work utilizing APA style, in order to develop skills in effective writing, researching, and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

## **WRIT 261, Writing 2: Writing in Business, 3 Units**

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 262, Writing 2: Criminal Justice Research Methods, 3 Units**

This course introduces students to research writing in the social and behavioral sciences, including the basic methods of research design, measurement, and data collection in criminology and criminal justice. Students compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Students also learn the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal on a topic of their own choosing. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; MATH 115 or MATH 130; and CJ 110

## **WRIT 263, Writing 2: Writing Ethnography in the Social Sciences, 3 Units**

Ethnography is a research methodology used in business, education, health care, and ministry. In this course, students critically assess genres of ethnographic writing in the social sciences, including analytical journals, journal articles, and writing for popular audiences. Students examine writing styles and forms of argument that are considered persuasive in the social sciences. Students evaluate writing samples, methodologies, ideas, and arguments, and practice writing in social scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110



# General Education Information for Transfer Students

Students transferring to Azusa Pacific University may have some of their General Education requirements met by courses taken at their previous institution(s). Additionally, the unit requirements for Biblical, Theological, and Philosophical Formation (BTPF) may be adjusted, depending on the number of units the student transfers to APU.

## Traditional Undergraduate (Azusa) Students

For traditional undergraduate students, the evaluation of a student's transfer work is conducted by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>). All students are encouraged to work with the Undergraduate Enrollment Services Center and with their academic advisor to determine their General Education requirements. While the chart on the above tab (p. ) serves as a guide for the student, it is the responsibility of the student to ensure that all requirements are met. For the most current information, visit the Academic Success Center (<http://www.apu.edu/academic-success/>).

The Personal Wellness requirement is waived for traditional undergraduate students who transfer in 60+ units.

## Professional Undergraduate (Regional Locations, Online) Students

For professional undergraduate students, the evaluation of a student's transfer work is conducted by the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>). While the chart on the above tab (p. 1153) serves as a guide for the student, it is the responsibility of the student to ensure that all requirements are met.

All students who reenroll at APU after leaving APU and spending two or more consecutive semesters at another academic institution may have those transferable units applied toward their General Education Biblical, Theological, and Philosophical Formation (BTPF) requirements. Only units transferred at reenrollment will be considered.

For professional undergraduate students at regional locations or in distance education programs, the Personal Wellness requirement is waived regardless of units.

## Traditional Undergraduate Student BTPF Requirements

| Number of Units Transferred in         | Biblical Theological & Philosophical Formation Requirements   |
|--|---|
| 0-29                                   | 18 units:<br>MIN 108<br>UBBL 100, UBBL 230<br>PHIL 100 or HUM 224 or HUM 324<br>3 units of upper-division UBBL<br>THEO 200, THEO 301, THEO 352, THEO 354, or HUM 325  |
| 30-59 (includes IGETC and CSU Breadth) | 12 units:<br>UBBL 230 <sup>1</sup><br>THEO 200, THEO 301, THEO 352, THEO 354, or HUM 325<br>Two of the following:<br>MIN 108 <sup>2</sup><br>PHIL 100 or HUM 224 or HUM 324<br>3 units of upper-division UBBL |
| 60-89 (includes IGETC and CSU Breadth) | 9 units:<br>UBBL 230 <sup>1</sup><br>THEO 200, THEO 301, THEO 352, THEO 354, or HUM 325<br>One of the following:<br>PHIL 100 or HUM 224 or HUM 324<br>MIN 108 <sup>2</sup><br>3 units of upper-division UBBL  |
| 90+                                    | 6 units:<br>UBBL 230 <sup>1</sup><br>THEO 200, THEO 301, THEO 352, THEO 354, or HUM 325   |

All requirements must be met by approved General Education courses.

<sup>1</sup> The prerequisite for UBBL 230 is waived for students transferring in 30 or more units. All other prerequisites apply.

<sup>2</sup> MIN 108 is waived as a prerequisite for the General Education THEO courses for students transferring 45 or more units. All other prerequisites apply.

## Professional Undergraduate Student BTPF Requirements

| Number of Units Transferred in         | Biblical Theological & Philosophical Formation Requirements  |
|--|--|
| 15-29                                  | 18 units:<br>PRMI 108<br>PRBL 100<br>PRBL 230<br>PRRS 200<br>PRPH 100<br>PRTH 200<br>Upper division Bible or Theology course |
| 30-59 (includes IGETC and CSU Breadth) | 12 units:<br>PRBL 230<br>PRTH 200<br>Two of the following:<br>PRMI 108<br>PRBL 100<br>PRRS 200<br>PRPH 100                   |
| 60-89 (includes IGETC and CSU Breadth) | 9 units:<br>PRBL 230<br>PRTH 200<br>One of the following:<br>PRMI 108<br>PRBL 100<br>PRRS 200<br>PRPH 100                    |
| 90+                                    | 6 units:<br>PRBL 230<br>PRTH 200   |

## IGETC and CSU Breadth Transfer Policies

Full IGETC or CSU Breadth Certification waives the philosophy requirement and all Intellectual and Practical Skills, Knowledge of Human Cultures and the Physical and Natural World, and Personal and Social Responsibility General Education requirements except Writing 3. The Integrative and Applied Learning requirement is not waived. The Biblical, Theological, and Philosophical Formation requirements are not completely waived, but they are reduced based on the total number of units transferred before the first APU semester.

| Number of Units Transferred in | General Transfer   | IGETC  | CSU Breadth  |
|--------------------------------|--|--|--|
| 15-29                          | Courses may transfer for General Education credit on an individual basis   | N/A  | N/A  |
| 30-59                          | Courses may transfer for General Education credit on an individual basis<br>GE 100 waived for traditional (Azusa) undergraduate students | After completed IGETC certification, the following General Education courses are required: | After completed CSU Breadth certification, the following General Education courses are required: |
|                                | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major)   | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major)           | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major)                 |

|     |  |   |  |
|-----|--|---|--|
|     | 3 units of Integrative and Applied Learning  | 3 units Integrative and Applied Learning  | 3 units Integrative and Applied Learning   |
|     | Biblical, Theological, and Philosophical Formation Requirements reduced to 12 units <sup>1</sup> | Biblical, Theological, and Philosophical Formation Requirements reduced to 9 units <sup>1</sup> | Biblical, Theological, and Philosophical Formation Requirements reduced to 9 units <sup>1</sup>  |
| 60+ | Courses may transfer for General Education credit on an individual basis                         | After completed IGETC certification, the following General Education courses are required:      | After completed CSU Breadth certification, the following General Education courses are required: |
|     | 3 units of Integrative and Applied Learning  | 3 units of Integrative and Applied Learning   | 3 units of Integrative and Applied Learning  |
|     | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major)                 | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major)                | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major)                 |
|     | 9 units of Biblical, Theological, and Philosophical Formation Requirements <sup>1</sup>          | 9 units of Biblical, Theological, and Philosophical Formation Requirements <sup>1</sup>         | 9 units of Biblical, Theological, and Philosophical Formation Requirements <sup>1</sup>          |
| 90+ | Courses may transfer for General Education credit on an individual basis                         | After completed IGETC certification, the following General Education courses are required:      | After completed CSU Breadth certification, the following General Education courses are required: |
|     | 3 units of Integrative and Applied Learning  | 3 units of Integrative and Applied Learning   | 3 units of Integrative and Applied Learning  |
|     | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major)                 | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major)                | 3 units of Writing 3: Writing in the Disciplines (units incorporated into major)                 |
|     | 6 units of Biblical, Theological, and Philosophical Formation Requirements <sup>1</sup>          | 6 units of Biblical, Theological, and Philosophical Formation Requirements <sup>1</sup>         | 6 units of Biblical, Theological, and Philosophical Formation Requirements <sup>1</sup>          |

<sup>1</sup> See other page tabs above for Biblical, Theological, and Philosophical Formation requirements for transfer students.

For traditional (Azusa) undergraduate students, IGETC and CSU Breadth certification must be completed by January 31 for spring admits and September 30 for fall admits.

For professional undergraduate students (regional locations or online), IGETC and CSU Breadth certification deadlines are dependent upon the term in which students are admitted:

- September 30 for fall 8-week Session 1 admits
- November 30 for fall 8-week Session 2 admits
- January 31 for spring 8-week Session 1 admits
- March 31 for spring 8-week Session 2 admits
- May 31 for summer 8-week Session 1 admits
- July 31 for summer 8-week Session 2 admits

## ADN Transfer Requirement Policies

Proof of a posted Associate's Degree in Nursing (ADN) from a regionally accredited institution meets the majority of General Education requirements, including most of the Intellectual and Practical Skills, Knowledge of Human Cultures and the Physical and Natural World, and Personal and Social Responsibility requirements. The ADN does **not** meet the Writing 3 requirement, the Integrative and Applied Learning requirement, and the Upper-Division Bible requirement, but RN to BSN students can meet these requirements via program coursework (RNRS 458, RNRS 482P, and RNRS 396, respectively).

# General Education Requirements for Professional Undergraduate Students (Regional Campus and Online)

APU's General Education program comprises five major outcome areas, and all of these requirements must be met by approved courses:

- Intellectual and Practical Skills
- Knowledge of Human Cultures and the Physical and Natural World
- Biblical, Theological, and Philosophical Formation
- Personal and Social Responsibility
- Integrative and Applied Learning

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses. This list is available through the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>). Additional courses may be approved in the future.

Even though students work closely with their Academic Records Specialist (<http://www.apu.edu/graduateprofessionalcenter/registrar/about/counselors/>) in determining their General Education requirements, the responsibility for fulfilling these requirements is solely that of the student.

All professional undergraduate students are required to access their Web-based Advisement Report (through the University Portal (<http://home.apu.edu/>)) for information regarding their major and General Education requirements and fulfillment of these requirements. Any questions about the application of transfer courses for course requirements should be directed to an Academic Records Specialist in the Office of the Graduate and Professional Registrar.

For additional information regarding the General Education program, please visit either General Education for APU Students (<https://sites.google.com/a/apu.edu/ge-for-apu-students/>), or the General Education website (<https://sites.google.com/a/apu.edu/apu-general-education/>) (tailored for faculty and staff).

## Requirements

*Courses listed in 2 categories cannot satisfy both requirements; students must choose which category the course will fulfill.*

### Intellectual and Practical Skills

Inquiry and Analysis, Critical and Creative Thinking, Written and Oral Communication, Personal Wellness, Quantitative Literacy, Information Literacy, and Teamwork and Problem Solving.

| Code                         | Title  | Units      |
|------------------------------|--|------------|
| <b>Writing 1</b>             |  | <b>4-5</b> |
| PRWR 112                     | Writing 1A: Writing and Rhetoric for Professional Students                               |            |
| PRWR 113<br>or PRWR 115      | Writing 1B: Research and Writing for Professional Students<br>Writing for Prior Learning |            |
| <b>Writing 2<sup>1</sup></b> |  | <b>3</b>   |
| PRWR 260                     | Writing 2: Psychology Subdisciplines and Career Trajectories                             |            |
| PRWR 261                     | Writing 2: Business Communication  |            |
| PRWR 262                     | Writing 2: Criminal Justice Research Methods   |            |
| UNRS 306                     | Writing 2: Theoretical Frameworks in Nursing   |            |
| <b>Writing 3</b>             |  | <b>3-5</b> |
| PRBA 495                     | Writing 3: Business Ethics   |            |
| PRCJ 362                     | Writing 3: Criminal Justice Research Design  |            |
| PRCJ 496                     | Writing 3: Senior Capstone in Criminal Justice   |            |
| PRCO 310                     | Writing 3: Writing for Communication   |            |
| PRCO 330                     | Writing 3: Public Relations Strategies and Techniques                                    |            |
| PRPS 496                     | Writing 3: Senior Seminar in Psychology and Christian Integration                        |            |
| RNRS 358                     | Writing 3: Evidence-Based Practice in Nursing and Healthcare                             |            |
| RNRS 458                     | Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways                        |            |

|                              |  |          |
|------------------------------|--|----------|
| UNRS 496                     | Writing 3: Ethics and Issues in Health Care                |          |
| <b>Oral Communication</b>    |  | <b>3</b> |
| PRCO 111                     | Public Communication                                       |          |
| <b>Quantitative Literacy</b> |  | <b>3</b> |
| PRMA 110                     | College Algebra  |          |
| PRMA 130                     | Introduction to Statistics                                 |          |
| UNRS 299                     | Statistics and Data Management for Nursing and Health Care |          |
| Total Units                  |  | 16-19    |

<sup>1</sup> Writing 2 is waived for professional undergraduate applicants transferring in 60+ units before beginning their first APU semester.

## Knowledge of Human Cultures and the Physical and Natural World

| Code                            | Title                          | Units    |
|---------------------------------|--------------------------------|----------|
| <b>History</b>                  |                                | <b>3</b> |
| PRHI 120                        | World Civilizations to 1648    |          |
| PRHI 121                        | World Civilizations Since 1648 |          |
| PRHI 151                        | United States History to 1877  |          |
| <b>Literature</b>               |                                | <b>3</b> |
| PREN 111                        | Studies in Literature          |          |
| <b>Fine Arts</b>                |                                | <b>3</b> |
| PRAR 150                        | Introduction to Art            |          |
| <b>Social Science</b>           |                                | <b>3</b> |
| PRBA 250                        | Principles of Macroeconomics   |          |
| PRCJ 110                        | Intro to Criminal Justice      |          |
| PRPS 110                        | General Psychology             |          |
| PRPS 290                        | Human Growth and Development   |          |
| <b>Natural Science with Lab</b> |                                | <b>4</b> |
| PRBI 101                        | Fundamentals of Biology        |          |
| PRCH 101                        | Introduction to Chemistry      |          |
| PRPY 140                        | Introduction to Astronomy      |          |
| Total Units                     |                                | 16       |

## Biblical, Theological, and Philosophical Formation <sup>2</sup>

| Code                       | Title   | Units       |
|----------------------------|---|-------------|
| PRBL 230                   | Luke/Acts   | 3           |
| PRTH 200                   | Theology and the Christian Life   | 3           |
| RNRS 396                   | Professional Practice: Ethics, Issues, and Spirituality in Health Care <sup>3</sup> | 6           |
| Choose from the following: |   |             |
| PRMI 108                   | Christian Life, Faith, and Ministry   | 3           |
| PRBL 100                   | Introduction to Biblical Literature: Exodus/Deuteronomy                             | 3           |
| PRPH 100                   | Introduction to Philosophy  | 3           |
| PRRS 200                   | World Religions   | 3           |
| <b>Total Units</b>         |   | <b>6-18</b> |

<sup>2</sup> A professional undergraduate applicant's total number of units transferred in before their first APU semester changes the Biblical, Theological, and Philosophical Formation requirements. For more information, visit General Education Information for Professional Transfer Students (p. 1152).

<sup>3</sup> This course is only available for students in the RN-BSN Nursing program, and fulfills the entire Biblical, Theological and Philosophical Formation outcome area requirement.

## Personal and Social Responsibility

| Code                                  | Title   | Units    |
|---------------------------------------|---|----------|
| <b>Civic Knowledge and Engagement</b> |   | <b>3</b> |
| PRCJ 200                              | Criminal Justice, Civic Engagement, and Social Responsibility |          |
| PRPO 150                              | American Government   |          |
| PRPS 420                              | Political Psychology  |          |
| UNRS 382                              | Community Health Nursing                                      |          |
| <b>Intercultural Competence</b>       |   | <b>3</b> |
| PRBA 370                              | International Business  |          |
| PRPS 400                              | Multicultural Psychology                                      |          |
| UNRS 384                              | Urban/Rural Health Nursing                                    |          |

## Integrative and Applied Learning

| Code   | Title                               | Units        |
|--|-------------------------------------|--------------|
| PRBA 450   | Strategic Management                |              |
| PRCJ 460   | Criminal Justice Internship         |              |
| PRCJ 494   | Senior Capstone in Criminal Justice |              |
| PRPS 455   | Field Experience                    |              |
| PRPS 475   | Research Experience I               |              |
| RNRS 448   | Leadership in Health Care Settings  |              |
| RNRS 482P  | Clinical Practicum                  |              |
| UNRS 412   | Clinical Residency Nursing          |              |
| <b>Total Units</b>                               |                                     | <b>2-3</b>   |
| <b>AVERAGE TOTAL UNITS for GENERAL EDUCATION</b> |                                     | <b>46-62</b> |

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

- Analyze the interactions of specific disciplines (e.g., science, mathematics, social science, humanities, history, language, or arts) with human culture.
- Apply scientific vocabulary, data, methods, and/or principles to explain natural or human phenomena.
- Critically analyze arguments (e.g., for assumptions, presumptions, alternative viewpoints, and logical consistency) to draw reasoned conclusions.
- Communicate in writing effectively (e.g., fluent use of thesis, argumentation, support, source materials, organization, language, diction, grammar, syntax, and formatting).
- Communicate orally effectively (e.g., strong organization, central message, language choice, supporting materials, and delivery techniques such as posture, gesture, eye contact, vocal expressiveness).
- Demonstrate information literacy competencies by accessing information and evaluating its reliability and value, as well as collaboratively producing and sharing information ethically.
- Demonstrate quantitative reasoning skills (e.g., by accurately representing, processing, and interpreting quantitative information).
- Apply disciplinary knowledge in order to evaluate principles and practices of civic engagement and make informed decisions.
- Engage with people and ideas from their own and other cultures (e.g., by seeking to understanding with curiosity, grace, humility, respect, and compassion).
- Make ethical decisions (e.g., by identifying, analyzing, and evaluating ethical issues in complex contexts and constructing an ethical framework).
- Interact with the breadth of Christian thought and practice by integrating at least two of the following: biblical texts, philosophical ideas, and theological traditions.
- Synthesize and apply learning from multiple contexts including classroom and non-classroom experiences.
- Utilize appropriate vocabulary, concepts, and knowledge systems of techniques to explain or demonstrate phenomena (e.g., in art, music, theater, or film).
- Interpret, analyze, or produce sound, visuals, or speech (e.g., in music, art, theater, film, creative writing, etc.) for an aesthetic outcome.
- Articulate best practices for improved personal wellness.

## Courses

### **PRWR 110, Writing 1: The Art and Craft of Writing, 3 Units**

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. \*Students must earn a C or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

### **PRWR 112, Writing 1A: Writing and Rhetoric for Professional Students, 2 Units**

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from practical perspectives, engaging with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR113), Writing 1 (PRWR112+PRWR115).*

### **PRWR 113, Writing 1B: Research and Writing for Professional Students, 2 Units**

In this course, students build upon the foundation they established in PRWR 112, continuing to develop their writing processes and their writing portfolios by further revising, editing, and proofreading the major assignments from PRWR 112. They also improve their information literacy and research skills and write a comprehensive argument. Students must earn a C or better in PRWR 113 to enroll in Writing 2. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR113).*

**Prerequisite:** PRWR 112 Writing 1A: Writing and Rhetoric for Professional Students

### **PRWR 115, Writing for Prior Learning, 3 Units**

Writing is a lifelong skill that can be practiced and improved. In this course, each student writes a Prior Learning Essay, a key requirement for submitting a Prior Learning Assessment Portfolio (PLP). Writing the essay involves learning how to describe past experience, make reflective observations, articulate abstract principles, communicate personal competencies, perform self-guided research, and express one's professional goals. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR115).*

**Prerequisite:** Writing 1 or PRWR 112

### **PRWR 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units**

This course provides a foundation for students to think, write and communicate as a psychological scientist. The specific style of writing is based on the American Psychological Association (APA) format that reflects the precepts within the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, students also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes and professional trajectories, students will critically assess the writing style, questions, and arguments from multiple sub-disciplines. Students will also develop skill in formatting written work utilizing the style adopted by the APA in order to develop skills in effective writing, researching and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** C- or better in PRWR 110 or PRWR 113

### **PRWR 261, Writing 2: Business Communication, 3 Units**

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** C- or better in PRWR 110 or PRWR 113

### **PRWR 262, Writing 2: Criminal Justice Research Methods, 3 Units**

This course is designed to introduce students to research writing in the social and behavioral sciences. Students will examine the basic methods of research design, measurement, and data collection in Criminology and Criminal Justice. Students will compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Additionally, this course will focus on teaching students the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal (topic of their own choosing). *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** C- or better in PRWR 110 or PRWR 113, and PRCJ 110

# General Education Requirements for Traditional Undergraduate Students

APU's General Education program comprises five major outcome areas, and all of these requirements must be met by approved courses:

- Intellectual and Practical Skills
- Biblical, Theological, and Philosophical Formation
- Knowledge of Human Cultures and the Physical and Natural World
- Personal and Social Responsibility
- Integrative and Applied Learning

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses; this list can be found at the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) and at the Academic Success Center (<http://www.apu.edu/advising/>). Additional courses may be approved in the future. Students are encouraged to take their General Education courses throughout all their years at APU.

Even though students work closely with a faculty advisor in determining their General Education requirements, the responsibility for fulfilling these requirements is solely that of the student. For more information, contact the Academic Success Center (<https://www.apu.edu/academic-success/>).

All students are required to access their Web-based Advisement Report (through [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu>)) for information regarding their major and General Education requirements and fulfillment of these requirements. Any questions about the application of transfer courses for course requirements should be directed to the Academic Success Center (<https://www.apu.edu/academic-success/>).

For additional information regarding the General Education program, visit either General Education for APU Students (<https://sites.google.com/a/apu.edu/ge-for-apu-students/>), or the General Education website (<https://sites.google.com/a/apu.edu/apu-general-education/>) (tailored for faculty and staff).

**Note: Bachelor of Music majors** are not required to take the Fitness for Life, Oral Communication, Foreign Language, Math, or Humanities: Fine Arts requirements. This statement does NOT apply to Bachelor of Arts music majors.

*Courses listed in 2 categories cannot satisfy both requirements; students must choose which category the course will fulfill.*

## Intellectual and Practical Skills

Inquiry and Analysis, Critical and Creative Thinking, Written and Oral Communication, Personal Wellness, Quantitative Literacy, Information Literacy, and Teamwork and Problem Solving.

| Code                         | Title  | Units    |
|------------------------------|--|----------|
| GE 100                       | First-Year Seminar <sup>1</sup>                              | 3        |
| WRIT 110                     | Writing 1: The Art and Craft of Writing                      | 3        |
| <b>Writing 2</b>             |  | <b>3</b> |
| Select one of the following: |  |          |
| WRIT 200                     | Writing 2: Writing for Christian Practice                    |          |
| WRIT 201                     | Writing 2: Philosophy of Math, Logic, and Language           |          |
| WRIT 202                     | Writing 2: Philosophical Writing in C. S. Lewis              |          |
| WRIT 203                     | Writing 2: Writing in Religion, Cinema, and Popular Culture  |          |
| WRIT 204                     | Writing 2: Writing for the Humanities in Spanish             |          |
| WRIT 210                     | Writing 2: Writing in the Humanities                         |          |
| WRIT 220                     | Writing 2: Film Analysis and Criticism                       |          |
| WRIT 221                     | Writing 2: Writing for Visual Thinkers                       |          |
| WRIT 222                     | Writing 2: Writing about Music                               |          |
| WRIT 240                     | Writing 2: Scientific Writing                                |          |
| WRIT 241                     | Writing 2: Physical Activity and Health Promotion            |          |
| WRIT 242                     | Writing 2: Entrepreneurial Tech Start-ups                    |          |
| WRIT 243                     | Writing 2: Mathematical Careers and Callings                 |          |
| WRIT 260                     | Writing 2: Psychology Subdisciplines and Career Trajectories |          |
| WRIT 261                     | Writing 2: Writing in Business                               |          |



|          |   |
|----------|---|
| WRIT 262 | Writing 2: Criminal Justice Research Methods          |
| WRIT 263 | Writing 2: Writing Ethnography in the Social Sciences |
| UNRS 306 | Writing 2: Theoretical Frameworks in Nursing          |

**Writing 3****3**

Select one of the following:

|          |  |
|----------|--|
| ACCT 425 | Writing 3: Accounting Ethics                                       |
| ART 356  | Writing 3: History of Modern Art and Architecture                  |
| BIOL 496 | Writing 3: Ethics and the Sciences                                 |
| BUSI 495 | Writing 3: Business Ethics   |
| CINE 375 | Writing 3: Screenwriting   |
| CINE 387 | Writing 3: Nonfiction Writing for Visual Media                     |
| CJ 362   | Writing 3: Criminal Justice Research Design                        |
| CJ 496   | Writing 3: Senior Capstone in Criminal Justice                     |
| COMM 305 | Writing 3: Writing for Communication                               |
| CS 496   | Writing 3: Ethics in Computer Science                              |
| EDLS 496 | Writing 3: Education and Professional Ethics                       |
| ENGL 406 | Writing 3: Advanced Composition                                    |
| ENGR 496 | Writing 3: Engineering Management, Economics, and Ethics           |
| GLBL 350 | Writing 3: Global Study Project                                    |
| HIST 300 | Writing 3: Introduction to Historical Studies                      |
| KIN 490  | Writing 3: Research Methods in Kinesiology                         |
| MATH 480 | Writing 3: Mathematical Reading, Writing, and Presentation         |
| MIN 300  | Writing 3: Culture and Ministry                                    |
| MUS 352  | Writing 3: Baroque, Classical, and Early Romantic Music Literature |
| PHIL 340 | Writing 3: Concepts of Human Nature                                |
| PHYC 470 | Writing 3: Advanced Laboratory                                     |
| POLI 300 | Writing 3: Research and Writing                                    |
| PSYC 496 | Writing 3: Senior Seminar in Psychology and Christian Integration  |
| PUBR 330 | Writing 3: Public Relations Writing for Campaigns                  |
| SOC 471  | Writing 3: Qualitative Social Research Methods                     |
| SOC 472  | Writing 3: Quantitative Social Research Methods                    |
| SOCW 479 | Writing 3: Social Work Research Project                            |
| SPAN 460 | Writing 3: Survey of the Literature of the Spanish-speaking World  |
| THEO 424 | Writing 3: The Formation of Early Christianity                     |
| THEO 425 | Writing 3: American Christianity                                   |
| THEO 427 | Writing 3: The History of Christian Spirituality                   |
| THEO 428 | Global Christianity  |
| THTR 374 | Writing 3: Playwriting   |
| THTR 496 | Writing 3: Ethics in Theater, Film, and Television                 |
| UBBL 476 | Writing 3: Women in the Biblical Tradition                         |
| UNRS 496 | Writing 3: Ethics and Issues in Health Care                        |
| VOC 300  | Writing 3: Writing Within and Between Disciplines                  |

**Oral Communication <sup>2</sup>****3**

Select one of the following:

|                                    |  |
|------------------------------------|--|
| COMM 111                           | Public Communication   |
| CS 120<br>& CS 290<br>& CS 480     | Introduction to Computer Science I<br>and Database Management Systems<br>and Senior Capstone Project |
| CS 120<br>& ENGR 240<br>& ENGR 480 | Introduction to Computer Science I<br>and Digital Logic Systems<br>and Senior Design Project II      |
| SPAN 350                           | Public Speaking in Spanish   |

|                                       |   |          |
|---------------------------------------|---|----------|
| THTR 200<br>& THTR 250                | Beginning Voice for the Actor<br>and Intermediate Voice for the Actor |          |
| <b>Personal Wellness</b> <sup>3</sup> |   | <b>1</b> |
| Select one of the following:          |   |          |
| ATHL 301                              | Varsity Baseball: Men   |          |
| ATHL 302                              | Varsity Basketball: Men   |          |
| ATHL 303                              | Varsity Track and Field: Men and Women                                |          |
| ATHL 304                              | Varsity Cross Country: Men and Women                                  |          |
| ATHL 305                              | Varsity Tennis: Men and Women   |          |
| ATHL 307                              | Varsity Football: Men   |          |
| ATHL 308                              | Varsity Basketball: Women   |          |
| ATHL 309                              | Varsity Volleyball: Women   |          |
| ATHL 310                              | Varsity Soccer: Men   |          |
| ATHL 311                              | Varsity Soccer: Women   |          |
| ATHL 312                              | Varsity Softball: Women   |          |
| ATHL 313                              | Varsity Swimming and Diving: Women                                    |          |
| ATHL 314                              | Varsity Water Polo: Women   |          |
| ATHL 315                              | Varsity Acrobatics and Tumbling                                       |          |
| ATHL 316                              | Varsity Cheer   |          |
| FFL 108                               | Fitness for Life: Walking/Jogging                                     |          |
| FFL 109                               | Fitness for Life: Cycling   |          |
| FFL 110                               | Fitness for Life: Basketball  |          |
| FFL 112                               | Fitness for Life: Beginning Swimming and Conditioning                 |          |
| FFL 113                               | Fitness for Life: Ultimate Frisbee                                    |          |
| FFL 114                               | Fitness for Life: Flag Football                                       |          |
| FFL 115                               | Fitness for Life: Recreational Games                                  |          |
| FFL 116                               | Fitness for Life: Weight Training                                     |          |
| FFL 117                               | Fitness for Life: Cardio Strength Fusion                              |          |
| FFL 118                               | Fitness for Life: Triathlon   |          |
| FFL 121                               | Fitness for Life: Dance for the Theater                               |          |
| FFL 122                               | Fitness for Life: Hiking <sup>†</sup>                                 |          |
| FFL 125                               | Fitness for Life: Yoga  |          |
| FFL 126                               | Fitness for Life: Sand Volleyball                                     |          |
| FFL 127                               | Fitness for Life: Soccer  |          |
| FFL 128                               | Fitness for Life: 5K (Beginning)                                      |          |
| FFL 129                               | Fitness for Life: 5k (Intermediate)                                   |          |
| FFL 130                               | Fitness for Life: Zumba   |          |
| FFL 131                               | Fitness for Life: Kinesiology   |          |
| <b>Quantitative Literacy</b>          |   | <b>3</b> |
| Select one of the following:          |   |          |
| MATH 110                              | College Algebra   |          |
| MATH 115                              | Mathematics in Society  |          |
| MATH 130                              | Introduction to Statistics  |          |
| UNRS 299                              | Statistics and Data Management for Nursing and Health Care            |          |

Total Units

19

<sup>1</sup> Due to the first-year focus of GE 100 (First-Year Seminar), students who fail this course in their first semester will be required to repeat the course during their next semester at APU.

<sup>2</sup> ENGR 120 may be taken in place of CS 120, as these are crosslisted courses.

<sup>3</sup> The Personal Wellness General Education category is only required for traditional undergraduate students with less than 60 transfer units.

† This course is available through one or more of the APU Study Away Semester programs. Program locations include: CHN (China Nursing), ECU (Ecuador), NOR (Norway Nursing), PMB (Pietermaritzburg, South Africa), SAC (Sacramento), and ZEP (Zephyr Point, Tahoe). See full program options at: GE and Study Away (<https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away/>).

## Knowledge of Human Cultures and the Physical and Natural World

| Code                         | Title   | Units    |
|------------------------------|---|----------|
| <b>History</b>               |   | <b>3</b> |
| Select one of the following: |   |          |
| HIST 120                     | World Civilizations to 1648   |          |
| HIST 121                     | World Civilizations Since 1648  |          |
| HIST 151                     | United States History to 1877   |          |
| HIST 152                     | United States History Since 1877  |          |
| HUM 221<br>or HUM 321        | Core Texts in History <sup>†</sup>  |          |
| MUS 455                      | Late Romantic and 20th-Century Music Literature (Bachelor of Music Majors only) |          |
| <b>Literature</b>            |   | <b>3</b> |
| Select one of the following: |   |          |
| ENGL 111                     | Studies in Literature   |          |
| ENGL 222                     | English Literature to 1789  |          |
| ENGL 224                     | World Literature to the Renaissance   |          |
| ENGL 232                     | English Literature Since 1789   |          |
| ENGL 234                     | World Literature Since the Renaissance  |          |
| ENGL 244                     | American Literature to 1865   |          |
| ENGL 254                     | American Literature Since 1865  |          |
| HUM 222<br>or HUM 322        | Core Texts in Literature  |          |
| SPAN 432                     | Literary Masters  |          |
| <b>Fine Arts</b>             |   | <b>3</b> |
| Select one of the following: |   |          |
| ART 105                      | Ceramics I  |          |
| ART 145                      | Drawing I   |          |
| ART 150                      | Introduction to Art   |          |
| ART 310                      | Fundamental Art Experiences   |          |
| ART 354                      | History of Ancient Art and Architecture   |          |
| ART 357                      | History of Contemporary Art and Architecture                                    |          |
| ART 361                      | History of Early Christian and Medieval Art and Architecture                    |          |
| ART 362                      | History of Renaissance to Rococo Art and Architecture                           |          |
| ART 403                      | Multicultural Art   |          |
| CINE 101                     | Christianity and the Creative Process   |          |
| CINE 160                     | Introduction to Digital Filmmaking  |          |
| CINE 275                     | History of Television and Digital Media   |          |
| CINE 285                     | History of Film   |          |
| DSGN 115                     | Using Digital Media in a Visual World   |          |
| HUM 223<br>or HUM 323        | Core Texts in Aesthetics  |          |
| MUS 120                      | Music Fundamentals  |          |
| MUS 121                      | Music Theory I  |          |
| THTR 101                     | Christianity and the Creative Process   |          |
| THTR 115                     | Introduction to Theater   |          |
| THTR 273                     | Acting Shakespeare  |          |
| <b>Social Sciences</b>       |   | <b>3</b> |
| Select one of the following: |   |          |

|          |  |
|----------|--|
| CJ 110   | Introduction to Criminal Justice               |
| ECON 250 | Principles of Macroeconomics                   |
| GLBL 465 | Globalization and Development                  |
| PSYC 110 | General Psychology                             |
| PSYC 290 | Human Growth and Development                   |
| PSYC 345 | Psychology of Child and Adolescent Development |
| SOC 120  | Introduction to Sociology                      |
| TESP 502 | Science of Teaching I: How Students Learn      |

**Natural Sciences (with lab)****4**

Select one of the following:

|          |  |
|----------|--|
| BIOL 101 | Biology and Society †  |
| BIOL 151 | General Biology I  |
| BIOL 231 | Human Anatomy and Physiology II                                    |
| BIOL 325 | Humans and the Environment †                                       |
| CHEM 101 | Chemistry and Society  |
| CHEM 123 | General, Organic, and Biological Chemistry for the Health Sciences |
| CHEM 151 | General Chemistry I  |
| PHYC 112 | Physics for Difference Makers                                      |
| PHYC 130 | Earth Science  |
| PHYC 140 | Introduction to Astronomy  |
| PHYC 151 | Physics for Life Sciences I  |
| PHYC 161 | Physics for Science and Engineering I                              |

**Ancient and Modern Languages <sup>1</sup>**

|                        |   |
|------------------------|---|
| ASL 101<br>& ASL 102   | American Sign Language I<br>and American Sign Language II   |
| CHIN 101<br>& CHIN 102 | Elementary Chinese I<br>and Elementary Chinese II   |
| FREN 101<br>& FREN 102 | Elementary French I<br>and Elementary French II   |
| GERM 101<br>& GERM 102 | Elementary German I<br>and Elementary German II   |
| GRKB 200<br>& GRKB 201 | Elementary Greek I<br>and Elementary Greek II   |
| GRKC 200<br>& GRKC 201 | Elementary Classical Greek I<br>and Elementary Classical Greek II   |
| HEBB 200<br>& HEBB 201 | Elementary Hebrew I<br>and Elementary Hebrew II   |
| JAPA 101<br>& JAPA 102 | Elementary Japanese I<br>and Elementary Japanese II   |
| LTN 200<br>& LTN 201   | Elementary Latin I<br>and Elementary Latin II   |
| MODL 101<br>& MODL 102 | Modern Language I<br>and Modern Language II †   |
| SPAN 101<br>& SPAN 102 | Elementary Spanish I<br>and Elementary Spanish II †   |
| SPAN 103<br>& SPAN 104 | Elementary Spanish I for Healthcare Professionals<br>and Elementary Spanish II for Healthcare Professionals |

Total Units

16

† This course is available through one or more of the APU Study Away Semester programs. Program locations include: CHN (China Nursing), ECU (Ecuador), NOR (Norway Nursing), PMB (Pietermaritzburg, South Africa), SAC (Sacramento), and ZEP (Zephyr Point, Tahoe). See full program options at: GE and Study Away (<https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away/>).

<sup>1</sup> Ancient and Modern Languages is a proficiency requirement, that may be met by taking OPIc, SAT, AP, CLEP, or FLATS test score, or completion of an APU language course numbered 102 or higher. APU language courses are listed here for reference.

## Biblical, Theological, and Philosophical Formation

Interpretation, analysis, and application of scriptural principles.

| Code                         | Title   | Units    |
|------------------------------|---|----------|
| MIN 108                      | Christian Life, Faith, and Ministry                           | 3        |
| UBBL 100                     | Introduction to Biblical Literature: Exodus/Deuteronomy       | 3        |
| UBBL 230                     | Luke/Acts †   | 3        |
| <b>Philosophy</b>            |   | <b>3</b> |
| Select one of the following: |   |          |
| HUM 224<br>or HUM 324        | Core Texts in Philosophy †                                    |          |
| PHIL 100                     | Introduction to Philosophy                                    |          |
| <b>Theology</b>              |   | <b>3</b> |
| Select one of the following: |   |          |
| HUM 325                      | Core Texts in Christianity                                    |          |
| THEO 301                     | Faith and the Arts  |          |
| THEO 200                     | Theology and the Christian Life †                             |          |
| THEO 352                     | Church History: Apostolic Era to the Eve of the Reformation   |          |
| THEO 354                     | Church History from the Eve of the Reformation to the Present |          |
| <b>Upper-Division Bible</b>  |   | <b>3</b> |
| Select one of the following: |   |          |
| UBBL 310                     | I and II Samuel   |          |
| UBBL 311                     | Old Testament Prophets  |          |
| UBBL 317                     | Ruth and Esther   |          |
| UBBL 320                     | Hebrew Poetical and Wisdom Literature                         |          |
| UBBL 330                     | Life and Teachings of Jesus †                                 |          |
| UBBL 331                     | Johannine Literature  |          |
| UBBL 340                     | Romans and Galatians  |          |
| UBBL 341                     | Thessalonian and Corinthian Epistles                          |          |
| UBBL 350                     | Biblical Lands and Cultures                                   |          |

Total Units

18

† This course is available through one or more of the APU Study Away Semester programs. Program locations include: CHN (China Nursing), ECU (Ecuador), NOR (Norway Nursing), PMB (Pietermaritzburg, South Africa), SAC (Sacramento), and ZEP (Zephyr Point, Tahoe). See full program options at: GE and Study Away (<https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away/>).

## Personal and Social Responsibility

Civic Knowledge and Engagement (local and global), Intercultural Knowledge and Competence, Ethical Reasoning and Action, and Foundations and Skills for Lifelong Learning.

| Code                                      | Title  | Units    |
|---|--|----------|
| <b>Civic Knowledge and Engagement</b>     |  | <b>3</b> |
| Select one of the following: <sup>1</sup> |  |          |
| BIOL 320                                  | Ecology  |          |
| CINE 475                                  | Civic Engagement Through Media                               |          |
| CJ 200                                    | Criminal Justice, Civic Engagement and Social Responsibility |          |
| ECON 359                                  | Urban and Regional Economics                                 |          |
| EDLS 200                                  | Introduction to Teaching as a Profession K-12                |          |
| EDLS 202                                  | Introduction to Teaching as a Profession (7-12)              |          |
| GLBL 120                                  | Contemporary Global Issues                                   |          |
| GLBL 315                                  | Urban Society  |          |
| GLBL 355                                  | Principles and Practice of Community Engagement †            |          |
| HUM 202                                   | Civic Knowledge and Engagement †                             |          |

|  |  |
|--|--|
| JOUR 220                                   | Press Theory and Democracy                 |
| MGMT 448                                   | Organizational and Administrative Behavior |
| MUS XXX - 4 Semesters of Musical Ensembles |  |
| PADM 399                                   | Public Administration Practicum †          |
| PHIL 301                                   | Practical Ethics                           |
| PHYC 112                                   | Physics for Difference Makers              |
| PSYC 420                                   | Political Psychology                       |
| POLI 150                                   | American Government                        |
| SOCW 250                                   | Introduction to Social Work                |
| SPAN 315                                   | Politics and Society in Latin America      |
| TESP 504                                   | Schools and Educational Systems            |
| THTR 365                                   | Theater for Social Change                  |
| UNRS 382                                   | Community Health Nursing                   |
| VOC 200                                    | Exploring Vocation                         |

**Intercultural Competence****3**

Select one of the following:

|          |  |
|----------|--|
| BUSI 370 | International Business                               |
| CINE 351 | Film and Social Issues                               |
| CINE 451 | World Cinema   |
| COMM 260 | Intercultural Communication †                        |
| EDLS 405 | Diversity in the Classroom                           |
| ENGL 364 | American Ethnic Literature                           |
| ENGL 386 | Contemporary Global Writers                          |
| ENGR 110 | STEM as Vocation                                     |
| ETHN 150 | Introduction to Ethnic Studies                       |
| GLBL 201 | Anthropology for Everyday Life                       |
| GLBL 260 | Intercultural Communication                          |
| GLBL 318 | Immigration and Integration                          |
| HIST 235 | Cultural History/Travel Study †                      |
| HIST 346 | History of American Immigration                      |
| HUM 201  | Intercultural Knowledge and Competence               |
| MINC 330 | Intercultural Ministries                             |
| MINC 430 | Race, Reconciliation, and Ministry                   |
| MUS 201  | Introduction to World Music                          |
| PHIL 252 | Classical Chinese Ethics                             |
| MUS 302  | Soul Music   |
| PHIL 451 | Race, Sex and Science                                |
| PHIL 452 | Classical Chinese Ethics                             |
| PSYC 400 | Multicultural Psychology                             |
| RELG 200 | World Religions                                      |
| RELG 350 | Introduction to Judaism                              |
| RELG 351 | Introduction to Islam                                |
| RELG 352 | Introduction to Hinduism and South Asian Traditions  |
| RELG 353 | Introduction to Buddhism and East Asian Traditions   |
| SOC 358  | Human Diversity                                      |
| SOCW 275 | Social Justice Foundations for Human Rights          |
| SPAN 301 | Spanish Conversation and Community                   |
| TESP 503 | The Soul of Teaching: Tapestry of American Education |
| THEO 428 | Global Christianity                                  |
| THEO 480 | Theology from the Margins                            |
| THTR 225 | History of Theater to the 19th Century               |
| UBBL 350 | Biblical Lands and Cultures                          |

|          |   |
|----------|---|
| UBBL 482 | Global Biblical Interpretation            |
| UNRS 383 | International Health Nursing <sup>†</sup> |
| UNRS 384 | Urban/Rural Health Nursing                |

Total Units 6

<sup>1</sup> The Civic Engagement requirement may also be met with 4 semesters of music performing ensembles and a civic engagement paper to be completed during the fourth semester. See the School of Music (p. 256) section of this catalog for a list of options.

<sup>†</sup> This course is available through one or more of the APU Study Away Semester programs. Program locations include: CHN (China Nursing), ECU (Ecuador), NOR (Norway Nursing), PMB (Pietermaritzburg, South Africa), SAC (Sacramento), and ZEP (Zephyr Point, Tahoe). See full program options at: GE and Study Away (<https://sites.google.com/a/apu.edu/apu-general-education/ge-and-study-away/>).

## Integrative and Applied Learning

| Code                                    | Title   | Units    |
|---|---|----------|
| <b>Integrative and Applied Learning</b> |   | <b>3</b> |
| Select one of the following:            |   |          |
| ART 450                                 | Portfolio   |          |
| BIOL 300                                | Genetics  |          |
| BIOL 326                                | Neurobiology  |          |
| BIOL 465                                | Practicum and Topics in Allied Health   |          |
| CHEM 320                                | Instrumental Analysis: Theory   |          |
| CINE 494                                | Production Capstone   |          |
| CINE 499                                | Capstone Project in Cinematic Arts  |          |
| CJ 460                                  | Criminal Justice Internship   |          |
| CJ 494                                  | Senior Capstone in Criminal Justice   |          |
| COMM 490                                | Communication Internship  |          |
| CS 470                                  | Software Engineering  |          |
| CS 491                                  | Computer Science Internship   |          |
| DSGN 450                                | Portfolio   |          |
| EDLS 495                                | Foundations of Education Capstone   |          |
| ENGL 490                                | Writing Internship  |          |
| ENGL 496                                | English and the Professions   |          |
| ENGR 491                                | Engineering Internship  |          |
| GLBL 420                                | Sustainable Societies   |          |
| KIN 495                                 | Internship in Exercise Science  |          |
| MATH 496                                | Mathematics Senior Seminar  |          |
| MGMT 350                                | Business Management Internship  |          |
| MGMT 450                                | Strategic Management  |          |
| MIN 496                                 | Senior Seminar: Church and Society  |          |
| MUS 491                                 | Senior Recital  |          |
| MUS 492                                 | Senior Project in Commercial Music  |          |
| PADM 375                                | Program Implementation and Evaluation <sup>†</sup>  |          |
| PE 451                                  | Methods in Physical Education: 7-12   |          |
| PHIL 496                                | Senior Seminar  |          |
| PHYC 300<br>& PHYC 499                  | Physics Research Seminar<br>and Physics Thesis  |          |
| POLI 496                                | Senior Seminar: Religion and Politics   |          |
| PSYC 455                                | Field Experience <sup>†</sup>   |          |
| PSYC 475                                | Research Experience   |          |
| SOC 410                                 | Field Internships   |          |
| SOCW 467                                | Senior Practicum Seminar I  |          |
| SPAN 480                                | Spanish Capstone Seminar  |          |
| SPED 551<br>& SPED 552                  | Clinical Practice I: Mild to Moderate Disabilities<br>and Clinical Practice II: Mild to Moderate Disabilities |          |

|                        |   |
|------------------------|---|
| SPED 571<br>& SPED 572 | Clinical Practice I: Moderate to Severe Disabilities<br>and Clinical Practice II: Moderate to Severe Disabilities |
| TEP 551<br>& TEP 552   | Clinical Practice I: Multiple Subject Credential<br>and Clinical Practice II: Multiple Subject Credential         |
| TEP 561<br>& TEP 562   | Clinical Practice I: Single Subject Credential<br>and Clinical Practice II: Single Subject Credential             |
| THEO 496               | Senior Seminar: Theology and Social Issues  |
| THTR 499               | Capstone Project in Theater Arts  |
| THTR 472               | Business of Acting/Hollywood Showcase   |
| UBBL 496               | Senior Seminar: Biblical Theology and Ethics  |
| UNRS 412               | Clinical Residency Nursing  |
| VOC 450                | Interdisciplinary Internship  |

Total Units 3

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| Code                        | Title  | Units     |
|-----------------------------|--|-----------|
|                             | Intellectual and Practical Skills                              | 19        |
|                             | Knowledge of Human Cultures and the Physical and Natural World | 16        |
|                             | Biblical, Theological, and Philosophical Formation             | 18        |
|                             | Personal and Social Responsibility                             | 6         |
|                             | Integrative and Applied Learning <sup>1</sup>                  | 3         |
| <b>Average Total Units:</b> |  | <b>62</b> |

<sup>1</sup> Integrative and Applied Learning options vary by department and range from 0-4 units.

## Program Learning Outcomes

### Program Learning Outcomes

Students who successfully complete this program shall be able to:

- Analyze the interactions of specific disciplines (e.g., science, mathematics, social science, humanities, history, language, or arts) with human culture.
- Apply scientific vocabulary, data, methods, and/or principles to explain natural or human phenomena.
- Critically analyze arguments (e.g., for assumptions, presumptions, alternative viewpoints, and logical consistency) to draw reasoned conclusions.
- Communicate in writing effectively (e.g., fluent use of thesis, argumentation, support, source materials, organization, language, diction, grammar, syntax, and formatting).
- Communicate orally effectively (e.g., strong organization, central message, language choice, supporting materials, and delivery techniques such as posture, gesture, eye contact, vocal expressiveness).
- Demonstrate information literacy competencies by accessing information and evaluating its reliability and value, as well as collaboratively producing and sharing information ethically.
- Demonstrate quantitative reasoning skills (e.g., by accurately representing, processing, and interpreting quantitative information).
- Apply disciplinary knowledge in order to evaluate principles and practices of civic engagement and make informed decisions.
- Engage with people and ideas from their own and other cultures (e.g., by seeking to understanding with curiosity, grace, humility, respect, and compassion).
- Make ethical decisions (e.g., by identifying, analyzing, and evaluating ethical issues in complex contexts and constructing an ethical framework).
- Interact with the breadth of Christian thought and practice by integrating at least two of the following: biblical texts, philosophical ideas, and theological traditions.
- Synthesize and apply learning from multiple contexts including classroom and non-classroom experiences.
- Utilize appropriate vocabulary, concepts, and knowledge systems of techniques to explain or demonstrate phenomena (e.g., in art, music, theater, or film).
- Interpret, analyze, or produce sound, visuals, or speech (e.g., in music, art, theater, film, creative writing, etc.) for an aesthetic outcome.
- Articulate best practices for improved personal wellness.



## Courses

### GE 100, First-Year Seminar, 3 Units

First-Year Seminar is designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and cocurricular life on campus. These small, seminar-style classes form around a broad, interdisciplinary topic or question and are taught by experienced faculty focused on students' critical thinking and communication skills, information literacy, spiritual formation, diversity competency, and wellness. The course helps students clarify their purpose, meaning, and direction, and promotes campus engagement and utilization of campus resources. *Meets the General Education Requirement: First Year Seminar.*

**Corequisite:** MATH 90, MATH 99, or ALEKS 30-100 or satisfaction of GE Quantitative Literacy requirement.

### GE 100H, First-Year Seminar - Honors, 3 Units

First-Year Seminar is designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and co-curricular life on campus. These small, seminar-style classes form around a broad, interdisciplinary topic or question and are taught by experienced faculty focused on students' critical thinking, communication skills, information literacy, spiritual formation, diversity competency, and wellness. The course helps students clarify their purpose, meaning, and direction, and promotes campus engagement and utilization of campus resources. *Meets the General Education Requirement: First Year Seminar.*

**Prerequisite:** To enroll in the course, must be a student admitted to the Honors Program and be considered a member in 'active' status.

### GE 101, Academic Success Lab, 1 Unit

The Academic Success Lab is designed to support student admitted to the University in the Academic Success Launch Program. Through this course students will gain an increased awareness of on campus resources, create personal and academic goals and will be able to implement success strategies to maintain good academic standing at APU.

**Prerequisite:** Admission into the Academic Success Launch Program

### WRIT 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. \*Students must earn a C- or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

**Prerequisite:** Completion of The Writing Class Placement Questionnaire.

### WRIT 120, Writing 1 Lab, 1 Unit

For students who have chosen through advising and self-placement to receive the extra support that will encourage success in their Writing 1 course, the Writing 1 Lab provides weekly tutorials on Writing 1 assignments and brief assignments that provide enrichment in reading/writing/rhetoric/grammar in ways that support their work as writers in Writing 1. During weekly one hour sessions, students will work with a writing coach to further develop their writing processes, their handling of language conventions at the sentence and paragraph level, and deepen their reading and writing through peer editing sessions with a writing coach. Work will include tutoring on Writing 1 assignments, including rough drafts for Writing 1, and additional small assignments designed for the lab to link reading, writing, logic, and grammar. Students should expect to work two additional hours outside of the session. 1 unit course.

**Prerequisite:** Co-requisite: WRIT 110

### WRIT 200, Writing 2: Writing for Christian Practice, 3 Units

In this course, students will critically assess the writing styles, questions, and arguments of one or more disciplines in order to better understand what is considered persuasive and effective writing in those fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, MIN 108; HON 101 or C- or Better in WRIT 110

### WRIT 201, Writing 2: Philosophy of Math, Logic, and Language, 3 Units

Why is mathematics so effective in describing the physical universe? What happens when ordinary reasoning and languages are translated into more abstract mathematical and logical symbolism? Is anything lost in translation? This course introduces students to these and other questions on the nature of mathematics, logic, and language. Students evaluate the arguments, writing styles, rhetorical strategies, and types of evidence employed by the mathematicians, scientists, and philosophers addressing these questions. By critically thinking about formal logical and mathematical discourse, students become better writers in and about that discourse. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110; PHIL 310 or MATH 280 or instructor's consent.

### WRIT 202, Writing 2: Philosophical Writing in C. S. Lewis, 3 Units

C. S. Lewis was one of the most influential public Christian intellectuals of the 20th century. One of the reasons for this is that he wrote clearly and persuasively about the perennial questions of philosophy but for the common person. In this course, we will study and practice the art of writing well on philosophical matters for a broad audience. Students will critically assess the writing styles, questions, and arguments of philosophical writing for a general audience and will contrast what it takes to do such writing well with related forms of writing such as philosophical writing for a specialist audience and philosophical writing in fictional form. We will do so by analyzing, emulating, and critiquing the work of C. S. Lewis from the standpoint of philosophy. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 203, Writing 2: Writing in Religion, Cinema, and Popular Culture, 3 Units**

In this course, students critically assess the writing styles, questions, and arguments in the discipline of religious studies, with special focus on the study of religion and visual studies in order to better understand what is considered persuasive and effective writing in religious studies. Students respond to and evaluate writing, methodologies, ideas, arguments, and genres, and practice rhetorical strategies employed in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

## **WRIT 204, Writing 2: Writing for the Humanities in Spanish, 3 Units**

Students in this course critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies employed in the liberal arts. The entire course, including all assignments, is in Spanish. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110, and SPAN 202

## **WRIT 210, Writing 2: Writing in the Humanities, 3 Units**

In this course, students will critically assess writing styles, questions, and arguments important to the humanities through a study of great works and life's enduring questions. In order to understand better what is considered persuasive and effective writing in the humanities, students will respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in the liberal arts. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 220, Writing 2: Film Analysis and Criticism, 3 Units**

This course is an introduction to film as a narrative and visual medium, emphasizing the terms, methods, and techniques of film analysis. Students view and discuss films in terms of formal elements plot structure, character development, themes, genres, and literary sources. Some attention is given to the history of cinema, film criticism and theory, as well as film production from development through distribution. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 221, Writing 2: Writing for Visual Thinkers, 3 Units**

In this course, students examine writing styles as expressed in the studio arts and design, whether as criticism, analysis, personal expression, persuasion, or artist and designer statements. Students will learn how to translate their visual world into words, and to evaluate visual ideas, both their own and others; as those gifted for visual expression are able. In order to understand how to write persuasively and effectively, students will examine theoretical approaches that are employed as conceptual frameworks in making art and design. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 222, Writing 2: Writing about Music, 3 Units**

In this course, students examine methods and tools of research and writing in music. They assess and practice various writing styles, as well as questions and arguments associated with (1) the historical fields of research (e.g., musicology, ethnomusicology, music education, music criticism, music analysis, program notes) and (2) music entrepreneurship (e.g., music business, production, marketing, artist management). Students also become familiar with online and hard copy music resources available in Marshburn Memorial Library. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

## **WRIT 240, Writing 2: Scientific Writing, 3 Units**

In this course, students critically assess genres of scientific writing, including scientific journal articles, grant proposals, and writing for popular audiences, examining writing styles and forms of argument that are considered persuasive in the sciences. Students also evaluate writing samples, methodologies, ideas, and arguments, and practice writing in scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; and BIOL 152, BIOL 250, CHEM 152, PHYC 152, or PHYC 162.

## **WRIT 241, Writing 2: Physical Activity and Health Promotion, 3 Units**

Students in this course have multiple opportunities to share knowledge through written assignments and brief verbal responses. The course activities challenge the student to consider the audience and platform for communication, develop a concise argument, persuade readers, and critically evaluate research articles. Students also enhance their skills in literature searches using the APU library databases, and gain proficiency in citing sources using APA formatting. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100; HON 101 or C- or better in WRIT 110; C- or higher in BIOL 230 or BIOL 250; and students must be applied exercise science, kinesiology, or physical education majors.

### **WRIT 242, Writing 2: Entrepreneurial Tech Start-ups, 3 Units**

In this course, students will critically assess the writing styles, questions, and arguments of business, computer science and technology in order to better understand what is considered persuasive and effective writing in these fields. Students will respond to and evaluate writing, methodologies, ideas, and arguments and practice rhetorical strategies being employed in their own field while both analyzing and contributing to current trends in the field through the creation of relevant business-tech documents. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

### **WRIT 243, Writing 2: Mathematical Careers and Callings, 3 Units**

In this course, students explore a variety of mathematical careers, assess writings from subdisciplines of mathematics, evaluate arguments regarding the purpose or value of mathematics, and explore the value of mathematical work in their individual contexts. Students critically assess the writing styles, questions, and arguments of mathematicians in a variety of careers in order to better understand what is considered persuasive and effective writing in those fields, and also practice rhetorical strategies. Course material includes Christian perspectives on the value of work and culture in general and the value and purpose of mathematical work in particular. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** HON 101 or WRIT 110 with C- or better

### **WRIT 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units**

This course provides a foundation for students to think, write, and communicate as psychological scientists. The specific style of writing is based on the American Psychological Association (APA) format, which reflects the precepts of the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, they also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes, and professional trajectories, students critically assess the writing style, questions, and arguments from multiple subdisciplines. Students also develop skill in formatting written work utilizing APA style, in order to develop skills in effective writing, researching, and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101, or C- or better in WRIT 110.

### **WRIT 261, Writing 2: Writing in Business, 3 Units**

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

### **WRIT 262, Writing 2: Criminal Justice Research Methods, 3 Units**

This course introduces students to research writing in the social and behavioral sciences, including the basic methods of research design, measurement, and data collection in criminology and criminal justice. Students compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Students also learn the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal on a topic of their own choosing. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or better in WRIT 110; MATH 115 or MATH 130; and CJ 110

### **WRIT 263, Writing 2: Writing Ethnography in the Social Sciences, 3 Units**

Ethnography is a research methodology used in business, education, health care, and ministry. In this course, students critically assess genres of ethnographic writing in the social sciences, including analytical journals, journal articles, and writing for popular audiences. Students examine writing styles and forms of argument that are considered persuasive in the social sciences. Students evaluate writing samples, methodologies, ideas, and arguments, and practice writing in social scientific genres. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*

**Prerequisite:** GE 100, HON 101 or C- or Better in WRIT 110

# Honors Course Equivalency

Students who have completed Honors (p. 500) courses will be granted GE credit according to the following chart:

| Honors Course(s) Completed                           | GE Requirement(s) Satisfied*   |
|--|--|
| HON 101 (Leadership, 6 units)                        | UBBL 100, Oral Communication, GE 100, and WRIT 110   |
| 6 Units from HON 240, HON 260, HON 280, or HON 300   | Student's Choice of 6 Units from MIN 108 or UBBL 230, Humanities: Literature, Humanities: History, or PHIL 100   |
| 12 units from HON 240, HON 260, HON 280, or HON 300  | Student's choice of 12 units from MIN 108, UBBL 230, Humanities: Literature, Humanities: History, Humanities: Fine Arts, PHIL 100, and Writing 2: Genre, Evidence, and Persuasion  |
| 18 units from HON 240, HON 260, HON 280, or HON 300  | Student's choice of 18 units from: MIN 108, UBBL 230, Humanities: Literature, Humanities: History, Humanities: Fine Arts, PHIL 100, Civic Knowledge and Engagement, Intercultural Competence, Theology, and Writing 2: Genre, Evidence, and Persuasion   |
| 24 units from HON 240, HON 260, HON 280, and HON 300 | Student's choice of 24 units from: MIN 108, UBBL 230, Humanities: Literature, Humanities: History, Humanities: Fine Arts, PHIL 100, Theology, Civic Knowledge and Engagement, Intercultural Competence, Integrative and Applied Learning, Writing 2: Genre, Evidence, and Persuasion, and Writing 3: Writing in the Discipline |
| HON 340 (Nature, 6 units)                            | Humanities: Natural Sciences and Humanities: Social Sciences   |
| HON 360 (Democracy, 3 units)                         | Humanities: History  |
| HON 380 (Wisdom, 3 units)                            | Upper-Division Bible   |

**\*Though the completion of certain Honors courses results in GE credit, some courses in the second column may still be required for the student's other (non-Honors Humanities) major.**

# Faculty Development

Faculty are called to teaching excellence and to scholarship permeated by their Christian faith. Recognizing the need for continual growth and improvement, APU supports and encourages its faculty to develop professionally, and commits to fostering an atmosphere wherein academics are not simply taught, but lived.

Toward this end, in addition to a variety of colloquia, workshops, learning communities, and other resources, professional development graduate courses are offered through the Center for Teaching, Learning, and Assessment (<https://www.apu.edu/ctla/>). These courses are designed for faculty, but can be taken for elective credit by graduate students if approved by a program director and the instructor.

## Course Offerings

| Code     | Title   | Units |
|----------|---|-------|
| GRAD 501 | Faith Integration and Curriculum Development              | 3     |
| GRAD 521 | Faith Integration Writing and Publication                 | 3     |
| GRAD 531 | Faculty Writing Program: Preparing Journal Manuscripts    | 3     |
| GRAD 532 | Faculty Writing Program: Writing Books                    | 3     |
| GRAD 533 | Faculty Writing Program: Faculty Writing Salon            | 3     |
| GRAD 534 | Faculty Writing Program: Publishing from the Dissertation | 3     |

## Courses

### GRAD 501, Faith Integration and Curriculum Development, 3 Units

This course provides an introductory overview of Christian theology, including biblical, historical, and constructive theological processes and methodologies. Special emphasis is placed on basic scriptural hermeneutics (exegesis and interpretation) and major Christian doctrines for the layperson. This lecture/seminar course is oriented toward Christian faculty in higher education who seek to develop professional tools to integrate Christian precepts and theology in curriculum.

### GRAD 521, Faith Integration Writing and Publication, 3 Units

This seminar course assists faculty in the development of theological research skills for the purpose of articulation of theology with non-theological disciplines and the development of a program of research and publication in faith integration. Each student pursues a particular concept or topic for theological research. The research is applied to the participant's academic discipline. May be taken more than once.

### GRAD 531, Faculty Writing Program: Preparing Journal Manuscripts, 3 Units

This course acquaints faculty with the steps in preparing a manuscript for submission to a peer-reviewed professional journal. Attention is given to journal evaluation and the steps in journal production of a peer-reviewed article. While some attention is given to writing and the writing process, the primary focus of the course is on publishing. May be taken more than once.

**Prerequisite:** Full-time employment as APU teaching faculty, completed but unpublished research, and permission of the instructor

### GRAD 532, Faculty Writing Program: Writing Books, 3 Units

This course is offered to faculty in disciplines where book publication is normative, or faculty who have journal publications who wish to write their first book. Publisher choice, contract negotiation, and the entire publishing process are covered. Emphasis is on original research-based work. May be taken more than once.

**Prerequisite:** Full-time employment as APU faculty, completed but unpublished research, and permission of the instructor

### GRAD 533, Faculty Writing Program: Faculty Writing Salon, 3 Units

This course serves to increase skill in academic writing and to familiarize faculty with the literature on writing impediments, collaborative peer-review, motivation, writing groups, etc. It is a collaborative, interdisciplinary writing course for work already in progress. All pre-publication writing projects are welcome: articles, fiction, textbooks, monographs, and edited works. May be taken more than once.

**Prerequisite:** Full-time employment as APU faculty, a writing project that has been initiated but not yet completed (article or book) or is stalled, GRAD 531 or GRAD 532 or a prior history of scholarly academic publication, and permission of the instructor

### GRAD 534, Faculty Writing Program: Publishing from the Dissertation, 3 Units

This course focuses on the conversion of the dissertation to a series of journal articles or a book. Each dissertation will be 'dissected' into one or more books or peer-reviewed journal articles. Attention is also given to the potential for the dissertation and its subsequent publication to form the nidus of a program of research and publication. May be taken more than once.

**Prerequisite:** Full-time employment as APU faculty, completed but unpublished dissertation, and permission of the instructor

# Sunsetted Programs

Use the tabs to view lists of recently active Azusa Pacific University programs in which students may be finishing up coursework but which are no longer accepting new students.

## Undergraduate Programs

| Degree   | Sunset Year |
|--|-------------|
| B.S. in Christian Leadership                                   | 2014        |
| B.A. in Math-Physics   | 2015        |
| B.A. in Pre-Engineering (3/2 program)                          | 2015        |
| B.A. in Athletic Training                                      | 2016        |
| B.A. in Spanish with Single Subject Teaching Credential        | 2016        |
| B.S. in Information Security                                   | 2016        |
| B.S. in Information Systems                                    | 2016        |
| B.S. in Management Information or Computer Information Systems | 2016        |
| Minor in French  | 2016        |
| Minor in Religion and Culture                                  | 2016        |
| Minor in Religion  | 2016        |
| B.A. in Physical Education                                     | 2017        |
| B.A. in Global Studies   | 2018        |
| B.A. in Religious Studies                                      | 2019        |
| Minor in Global Studies  | 2019        |
| Minor in Youth Outreach and Discipleship                       | 2019        |

## Graduate Programs

| Degree   | Sunset Year |
|--|-------------|
| M.A. in Applied Computer Science and Technology  | 2009        |
| M.A. in Christian Education  | 2009        |
| M.A. in Ministry Management  | 2009        |
| M.A. in Nonprofit Leadership   | 2009        |
| M.A. in Worship Leadership   | 2009        |
| MBA in Management Information Systems  | 2009        |
| RN to M.S. in Nursing  | 2009        |
| M.A. in Education: Curriculum and Instruction in Multicultural Contexts  | 2012        |
| M.A. in Education: P-12 Teaching   | 2013        |
| M.A. in Educational Technology and Learning  | 2013        |
| M.Div. in Anglican Studies   | 2013        |
| M.S. in Human Physiology   | 2013        |
| Doctor of Physical Therapy - Transitional  | 2013        |
| Certificate in Parish Nursing (Secondary Specialty for MSN program)  | 2014        |
| Certificate for Research Specialist (Added Authorization)  | 2015        |
| Credential: P-12 Teaching and Multiple Subject/Single Subject Clear Credential   | 2015        |
| Credential: English Language Learning/California Teachers of English Language Learners Program Leading to Cross-Cultural Language and Academic Development Certificate | 2015        |
| Credential: Mild/Moderate Disabilities Specialist Credential, Level II   | 2015        |
| Credential: Moderate/Severe Disabilities Specialist, Professional Level II   | 2015        |
| Credential: Multiple Subject/Single Subject Clear Credential   | 2015        |
| M.A. in Education: Special Education and Mild/Moderate Disabilities Specialist Credential, Level II  | 2015        |

|   |      |
|---|------|
| M.A. in Education: Special Education and Moderate/Severe Disabilities Specialist Credential, Level II Induction         | 2015 |
| M.A. in Education: Special Education (Bilingual Special Education Strategies)   | 2015 |
| M.A. in Education: Special Education (Classroom Interventions)  | 2015 |
| M.A. in Education: Special Education (Emotional Disturbance)  | 2015 |
| M.A. in Education: Special Education (Emphasis in Resource Specialist)  | 2015 |
| M.A. in Educational Leadership  | 2015 |
| M.A. in Educational Leadership: Educational Technology and Learning   | 2015 |
| M.A. in Education: Gifted and Talented Education  | 2015 |
| M.A. in Pastoral Studies: Worship Leadership  | 2015 |
| M.A. in Pastoral Studies: Youth and Family Ministries   | 2015 |
| M.Ed. in Special Education and Educational Technology (non-credential)  | 2015 |
| M.S. in Information Technology  | 2015 |
| Secondary Specialty: Nursing Administration in the MSN program  | 2015 |
| Secondary Specialty: Nursing Education in the MSN program   | 2015 |
| Induction Program Track A, B, C   | 2016 |
| MBA (Millenium MBA)   | 2016 |
| MBA (Young Executive)   | 2016 |
| MBM (Young Executive)   | 2016 |
| M.A. in Educational Leadership: Educational Technology and Learning with Preliminary Administrative Services Credential | 2016 |
| M.A. in Youth Ministry  | 2016 |
| Certificate in Nursing Administration   | 2017 |
| Credential: Education Specialist Clear Credential   | 2017 |
| M.A. in Executive Leadership  | 2017 |
| Certificate in Advanced Management  | 2018 |
| Certificate in Business Principles  | 2018 |
| Certificate in Diversity  | 2018 |
| Added Authorization in Special Education: Autism Spectrum Disorders   | 2019 |
| M.A. in Transformational Urban Leadership   | 2019 |
| Credential: Clear Administrative Services   | 2020 |
| Credential: Preliminary Administrative Services   | 2020 |
| M.A. in Educational Leadership and Preliminary Administrative Services Credential                                       | 2020 |

# Time to Completion

The following represents the average time it takes for a student to complete a degree program, assuming they maintain a full-time study load.

|  |              |
|--|--------------|
| Adapted Physical Education Added Authorization   | 1 year       |
| Adult-Gerontology Clinical Nurse Specialist Certificate  | 2 years      |
| Adult-Gerontology Primary Care Nurse Practitioner Certificate  | 2.3 years    |
| Applied Behavior Analysis Specialization   | 1 year       |
| Artist Certificate in Music Performance  | 2 years      |
| Bachelor Degrees (Traditional and Professional)  | 4 years      |
| Bachelor of Science in Nursing (Entry-Level Masters)   | 1.3 years    |
| Clinical Counseling Certificate  | 0.5 year     |
| Doctor of Education in Educational Leadership  | 3 years      |
| Doctor of Education in Higher Education Leadership   | 3 years      |
| Doctor of Ministry   | 4 years      |
| Doctor of Nursing Practice   | 2 years      |
| Doctor of Philosophy in Higher Education   | 5 years      |
| Doctor of Philosophy in Nursing  | 4 years      |
| Doctor of Philosophy in Rehabilitation and Movement Science  | 5 years      |
| Doctor of Physical Therapy   | 3 years      |
| Doctor of Psychology in Clinical Psychology  | 5 years      |
| Educational Specialist in School Psychology  | 3 years      |
| Family Nurse Practitioner Certificate  | 2 years      |
| Healthcare Administration and Leadership Certificate   | 1 year       |
| Master of Arts (Theological Studies)   | 3 years      |
| Master of Arts in Art Education  | 2 years      |
| Master of Arts in Clinical Psychology (Psy.D.)   | 2 years      |
| Master of Arts in Clinical Psychology: Marriage and Family Therapy   | 2 years      |
| Master of Arts in Education: Educational and Clinical Counseling with an Embedded Pupil Personnel Services in School Counseling Credential | 2 years      |
| Master of Arts in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling              | 2 years      |
| Master of Arts in Education: Educational Psychology (Ed.S.)  | 2 or 3 years |
| Master of Arts in Education: Learning and Technology   | 1.5 years    |
| Master of Arts in Education: Special Education   | 1.5 years    |
| Master of Arts in Education: Teaching  | 1.5 years    |
| Master of Arts in Educational Technology   | 1 year       |
| Master of Arts in English  | 2 years      |
| Master of Arts in Leadership   | 1 year       |
| Master of Arts in Modern Art History, Theory, and Criticism  | 2 years      |
| Master of Arts in Music Entrepreneurial Studies  | 2 years      |
| Master of Arts in Pastoral Studies   | 3 years      |
| Master of Arts in Physical Education and Adapted Physical Education Added Authorization  | 2 years      |
| Master of Arts in Physical Education and Single-Subject Teaching Credential  | 1.5 years    |
| Master of Arts in School Librarianship with an Embedded Teacher Librarian Services Credential  | 1.5 years    |
| Master of Arts in Screenwriting  | 2.2 years    |
| Master of Arts in Strategic Communication  | 2 years      |
| Master of Arts in Teaching English to Speakers of Other Languages (Christ's College)   | 1 year       |



|   |              |
|---|--------------|
| Master of Arts in Teaching English to Speakers of Other Languages (Online)  | 1.6 years    |
| Master of Arts in Teaching English to Speakers of Other Languages (Traditional/Field-based)   | 2 years      |
| Master of Arts in User Experience Design  | 2 years      |
| Master of Business Administration   | 2.5 years    |
| Master of Business Management   | 2.5 years    |
| Master of Divinity  | 4 years      |
| Master of Fine Arts in Visual Art   | 3.3 years    |
| Master of Music Education   | 2 years      |
| Master of Music in Composition  | 2 years      |
| Master of Music in Conducting   | 2 years      |
| Master of Music in Performance  | 2 years      |
| Master of Professional Accountancy  | 1 year       |
| Master of Public Administration   | 2 years      |
| Master of Public Health   | 2 years      |
| Master of Science in Applied Statistics and Analytics   | 2 years      |
| Master of Science in Athletic Training  | 2 years      |
| Master of Science in Biotechnology  | 1.7 years    |
| Master of Science in Child Life   | 1.5 years    |
| Master of Science in Child Life (Advanced Standing)   | 1 year       |
| Master of Science in College Counseling and Student Development   | 2 years      |
| Master of Science in Counseling Psychology with Specialization in Children and Adolescents  | 2 years      |
| Master of Science in Nursing: Adult-Gerontology Clinical Nurse Specialist (Traditional or Entry-Level Masters)                                    | 3 or 4 years |
| Master of Science in Nursing: Adult-Gerontology Primary Care Nurse Practitioner (Traditional or Entry-Level Masters)                              | 3 or 4 years |
| Master of Science in Nursing: Family Nurse Practitioner (Traditional or Entry-Level Masters)  | 3 or 4 years |
| Master of Science in Nursing: Family Nurse Practitioner and School Nurse Services Credential (Traditional or Entry-Level Masters)                 | 5 years      |
| Master of Science in Nursing: Healthcare Administration and Leadership (Traditional or Entry-Level Masters)                                       | 2 or 4 years |
| Master of Science in Nursing: Nursing Education (Traditional or Entry-Level Masters)  | 2 or 4 years |
| Master of Science in Nursing: Pediatric Clinical Nurse Specialist (Traditional or Entry-Level Masters)  | 3 or 4 years |
| Master of Science in Nursing: Pediatric Nurse Practitioner-Primary Care (Traditional or Entry-Level Masters)                                      | 3 or 4 years |
| Master of Science in Nursing: Pediatric Nurse Practitioner-Primary Care and School Nurse Services Credential (Traditional or Entry-Level Masters) | 5 years      |
| Master of Science in Nursing: Psychiatric Mental Health Nurse Practitioner (Traditional or Entry-Level Masters)                                   | 3 or 4 years |
| Master of Science in Nursing: School Nursing and School Nurse Services Credential (Traditional)   | 3 years      |
| Master of Science in Organizational Psychology  | 2 years      |
| Master of Science in Physical Education   | 2 years      |
| Master of Science in Research Psychology and Data Analysis  | 1 year       |
| Master of Social Work   | 4 years      |
| Master of Social Work (Advanced Standing)   | 0.8 years    |
| Master of Social Work (Three Year Part-Time)  | 3 years      |
| Mild/Moderate Disabilities Specialist Credential  | 1 year       |
| Moderate/Severe Disabilities Specialist Credential  | 1 year       |

|   |           |
|---|-----------|
| Multiple Subject Teaching Credential  | 1 year    |
| Nursing Education Certificate   | 2.3 years |
| Oncology Nurse Practitioner Certificate   | 1 year    |
| Pediatric Clinical Nurse Specialist Certificate   | 2 years   |
| Pediatric Nurse Practitioner Primary Care Certificate   | 2 years   |
| Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance                   | 1 year    |
| Psychiatric Mental Health Nurse Practitioner Certificate  | 2.7 years |
| Pupil Personnel Services Credential in School Counseling  | 2 years   |
| Pupil Personnel Services Credential in School Psychology  | 3 years   |
| Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services | 1 year    |
| School Nurse Services Credential  | 2 years   |
| Single Subject Teaching Credential  | 1 year    |
| Strengths-Oriented Higher Education Certificate   | 1 year    |
| Substance Use Disorders Certificate   | 1 year    |
| Teacher Librarian Services Credential   | 1 year    |
| Teaching English as a Foreign Language Certificate  | 0.5 year  |
| Teaching English to Speakers of Other Languages Certificate (Field-based)                           | 2 years   |
| Teaching English to Speakers of Other Languages Certificate (Traditional/ Online)                   | 1 year    |

# Admissions

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This section of the Azusa Pacific University Academic Catalog contains information pertinent to Admissions considerations. Please select from the following to begin.

- Professional Undergraduate (p. 1211) (Regional Campuses, Online)
- Undergraduate (Azusa) (p. 1179) (Traditional Undergraduate)
- Graduate (p. 1227)

# Undergraduate (Azusa) Admissions

- Admission Deadlines (p. 1180)
- Admission Status (p. 1181)
- Admission to Particular Majors (p. 1182)
- Admission to the University (p. 1183)
- APU Associate Degree for Transfer (ADT) (p. 1184)
- Campus Housing (p. 1185)
- Confirmation of Admission (p. 1186)
- Credit by Examination (p. 1187)
  - Credit for Advanced Placement (AP) Exams (p. 1188)
  - Credit for International Baccalaureate (IB) Program (p. 1191)
  - College Level Examination Program (CLEP) (p. 1194)
- False Information (p. 1197)
- Freshman Applicants (p. 1198)
- High School Nongraduates (p. 1199)
- Homeschooled Students (p. 1200)
- International Students (p. 1201)
  - International Students and Scholars (ISS) (p. 1202)
  - International Undergraduate Admission (p. 1203)
- Notification of Admission (p. 1205)
- Part-time Applicants (p. 1206)
- Proficiency Exams and Placement Assessments (p. 1207)
- Readmission and Reenrollment (p. 1208)
- Transfer Applicants (p. 1209)
- Veterans' Education Benefits (p. 1210)

# Admission Deadlines

## FOR THE SPRING SEMESTER (first-year/freshman and transfer students)

|  |            |
|--|------------|
| Priority Application Deadline                | October 15 |
| Final Deadline for All Application Materials | December 1 |

## FOR THE FALL SEMESTER

### Early Action<sup>1</sup> (first-year/freshman applicants)

|                      |                   |
|----------------------|-------------------|
| Application Deadline | November 15       |
| Notification         | Rolling Admission |
| Final Notification   | April 1           |

### Regular Decision (first-year/freshman applicants)

|  |                       |
|--|-----------------------|
| Application Deadline                         | February 15           |
| Notification                                 | No later than April 1 |
| Final Deadline for All Application Materials | June 1                |

### Regular Decision (transfer applicants)

|                               |             |
|-------------------------------|-------------|
| Priority Application Deadline | February 15 |
| Final Deadline                | July 1      |

<sup>1</sup> Early Action is not available for transfer students.

# Admission Status

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

Some applicants may be deficient in one or more of the requirements for admission but, in the estimation of the Admissions Committee, merit the opportunity to prove themselves at APU. Such applicants are admitted into the Academic Success Launch Program and are provided one-on-one support from the Academic Success Center. Applicants admitted into this program meet with their assigned coach within the first month of enrollment and set up an individualized academic success plan, and benefit from personalized one-on-one coaching, workshops, and connections to on-campus resources. Additionally, these applicants must take GE 101 Academic Success Lab (1 unit), which is designed to equip students for success at APU. The number of students admitted to the Academic Success Launch Program each year is limited.

Students are often granted admission with incomplete admissions requirements, particularly if they are enrolled in courses at another institution during their admissions process. In these cases, students are obligated to complete admissions requirements as soon as possible, including submission of all final official transcripts with no in-progress coursework. Failure to satisfactorily complete all requirements in a timely manner may result in withdrawal of the university's acceptance offer, or forfeiture of financial aid and registration privileges.

# Admission to Particular Majors

Admission to Azusa Pacific does not automatically guarantee admission to certain specialized programs within the university. The program admission criteria are set and acceptance is determined by the faculty of these specialized programs. Information regarding application deadlines and admission criteria may be obtained from the office of the academic discipline to which the student wishes to apply, or from the Office of Undergraduate Admissions (<http://www.apu.edu/uga/>).

# Admission to the University

Azusa Pacific University brings to its campus students who are committed to personal, intellectual, and spiritual growth. The university encourages applications from students who will contribute to, as well as benefit from, the university experience. In assessing the applicant's potential for success, academic capabilities, as well as involvement in church, school, and community activities, are reviewed.

Freshman applicants are not required to complete a specific set of courses; however, the following college preparatory courses are strongly recommended: English (four years), mathematics (including first- and second-year algebra and geometry, as well as a third-year course), science (two years, including a laboratory science), foreign language (two years), United States history and government, and strong academic electives (including fine arts courses). Prospective students interested in the nursing programs must take, at the least, biology (one year), chemistry (one year), and algebra (two years) in high school.

The applicant's previous scholastic record is considered an important indicator of potential success at the university. Applicants seeking regular admission to APU are required to achieve a minimum grade-point average of 3.0 in high school or 2.2 in previous academic college work. Grade-point averages are determined by the university (for information on admission with provisional or developmental status, see Admission Status (p. 1181)).

While each applicant is considered for admission on individual merit, certain criteria are used in the selection process. However, meeting the minimum requirements **does not** guarantee admission to the university. These criteria are delineated in the following sections. In some cases, the Admissions Committee may request a personal interview with the applicant. Azusa Pacific University, in compliance with federal regulations, does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran.

To apply for admission to Azusa Pacific University, visit the APU website (<http://www.apu.edu/apply/>) or request an application from the Office of Undergraduate Admissions.

Prospective freshman students may apply for Early Action. The Early Action applicant must be a high school senior and Azusa Pacific University should be one of his/her first-choice colleges.

Candidates not accepted for Early Action may be notified that they will be reconsidered for admission under Regular Decision. This will allow time for the submission of additional materials that might strengthen the overall file or meet major requirements (e.g., fall grades, test-optional admission process, and/or additional SAT/ACT scores).



# APU Associate Degree for Transfer (ADT)

An Associate Degree for Transfer (ADT) is a guaranteed pathway for transfer into APU. After earning an approved Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T) degree, students will be guaranteed admission to APU with junior standing.

Additional benefits include:

- Priority admission for students from community colleges with whom we have partner agreements to an APU program or major that is similar to the ADT.
- Eliminating confusion by solidifying major preparation requirements accepted by APU from the community college.
- Guaranteed completion of your bachelor's degree in no more than 68 units if you remain on track with your academic plan.

Applicants who have completed an ADT in a major deemed similar to their intended major at APU will receive priority admissions consideration. An earned ADT must be completed by January 31 for spring admits and September 30 for fall admits.

## Associate Degree for Transfer (ADT) Checklist

In order to receive the benefits for an ADT, the following must apply:

- The applicant must be APU eligible. To find out more about APU eligibility, see Admission Deadlines (p. 1180).
- The degree must be deemed "similar" by APU.
- APU must receive verification that you have completed or will complete the ADT by January 31 for spring admits and September 30 for fall admits.
- APU must receive an official final transcript showing that an ADT has been conferred.
- To uphold the guarantee of completing your Bachelor's degree with 68 semester units, you must maintain continuous enrollment in the same academic major. You must successfully complete all the required coursework without the need to repeat courses or supplement instruction with additional courses for minors or areas of emphasis.

Throughout the admissions process, we will verify the degree similarity and whether the degree is on track or completed, and confirm your transcripts upon completion. Additionally, you will be notified of any changes in your admissions consideration.

Should you not meet the ADT requirements, your application will still be considered in the general applicant pool for the major and campus to which you applied.

# Campus Housing

Because the residential experience strongly supports the mission of APU, all traditional undergraduates who do not live locally at home are required to live in campus housing during their freshman and sophomore years. An exemption process exists for students who live with their parents locally, married students, and students who have special circumstances that present an obstacle to campus residency. Incoming freshman students and sophomore transfer students must submit a Request for Campus Housing Assignment form or a Request for Campus Housing Exemption form. The Request for Campus Housing Assignment form is sent to incoming students after their enrollment deposit is paid. The Request for Campus Housing Exemption form can be obtained from your admissions counselor in the Office of Undergraduate Admissions (<http://www.apu.edu/admissions/undergraduate/>). Junior and senior transfer students are also encouraged to submit a housing request form to live in campus housing.

While the university is the sole determiner of final housing assignments, specific living area and mutual roommate requests are met whenever possible, though specific requests are less likely to be realized once living areas begin to fill. Campus housing is limited to the Azusa campus. Learn more about campus housing at APU. (<http://www.apu.edu/housing/>)

# Confirmation of Admission

To confirm they wish to attend APU, students must send a \$300 enrollment deposit by **May 1** for the fall semester and **December 1** for the spring semester. This deposit is refundable **only** until the aforementioned dates, with a written request. Azusa Pacific processes deposits received after postal deadlines according to space availability. The deposit is not an additional fee, but is credited to the student's account.

# Credit by Examination

Undergraduate students may receive credit for an APU course by taking an examination in place of the course. Some exams can be taken prior to admission to APU. View information below for each type of exam, equivalent courses, and other conditions that may apply to credit being awarded.

Four examinations are recognized by the university: Advanced Placement (AP) tests (p. 1188), College Level Examination Program (CLEP) (p. 1194), International Baccalaureate (IB) program (p. 1191), and Departmental Credit Examinations (DCE).

Credit is granted to students who score a 3 or higher on an AP test, meet the cutoff level (individually determined by each APU department or school) in CLEP subject area tests, or earn a 5 or higher on the IB higher-level exams.

There is no maximum number of credits that can be accumulated from AP, CLEP, IB, and/or DCE exams. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university. Administrative fees may be applied.

College credit earned by a student still in high school may be transferred to Azusa Pacific University provided that the course was taken at an accredited college/university. An official college transcript must be sent from the college/university to Azusa Pacific in order for such coursework to be evaluated for transfer of credit. Requirements for transfer applicants apply.

Challenge exams are available only in the School of Nursing according to specific guidelines.

## Departmental Credit Examinations (DCE)

A Departmental Credit Examination is intended to permit a student to establish academic credit in a subject in which the student has gained experience or competence equivalent to an established university course. Departmental Credit Examinations are given only for courses listed in the current catalog and only for courses for which a Departmental Credit Examination can serve as a satisfactory measure of accomplishment.

### Process of Approval for New DCEs

- A faculty member submits a Departmental Credit Examination application to the department chair and dean (applications should include examination proposal and rationale to demonstrate that the exam can serve as a satisfactory measure of accomplishment).
- Dean approves the application and sends it to the provost.
- Provost approves or denies the application.
- Approved applications are submitted to the Undergraduate Registrar to create the corresponding credit in the university academic system to be able to grant students units earned.

### Process of Administration of DCEs

- The faculty advisor and department chair sign the Departmental Credit Examination application.
- The examination is prepared and scheduled by an approved faculty member within the department who communicates the time and place for the student to take the exam.
- An approved faculty member grades the exam and awards a credit (CR) or no credit (NR) grade.
- The faculty member sends the Departmental Credit Examination application, the student's graded examination paper, and any appropriate evaluations of oral performance or projects to the Undergraduate Enrollment Services Center to award the grade and archive the exam and any corresponding materials.
- The Undergraduate Enrollment Services Center posts the credit to the student's academic record and applies exam fees (\$125 per exam).

### Information For Students Wanting to Qualify to Take a DCE

- Students may pick up a DCE application from the respective department or the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).
- Students must obtain appropriate signatures from the faculty advisor and department chair.
- The examining instructor and the head of the examining department must determine the eligibility of the applicant and sign the application.
- If the application is approved, the examining instructor contacts the student to set up a time and place to take the exam.

### Limitations

- No other enrollment or credit for that course is present on the student's record.
- Credit may not be received for a lower-level or prerequisite course when credit has already been received in a higher-level course within the same field.

# Credit for Advanced Placement (AP) Exams

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

Recent changes to the General Education program (p. 1147) may affect your Advanced Placement testing. Check with your admissions counselor for more information.

This information was updated in spring 2020 and is effective beginning in fall 2020.

| Exam Subject                       | AP Score   | Units | <sup>1</sup> TUG Class Equivalent Awarded                                   | <sup>2</sup> PR Class Equivalent Awarded                    |
|------------------------------------|--|-------|---|---|
| Art, Studio Art, Drawing           | 3, 4, 5  | 3     | Non-General Education Elective (credit for ART 145 with portfolio approval) | Non-General Education Elective                              |
| Art, Studio Art, 2D Design         | 3, 4, 5  | 3     | Non-General Education Elective (credit for ART 130 with portfolio approval) | Non-General Education Elective                              |
| Art, Studio Art, 3D Design         | 3, 4, 5  | 3     | Non-General Education Elective (credit for ART 135 with portfolio approval) | Non-General Education Elective                              |
| Art, History                       | 3, 4, 5  | 3     | General Education Credit: Humanities: Fine Arts                             | General Education Credit: Humanities: Fine Arts             |
| Biology <sup>3</sup>               | 3  | 4     | BIOL 101 Natural Sciences   | PRBI 101 Natural Sciences                                   |
|                                    | 4, 5   | 8     | BIOL 101 Natural Science and Non-General Education Elective                 | PRBI 101 Natural Science and Non-General Education Elective |
| Calculus AB                        | 3, 4, 5  | 3     | MATH 165  | General Education Quantitative Literacy Credit              |
| Calculus BC                        | 3  | 6     | MATH 165 and MATH 166   | General Education Quantitative Literacy Credit              |
|                                    | 4, 5   | 7     | MATH 165, MATH 166, and MATH 167  | General Education Quantitative Literacy Credit              |
| Chemistry <sup>4</sup>             | 3  | 4     | CHEM 151 Natural Science  | General Education Natural Science Credit                    |
|                                    | 4, 5   | 8     | CHEM 151 and CHEM 152 Natural Science                                       | General Education Natural Science Credit                    |
| Chinese Language and Culture       | 3, 4, 5  | 3     | Non-General Education Elective  | Non-General Education Elective                              |
| Computer Science A                 | 3, 4   | 4     | CS 120  | Non-General Education Elective                              |
|                                    | 5  | 8     | CS 120 and CS 125   | Non-General Education Elective                              |
| Computer Science Principles        | 3, 4, 5  | 3     | Non-General Education Elective  | Non-General Education Elective                              |
| English Language and Composition   | 3, 4   | 3     | WRIT 110  | PRWR 110  |
|                                    | 5  | 6     | WRIT 110 and Non-General Education Elective                                 | PRWR 110 and Non-General Education Elective                 |
| English Literature and Composition | If score is a 5 in both English Language and English Literature, the student receives 9 units: WRIT 110, ENGL 111, and 3 units Non-General Education Elective. |       |   |   |
|                                    | 3, 4   | 3     | ENGL 111 Humanities: Language and Literature                                | PREN 111 Humanities: Language and Literature                |

|                                      |  |   |   |  |
|--------------------------------------|--|---|---|--|
|                                      | 5  | 6 | WRIT 110 and ENGL 111<br>Humanities: Language and Literature                      | PRWR 112 and PRWR 113<br>and PREN 111 Humanities:<br>Language and Literature |
|                                      | If score is a 5 in both English Language and English Literature, the student receives 9 units: WRIT 110, ENGL 111, and 3 units Non-General Education Elective. |   |   |  |
| Environmental Science                | 4, 5   | 4 | General Education Natural Science Credit  | General Education Natural Science Credit                                     |
| European History                     | 3, 4, 5  | 3 | General Education Credit: Humanities: History (3 units of lower-division history) | General Education Credit: Humanities: History                                |
| French Language                      | 3  | 3 | FREN 101  | Non-General Education Elective Credit  |
|                                      | 4, 5   | 6 | FREN 101 and FREN 102<br>Fulfills Foreign Language Proficiency                    | Non-General Education Elective Credit  |
| German Language                      | 3  | 3 | GERM 101  | Non-General Education Elective Credit  |
|                                      | 4, 5   | 6 | GERM 101 and GERM 102<br>Fulfills Foreign Language Proficiency                    | Non-General Education Elective Credit  |
| Government/Politics/<br>Comparative  | 3, 4, 5  | 3 | Non-General Education Elective  | Non-General Education Elective Credit  |
| Government/Politics/U.S.             | 3, 4, 5  | 3 | POLI 150 Civic Engagement   | PRPO 150 Civic Engagement  |
| Human Geography                      | 3, 4, 5  | 3 | Non-General Education Elective  | Non-General Education Elective   |
| Italian Language/Culture             | 3, 4, 5  | 3 | Non-General Education Elective  | Non-General Education Elective   |
| Japanese Language/Culture            | 3, 4, 5  | 3 | Non-General Education Elective  | Non-General Education Elective   |
| Latin                                | 3  | 4 | Non-General Education Elective  | Non-General Education Elective   |
|                                      | 4, 5   | 8 | Fulfills Foreign Language Proficiency   | Non-General Education Elective   |
| Macroeconomics                       | 3, 4, 5  | 3 | ECON 250  | PRBA 250   |
| Microeconomics                       | 3, 4, 5  | 3 | ECON 251  | Non-General Education Elective   |
| Music Theory                         | 3, 4, 5  | 4 | Humanities: Fine Arts   | Humanities: Fine Arts  |
| Physics 1                            | 3, 4, 5  | 4 | PHYC 151 Natural Science  | Natural Science  |
| Physics 2                            | 3, 4, 5  | 4 | PHYC 152  | Natural Science  |
| Physics C: Electricity and Magnetism | 4, 5   | 5 | PHYC 162  | Natural Science  |
| Physics C: Mechanics                 | 4, 5   | 5 | PHYC 161 Natural Science  | Natural Science  |
| Psychology                           | 3, 4, 5  | 3 | PSYC 110 Social Science;<br>PSYC 110 for Psychology majors                        | PRPS 110 Social Science;   |
| Spanish Language                     | 3  | 3 | SPAN 101  | Non-General Education Credit   |
|                                      | 4, 5   | 6 | SPAN 101 and SPAN 102<br>Fulfills Foreign Language Proficiency                    | Non-General Education Credit   |
| Spanish Literature                   | 3, 4, 5  | 3 | Non-General Education Elective  | Non-General Education Credit   |

|                       |         |   |   |   |
|-----------------------|---------|---|---|---|
| Statistics            | 3, 4, 5 | 3 | MATH 130, Quantitative Literacy           | PRMA 130, Quantitative Literacy           |
| U.S. History          | 3, 4    | 3 | HIST 152 Humanities: History              | Humanities: History                       |
|                       | 5       | 6 | HIST 151 and HIST 152 Humanities: History | PRHI 151, Humanities: History             |
| World History: Modern | 3, 4    | 3 | HIST 121 Humanities: History              | PRHI 121 Humanities: History              |
|                       | 5       | 6 | HIST 120 and HIST 121 Humanities: History | PRHI 120 and PRHI 121 Humanities: History |

<sup>1</sup> TUG = Traditional Undergraduate Programs

<sup>2</sup> PR = Professional Undergraduate Programs

<sup>3</sup> Allied health, biochemistry, and biology majors should refer to the Department of Biology and Chemistry (p. 55) policies for more information.

<sup>4</sup> Students may petition the department to have CHEM 101 be awarded for AP credit in place of CHEM 151.

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

# Credit for International Baccalaureate (IB) Program

This information was updated in spring 2020 and is effective beginning in fall 2020.

| Exam Title                                 | <sup>1</sup> Level | Score   | Units | <sup>2</sup> TUG Credit Awarded  | <sup>3</sup> PR Credit Awarded                     |
|--|--------------------|---------|-------|--|--|
| Biology                                    | HL                 | 5, 6, 7 | 4     | BIOL 101 Natural Science   | PRBI 101 Natural Science                           |
| Business Management                        | HL                 | 5, 6, 7 | 3     | Non-General Education elective   | Non-General Education elective                     |
| Chemistry                                  | HL                 | 5, 6, 7 | 4     | CHEM 101 Natural Science or CHEM 151 General Chemistry I   | PRCH 101 Natural Science                           |
| Classical Languages                        | SL, HL             | 5, 6, 7 | 6     | LTN 200 and LTN 201, or GRKB 200 and GRKB 201, General Education credit for Foreign Language proficiency                     | Non-General Education elective                     |
| Computer Science                           | HL                 | 5, 6, 7 | 6     | Non-General Education elective   | Non-General Education elective                     |
| Dance                                      | HL                 | 5, 6, 7 | 3     | General Education credit for Humanities: Fine Arts   | General Education credit for Humanities: Fine Arts |
| Design Technology                          | HL                 | 5, 6, 7 | 6     | Non-General Education elective   | Non-General Education elective                     |
| Economics                                  | HL                 | 5, 6, 7 | 3     | ECON 250   | PRBA 250   |
| Environmental Systems and Societies        | SL                 | 5, 6, 7 | 3     | General Education credit for Natural Science   | General Education credit for Natural Science       |
| Film                                       | HL                 | 5, 6, 7 | 3     | CINE 160, General Education credit for Fine Arts   | General Education credit for Fine Arts             |
| Further Mathematics                        | HL                 | 5, 6, 7 | 3     | General Education credit for Quantitative Literacy, 3 units of elective credit towards the Mathematics Major (General Track) | General Education credit for Quantitative Literacy |
| Geography                                  | HL                 | 5, 6, 7 | 3     | HIST 210   | Non-General Education elective                     |
| History                                    | HL                 | 5, 6, 7 | 3     | General Education credit for History   | General Education credit for History               |
| Information Technology in a Global Society | HL                 | 5, 6, 7 | 3     | Non-General Education elective   | Non-General Education elective                     |
| Language A: Language and Literature        | HL                 | 5, 6, 7 | 3     | ENGL 111, General Education credit for Literature  | PREN 111, General Education credit for Literature  |
| Language A: Literature                     | HL                 | 5, 6, 7 | 3     | ENGL 111, General Education credit for Literature  | PREN 111, General Education credit for Literature  |



|                            |    |         |   |  |  |
|----------------------------|----|---------|---|--|--|
| Language ab initio         | SL | 5, 6, 7 | 6 | CHIN 101 and CHIN 102, FREN 101 and FREN 102, GERM 101 and GERM 102, JAPA 101 and JAPA 102, MODL 101 and MODL 102, or SPAN 101 and SPAN 102 depending on language studied, and General Education credit for Foreign Language proficiency | Non-General Education elective                               |
| Language B                 | SL | 5, 6, 7 | 6 | CHIN 101 and CHIN 102, FREN 101 and FREN 102, GERM 101 and GERM 102, JAPA 101 and JAPA 102, MODL 101 and MODL 102, or SPAN 101 and SPAN 102 depending on language studied, and General Education credit for Foreign Language proficiency | Non-General Education elective                               |
| Language B                 | HL | 5, 6, 7 | 6 | FREN 201 and FREN 202, GERM 201 and GERM 202, MODL 250 and MODL 251, or SPAN 201 and SPAN 202 depending on language studied, and General Education credit for Foreign Language proficiency   | Non-General Education elective                               |
| Literature and Performance | SL | 5, 6, 7 | 3 | General Education credit for Humanities: Fine Arts   | General Education credit for Humanities: Fine Arts           |
| Mathematical Studies       | SL | 5, 6, 7 | 3 | General Education credit for Quantitative Literacy   | General Education credit for Quantitative Literacy           |
| Mathematics                | SL | 5, 6, 7 | 3 | MATH 110, General Education credit for Quantitative Literacy   | PRMA 110, General Education credit for Quantitative Literacy |
| Mathematics                | HL | 5, 6, 7 | 3 | MATH 165, General Education credit for Quantitative Literacy   | General Education credit for Quantitative Literacy           |
| Music                      | HL | 5, 6, 7 | 3 | MUS 120, General Education credit for Humanities: Fine Arts  | General Education credit for Humanities: Fine Arts           |
| Philosophy                 | HL | 6, 7    | 3 | PHIL 100, General Education credit for Philosophy  | PRPH 100, General Education credit for Philosophy            |
| Physics                    | SL | 5, 6, 7 | 4 | PHYC 115 and General Education credit for Natural Science  | General Education credit for Natural Science                 |

|                                      |    |         |   |  |   |
|--------------------------------------|----|---------|---|--|---|
| Physics                              | HL | 5, 6, 7 | 8 | PHYC 151, PHYC 152, and General Education credit for Natural Science | General Education credit for Natural Science                                      |
| Psychology                           | HL | 5, 6, 7 | 3 | PSYC 110, General Education credit for Social Science                | PRPS 110, General Education credit for Social Science                             |
| Social and Cultural Anthropology     | HL | 5, 6, 7 | 3 | General Education credit for Social Science                          | General Education credit for Social Science                                       |
| Sports, Exercise, and Health Science | SL | 5, 6, 7 | 3 | Non-General Education elective                                       | Non-General Education elective  |
| Theater Arts                         | HL | 5, 6, 7 | 3 | THTR 115, General Education credit for Humanities: Fine Arts         | General Education credit for Humanities: Fine Arts                                |
| Visual Arts                          | HL | 5, 6, 7 | 3 | ART 150, General Education credit for Humanities: Fine Arts          | PRAR 150, General Education credit Humanities: Fine Arts                          |
| World Religions                      | SL | 6, 7    | 3 | RELG 200, General Education credit for Intercultural Competence      | PRRS 200, General Education credit Biblical, Theological, Philosophical Formation |

<sup>1</sup> Legend: SL = Standard Level; HL = Higher Level

<sup>2</sup> TUG = Traditional Undergraduate Programs

<sup>3</sup> PR = Professional Undergraduate Programs

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

# College Level Examination Program (CLEP)

CLEP is a national program that allows students to obtain course credit by examination. CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. Most exams are 90 minutes long and primarily composed of multiple-choice questions, though some exams have fill-ins.

Note that examinations in composition and literature have additional 90-minute handwritten-essay sections, except for the College Composition Modular, which provides a 70-minute computerized-essay section. These essays are required for APU students. Handwritten essays are evaluated by faculty from the APU Department of English after a passing score on the multiple-choice section of the CLEP is achieved; these faculty evaluations are final and may not be appealed.

The CLEP program's policy limits test retakes to every 90 days, which allows students to spend additional time preparing for the exam or the option of taking a classroom course. APU students may request tutoring to prepare for the CLEP exam by contacting the Academic Success Center (ASC) Testing Services.

CLEP study guides are available from the CLEP website (<https://clep.collegeboard.org/>), the University Bookstore (<http://www.bookstore.apu.edu/>), or any local bookstore. Visit the CLEP website for useful tips on assessing and preparing for any of the CLEP exams.

To take a CLEP exam, students must:

- Purchase the CLEP exam through the CLEP website. The cost for the exam is \$87 (\$89 as of July 1, 2019) and must be paid on the CLEP website by credit or debit card.
- Schedule an appointment to take the exam at ASC Testing Services using our online scheduling system (<https://aputesting.youcanbook.me/service/jsp/offline.jsp?cal=6db6e40c-bbc2-4692-84c3-ae219eebebec>).
- Pay the \$30 non-refundable proctoring fee no later than 3 calendar days prior to your appointment.
- The fee for any written CLEP essay exams is \$10 per exam, payable on the day of your appointment.

On the day of the exam, students must:

- Provide a paper copy of the CLEP Exam Registration Ticket to the ASC Testing Services proctor. The Exam Registration Ticket is issued by CLEP at the time the exam is purchased.
- Bring one form of government-issued identification that shows the student's legal name, birth date, photo, and signature.

## Military CLEP Candidates

CLEP exams are free for eligible military personnel as noted in the chart below. The nonrefundable proctoring fees listed above are required before a test can be administered. All eligible military candidates MUST present a current military identification card and a second form of government-issued photo ID with signature at the time of the exam.

| Candidate Status                           | CLEP Fee            |
|--|---------------------|
| <b>Active Duty Military</b>                | No Fee <sup>1</sup> |
| Air Force                                  |                     |
| Army                                       |                     |
| Marine Corps                               |                     |
| Navy                                       |                     |
| Coast Guard                                |                     |
| National Guard and Reserve Component       |                     |
| <b>Spouses and Civilian Employees of:</b>  | No Fee <sup>1</sup> |
| Air Force Reserve                          |                     |
| Air National Guard                         |                     |
| Army National Guard                        |                     |
| Army Reserve                               |                     |
| Coast Guard                                |                     |
| <b>DOD Acquisition Workforce Personnel</b> | No Fee <sup>1</sup> |
| Are eligible for the following exams only: |                     |
| Principles of Macroeconomics               |                     |
| Principles of Microeconomics               |                     |
| Principles of Marketing                    |                     |

**Veterans**

Veterans must pay the CLEP fee in advance and seek reimbursement from the Veterans Benefits Administration using their canceled check or credit card statement as proof of receipt.<sup>2</sup>

<sup>1</sup> Tests are funded by DANTES. Questions regarding eligibility for DANTES-funded CLEP exams should be directed to DANTES at (850) 452-1063.

<sup>2</sup> Veterans are eligible for reimbursement of the CLEP fee under provisions of the Veterans Benefits Improvement Act of 2004.

**Credit for CLEP Scores**

| Subject  | Score | Units | Course Equivalent  |
|--|-------|-------|--|
| <b>Business</b>                                    |       |       |  |
| Financial Accounting                               | 50    | 4     | ACCT 120   |
| Business Law, Introductory                         | 50    | 3     | Not acceptable for BUSI 296, Elective, Non-General-Education           |
| Information Systems and Computer Applications      | 50    | 3     | BUSI 240 or CS 205   |
| Management, Principles of                          | 50    | 3     | MGMT 210   |
| Marketing, Principles of                           | 50    | 3     | MKTG 260   |
| Macroeconomics, Principles of                      | 50    | 3     | ECON 250   |
| Microeconomics, Principles of                      | 50    | 3     | ECON 251   |
| <b>Composition and Literature</b>                  |       |       |  |
| American Literature <sup>1</sup>                   | 50    | 3     | Not acceptable for ENGL 244, ENGL 254, Elective, Non-General-Education |
| Analyzing and Interpreting Literature <sup>1</sup> | 50    | 3     | ENGL 111 <sup>1</sup>  |
| College Composition                                | 50    |       | No course equivalency at APU   |
| English Literature <sup>1</sup>                    | 50    | 3     | Not acceptable for ENGL 222, ENGL 232, Elective, Non-General-Education |
| College Composition Modular <sup>1</sup>           | 50    |       | No course equivalency at APU   |
| <b>Modern languages</b>                            |       |       |  |
| French Language                                    | 50    | 3     | FREN 101, FREN 102   |
| German Language                                    | 50    | 3     | GERM 101, GERM 102   |
| Spanish Language                                   | 50    | 3     | SPAN 101, SPAN 102   |
| <b>History and Social Sciences</b>                 |       |       |  |
| American Government                                | 50    | 3     | POLI 150   |
| Educational Psychology, Introduction to            | 50    | 3     | Elective, Non-General-Education  |
| History of U.S. I: Early Colonization to 1877      | 50    | 3     | HIST 151   |
| History of U.S. II: 1865 to the Present            | 50    | 3     | HIST 152   |
| Human Growth and Development <sup>2</sup>          | 50    | 3     | PSYC 290 <sup>2</sup>  |
| Humanities   | 50    | 3     | Elective, Non-General-Education  |
| Psychology, Introductory                           | 50    | 3     | PSYC 110   |
| Social Sciences and History                        | 50    | 3     | APS, Elective credit only, Non-General-Education                       |
| Sociology, Introductory                            | 50    | 3     | SOC 120  |
| Western Civilization I: Ancient Near East to 1648  | 50    | 3     | HIST 120   |
| Western Civilization II: 1648 to Present           | 50    | 3     | HIST 121   |
| <b>Science and Mathematics</b>                     |       |       |  |
| Calculus   | 50    | 5     | MATH 165   |
| College Algebra                                    | 50    | 3     | MATH 110   |
| College Mathematics                                | 50    | 3     | MATH 90 <sup>3</sup>   |

|                   |    |   |  |
|-------------------|----|---|--|
| General Biology   | 50 | 8 | BIOL 151, BIOL 152                               |
|                   | 57 | 8 | Required for biology/chemistry majors            |
| General Chemistry | 50 | 8 | CHEM 151, CHEM 152                               |
|                   | 52 | 8 | Required for biology/chemistry majors            |
| Natural Sciences  | 50 | 3 | APS, Elective credit only, Non-General-Education |
| Precalculus       | 50 | 3 | MATH 150   |

<sup>1</sup> Essay is required to receive APU course equivalency. Note that essays are evaluated after a passing score on the multiple-choice section of the CLEP is achieved.

<sup>2</sup> This test is not acceptable as an equivalent course for students in the liberal studies major seeking the multiple subject (K-12) teaching credential.

<sup>3</sup> MATH 90 does not meet the General Education Quantitative Literacy requirement and does not count toward total units needed for graduation.

# False Information

Students are advised that admission is contingent upon the truthfulness of the information contained in their application files. 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 Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).

# Freshman Applicants

The following information is required prior to evaluation of admissibility:

## Application, Statement of Agreement, and Personal Statement

The undergraduate application ([https://www.apu.edu/live\\_data/files/221/ug\\_application.pdf](https://www.apu.edu/live_data/files/221/ug_application.pdf)), which includes the statement of agreement and the personal statement, should be completed, signed, and submitted.

## Application Fee

A \$45 nonrefundable application fee is required and must accompany the application. The check or money order should be made payable to Azusa Pacific University. Online applicants may choose to pay by credit card when submitting their application.

## Preadmission Tests

All freshman applicants are required to submit scores from the American College Testing (ACT) Program or the Scholastic Aptitude Test (SAT I). It is recommended that all high school applicants take the ACT or SAT I by October of their senior year. Applicants may secure detailed information on testing schedules from their high school. The minimum SAT I score is 990, specifically with a 470 math section score. SAT I exams administered before March 2016 will be reviewed using College Board concordance tables to determine equivalent scores. The ACT minimum score is 19, specifically with 19 in Reading, English, and Math. Meeting minimum test score requirements **does not** guarantee admission to Azusa Pacific University. Should applicants feel that the SAT I or the ACT are not representative of their academic potential, see the Test Optional Admission Process section below.

## Recommendations

Applicants are encouraged to supply contact information for a character recommendation. The recommender must be a person who has observed the applicant's character and/or spiritual development over a reasonable period of time. When possible, APU prefers pastors or youth pastors/leaders. Alternatively, a coach, employer, or adult family friend is also acceptable. Contact information for a recommender who is a relative, friend, peer, or someone who knows the applicant from a purely academic setting will not be accepted.

## Test Optional Admission Process

Freshman applicants for whom a standardized test score is not the best reflection of their academic ability may choose to participate in the Test Optional Admission Process if they meet the following criteria:

- Attending a public or private high school
- Are not majoring in nursing, biology, chemistry, allied health, or biochemistry

Through the Test Optional Admission Process, a student may submit additional materials at the request of the university, in lieu of their standardized test scores, for the purpose of admission. Applicants will be evaluated on the entirety of the application, with special attention given to their high school transcripts and the additional test optional requirements. Participation in the Test Optional Admission Process does not guarantee admission to the university. Contact the Office of Undergraduate Admissions (<https://www.apu.edu/undergraduate-admissions/contact/>) for more information on this process.

## Transcripts

Applicants are responsible for submitting transcripts from the high school from which they graduated and each college or university they attended. An official transcript is one that Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and bears the official seal of that high school, college, or university. Azusa Pacific University reserves the right to request that the transcript be sent directly from the issuing institution(s). High school students applying for admission as freshmen should submit a preliminary transcript showing courses and marks for freshman through junior years, or through the first semester of the senior year if the application is made after the completion of that semester. A final transcript must be sent following graduation. To be considered final, the high school transcript must show grades for each course taken as well as the high school graduation date. The transcript(s) and other documents submitted as part of the application become the property of APU and cannot be returned to the student or forwarded in any form to another college or university.

# High School Nongraduates

Applicants who are not high school graduates may still be considered for admission. Azusa Pacific accepts some students who have acquired equivalency certificates or diplomas through GED tests or the California High School Proficiency Examination. The Office of Undergraduate Admissions (<https://www.apu.edu/undergraduate-admissions/>) evaluates such candidates' individual merits and high school achievement records. Greater emphasis may be given to either the SAT I or ACT results.

A person 25 years of age or older who is not a high school graduate may be admitted with adult status by special action. In both cases, the applicant's test scores and experience are evaluated for evidence of ability to complete college work. All such applicants should follow the application procedure for new students.



# Homeschooled Students

Admission is based on the completed application (see Undergraduate Admission to the University (p. 1183)), with stronger emphasis on the student's SAT I or ACT scores. Applicants who are homeschooled and do not have an official high school transcript to submit to the university with the Application for Undergraduate Admission are **not** required to take the General Education Development (GED) Test or the California High School Proficiency Examination. If the student does not have access to an official transcript or does not subscribe to a transcript service, the student will be asked to submit a transcript created by the primary instructor. The transcript may be completed by a parent if that individual is the only instructor.

# International Students

- American Language and Culture Institute (ALCI) (p. 49)
- International Students and Scholars (ISS) (p. 1202)
- International Undergraduate Admission (p. 1203)

# International Students and Scholars (ISS)

International Students and Scholars (ISS) (<http://www.apu.edu/international/scholars/>) assists international students and scholars at APU from the time they arrive on campus for their mandatory orientation and throughout their stay at Azusa Pacific. An international student or scholar at APU is defined as any individual holding a nonimmigrant visa status (most common are F-1 or J-1 student status). Any non-U.S. resident/citizen holding a nonimmigrant visa status is required to apply to APU through the Office of Undergraduate and International Admissions.

Matters relating to immigration, international student orientation, cultural adaptation, and international student programming are coordinated through ISS. It is mandatory for all international students to attend Global Student Orientation (GSO) (<https://www.apu.edu/international/scholars/new-students/>), as stated in each student's admissions letter, prior to the start of their program of study.

Throughout the academic year, numerous events, workshops, and opportunities exist for international students and scholars to interact with the U.S. culture, as well as represent their culture to the APU campus. International students are encouraged to enjoy the many student life opportunities on campus specifically for them and for the campus at large. For questions regarding the services available to international students and scholars, contact the ISS office, located in the International Center on East Campus.

## Requirements for F-1 or J-1 International Students and Scholars

F-1/J-1 nonimmigrant student status carries responsibilities as well as privileges. Failure to comply with the U.S. requirements for these categories is considered a violation of U.S. law, invalidates the F-1 or J-1 status, cancels privileges of the status, and may lead to dismissal from APU and potentially deportation. APU is required by law to make regular reports to the U.S. government concerning F-1 and J-1 status students and scholars. APU has two designated school officials (DSOs) to assist international students and scholars in maintaining their legal status, and they can be reached during office hours in the International Center. While ISS provides many services to assist students in maintaining their legal status, it is ultimately the responsibility of students to maintain legal status.

Note: The following list is **not** an exclusive list of all laws that must be observed.

To maintain legal status, an international student must:

1. **Be a full-time student:** 12 units are considered full time at the undergraduate level, and 18 or more hours of study in the American Language and Culture Institute (ALCI) (p. 49) are required for full-time status. The majority of master's-level students are considered full-time with 9 units a term (or two 8-week sessions); doctoral students with 6 units per term. For exceptions to this policy, students must consult with ISS. The exceptions are also noted in the official university catalog.
2. **Work only on campus:** U.S. regulations allow F-1/J-1 students to work on campus for 20 hours a week during the academic year, or full time (20+ hours a week) during vacation periods. J-1 students must receive written verification and permission from ISS prior to working on campus. Any off-campus employment for F-1 students other than Curricular Practical Training (CPT) must be officially authorized by the U.S. government. J-1 students may work off campus with authorization from ISS. To obtain information about working off campus, students must consult with ISS.
3. **Report any change of name or address:** The U.S. government requires notification within 10 days of any name or address change. The location of the physical residence (not a post office box) must be reported to the APU ISS office within 10 days of moving.
4. **Obey all laws of the United States:** For details of other specific immigration laws that may affect F-1 or J-1 status, contact ISS.
5. **Note:** The major stated on the I-20 is only an indication of what the student intends to study. It is not legally binding, and the student will not receive a degree in this major if he or she does not meet all degree requirements. Students may change their major during their time of study, but this change must be reflected on the I-20. Any other significant changes must also be noted on the I-20 (e.g., change in financial scholarships/ sponsorship or change of completion of studies).

# International Undergraduate Admission

Azusa Pacific University is authorized under federal law to enroll nonimmigrant students and issue the U.S. immigration document I-20 or the U.S. State Department DS 2019 in order to obtain an F-1 or J-1 student visa. Students who understand and agree to cooperate with the university's Christian principles and atmosphere are welcome to apply.

## Admission Requirements

### First-year Undergraduate Students

1. Completed application for admission, Statement of Agreement with Institutional Policy, and Personal Statement
2. \$45 application fee
3. Official high school transcripts
4. SAT or ACT scores (optional for international students)
5. English proficiency documentation (See English Proficiency Requirements (p. 1203)<sup>1</sup> below)
6. Personal reference (optional, but recommended)
7. A bank statement or other official forms of documentation of financial support must accompany the financial statement and affidavit of financial support<sup>2</sup>
8. Copy of passport
9. Some programs (see School of Nursing (<https://www.apu.edu/nursing/programs/undergraduate/>) and College of the Arts (<https://www.apu.edu/arts/>)) may require additional items for application

### Transfer Undergraduate Students

1. Completed application for admission, Statement of Agreement with Institutional Policy, and Personal Statement
2. \$45 application fee
3. Official college transcripts (transfers with less than 28 units earned at the time of application will need to submit an official high school transcript)
4. English proficiency documentation (See English Proficiency Requirements (p. 1203)<sup>1</sup> below)
5. Personal reference
6. A bank statement or other official forms of documentation of financial support must accompany the financial statement and affidavit of financial support<sup>2</sup>
7. Copy of passport

<sup>1</sup> The acceptable minimum score is subject to change as the university deems necessary. Some programs may have higher requirements.

<sup>2</sup> For some cases, one year's tuition may be required in advance and placed on the student's account prior to issuance of the immigration document I-20 or DS 2019.

## Grade-Point Average (GPA) Requirements

To be considered for undergraduate admission, the applicant must have a minimum U.S. system 2.75 grade-point average (GPA) in high school or 2.5 in previous college work. If the applicant is transferring from schools where English is the medium of instruction, and with a minimum of 28 transferable non-ESL units, a 2.5 GPA is acceptable. For the School of Business and Management (p. 713), a 2.7 GPA is required.

Some programs require a higher GPA for admission. Check with the appropriate department for more information.

## Admission Deadlines

| Semester         | Early Action               | Outside U.S. | Inside U.S. |
|------------------|----------------------------|--------------|-------------|
| Fall (September) | Freshman only: November 15 | May 1        | June 1      |
| Spring (January) | N/A                        | September 15 | October 15  |

## English Proficiency Requirements

A student whose native language is NOT English must demonstrate or gain English proficiency in order to study at Azusa Pacific University. There are a few ways to demonstrate and fulfill the English proficiency requirement:

### 1. Prior Studies in English

Students can demonstrate English proficiency by verifying that their prior studies (secondary or postsecondary school) were conducted in English. Students must verify all of the following:

- Completed at least 48 academic semester units without ESL support/classes.
- Studies in English ended no more than two years before applying to APU.
- The language of instruction was English.

To verify these points, students must provide academic transcripts along with an official letter from the institution where they studied stating that the language of instruction was English.

## 2. English Testing by One of the Following Two Options

A. International standardized English tests (TOEFL and IELTS). Students can demonstrate English proficiency by submitting a TOEFL or IELTS score report that meets or exceeds the requirements listed below. The university considers the component scores for admissions.

### IELTS

|                          | Total (Top Score: 9) |
|--------------------------|----------------------|
| Conditional <sup>1</sup> | 5.5                  |
| Undergraduate            | 6.0                  |

### TOEFL iBT

|                          | Listening (Top Score: 30) | Reading (Top Score: 30) | Writing (Top Score: 30) | Speaking (Top Score: 30) |
|--------------------------|---------------------------|-------------------------|-------------------------|--------------------------|
| Conditional <sup>1</sup> | 16                        | 16                      | 18                      | 15                       |
| Undergraduate            | 20                        | 20                      | 22                      | 18                       |

<sup>1</sup> Please note that even with a high enough total score, you may be required to take ALCI courses or TESL 100 depending on subset scores or any other indicators in your applications. (TESL 100 is a university-level course that provides additional support to meet the English proficiency requirement, and this course is counted toward the graduation requirement. In addition, you can take more academic units along with TESL 100.)

|               |                        |  |
|---------------|------------------------|--|
| <b>Scores</b> | IELTS: 5.5             |  |
|               | TOEFL Speaking: 15-17  | Corresponding English Course: TESL 100 |
|               | TOEFL Listening: 16-19 |  |
| <b>Scores</b> | IELTS: 5.5             |  |
|               | TOEFL Reading: 16-19   | Corresponding English Course: TESL 100 |
|               | TOEFL Writing: 18-21   |  |

B. APU English placement test. Students can also demonstrate English proficiency by taking a placement test through the American Language and Culture Institute (p. 49). This placement test is administered on campus at APU or online. Contact the International Center for schedules, fees, and locations for the APU English placement test.

## 3. Completion of an Intensive English Language Program at APU

The American Language and Culture Institute (ALCI) (p. 49) is an intensive English language program at APU. Those who qualify academically for undergraduate or graduate admission to APU and choose to fulfill the English proficiency requirement through study in the ALCI program will be offered "conditional" admission to the university. Successful completion of Level 4 is minimum proficiency for the undergraduate program, and Level 5 for the graduate program, to continue academic programs after ALCI studies.

# Notification of Admission

Azusa Pacific University follows a procedure of rolling admission, which means that a prospective student may submit a completed application at any time up to December 1 for spring or June 1 for fall (July 1 for transfer applicants). Students applying for Early Action will be notified of their admission status before January 15. Applicants for Regular Decision and those not offered admission through Early Action will receive notification by April 1. Transfer applicants will be notified on a rolling admission process until the incoming class is full. The Office of Undergraduate Admissions (<https://www.apu.edu/undergraduate-admissions/>) maintains regular contact with all applicants regarding the status of their application file (see Undergraduate Admission to the University (p. 1183) for more information on Early Action and Regular Decision).

# Part-time Applicants

Azusa Pacific University welcomes part-time students planning to take up to 6 semester units. To be considered for part-time admission, a student must submit the following items:

- Undergraduate Admission Application ([https://www.apu.edu/live\\_data/files/221/ug\\_application.pdf](https://www.apu.edu/live_data/files/221/ug_application.pdf)), including signed Statement of Agreement
- \$45 nonrefundable application fee
- Official transcripts from all schools attended, submitted to the Office of Undergraduate Admissions (<http://www.apu.edu/admissions/undergraduate/>)

*Note: If 30 or more semester units have been completed at an accredited college or university, high school transcripts are not required.*

A student who is admitted to the university part time may continue to take up to 6 units per semester during following semesters without having to reapply.

# Proficiency Exams and Placement Assessments

The Academic Success Center (<https://www.apu.edu/academic-success/>) (ASC) coordinates required placement assessment in the areas of math, writing, and foreign language for incoming students (freshmen and transfers). Testing is available in the ASC by appointment only, and remotely for out-of-area students.

For more information, visit the catalog's Placement Assessment (p. 1532) section.



# Readmission and Reenrollment

Students planning to return to Azusa Pacific University after an absence must complete the following requirements. In the event that a student leaves Azusa Pacific University for any reason (other than a leave of absence; see *Withdrawal from the University* (p. 1357)) for one or more semesters, that student must complete the Undergraduate Application for Reenrollment. All applications for reenrollment must be approved by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) and the dean of students before reenrollment will be considered, unless an approved leave of absence was previously granted.

Any student reenrolling in Azusa Pacific University after an absence of more than two semesters (excluding summer sessions) will be subject to new catalog requirements unless reenrolling to finish work specified by an Undergraduate Graduation Application (<http://www.apu.edu/onestop/academic/graduation/>) previously filed (in these cases, the policies described under *Graduation Requirements and Commencement* (p. 1341) in this catalog apply). In addition, all applicants' previously completed work will be reviewed by their major department to determine which, if any, major courses and supporting nonmajor courses must be repeated or added to complete the major. The reviewing department may take into consideration any relevant work experience for major requirement equivalence, but such work experience may not count for unit credit.

# Transfer Applicants

Azusa Pacific University welcomes applications from transfer students. There is no minimum unit requirement that transfer students must complete before applying to the university. The same items are required as for freshman applicants (p. 1198) with the following exceptions:

1. If 30 or more semester units have been completed at an accredited college or university, high school transcripts are not required.
2. A minimum grade-point average of 2.2 (academic GPA) for all college work completed is required for admissions consideration.
3. Transfer students who have been dismissed from previous colleges must complete two additional semesters prior to applying; take a minimum of 12 core units each semester; receive no *Ds*, *Fs*, or withdrawals; and maintain a minimum 2.0 grade-point average.

In addition, transfer students must submit official transcripts from any and all colleges and universities attended, whether or not credit was given. An official transcript is one that Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and that bears the official seal of that high school, college, or university. Azusa Pacific University reserves the right to request that the transcript be sent directly from the issuing institution(s). Transfer applicants who have completed more than 15 core transferable semester units, or equivalent college credit, in the same semester may not be required to submit ACT or SAT I test scores. Transfer students with fewer than 30 transferable semester units before enrolling at APU will be at freshman standing until at least 30 units are completed.

The university can give credit for no more than 70 units of junior or two-year-college work, and there is a maximum of 90 units that may be accepted from a four-year institution.

The Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) will evaluate previous college work to determine its relationship to the requirements of Azusa Pacific University. A summary of credits and transcript evaluation 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 university's General Education requirements. Only courses in which a grade of *C-* or above has been earned can be considered for transfer of credit.

Azusa Pacific University accepts the completed Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth (CSU GE) certification as fulfilling the lower-division General Education program requirements, but all APU students are required to complete the requisite number of Biblical, Theological, and Philosophical Formation and upper-division General Education courses. In the cases of the IGETC and CSU GE, the certification must be complete and obtained from the respective community college before the student matriculates to APU. Students who do not receive full certification will be evaluated by standard course-to-course articulation and will follow the APU General Education program (p. 1147).

# Veterans' Education Benefits

Azusa Pacific University is an approved degree-granting institution recognized by the U.S. 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 U.S. Department of Veterans Affairs (<http://www.va.gov/>) for eligibility criteria.

APU proudly participates in the Yellow Ribbon Program (<http://www.apu.edu/militaryeducation/>), a provision of the Post-9/11 Veterans Education Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the U.S. Department of Veterans Affairs. In order to receive Yellow Ribbon funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill<sup>®</sup>.

**Note:** Active-duty personnel receiving Chapter 33 benefits, and spouses of active-duty personnel receiving Transfer of Entitlement (TOE) benefits, are not eligible for the Yellow Ribbon Program.

*"GI Bill<sup>®</sup>" is a registered trademark of the U.S. Department of Veterans Affairs (VA).*

# Professional Undergraduate Admissions

- Administrative Withdrawal (p. 1212)
- Admission to the University (p. 1213)
- Application and Fee (p. 1214)
- APU Associate Degree for Transfer (ADT) (p. 1215)
- Change of Program (p. 1216)
- Conditional Admission Based on English Level (p. 1217)
- Conditional-Incomplete Admission (CIA) (p. 1218)
- Credit by Examination (p. 1219)
- English Proficiency Requirements (p. 1220)
- False Information (p. 1222)
- International Admissions (p. 1223)
- Reservation of Rights (p. 1224)
- Transcripts (p. 1225)
- Veterans' Education Benefits (p. 1226)

# Administrative Withdrawal

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Academic Calendars (<http://www.apu.edu/calendar/academic/>) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

# Admission to the University

Prospective Azusa Pacific University students are committed to personal, intellectual, and spiritual growth. Applicants must evidence sympathetic appreciation for the standards and spirit of the university and exhibit moral character in harmony with its purpose. The university encourages applications from students who will contribute to, as well as benefit from, the university experience. In assessing the applicant's potential for success, academic capabilities and experience relevant to the program of application and disposition are reviewed.

While the following minimum requirements are considered for university admission, specific program acceptance requirements (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program/>) and application deadlines should be consulted as well by reviewing the appropriate program (<https://www.apu.edu/programs/?keywords=bachelor%27s+completion#pf-results>) on the APU website and its corresponding catalog section.

The applicant's scholastic record is considered an important indicator of potential success at the university. Candidates with a GPA of 2.5 or higher may be considered for regular admission. Candidates with a GPA of 2.0-2.49 may be considered for conditional admission. While each applicant is considered for admission on individual merit, various criteria are used in the selection process. Meeting the minimum requirements, however, does not guarantee admission to the university. These criteria are delineated in this catalog. In some cases, the admissions committee may request a personal interview with the applicant.

# Application and Fee

To be considered for admission to any program, the prospective student must complete an application and submit a nonrefundable \$45 application fee as well as all additional application items, including transcripts for completed coursework. Certain programs may require additional references and/or other supporting documents. APU alumni need not request official transcripts for prior coursework taken at APU. The application fee is waived for APU alumni, faculty, staff, and their spouses. Veterans and members of the military also qualify for an application fee waiver.

# APU Associate Degree for Transfer (ADT)

An Associate Degree for Transfer (ADT) is a guaranteed pathway for transfer into APU. After earning an approved Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T) degree, students will be guaranteed admission to APU with junior standing.

Additional benefits include:

- Priority admission for students from community colleges with whom we have partner agreements to an APU program or major that is similar to the ADT.
- Eliminating confusion by solidifying major preparation requirements accepted by APU from the community college.
- Guaranteed completion of your bachelor's degree in no more than 68 units if you remain on track with your academic plan.

Applicants who have completed an ADT in a major deemed similar to your intended major at Azusa Pacific University will receive priority admissions consideration. APU must receive verification that you have completed or will complete the ADT by the deadlines listed in the checklist below.

## Associate Degree for Transfer (ADT) Checklist

In order to receive the benefits for an ADT, the following must apply:

- The applicant must be APU eligible. To find out more about APU eligibility, see Professional Undergraduate Admissions (p. 1211).
- The degree must be deemed "similar" by APU.
- APU must receive verification that you have completed or will complete the ADT by the following deadlines:
  - September 30 for fall, 8-week Session 1 admits
  - November 30 for fall, 8-week Session 2 admits
  - January 31 for spring, 8-week Session 1 admits
  - March 31 for spring, 8-week Session 2 admits
  - May 31 for summer, 8-week Session 1 admits
  - July 31 for summer, 8-week Session 2 admits
- APU must receive an official final transcript showing that an ADT has been conferred.
- To uphold the guarantee of completing your bachelor's degree with 68 semester units, you must maintain continuous enrollment in the same academic major. You must successfully complete all of the required coursework without the need to repeat courses or supplement instruction with additional courses for minors or areas of emphasis.

Throughout the admissions process, we verify the degree similarity and whether the degree is on track or completed, and confirm your transcripts upon completion. Additionally, you will be notified of any changes in your admissions consideration.

Should you not meet the ADT requirements, your application will still be considered in the general applicant pool for the major and campus to which you applied.



# Change of Program

Admission to professional programs at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must file a Change of Program Form (<http://www.apu.edu/graduateprofessionalcenter/download/>) with the Office of Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>). International students must contact the International Center (<http://www.apu.edu/international/>).

A program representative will contact the student if further documentation and materials are required for the change of program. No credit toward the new degree program will be granted before written program acceptance has been secured.

# Conditional Admission Based on English Level

Some applicants have high academic ability but have not yet achieved English proficiency. For these applicants, conditional admission is offered. Those given conditional admission must either complete their English requirement prior to beginning their program at APU, or may study in the American Language and Culture Institute (ALCI) (p. 49) at APU prior to studying in their program. Conditional admission is not available for every professional program. Contact an admissions representative at [international@apu.edu](mailto:international@apu.edu) for details.

# Conditional-Incomplete Admission (CIA)

Students are often granted admission with incomplete admissions requirements, particularly if they are enrolled in courses at another institution during their admissions process. In these cases, students are obligated to complete admissions requirements before the last date of the first term enrolled (unless otherwise noted by the academic department). This includes submission of all final official transcripts, with no in-progress coursework. Failure to satisfactorily complete all requirements may result in the withdrawal of the university's acceptance offer, or forfeiture of financial aid and registration privileges.

Note that students are not eligible to receive financial aid until their admissions requirements are submitted in full. Financial aid cannot be awarded retroactively for terms in which a student took courses but was not fully admitted to their specific program.

# Credit by Examination

Credit may be earned by professional students through competency examinations. There are three examinations recognized by the university: Advanced Placement (AP) tests (p. 1188), the College Level Examination Program (CLEP) (p. 1194), and the International Baccalaureate (IB) program (p. 1191).

Credit is granted to professional students who score a three or higher on an AP test, meet the cut-off level (individually determined by each APU department or school) in CLEP subject area tests, or earn a five or higher on the IB higher-level exams (see the aforementioned links).

There is no maximum number of credits that can be accumulated from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university.

College credit earned by a student still in high school may be transferred to Azusa Pacific University, provided that the course was taken at an accredited college. An official college transcript must be sent from the college to Azusa Pacific in order for such coursework to be evaluated for transfer of credit. Requirements for transfer applicants apply.

Challenge exams for professional students are available only in the School of Nursing (<http://catalog.apu.edu/graduateprofessional/nursing/>) according to specific guidelines.

No CLEP credit is allowed in a student's final semester.

# English Proficiency Requirements

Students whose native language is not English must demonstrate or gain English proficiency in order to study at Azusa Pacific University. There are several ways to demonstrate and fulfill the English proficiency requirement:

## 1. Prior studies in English

Students can demonstrate English proficiency by verifying that their prior studies (secondary or postsecondary school) were conducted in English. Students must verify all of the following:

- Completed at least 48 academic semester units without ESL support/classes.
- Studies in English ended no more than two years before applying to APU.
- The language of instruction was English.

To verify these points, students must provide academic transcripts along with an official letter from the institution where they studied stating that the language of instruction was English.

## 2. English testing by one of the following two options:

### A. International standardized English tests (TOEFL and IELTS)

Students can demonstrate English proficiency by submitting a TOEFL or IELTS score report that meets or exceeds the requirements listed below. The university considers the component scores for admissions.

#### IELTS

|                          | Total (Top Score: 9) |
|--------------------------|----------------------|
| Conditional <sup>1</sup> | 5.5                  |
| Undergraduate            | 6.0                  |
| Graduate                 | 7                    |
| Doctorate                | 8                    |

#### TOEFL

|                          | Listening (Top Score: 30) | Reading (Top Score: 30) | Writing (Top Score: 30) | Speaking (Top Score: 30) |
|--------------------------|---------------------------|-------------------------|-------------------------|--------------------------|
| Conditional <sup>1</sup> | 16                        | 16                      | 18                      | 15                       |
| Undergraduate            | 20                        | 20                      | 22                      | 18                       |
| Graduate                 | 22                        | 22                      | 24                      | 22                       |
| Doctorate                | 25                        | 25                      | 25                      | 25                       |

<sup>1</sup> Note that even with a high enough total score, you may be required to take ALCI or TESL 100 depending on subset scores or other indicators in your applications. TESL 100 is a university-level course that provides additional support to meet the English proficiency requirement, and it counts toward graduation requirements. In addition, you can take more academic units along with TESL 100.

|               |                        |  |
|---------------|------------------------|--|
| <b>Scores</b> | IELTS: 5.5             |  |
|               | TOEFL Speaking: 15-17  | Corresponding English Course: TESL 100 |
|               | TOEFL Listening: 16-19 |  |
| <b>Scores</b> | IELTS: 5.5             |  |
|               | TOEFL Reading: 16-19   | Corresponding English Course: TESL 100 |
|               | TOEFL Writing: 18-21   |  |

### B. APU English placement test

Students can also demonstrate English proficiency by taking a placement test through the American Language and Culture Institute (ALCI) (<https://www.apu.edu/international/alcil/>). This placement test is administered on campus at APU or online. Contact the International Center (<https://www.apu.edu/international/>) for schedules, fees, and locations for the APU English placement test.

## 3. Completion of an intensive English language program at APU

ALCI is an intensive English language program at APU. Those who qualify academically for undergraduate or graduate admission to APU and choose to fulfill the English proficiency requirement through study in the ALCI program are offered conditional admission to the university. Successful completion of

Level 4 is the minimum proficiency level for undergraduate students, and Level 5 for graduate and professional students, to continue academic programs after ALCI studies. Students must submit a separate application for ALCI.

# False Information

Students are advised that admission is contingent upon the truthfulness of the information contained in their application files. 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 Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>).

# International Admissions

In order to qualify as an international student at APU, the individual needs to be able to obtain an F-1 or J-1 visa or be in F-1 or J-1 legal status. An individual who has another type of valid U.S. visa may also study full or part time at Azusa Pacific University, depending on the visa type. Anyone in the U.S. in B-1/B-2 status, however, is not allowed by law to study full or part time in any educational program.

Azusa Pacific University is authorized under federal law by U.S. Citizenship and Immigration Services (USCIS) and the U.S. Department of State to enroll nonimmigrant alien undergraduate and graduate students as well as intensive English students. APU issues and administers the I-20 and DS 2019 (F-1 and J-1 status documents, respectively). APU is able to issue I-20s for the Azusa campus as well as for the following regional locations: San Diego, Orange County, and Los Angeles. Not all degree programs are available at the regional locations.

To be considered for admission to an APU professional program as an international applicant, you must meet all the requirements listed in the Admission to the University (p. 1213) section of the catalog, as well as a few requirements unique to international applicants:

1. Affidavit of Financial Support and bank statement<sup>1</sup> proving ability to pay for education costs through personal, family, or sponsor resources
2. Certified English proficiency (See English Proficiency Requirements (p. 1220))
3. Official transcripts sent from previously attended schools directly to APU. Transcripts must be in original language and English.
4. Copy of passport

<sup>1</sup> One year's tuition may be required prior to issuing the United States immigration document.

All international applicants are expected to read and comply with the policies listed in this catalog.

Note: Individual departments may have additional requirements; see the applicable program (p. 44) for specific information.

International applicants must submit all application materials and direct all questions to:

International Enrollment Services  
Azusa Pacific University  
901 E. Alostia Ave.  
PO Box 7000  
Azusa, CA 91702-7000  
+1-626-812-3055  
Fax: +1-626-815-3801  
international@apu.edu  
apu.edu/international/enrollment/ (<http://www.apu.edu/international/enrollment/>)



# Reservation of Rights

Azusa Pacific University does not discriminate in its admission policies, practices, or procedures on the basis of race, color, national origin, sex, age, disability, or status as a veteran.

Azusa Pacific University reserves the right to change any of its policies without prior notice, including, but not limited to, tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and program requirements, and admission standards and policies. The university further reserves the right to refuse admission to any applicant and to disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee.

To apply for admission to Azusa Pacific University, applicants must submit an application form available online (<http://www.apu.edu/apply/>).

**Mailing Address:**

Graduate and Professional Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

**Located at:**

568 E. Foothill Blvd.  
Azusa, CA 91702  
(626) 815-4570  
Fax: (626) 815-4571  
gpc@apu.edu  
[apu.edu/gpc/admissions](http://www.apu.edu/gpc/admissions/) (<http://www.apu.edu/gpc/admissions/>)

Applicants who plan on attending on a student visa must apply through International Enrollment Services (<https://www.apu.edu/international/enrollment/>).

# Transcripts

Students must submit official transcripts from any and all colleges and universities attended, whether or not credit was given. An official transcript is one that Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and that bears the official seal of that college or university. Azusa Pacific University reserves the right to request that the transcript be sent directly from the issuing institution(s).

The university can give credit for no more than 70 units of junior or two-year college work, and there is a maximum of 90 units that may be accepted from a four-year institution. No upper-division credit can be allowed for courses taken at a community or two-year college.

Once filed, transcripts are subject to the provisions of applicable federal and state laws and regulations and cannot be returned to the applicant or forwarded to other educational institutions.

International transcripts must be translated into English and certified by an authorized official. International transcripts must be evaluated by an approved agency, which creates an official Transcript Equivalency Report, to verify that the international units are comparable to units from a regionally accredited college or university in the United States. An official copy of this Transcript Equivalency Report is submitted with a student's official transcript for university admission consideration.

The Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) will evaluate previous college work to determine its relationship to the requirements of Azusa Pacific University. A transfer evaluation will be sent to the student showing those courses that have been accepted for transfer and those courses that still need to be taken to fulfill the university's General Education requirements. Only courses in which a grade of C- or above has been earned can be considered for transfer of credit.

Azusa Pacific University accepts the completed Intersegmental General Education Transfer Curriculum (IGETC) and the California State University General Education Breadth (CSU GE) certifications as fulfilling the lower-division General Education program requirements. However, all APU students are required to complete the requisite number of God's Word and the Christian Response and upper-division General Education courses. In the cases of both the IGETC and CSU GE, the certification must be complete and obtained from the respective community college before the student matriculates to APU. Students who do not receive full certification will be evaluated by standard course-to-course articulation and will follow the General Education for transfer students.

For more information, read the General Education Information for Professional Transfer Students (p. 1152) section under the Academics section in this catalog.

# Veterans' Education Benefits

Azusa Pacific University is an approved, degree-granting institution recognized by the U.S. 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 U.S. Department of Veterans Affairs (<http://www.va.gov/>) for eligibility criteria.

APU proudly participates in the Yellow Ribbon Program (<http://www.apu.edu/militaryeducation/>), which is a provision of the Post-9/11 Veterans Education Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the U.S. Department of Veterans Affairs. To receive Yellow Ribbon funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill<sup>®</sup>.

**Note:** Active-duty personnel receiving Chapter 33 benefits, and spouses of active-duty personnel receiving Transfer of Entitlement (TOE) benefits, are not eligible for the Yellow Ribbon Program.

*"GI Bill<sup>®</sup>" is a registered trademark of the U.S. Department of Veterans Affairs (VA).*

# Graduate Admissions

- Administrative Withdrawal (p. 1228)
- Admission to the University (p. 1229)
- Application and Fee (p. 1230)
- Change of Program (p. 1231)
- Conditional Admission Based on English Level (p. 1232)
- Conditional-Incomplete Admission (CIA) (p. 1233)
- English Proficiency Requirements (p. 1234)
- False Information (p. 1235)
- International Admissions (p. 1236)
- Program Application Requirements (p. 1237)
- Reservation of Rights (p. 1238)
- Transcripts (p. 1239)
- Veterans' Education Benefits (p. 1240)

# Administrative Withdrawal

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Academic Calendars (<http://www.apu.edu/calendar/academic/>) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current Catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

# Admission to the University

Prospective Azusa Pacific University students are committed to personal, intellectual, and spiritual growth. Applicants must evidence sympathetic appreciation for the standards and spirit of the university and exhibit moral character in harmony with its purpose. The university encourages applications from students who will contribute to, as well as benefit from, the university experience. In assessing the applicant's potential for success, academic capabilities and experience relevant to the program of application and disposition are reviewed.

While the following minimum requirements are considered for university admission, specific program acceptance requirements (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program/>) and application deadlines should be consulted as well by reviewing the appropriate program (p. 1237) on the APU website and its corresponding catalog section.

Students admitted to financial-aid non-standard-term programs (Ph.D. in Higher Education, Doctoral-Level Certificate in Strengths-Oriented Higher Education) cannot be simultaneously enrolled in any other APU program, nor can they enroll in classes outside of their program.

To be considered for university graduate admission, the applicant must have a bachelor's degree, master's degree, or doctoral degree from a regionally accredited college or university. Please refer to individual program requirements for specific admission policies and allowances. An earned baccalaureate or master's degree from an ATS- or ABHE-accredited institution will be considered for admission only to Azusa Pacific Seminary. The grade-point average (GPA) from the highest earned degree is used for admission consideration. Applicants with an earned master's degree with a 3.0 or higher cumulative GPA from a regionally accredited college or university may qualify for university graduate admission consideration using that GPA in lieu of their baccalaureate GPA. Specific program admission requirements may be more stringent.

Proof of the baccalaureate degree is also required.

A minimum cumulative 3.0 (on a 4-point scale) GPA is required on the posted baccalaureate degree for regular admission status. Candidates with a GPA of 2.5-2.99 may be considered for conditional admission status. The conditional admission status requires maintaining a minimum cumulative GPA of 3.0 with no grade lower than a *B-* in the first 12 units. Students who do not meet this requirement will be reviewed for dismissal. Specific program admission requirements may be more stringent.

Applications with baccalaureate grade-point averages below 2.5 are subject to university denial.

Applicants denied admission based on GPA may be reconsidered for university admission by departmental exception by meeting one of the following options as determined by the program of application:

- **Option 1:** A teaching and/or service credential.
- **Option 2:** CBEST scores and one of the following: CSET, MSAT, or PRAXIS/SSAT scores (all scores must meet California passing standards).
- **Option 3:** A minimum combined score of 300 for the verbal and quantitative sections of the Graduate Record Examination (GRE) (the GRE must be taken within the 12 months prior to application).
- **Option 4:** Postbaccalaureate evidence of ability for graduate study may be established through the completion of at least 12 semester units of upper-division undergraduate coursework or 6 semester units of graduate coursework from a regionally accredited college or university. The relevance of this coursework to the program to which application is being made must be demonstrated, and a grade of *B* or better must be achieved in each course.

Anyone admitted based on one of these four options is admitted with conditional GPA status and must maintain a minimum cumulative GPA of 3.0 and no grade lower than a *B-* in the first 12 units.

Forms and procedures are available from the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/>).

## Applicants with a Prior Academic Dismissal

Students seeking admission to a master's program after being dismissed from any APU graduate program, or from a graduate program at another institution of higher education, may do so by submitting a new application. During the application process, prospective students must disclose the date of dismissal and include an explanation of the circumstances of dismissal. Also, official student transcripts from the institution where the dismissal occurred must be included with the application and be forwarded to the department or program making admission decisions. Prospective students must wait a minimum of one semester to apply to a program. For example, if a student is dismissed during the fall term, he/she may apply to a program during the spring term and may be admitted during the summer term. Students who are accepted into a program and who fall under this policy will be admitted on a conditional basis and must remain in good academic standing for the duration of the program.

# Application and Fee

To be considered for admission to any program, the prospective student must complete an application and submit a nonrefundable \$45 application fee as well as all additional application items, including transcripts for completed coursework. Certain programs may require additional references and/or other supporting documents. APU alumni need not request official transcripts for prior coursework taken at APU. The application fee is waived for APU alumni, faculty, staff, and their spouses. Veterans and members of the military also qualify for an application fee waiver.

# Change of Program

Admission to graduate and professional programs at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must file a Change of Program Form (<http://www.apu.edu/graduateprofessionalcenter/download/>) with the Office of Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>). International students must contact the International Center (<http://www.apu.edu/international/>).

A program representative will contact the student if further documentation and materials are required for the change of program. No credit toward the new degree program will be granted before written program acceptance has been secured.



# Conditional Admission Based on English Level

Some applicants have high academic ability but have not yet achieved English proficiency. For these applicants, conditional admission is offered. Those given conditional admission must either complete their English requirement prior to beginning their program at APU, or may study in the American Language and Culture Institute (ALCI) (p. 49) at APU prior to studying in their program. Conditional admission is not available for every graduate program. Contact an admissions representative at [international@apu.edu](mailto:international@apu.edu) for details.

# Conditional-Incomplete Admission (CIA)

The Conditional-Incomplete Admission (CIA) status is most often utilized when, to meet an application deadline, an applicant submits his/her transcripts before the degree is officially posted. In this situation, the applicant must submit all other official application documents, including transcripts in which the final semester of coursework is posted, even if still in progress or awaiting grade/degree posting. Other incomplete documents may be considered by program. Visit the university website for specific program application requirements (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program/>) within each school or college.

Students admitted under CIA status must submit all official and final documents/transcripts, including posted degree, before the first day of classes, unless special arrangements have been approved through the admissions office. Failure to provide final official documents in a timely manner will result in administrative withdrawal from classes.

The following must be submitted before consideration for CIA status:

- A completed application for admission
- The \$45 nonrefundable application fee
- Transcript(s) of bachelor's degree coursework earned from a regionally accredited institution with the minimum GPA required for university admission

Check with specific programs regarding additional application documents required for the CIA admission status. Some departments and schools may specify which courses a student may take under CIA status, and may allow only prerequisites to be taken. Completion of preadmission courses does not guarantee admission, regardless of course outcomes.

The CIA status may be exercised only once per APU degree earned. Students may not use the CIA status for each Change of Program submitted.

This status is **not** applicable for international students who come to the U.S. on an I-20 or DS 2019, F-1 or J-1 status.

Note that students are not eligible to receive financial aid until their admission status is moved from CIA to regular or conditional status. Financial aid cannot be awarded retroactively for terms in which a student took courses but was not admitted CIA to a specific program. Students must be admitted to the university and graduate program by the last day of the term in which they first enroll to be eligible to apply for financial aid for that term.

# English Proficiency Requirements

All students graduating from non-English-speaking institutions or from programs not taught in English and applying for graduate admission to Azusa Pacific University—with the exception of APU-approved programs in languages other than English—are required to submit proof of sufficient English proficiency. One proof of proficiency is the successful completion of the international Test of English as a Foreign Language (TOEFL) examination. Other options to prove proficiency follow the TOEFL information.

The following minimum scores on the internet-based TOEFL (iBT) are required for admission to master's-level and credential programs:

- Listening: 22
- Reading: 22
- Speaking: 22
- Writing: 24

The following minimum scores on the iBT are required for admission to doctoral programs:

- Listening: 25
- Reading: 25
- Speaking: 25
- Writing: 25

The iBT must be taken no more than two years before the start of an APU program. Specific graduate departments may require a higher score. See specific program areas for more information.

If the applicant scores below the minimum in one or more of the skill areas, the individual can retake the TOEFL test, take the APU American Language and Culture Institute (ALCI) (p. 49) placement test, or consider studying for and passing the highest level in ALCI prior to full-time entry into the graduate program.

An International English Language Testing System (IELTS) score can also be used as a verification of English proficiency. For regular admission, a minimum score of 7 is required.

Applicants studying full time and earning 48 units (not including ESL units) in an English-speaking university immediately prior to applying to APU may be eligible to have the English proficiency exam requirement waived. Verification of English as the language of instruction is required.

In addition, students must enroll in TESL 500 during their first term at Azusa Pacific University regardless of English proficiency exam score. During the first class session, students have an opportunity to demonstrate proficiency in English; if they meet this, they can waive the class.

If, while in classes, it is determined that the student's ability to communicate and participate in English is below the necessary standard, an instructor may refer him/her to the department chair, who may require him/her to seek assistance from the ALCI, which may lead to enrollment in a noncredit program at the student's expense.

# False Information

Students are advised that admission is contingent upon the truthfulness of the information contained in their application files. 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 Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>).

# International Admissions

In order to qualify as an international student at APU, the individual needs to be able to obtain an F-1 or J-1 visa or be in F-1 or J-1 legal status. An individual who has another type of valid U.S. visa may also study full or part time at Azusa Pacific University, depending on the visa type. Anyone in the U.S. in B-1/B-2 status, however, is not allowed by law to study full or part time in any educational program.

Azusa Pacific University is authorized under federal law by U.S. Citizenship and Immigration Services (USCIS) and the U.S. Department of State to enroll nonimmigrant alien undergraduate and graduate students as well as intensive English students. APU issues and administers the I-20 and DS 2019 (F-1 and J-1 status documents, respectively). APU is able to issue I-20s for the Azusa campus as well as for the following regional locations: San Diego, Orange County, and Los Angeles. Not all degree programs are available at the regional locations.

To be considered for admission to an APU graduate program as an international applicant, you must meet all the requirements listed in the Admission to the University (p. 1229) section of the catalog, as well as a few requirements unique to international applicants:

1. Affidavit of Financial Support and bank statement<sup>1</sup> proving ability to pay for education costs through personal, family, or sponsor resources
2. Certified English proficiency (See English Proficiency Requirements (p. 1234))
3. Official transcripts sent from previously attended schools directly to APU. Transcripts must be in original language and English.
4. Copy of passport

<sup>1</sup> One year's tuition may be required prior to issuing the United States immigration document.

All international applicants are expected to read and comply with the policies listed in this catalog.

Note: Individual departments may have additional requirements; see the applicable program (p. 36) for specific information.

International applicants must submit all application materials and direct all questions to:

International Enrollment Services  
Azusa Pacific University  
901 E. Alostia Ave.  
PO Box 7000  
Azusa, CA 91702-7000  
+1-626-812-3055  
Fax: +1-626-815-3801  
international@apu.edu  
apu.edu/international/enrollment/ (<http://www.apu.edu/international/enrollment/>)

# Program Application Requirements

For additional application procedures and forms for the specific program to which you are applying, visit the appropriate college/school page of the university website, or view the program-specific requirement pages for graduate programs (<http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program/graduate/>).

- Azusa Pacific Seminary (<http://www.apu.edu/seminary/>)
- College of Liberal Arts and Sciences (<http://www.apu.edu/clas/>)
- College of the Arts (<https://www.apu.edu/arts/>)
- School of Behavioral and Applied Sciences (<http://www.apu.edu/bas/>)
- School of Business and Management (<http://www.apu.edu/business/>)
- School of Education (<http://www.apu.edu/education/>)
- School of Nursing (<http://www.apu.edu/nursing/>)
- University Libraries (<http://www.apu.edu/library/>)

# Reservation of Rights

Azusa Pacific University does not discriminate in its admission policies, practices, or procedures on the basis of race, color, national origin, sex, age, disability, or status as a veteran.

Azusa Pacific University reserves the right to change any of its policies without prior notice, including, but not limited to, tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and program requirements, and admission standards and policies. The university further reserves the right to refuse admission to any applicant and to disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee.

To apply for admission to Azusa Pacific University, applicants must submit an application form available online (<http://www.apu.edu/apply/>).

**Mailing Address:**

Graduate and Professional Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

**Located at:**

568 E. Foothill Blvd.  
Azusa, CA 91702  
(626) 815-4570  
Fax: (626) 815-4571  
gpc@apu.edu  
[apu.edu/gpc/admissions](http://www.apu.edu/gpc/admissions/) (<http://www.apu.edu/gpc/admissions/>)

Applicants who plan on attending on a student visa must apply through International Enrollment Services (<https://www.apu.edu/international/enrollment/>).

# Transcripts

Official transcripts are required for all degrees, certificates, and credentials earned prior to application to APU. Official transcripts for other college coursework not leading to a degree, certificate, or credential may be required by the department for program acceptance consideration. An official transcript is one that Azusa Pacific University receives unopened in an envelope sealed by the former institution and that bears the official seal of the college or university. APU reserves the right to require transcripts sent directly from the former institution. The baccalaureate degree transcript may be waived, with approval of the academic program, if an applicant has earned a regionally accredited master's or doctoral degree prior to applying to APU.

APU alumni need not request official transcripts for baccalaureate coursework from the undergraduate registrar. When applying for a graduate program, the Office of Graduate and Professional Admissions will obtain a copy for the graduate application file.

International transcripts must be translated into English, certified by an authorized official, and include the posted degree. International transcripts must be evaluated by an approved agency, which creates an official Degree/Transcript Equivalency Report, to verify that the international degree is comparable to a degree from a regionally accredited college or university in the United States. An official copy of this Degree/Transcript Equivalency Report is submitted with a student's official transcript for university admission consideration. Contact the Office of Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>) for a list of approved agencies.

Once filed, transcripts are subject to the provisions of applicable federal and state laws and regulations and cannot be returned to the applicant or forwarded to other educational institutions.

*For information about ordering an APU transcript, see Release of Transcripts (p. 1489) under University-Wide Policies in this catalog.*



# Veterans' Education Benefits

Azusa Pacific University is an approved, degree-granting institution recognized by the U.S. 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 U.S. Department of Veterans Affairs (<http://www.va.gov/>) for eligibility criteria.

APU proudly participates in the Yellow Ribbon Program (<http://www.apu.edu/militaryeducation/>), which is a provision of the Post-9/11 Veterans Education Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the U.S. Department of Veterans Affairs. To receive Yellow Ribbon funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill<sup>®</sup>.

**Note:** Active-duty personnel receiving Chapter 33 benefits, and spouses of active-duty personnel receiving Transfer of Entitlement (TOE) benefits, are not eligible for the Yellow Ribbon Program.

*"GI Bill<sup>®</sup>" is a registered trademark of the U.S. Department of Veterans Affairs (VA).*

# Financial Information

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This section of the Azusa Pacific University Academic Catalog contains information pertinent to Financial considerations, including Financial Aid. Please select from the following to begin.

- Professional Undergraduate (p. 1287) (Regional Campuses, Online)
- Traditional Undergraduate (Azusa) (p. 1242)
- Graduate (p. 1301)

# Financial Information for Undergraduate Students (Azusa)

- Financial Agreement (p. 1243)
- Financial Aid (p. 1244)
  - Apply for Financial Aid (p. 1245)
  - Financial Aid Policies (p. 1246)
  - Types of Financial Aid (p. 1252)
    - Federal Aid (p. 1253)
    - Institutional Aid (p. 1256)
    - Outside Aid and Alternative Loans (p. 1273)
    - State Aid (p. 1277)
- Payment Plan (p. 1281)
- Refund Policy and Withdrawal Information (p. 1282)
- Student Employment (p. 1284)
- Tuition and Fees (p. 1285)
- Undergraduate Student Financial Services (p. 1286)

# Financial Agreement

A student may not participate in commencement ceremonies, register for further sessions, or receive any diploma or certificate until all financial obligations (including Perkins Loans) have been satisfied in accordance with APU financial policies. Any diploma, grade, or certificate shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior 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

- [Apply for Financial Aid \(p. 1245\)](#)
- [Financial Aid Policies \(p. 1246\)](#)
- [Types of Financial Aid \(p. 1252\)](#)

# Apply for Financial Aid

## Step 1

Complete the FAFSA. (<https://fafsa.ed.gov/>)

- Priority Deadline: March 2
- APU's School Code: 001117

## Step 2

Submit the Cal Grant GPA Verification Form (<https://www.csac.ca.gov/post/cal-grant-gpa-verification-form/>) (California residents).

- Deadline: March 2
- Note: This is not required if the student received a Cal Grant the previous school year.

## Step 3

Submit To Do List items requested through the My Financial Aid tab (under the UG Enrollment Services Center tab) at [home.apu.edu](https://home.apu.edu) (<https://home.apu.edu>).

- When: Recommended by June 30

## Step 4

Look for other scholarships and grants if needed.

- APU Academic Scholarships (<http://www.apu.edu/undergraduate-enrollment-services/finances/aid/academic/>)
- APU Participatory Scholarships (<http://www.apu.edu/undergraduate-enrollment-services/finances/aid/participatory/>)
- Other Resources (<http://www.apu.edu/undergraduate-enrollment-services/finances/aid/resources/>)

## Step 5

Apply for loans.

- When: After the student receives the financial aid award letter.

## Step 6

Ask questions.

- When: Anytime
- New Students: [admissions@apu.edu](mailto:admissions@apu.edu)
- Returning Students: [uesc@apu.edu](mailto:uesc@apu.edu)

# Financial Aid Policies

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.

The following policies are covered:

1. Deadlines (p. 1246)
2. Financial Aid Packaging (p. 1246)
3. Financial Aid Policy for Study Away Programs (p. 1246)
4. Keeping in Touch (p. 1247)
5. Minimum Enrollment (p. 1247)
6. Nondiscrimination (p. 1247)
7. Release of Records (p. 1247)
8. Satisfactory Academic Progress (SAP) (p. 1247)
9. Stacking Financial Aid (p. 1249)
10. Verification (p. 1250)
11. Verifying Enrollment for Financial Aid Eligibility (p. 1250)

## Deadlines

In order to receive financial aid, all required documentation must be received by Azusa Pacific University within a reasonable amount of time to be processed before applicable federal, state, and institutional deadlines.

## Financial Aid Packaging

Azusa Pacific University offers financial aid in the form of grants, scholarships, loans, and employment. In order to serve a large number of students needing financial assistance, the university coordinates various elements of each student's financial aid program. This "packaging" (<http://www.apu.edu/admissions/undergraduate/calculator/>) approach may include assistance from two or more sources of financial aid. The university's goal is to award all applicants the maximum scholarship, grant, loan, and work study for which they qualify within the restrictions of federal and state guidelines and institutional policies.

## Financial Aid Policy for Study Away Programs

### Group 1 Programs: APU Semester Programs (China Nursing, Ecuador, Global Learning Term, Norway Nursing, Sacramento, South Africa, and Tahoe Semester)

- Charges: Standard Full-time Tuition, Program Fee, UG Services Fee, and Health Fee(s) (varies for domestic/international).
- Financial Aid: Standard; same as on campus (with exception of athletic, music, and other aid that requires on-campus participation). May receive aid for up to two semesters off campus, with a minimum of one semester between each.

### Group 1 Program: Oxford Scholars' Semester (CCCU/BestSemester)

- Charges: Standard Full-time Tuition, Program Fee, UG Services Fee, and Health Fee(s) (varies for domestic/international).
- Financial Aid: Standard; same as on campus (with exception of athletic, music, and other aid that requires on-campus participation). May receive aid for up to two semesters off campus, with a minimum of one semester between each.
- Faculty/Staff Award: Only one recipient per off-campus program
- Tuition Exchange: Only one recipient per off-campus program

### Group 2 Programs: CCCU/BestSemester

- Charges: Actual cost of study away program, APU study away \$500 processing fee, insurance fees, UG Services Fee, etc.
- Financial Aid: Only eligible for federal and state aid. May receive aid for up to two semesters off campus, with a minimum of one semester between each.

## GO Terms

Usually, no financial aid is available for traditional undergraduate GO Term programs. Students participating in GO Term programs may be charged study away processing fees, program fees, international health insurance, tuition, etc. For fall and spring break programs, program and insurance fees are paid in the fall and spring semester, respectively. For summer programs, program and insurance fees must be paid in the spring semester before your program. Tuition and all supporting fees must be paid according to the timeline provided by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>). Reference your program materials for exact dates and more information. For fall and spring break programs, tuition may be combined with the semester block tuition rate for up to 18 units (additional program and insurance fees would still apply).

Group 2 GO Term Programs: Au Sable Institute and CCCU/BestSemester Oxford Summer Programme

- Charges: Actual cost of study away program, APU study away \$50 processing fee, international health insurance fees, UG Services Fee, etc.
- Financial Aid: Usually, no financial aid is available for traditional undergraduate GO Term programs. Program and insurance fees must be paid the semester before your program. Tuition and all supporting fees must be paid according to the timeline provided by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).

## Programs Not Sponsored/Approved by APU

Not eligible for financial aid. Leave of Absence (<http://www.apu.edu/onestop/finances/policies/#refundpolicyandwithdrawalinformation>) required. **For more information, contact the** Center for Global Learning and Engagement (<https://www.apu.edu/global-engagement/>).

## Keeping in Touch

The university will attempt to inform students about deadlines and procedures, but the final responsibility for the timely filing of the FAFSA and related documents is on the students.

Students must notify the Undergraduate Enrollment Services Center regarding changes in financial situation, marriage, loss of a job, change in class load, or change of address. To contact the Undergraduate Enrollment Services Center, a student may call, email, or stop by in person. Students must notify the Office of the Registrar to withdraw from the university.

## Minimum Enrollment

Scholarships, grants, and federal loans are based on a student's enrollment (athletic scholarships are pursuant to NCAA legislation).

For scholarships and grants:

- 12+ units: 100 percent of scholarships and grants
- 9-11 units: 75 percent of scholarships and grants
- 6-8 units: 50 percent of scholarships and grants
- 1-5 units: Not eligible for scholarships and grants\*

\*Exception: Final semester to graduate—25 percent of institutional scholarships and grants

For federal loans\*:

- 6+ units: 100 percent of federal loans
- 1-5 units: Not eligible for federal loans

\*Exception: Federal loans will be prorated if a student exclusively attends fall, spring, or summer only for their final semester.

## Nondiscrimination

The Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) 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.

## Release of Records

It is understood that by applying for financial aid, the student grants the Undergraduate Enrollment Services Center the right to release the student's grades and enrollment records to scholarship, state, federal, and loan agencies as needed.

## Satisfactory Academic Progress (SAP)

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



## Minimum Requirements

- GPA: Cumulative GPA of at least 2.0
- Units Passed (Pace): Passing grade in at least 67 percent of units enrolled (includes *Fs*, *Ws*, Incompletes, and repeated courses)
- Total Units Limit (Maximum Time Frame): Can enroll in up to 180 units. Not eligible when enrolling in the 181st unit (includes *Fs*, *Ws*, Incompletes, and repeated courses). Exceptions may apply to students enrolled in additional degrees.
- Evaluated: End of each term (fall, spring, summer)

## Definitions

### Change of Major

If a student changes his or her major, it will **not** “reset” the current qualitative (GPA) or quantitative (pace) measures of SAP. All units attempted and/or passed will be counted when determining whether a student meets the minimum requirements listed above.

### Additional Degree

Students may receive Title IV, state, and most institutional aid for each degree. If the student completes the degree requirements for both degrees during the same term, the student can receive aid from Title IV, state, and most institutional aid until completion. If, on the other hand, the student completes the first degree/major program before completing the other degree/major program, that student is no longer eligible for Title IV grant (Federal Pell Grant, FSEOG, or TEACH Grant) and state aid funds to complete the second degree/major program. That student, however, may still receive Federal Work Study and Federal Direct Loan funds to complete the requirements of the second degree/major program. Students can enroll in up to 225 units. Not eligible when enrolling in the 226th unit (includes *Fs*, *Ws*, Incompletes, and repeated courses). See Guidelines for Additional Degrees (<http://catalog.apu.edu/undergraduate/academic-programs/degree-programs/#guidelinesforadditionaldegrees>).

### Financial Aid SAP Status

Students who fail to maintain SAP will be placed on Financial Aid Warning and may be given up to one term (semester) of financial aid eligibility to correct their SAP deficiencies. If the student does not make up his/her deficiencies in that one term and/or does not maintain SAP for two consecutive terms, he/she will be placed on Financial Aid Suspension and will be ineligible for all financial aid (federal, state, and institutional). Finally, if a student appeals and is approved, he/she will be placed on Financial Aid Probation.

### Appeals

Students may appeal for reinstatement of financial aid if they, a spouse, a dependent child, or a parent have experienced illness that prevented class attendance for an extended period of time; they 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.

An SAP Appeal form is available online and at the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) and is required in order to be considered for reinstatement of your financial aid. The student must develop an academic plan if they cannot meet SAP within one term of probation. The academic plan that is submitted with the appeal should be created by the student and the Academic Success Center (<https://www.apu.edu/academic-success/>) staff. The appeal will be reviewed by a SAP Appeals Committee.

### 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* (note that some departments and/or schools require a higher minimum GPA in order for coursework to meet their program requirements). Withdrawals and incomplete grades are not passing grades. Challenge exams and audited courses are not considered.

### Regaining Eligibility

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

### Remedial Coursework

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

### Repeated Courses

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units will still count toward the completion (pace) rate and maximum time frame. Students who passed a class and choose to repeat for a higher grade may receive financial aid only once for that repeated class. Students may receive financial aid for a failed class that they repeat until they pass (as long as they are meeting all of the other SAP requirements).

## Transfer Credits

Transfer credits that have been officially accepted to complete program requirements will count toward all three progress measures for SAP (GPA, pace, and total units limit).

## Stacking Financial Aid

The Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) strives to award all applicants the maximum grant, scholarship, loan, and work study for which they qualify. Unfortunately, sometimes federal, state, and/or institutional policies may restrict the total amount or type of award a student may receive.

Aid will be stacked in the following order (unless otherwise stated):

1. Federal (Pell Grant, FSEOG Grant, etc.)
2. State (Cal Grant B/Dream Act Access, Cal Grant B/Dream Act, Cal Grant A/Dream Act, Chafee Grant, etc.)
3. Outside aid (depending on what the scholarship/award is explicitly designated to help cover)
4. Institutional aid, in the following order:
  - a. APU Yellow Ribbon Matching Award
  - b. Tuition Exchange Award
  - c. Academic Merit Scholarship (President's, Deans', Trustees', etc.)
  - d. Athletics
  - e. MOU scholarship
  - f. APU Grant; APU Grant–Dream Act
  - g. Faculty/Staff Award (new students: Faculty/Staff comes before APU Grant)
  - h. Departmental/participatory (new students: departmental/participatory comes before APU Grant)
5. Federal Direct Subsidized Student Loan
6. Federal Work Study
7. Federal Direct Unsubsidized Student Loan
8. Federal Direct PLUS Loan (Parent)
9. Federal Direct Unsubsidized Student Loan (add-on)
10. Alternative Loan
11. State Vocational Rehabilitation Grant
12. ROTC
13. Veterans benefits (GI Bill<sup>®</sup>, GI Yellow Ribbon portion, and Vocational Rehabilitation and Employment)

The following guidelines can help explain why a student's financial aid may be reduced:

### Step 1: Cost of Attendance (COA)

Financial aid cannot stack above Cost of Attendance (COA). Exceptions: ROTC and VA Benefits

### Step 2: Cal Grant

- When a student is awarded a Cal Grant, the state mandates that all scholarships and grants (all free money) cannot stack above Need. Need = COA – EFC (Expected Family Contribution).
- Scholarships and grants specifically required to pay tuition can stack with the Cal Grant up to tuition (Trustees', Tuition Exchange, etc.)

### Step 3: Institutional Aid

APU scholarships and grants (including the Faculty/Staff Award and Tuition Exchange) cannot stack above tuition. Please note: Steps 1 and 2 may reduce the amount below the cost of tuition.

Exceptions:

- Bishop Dixon Scholars (see Step 6 below)
- Honors College Scholarship(s)
- RA Scholarship
- Scholarshipped athletes cannot stack above Grant-in-Aid Amount.
  - Not eligible for an APU Grant (athletes receiving the Athletics Support Grant may still be eligible to receive an APU Grant)

## Step 4: APU Grant

The APU Grant will be reevaluated when new information is received. Circumstances that may decrease a student's APU Grant:

- Changes made to the FAFSA
- Academic Merit Scholarship added or revised
- APU departmental/participatory scholarship added or revised
- Faculty/Staff Award added or revised
- Federal or state grants added or revised (Pell Grant, FSEOG Grant, Cal Grant, etc.)
- Other new information

Not eligible for APU Grant:

- Athletic scholarship recipient
- ROTC recipient
- College of the Arts music scholarship recipient
- College of the Arts theater scholarship recipient
- A student who does not submit a FAFSA or complete verification
- Faculty/staff (employee and/or spouse)

## Step 5: ROTC

### Army ROTC

- Scholarship from ROTC covers tuition and mandatory fees.
- Also receive an ROTC Room and Board Scholarship from APU: \$9,000/year (\$4,500/semester).
- Not eligible for any additional APU scholarships or grants.
- Not eligible for Cal Grant (full tuition is paid by ROTC)

### Air Force ROTC

- Scholarship from ROTC = \$18,000/year (\$9,000/semester).
- Also receive an ROTC Room and Board Scholarship from APU: \$9,000/year (\$4,500/semester).
- Not eligible for any additional APU scholarships or grants.
- May be eligible for Cal Grant (student must have enough tuition charges, after ROTC, to add full Cal Grant).

## Step 6: Bishop Dixon Scholarship Recipients

After federal, state, and APU grant aid is applied, the Bishop Dixon Scholarship will cover remaining tuition, mandatory fees, and room and board (though it may not cover optional charges, such as the Student Health Center, parking citations, etc.). Recipients will also receive \$2,000/year (\$1,000/semester) to help with books and supplies.

## Verification

Each year, the federal government or Azusa Pacific University chooses some FAFSA applications for a process called "verification." The law requires colleges to obtain information from the family that confirms the accuracy of the information that was reported on the FAFSA (e.g., student and parent tax information, etc.). Beyond those applications selected for verification, the law requires colleges to also request further documentation when a FAFSA application and/or subsequent documentation appears incomplete or inaccurate.

A student is not eligible to receive federal, state, and/or institutional need-based aid until all required documentation has been submitted by the financial aid deadline.

## Verifying Enrollment for Financial Aid Eligibility

In order to be eligible for Title IV aid, each course a student enrolls in must:

1. Be a course enrolled in at Azusa Pacific University.
2. Satisfy a degree requirement for the major(s) the student is actively pursuing during that term (fall, spring, summer). Degree requirements include courses that satisfy graduation, general education, major, minor, or other required coursework, including prerequisites.
3. Meet the repeat requirements as defined by the Department of Education:
  - a. If a student received a passing grade (grade higher than *F*) in a course, they are allowed to repeat that course only once to remain eligible for Title IV aid. Students who pass the course initially but fail the second time may not receive Title IV aid for taking the course a third time.

- b. If a student received a *W* or *F* grade in a course, they are permitted to repeat the course, but other APU academic policies may limit the number of times a student can repeat a course.

Courses that do not meet the above requirements will not be included in the determination of a student's enrollment status for purposes of paying Title IV aid. Institutional aid will be based on eligible coursework.

*"GI Bill<sup>®</sup>" is a registered trademark of the U.S. Department of Veterans Affairs (VA).*

# Types of Financial Aid

Award amounts listed are for students first enrolling at Azusa Pacific University in 2020-21. Refer to previous catalogs (<http://www.apu.edu/provost/catalog/>) for scholarship/grant awarding information for enrollment that began prior to 2020-21.

The following types (or sources) of financial aid are available:

1. Federal (p. 1253) (provided by the U.S. government)
2. State (p. 1277) (provided by the state of California)
3. Institutional (p. 1256) (provided by APU)
4. Outside scholarships (p. 1273) (provided by organizations, businesses, etc.)
5. Alternative/private loans (p. 1273)

## Budget Limitations

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 the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

# Federal Aid

Federal aid is categorized as:

1. Grants (free money)
2. Federal Work Study (paycheck from a job)
3. Loans (which have to be paid back)
4. Military Benefits (based on qualifying military service)

To apply for federal aid in the form of grants, federal work study, or loans, students must complete the FAFSA (<https://fafsa.ed.gov/>).

To be eligible for and to continue receiving federal aid, students must meet the eligibility requirements set forth by the U.S. Department of Education. The information provided below is a general overview of the programs provided. For more information on federal aid programs, the amounts, and their qualifications and restrictions, refer to the Department of Education website (<https://studentaid.ed.gov/>).

## Grants

### Pell Grant

The Pell Grant is awarded to eligible students who have met a financial need requirement as determined by the correct Expected Family Contribution (EFC) on the FAFSA (<https://fafsa.ed.gov/>).

### Qualifications

1. Financial need requirement (as determined by the FAFSA).
2. Has not previously received a bachelor's degree.
3. Enrolled at least part time.

### Yearly Amounts

#### 1. Varies from \$657-\$6,195 <sup>1</sup> for the 2019-20 school year

<sup>1</sup> Amount depends upon EFC and enrollment (award amount is prorated if enrolled less than full time).

### Disbursement

Once the student's financial aid file is complete, the Pell Grant usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

The student must have remaining eligibility in the Pell Grant program and maintain Satisfactory Academic Progress (SAP). (p. 1247)

## Federal Supplemental Educational Opportunity Grant (FSEOG)

The extremely limited funds for the FSEOG are awarded to the neediest students as determined by the FAFSA (<https://fafsa.ed.gov/>) based on exceptional need until the funds run out.

### Qualifications

1. Extreme financial need requirement (as determined by the FAFSA).
2. Student has not previously received a bachelor's degree.
3. Eligible for a Pell Grant.
4. Returning Students: Complete new FAFSA application by March 2.

### Yearly Amount

1. Up to \$1,500 (\$750/semester). The amount will be prorated if enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent, 1-5 units at 25 percent).

### Disbursement

Once the student's financial aid file is complete, the FSEOG Grant usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

## To Retain Eligibility

The student must complete the FAFSA as soon after the first FAFSA filing date as possible. The student must meet the extreme financial need requirement (and the other qualifications listed above). This grant is awarded based on exceptional need until funds run out. There is no guarantee that the student will continue to receive this award in subsequent years. The student must also maintain Satisfactory Academic Progress (p. 1247).

## Federal Work Study (FWS)

Federal Work Study enables students to earn part of their financial aid award through employment. Federal regulations allow the university to offer qualified students a certain amount of college work-study earnings.

This money is not gift aid, but is an opportunity for students to work and have part of their salary paid by the federal government.

Any student participating in the FWS program will be paid directly through the on-campus student payroll. Base-rate pay on campus is minimum wage. Individual earnings are not credited to the student's APU account but paid directly to the student. FWS earnings are taxable.

## Qualifications

1. Financial need requirement as determined by the FAFSA (<https://fafsa.ed.gov/>) and other financial aid received.
2. Hired and satisfactorily working in a FWS eligible position (certain religious-related positions are not eligible). APU reserves the right to alter the amount of FWS offered.
3. The student must also maintain Satisfactory Academic Progress (p. 1247).

## Loans

### Federal Direct PLUS Loan for Parents

The Federal Direct Parent PLUS Loan is a low-interest loan borrowed directly from the U.S. government that parents can apply for to help their dependent student pay for college.

### Yearly Amounts

If the parent is approved, they can borrow any amount up to the student's cost of attendance, minus any other aid the student is receiving.

### Appeals and Endorsers

If denied a PLUS Loan, parents may:

1. Appeal the decision by contacting Direct Loans.
2. Apply for the PLUS loan with an endorser (co-signer).
3. The student can then take out an additional Federal Direct Unsubsidized Loan (freshmen and sophomores, \$4,000; juniors and seniors, \$5,000).

## How to Apply

Students

1. Complete the FAFSA (<https://fafsa.ed.gov/>).

Parents of a Dependent Student

1. Complete the Direct PLUS Loan Application (<https://studentloans.gov/myDirectLoan/launchPLUS.action/?plusType=parentPlus>).
2. New borrowers must also complete a Direct PLUS Loan Master Promissory Note (MPN) online (<https://studentloans.gov/myDirectLoan/launchMpn.action/?mpnType=parentPlusMpn>).

## Disbursement

Once the student's financial aid file is complete, the PLUS Loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received. If the parent borrower was originally denied the PLUS Loan based on adverse credit and was then later approved (or obtained an endorser), the parent must complete PLUS Credit Counseling online. (<https://studentloans.gov/myDirectLoan/counselingInstructions.action/?counselingType=plus>) The Parent PLUS Loan will not disburse to the student's APU account until the credit counseling is completed.

## To Retain Eligibility

The student must be enrolled at least half time (6 units per semester). The student must also maintain Satisfactory Academic Progress (p. 1247).

## Repayment

Repayment of the Federal Direct PLUS Loan for Parents usually begins 60 days after the loan has been fully disbursed (after the second disbursement in early January for most students). In some cases, payment can be delayed by deferment or forbearance. Learn more about repayment of the Federal Direct PLUS Loan for Parents. (<https://studentloans.gov/myDirectLoan/repaymentEstimator.action/>)

## Federal Direct Loan for Students

The Federal Direct Loan is a low-interest loan borrowed directly from the U.S. government designed to help students pay for college. Depending on eligibility as determined by the FAFSA, the student may be offered a subsidized and/or unsubsidized loan. Subsidized means that the government will pay the interest on the loan while the student is in school. Unsubsidized means that the student is responsible to pay the interest on the loan while in school.

## Yearly Amounts

- Freshmen (0-29 units): \$5,500 (up to \$3,500 of which may be subsidized)
- Sophomores (30-59 units): \$6,500 (up to \$4,500 of which may be subsidized)
- Juniors and Seniors (60+ units): \$7,500 (up to \$5,500 of which may be subsidized)

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

## How to Apply (All Students)

1. Complete the FAFSA (<https://fafsa.ed.gov/>).
2. Accept loan(s) through the Undergraduate Enrollment Services Center tab at [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu>).

## New Borrowers Must Also:

1. Complete Direct Loan entrance counseling online (<https://studentloans.gov/myDirectLoan/counselingInstructions.action/?counselingType=entrance>).
2. Complete a Direct Loan Master Promissory Note (MPN) online (<https://studentloans.gov/myDirectLoan/launchMpn.action/?mpnType=subUnsubMpn>).

## Disbursement

Once the student's financial aid file is complete, and the student has completed the Direct Loan application steps, the loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received.

## To Retain Eligibility

The student must have remaining eligibility in the Direct Loan program. The student must be enrolled at least half time (6 units) per semester. The student must also maintain Satisfactory Academic Progress (p. 1247).

## Repayment

Repayment usually begins six months after the student either drops below half time (6 units is half time), withdraws, or graduates from college.

## Military Benefits

### Post-9/11 GI Bill<sup>®</sup> and VA Yellow Ribbon

For up-to-date information regarding eligibility requirements, award amounts offered by the government, and specific details, contact the VA (<https://www.va.gov/>). You may also contact the Office of Military and Veteran Education Benefits (<https://www.apu.edu/militaryeducation/benefits/>) at (626) 815-3837 or [mveb@apu.edu](mailto:mveb@apu.edu).

*"GI Bill<sup>®</sup>" is a registered trademark of the U.S. Department of Veterans Affairs (VA).*



# Institutional Aid

Award amounts listed are for students first enrolling at Azusa Pacific University in 2020-21. Refer to previous catalogs for scholarship/grant awarding information for enrollment that began prior to 2020-21.

Institutional aid categories:

- Academic Scholarships (p. 1258)
- Need-Based Awards (p. 1260)
- Participatory/Other Awards (p. 1263)

## Budget Limitations

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.

All institutional aid is subject to coordination with federal, state, institutional, and outside aid policies. On occasion, the amount of financial aid originally offered may end up reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## Minimum Enrollment

Award amounts are based on full-time attendance. See the Minimum Enrollment (p. 1247) policy for more information.

## Student Responsibility

Azusa Pacific University is pleased to receive scholarship support from many individual donors, as well as from foundations and corporations. These scholarship dollars are then awarded by the university according to directives of the donors (if any). The student, as a scholarship recipient, may be asked to write a letter of appreciation to the donor or organization who provided the scholarship money. The student may also be asked to attend a luncheon with the donor or organization representatives. As stewards of these financial investments into the lives of students, the university wishes to thank donors personally and with integrity. By accepting the scholarship award, the student is also agreeing to express appreciation if asked to do so.

## Underwriting Organizations

Foundations and corporations generously contribute funds that underwrite APU scholarships. These organizations include:

- America's Christian Credit Union
- American Endowment Foundation
- American Transport System
- Arrow Motors, Inc.
- Bargaehr Family Foundation
- Barnabas Foundation
- Benevity Social Ventures, Inc.
- Bolton & Company
- California Community Foundation
- Corona Aluminum Co.
- EMELCO Foundation
- Family Unity Foundation
- Fuller Foundation
- Gatherer Family Foundation
- George H. Mayr Foundation
- IHS Foundation
- Image Management
- James L. Stamps Foundation, Inc.
- John Stauffer Charitable Trust
- Kaiser Permanente
- Landcastle, Inc.
- Larry W. Smith Ranch
- McGrew-Philipp Family Foundation

- Merklin Family Foundation
- Ministry Advance Foundation
- National Christian Foundation
- Pillmore Family Foundation
- Presbyterian Intercommunity Hospital
- Southern California Edison
- Team Physical Therapy
- TELACU Industries
- The Ahmanson Foundation
- The Community Foundation serving Riverside and San Bernardino Counties
- The Hugh and Hazel Darling Foundation
- Visiting Angels of Glendora and Upland
- Whiting's Food Concessions, Inc.
- William Randolph Hearst Foundation
- Windgate Charitable Foundation

# Academic Scholarships

Academic scholarships are based on a combination of GPA and test scores at the time of admittance. SAT or ACT writing section scores are not considered. Recipients will be granted the single-highest award for which they qualify and will receive official notification of their award shortly after acceptance to the university.

All academic scholarships are renewable for up to four years. Award amounts listed are for students enrolling for the first time at Azusa Pacific University in fall 2020. Refer to previous academic catalogs (<http://www.apu.edu/provost/catalog/>) for scholarship/grant awarding information for enrollment that began prior to fall 2020. Award amounts are not increased in subsequent years.

## Trustees' Scholarship

### Deadlines

- Submit a complete APU undergraduate application by the Early Action deadline of November 15, and
- Submit a complete Trustees' Scholarship Application (<http://www.apu.edu/trusteesscholarship/>) by December 1.

### Yearly Amount

- Full tuition (awarded to five first-time freshmen who are interviewed and selected by the Trustees' Scholarship Committee)

### How to Apply

- Complete and submit the Trustees' Scholarship Application (<http://www.apu.edu/trusteesscholarship/>) online.

### To Retain Eligibility

- Must maintain at least a 3.0 cumulative GPA at APU (verified after every spring semester).

## President's Scholarship

### Yearly Amount

- \$19,000 (\$9,500 per semester)

## Deans' Scholarship

### Yearly Amount

- \$17,000 (\$8,500 per semester)

## Director's Scholarship

### Yearly Amount

- \$15,000 (\$7,500 per semester)

## Founder's Award

### Yearly Amount

- \$12,000 (\$6,000 per semester)

## General Scholarship Information

Unless stated otherwise, the following applies to the awards listed above:

### Qualifications

- Freshmen: Students entering APU directly from high school or having completed fewer than 12 units of college work at the point of admission.
- SAT or ACT writing section scores are not considered.
- Academic scholarships cannot be reearned if lost due to a low GPA, nor can a student qualify for a different academic scholarship while at APU.
- Other than the Trustees' Scholarship, each award is based on a sliding scale to accommodate various combinations of GPAs and test scores.
- Each case is evaluated individually.

## **Yearly Amount**

- Award amount will be prorated if enrolled less than full time (9-11 units at 75%, 6-8 units at 50%).

## **Disbursement**

- Once the student's financial aid file is complete, the scholarship is usually disbursed into the student's APU account during the first month of the semester (first half of the scholarship in fall, the second half in spring), or later depending on when documentation is received.

## **Renewability**

- Up to four years

## **To Retain Eligibility**

- Must maintain at least a 2.8 cumulative GPA at APU (verified after every spring semester).
- The student must also maintain Satisfactory Academic Progress (p. 1247).

# Need-Based Awards

Award amounts listed are for students first enrolling at Azusa Pacific University in 2020-21. Refer to previous catalogs for scholarship/grant awarding information for enrollment that began prior to 2020-21.

- APU Grant (p. 1261)
- Bishop Dixon Scholarship (p. 1262)

## Budget Limitations

Be advised that funding from all of the sources listed is not guaranteed; budget limitations may reduce or eliminate, without notice, any of the awards described.

All institutional aid is subject to coordination with federal, state, institutional, and outside aid policies. 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 the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

# APU Grant

For students with considerable financial need, Azusa Pacific University invests millions of dollars annually to partner with families working to bridge the gap in affording the one-of-a-kind, transformational education experience offered at APU.

## Qualifications

Based on financial need as determined by the FAFSA, the APU Grant considers the cost of attendance as well as resources available to the student. Eligibility for this award may change if new information is received. The student must be enrolled at least half-time. Students must also complete verification, if applicable. Award amounts will not increase in subsequent years.

## Yearly Amount

The amount varies, depending on financial need and available resources. The amount offered will be prorated if the student attends less than full time (9-11 units at 75%, 6-8 units at 50%). On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## How to Apply

Complete the FAFSA (<https://fafsa.ed.gov/>) as soon after the first FAFSA filing date as possible (visit the FAFSA website for deadlines).

## Disbursement

Once the student's financial aid file is complete, this award is usually disbursed into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Up to four years. Eligibility for this award may change if new information is received.

## To Retain Eligibility

Students must complete the FAFSA (<https://fafsa.ed.gov/>) annually by the applicable deadline. It is recommended to complete the FAFSA as soon after the first FAFSA filing date as possible (visit the FAFSA website for deadlines).

The student must also maintain Satisfactory Academic Progress (p. 1247).

# Bishop Dixon Scholarship

Dependent on continued funding, a few students with considerable financial need who embody APU's Four Cornerstones (<http://www.apu.edu/about/cornerstones/>) are selected to receive the Bishop Dixon Scholarship.

## Qualifications

Based on significant financial need as determined by the FAFSA (<https://fafsa.ed.gov/>), the recipients are chosen by the Bishop Dixon Scholarship committee. Recipients must be enrolled at least half time.

## Yearly Amount

The Bishop Dixon Scholarship will cover the remaining amount of the following charges on the recipient's APU student account not already covered by federal, state, and institutional aid: tuition, room, board, university service fee, health fee, parking fee, music fee, science lab fee, other mandatory fees, and up to \$2,000/year (\$1,000/semester) toward books and supplies.

Fines, Student Health Center charges, and Computer Store purchases are not covered. Certain restrictions may necessitate the reduction or elimination of federal and/or state grants. See the Stacking Financial Aid (p. 1249) policy for more information.

## How to Apply

Complete the FAFSA (<https://fafsa.ed.gov/>) as soon as possible after the first FAFSA filing date (visit the FAFSA website for deadlines). Eligible recipients will be notified by the Bishop Dixon Scholarship Committee.

## Disbursement

Once the student's financial aid file is complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Up to four years. The award may be reevaluated from year to year to determine continuing eligibility based on an assessment of the student's continuing financial need. Eligibility for this award may change if new information is received.

## To Retain Eligibility

The student must maintain Satisfactory Academic Progress (p. 1247).

# Participatory/Other Awards

Refer to previous catalogs for scholarship/grant awarding information for enrollment that began during prior academic years.

- Athletic Scholarships (p. 1264)
- Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship (p. 1265)
- Forensics Scholarships (p. 1266)
- Math and Physics Fellowship (p. 1267)
- Multi-Ethnic Leadership Scholarship (p. 1268)
- Music Scholarships (p. 1269)
- Post-9/11 APU Yellow Ribbon Award (p. 1270)
- Stauffer Fellowships (p. 1271)
- Theater Scholarships (p. 1272)



# Athletic Scholarships

Athletic scholarships are offered to many students who qualify to participate in a university athletic program.

## Yearly Amount

Athletic scholarships vary in amount. On rare occasions, the amount of the athletic scholarship originally offered by the coaching staff may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## How to Apply

Online recruitment forms are available for the following programs: football, baseball, men's basketball, women's basketball, men's soccer, women's soccer, track and field/cross country, volleyball, and acrobatics and tumbling. The coaching staffs for softball, women's swimming and diving, men's and women's tennis, and women's water polo prefer to receive direct emails from all interested students, with pertinent information concerning their athletic history (view the coaching staff email directory (<http://athletics.apu.edu/staff.aspx>)). Game footage is welcomed when available and requested by the coaching staff. Athletes receiving an athletic scholarship are not eligible for an APU Grant. Athletes receiving the Athletics Support Grant may still be eligible to receive an APU Grant.

## Disbursement

Once the student's financial aid file is complete, the award usually is disbursed into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Every scholarship is awarded on an annual basis. Renewability is at the coaching staff's discretion. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 1247).
2. The student must meet the requirements established by the NCAA and the university.

# Celebrate Azusa Citizens Scholarship/ Nancy Moore Scholarship

This scholarship was established to recognize the 15-year partnership that Nancy Moore, associate superintendent for Azusa Unified School District, developed with APU. Moore was instrumental in initiating a variety of youth education and community service programs.

This scholarship distinguishes a student who displays Nancy Moore's dedication to education and community service. Up to nine students will be chosen as recipients each academic year.

## Qualifications

1. The Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship is for students who currently attend Azusa High School, Gladstone High School, or Sierra High School and plan to enroll at APU, or for graduates of these schools who currently attend Citrus College.
2. Reside in the City of Azusa.
3. Demonstrate a commitment to the Four Cornerstones (<https://www.apu.edu/about/cornerstones/>) of Azusa Pacific University: Christ, Scholarship, Community, and Service.
4. Have a minimum high school GPA of 3.0 or a minimum Citrus College GPA of 2.2.
5. Possess a passion for community service within the Azusa community.
6. Have proven leadership skills (e.g., volunteer work in the city of Azusa, or participated in cocurricular activities in high school, and/or athletics, youth group, ASB, parks and recreation, or youth group involvement).
7. Be admitted to Azusa Pacific University. It is strongly recommended that students complete the FAFSA (<https://fafsa.ed.gov/>) and be admitted for the appropriate year by March 2.

## Yearly Amount

Up to \$5,000 (\$2,500 per semester). Award amount will be prorated if enrolled less than full-time (9-11 units at 75 percent, 6-8 units at 50 percent). On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## How to Apply

1. Complete the FAFSA (<https://fafsa.ed.gov/>) as soon as possible after the first FAFSA filing date.
2. For an application and more information, contact the Office of Undergraduate Admissions (<https://www.apu.edu/undergraduate-admissions/>).

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Up to four years (depending on your grade level when you first enrolled at APU). Eligibility for this award may change if new information is received.

## To Retain Eligibility

The student must:

1. Maintain Satisfactory Academic Progress (p. 1247).
2. Maintain at least a 2.8 cumulative GPA at APU.
3. Enroll in at least 12 units each semester at APU.
4. Participate in at least 30 hours of community engagement within the city of Azusa each academic year.
5. Participate in the Azusa Scholars Program (<https://www.centerforstudentaction.org/azusa-scholars/>).

# Forensics Scholarships

Forensics scholarships are available to top-performing students participating in APU's nationally recognized forensics program (<http://www.apu.edu/clas/communication/forensics/>). For more information on the forensics program, contact the Department of Communication Studies at [commstudies@apu.edu](mailto:commstudies@apu.edu) (63%6f%6d%6d%73%74%75%64%69%65%73%40%61%70%75%2e%65%64%75).

## Yearly Amount

Scholarship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## How to Apply

Contact the Department of Communication Studies at [commstudies@apu.edu](mailto:commstudies@apu.edu) (63%6f%6d%6d%73%74%75%64%69%65%73%40%61%70%75%2e%65%64%75).

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with the forensics program director for potential renewability. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 1247).
2. The student must meet the requirements established by the forensics program.

# Math and Physics Fellowship

The Department of Mathematics, Physics, and Statistics (<http://www.apu.edu/clas/mathphysics/>) awards two fellowships to incoming freshman undergraduate students pursuing a four-year degree in mathematics, applied mathematics, or physics. The fellowship gives exceptional students financial support and special opportunities to help optimize their APU experience. Fellows participate in a rigorous academic program coupled with a strong Christian worldview focus.

## Yearly Amount

Up to \$3,000 per year (\$1,500 per semester). Award amount will be prorated if enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent). On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## How to Apply

Apply online. (<http://www.apu.edu/clas/mathphysics/opportunities/fellowships/>)

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Up to four years. Eligibility for this fellowship may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 1247).
2. The student must meet the requirements outlined in the Math and Physics Fellowship program guidelines (<https://drive.google.com/file/d/1TqEc2GdgvhUOD2kys9Vc72-3WIUE7VdL/view?usp=sharing>).

# Multi-Ethnic Leadership Scholarship

Every year, six first-time freshmen are chosen as recipients of the Multi-Ethnic Leadership (MEL) Scholarship (<http://www.apu.edu/scrd/scholarship/multiethnic/>). The MEL Scholarship is awarded to carefully screened applicants who meet the high school GPA requirement, demonstrate strong leadership abilities in high school, and who will actively pursue and advocate diversity on campus through a leadership position.

## Qualifications

1. First-time freshman, with at least a 3.2 high school GPA
2. Strong leadership ability
3. Desire and willingness to actively pursue and advocate diversity on campus

## Yearly Amount

Scholarship recipients are awarded \$11,000 per year (\$5,500 per semester). The scholarship will be prorated if enrolled less than full-time (9-11 units at 75%, 6-8 units at 50%). On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## How to Apply

Contact the Student Center for Reconciliation and Diversity (<http://www.apu.edu/scrd/>).

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with the Student Center for Reconciliation and Diversity for potential renewability. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 1247).
2. The student must meet the requirements established by the center.

# Music Scholarships

## College of the Arts Music Scholarships

College of the Arts music scholarships are available to incoming music majors who have auditioned with the School of Music. Scholarships are awarded based on talent, academic ability, and potential contribution as a music major in the School of Music.

Music scholarships are renewable at the offered amount until anticipated graduation date upon admission (eight semesters for incoming freshmen). Students who do not meet their anticipated graduation date must petition to renew their award past this deadline.

### Eligibility Requirements

- Student must be a music major (music minors are ineligible).
- Maintain a cumulative GPA of 3.0.
- Participate in the program as directed. This can include participating in ensembles above and beyond those required by the catalog curriculum.
- Maintain full-time enrollment (12 units or more). Students below 12 units may have their scholarships prorated per university policy.

On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

### How to Apply

Learn more about School of Music scholarships and auditions. (<https://www.apu.edu/music/auditions-scholarships/>)

## Engagement Scholarships

Engagement scholarships are available to talented music minors and non-music majors for participation in a specific music ensemble. Scholarship amounts are determined by audition. Students may participate in multiple ensembles if desired and may receive multiple scholarships.

Engagement scholarships are not renewable from year to year.

### Eligibility

- Music majors are not eligible.
- Maintain a cumulative GPA of 2.0.
- Participate in the ensemble(s) as directed. This can include participating in extracurricular performances or travel.

### How to Apply

Learn more about School of Music scholarships and auditions. (<http://catalog.apu.edu/financial/undergraduate/financial-aid/types/institutional-aid/participatory-other-awards/music-scholarships/%20https://www.apu.edu/music/auditions-scholarships/>)

# Post-9/11 APU Yellow Ribbon Award

Set up as a matching program between the Department of Veterans Affairs (VA) and universities, the Yellow Ribbon program helps make a college education more affordable for eligible students. It is designed to help cover the cost of tuition and mandatory fees not covered by the GI Bill<sup>®</sup>, up to the maximum award amount designated by the university.

## Qualifications

Must be certified as eligible per the VA, as well as by APU's VA certifying official. For more information on the GI Bill and the VA Yellow Ribbon program, visit the VA website (<http://www.gibill.va.gov>).

## Yearly Amount

Up to \$14,000 of APU Yellow Ribbon. The VA Yellow Ribbon will also match up to \$14,000. State policies may also reduce or eliminate state grants (including the Cal Grant).

## How to Apply

1. Submit an eligibility request to the VA.
2. Contact APU's VA certifying official in the Office of Military and Veteran Education Benefits (<http://www.apu.edu/militaryeducation/benefits/>) and complete the application steps needed.

## Disbursement

Once the student's financial aid file is complete, this award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Other Important Information

1. The student must maintain Satisfactory Academic Progress (p. 1247).
2. Should a student drop or withdraw from a class, the federal government will not pay the GI Bill toward that course. The student will be responsible for any outstanding balance created by dropping or withdrawing from a course.
3. The student will be responsible for any outstanding charges not covered by the GI Bill, VA Yellow Ribbon, or APU Yellow Ribbon awards.

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

# Stauffer Fellowships

APU awards up to two fellowships to biochemistry or chemistry majors who have successfully completed at least one 300- or 400-level CHEM/BIOC course and have a minimum cumulative GPA of 3.00.

## Yearly Amount

Fellowship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## How to Apply

During each academic year, an application period will be announced by the Department of Biology and Chemistry (p. 55) and eligible students will be contacted by email. For additional questions, contact Kevin S. Huang, Ph.D., at (626) 815-6000, Ext. 6505, or email [shuang@apu.edu](mailto:shuang@apu.edu).

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

This is a competitive award; applications are reviewed annually by the Department of Biology and Chemistry for potential renewability. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 1247).
2. The student must meet the requirements established by the Department of Biology and Chemistry.



# Theater Scholarships

Scholarships are available to students majoring in Theater Arts (<https://www.apu.edu/vpa/programs/theater-arts-major/financialaid/>) or Acting for the Stage and Screen (<https://www.apu.edu/vpa/programs/acting-major-bfa/financialaid/>). (<https://www.apu.edu/vpa/programs/acting-major-bfa/financialaid/>)

## Yearly Amount

Scholarship amounts vary. On rare occasions, the amount originally offered may be reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## How to Apply

For information on audition opportunities and scholarship requirements, visit the Theater Arts (<https://www.apu.edu/vpa/programs/theater-arts-major/admission/>) and Acting for the Stage and Screen sites (<https://www.apu.edu/vpa/programs/acting-major-bfa/admission/>).

## Disbursement

Once the student's financial aid file is complete, the award usually disburses into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with the Department of Theater Arts for potential renewability. Eligibility for this award may change if new information is received.

## To Retain Eligibility

1. The student must maintain Satisfactory Academic Progress (p. 1247).
2. The student must meet the requirements established by the Department of Theater Arts.

# Outside Aid and Alternative Loans

## Outside Aid

Students are required to report all resources to the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>). These resources include, but are not limited to: grants, scholarships, fellowships, stipends, and tuition reimbursement. Failure to report these resources can result in delays in receiving financial aid, cancellation of awards, or the return of funds already received.

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 being reduced or eliminated due to federal, state, and/or institutional policies. See the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## Ebell of Los Angeles Scholarships

The Ebell of Los Angeles offers scholarships to eligible L.A. County residents. For more information, visit the Ebell website (<http://ebella.org/>).

## TELACU Scholarship

The TELACU Scholarship (<http://www.apu.edu/scrd/scholarship/telacu/>) is funded by the TELACU Foundation and is matched by Azusa Pacific University. A total amount of \$3,000 is offered to selected recipients. The scholarships are offered to first-generation college students who are permanent residents of the county of Los Angeles. Recipients must come from a low-income family, be a full-time undergraduate student, and be a United States citizen or permanent resident. The GPA minimum is 2.5.

Renewing scholars must reapply for this scholarship by March 1, and the deadline for one-year or new applicants is March 31.

## Alternative/Private Loans for Students

APU strongly recommends applying for all federal aid/loans first and foremost. Federal loans typically offer much better interest rates and repayment terms.

Students who wish to apply for alternative/private loans must complete a separate online application, have eligibility remaining in their school budget, and be approved by the lending agency. Alternative/private loans require that all charges on the student's APU account must be paid in full before any refund will be given. Visit the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) website for more information about alternative/private loans.

It is the student's responsibility to be in contact with his or her lender to make sure every piece of the application process has been taken care of in a timely manner. Should the alternative/private loan not process in time, the student will be responsible for any owing balance that remains on his or her APU account.

## How to Apply

Students may apply for an alternative/private loan by visiting ELMSelect (<http://www.elmselect.com/#/>). The lenders and loan options presented in ELMselect are a comprehensive list of alternative/private loan providers that our students have borrowed from over the past three to five years. We do not recommend, suggest, or endorse any lender(s). The option is solely yours.

## Disbursement

Once the student has completed all of the lender's required application steps, the loan usually disburses into the student's APU account during the first month of the semester (first half of the loan in fall, the second half in spring), or later depending on when documentation is received.

## Repayment

The chosen lender establishes all terms of the loan, including interest rate, repayment, etc.

# Air Force ROTC (Reserve Officer Training Corps) Scholarship

## Yearly Amount

These competitive one- to four-year scholarships valued at up to 100 percent of tuition and fees are available to qualified applicants. Additionally, students may be eligible to receive money to cover the cost of books as well as a monthly, tax-free stipend of up to \$500.

## On-campus Room and Board Scholarship

In addition to the federally funded Air Force ROTC Scholarships, APU offers the ROTC Room and Board Scholarship to all eligible, participating ROTC scholarship recipients. Contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) for details on the amount of the scholarship. The scholarship is dependent on the student's continued enrollment and participation in the program.

To receive the room portion, the recipient must live on campus. To be eligible for the board portion, the recipient must sign up for a dining plan. Students are encouraged to carefully choose their housing and dining plan options in an effort to keep their costs under the maximum scholarship amount per semester.

## For More Information

To learn more, see the Academics (p. 46) section of this catalog, visit the University of Southern California Department of Aerospace Studies catalog page ([http://catalogue.usc.edu/preview\\_entity.php?catoid=11&ent\\_oid=2459&hl=aerospace&returnto=search](http://catalogue.usc.edu/preview_entity.php?catoid=11&ent_oid=2459&hl=aerospace&returnto=search)) or call (213) 740-2670, or visit the Air Force ROTC website (<https://www.afrotc.com/>).

## Disbursement

The Air Force will send scholarship funds to APU and to the student (if applicable) when it processes its scholarship awards (timing varies). For students eligible to receive the APU ROTC Room and Board Scholarship, once the student's admissions and financial aid files are complete, the award will usually be disbursed into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with an Air Force representative for all applicable requirements. Eligibility for these awards may change if new information is received.

## To Retain Eligibility

1. Students must meet all requirements set forth by the Air Force ROTC program.
2. Students must also maintain Satisfactory Academic Progress (p. 1247).

# Army ROTC (Reserve Officer Training Corps) Scholarship

Students may compete for four-year Army ROTC Scholarships in their junior and senior years of high school (Early Action and Regular Decision). Current APU students may also compete for three-and-a-half-, three-, and two-year scholarships to complete their studies.

## Yearly Amount

Each year, the Army awards recipients a scholarship covering full tuition and mandatory fees, as well as funds for books, and a tiered, tax-free monthly stipend.

## On-campus Room and Board Scholarship

In addition to the federally funded Army ROTC Scholarships, APU offers the ROTC Room and Board Scholarship to all eligible, participating ROTC scholarship recipients. Contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) for details about the scholarship, which is dependent on the student's continued enrollment and participation in the program.

To receive the room portion, the recipient must live on campus (<https://www.apu.edu/housing/>). To be eligible for the board portion, the recipient must sign up for a dining plan (<http://www.apu.edu/diningservices/diningplan/>). Students are encouraged to carefully choose their housing and dining plan options in an effort to keep their costs under the maximum scholarship amount per semester.

## How to Apply

Scholarship applications are available online (<https://www.goarmy.com/rotc/scholarships.html>). The online application period begins in the fall; thereafter, applicants can apply directly to the Department of Military Science and Leadership at Claremont McKenna College. For more information, contact Claremont McKenna College:

Claremont McKenna College  
Department of Military Science and Leadership  
Bauer Center, Lower Level  
500 E. Ninth St.  
Claremont, CA 91711  
(909) 621-8102  
Visit Website (<https://www.goarmy.com/rotc/schools/claremont-mckenna-college.html>)

## Disbursement

The Army will send scholarship funds to APU and to the student (if applicable) when it processes its scholarship awards (timing varies). For students eligible to receive the APU ROTC Room and Board Scholarship, once the student's admissions and financial aid files are complete, the award will usually be disbursed into the student's APU account during the first month of the semester (first half of the award in fall, the second half in spring), or later depending on when documentation is received.

## Renewability

Check with an Army representative for all applicable requirements. Eligibility for these awards may change if new information is received.

## To Retain Eligibility

1. Students must meet all requirements set forth by the Army ROTC program.

# TELACU Scholarship

The TELACU Scholarship (<http://www.apu.edu/scrdscholarship/telacu/>) is funded by the TELACU Education Foundation and is matched by Azusa Pacific University. A total amount of \$3,000 is offered to selected recipients. The scholarships are offered to first-generation college students who are permanent residents of Los Angeles County. Recipients must come from a low-income family, be a full-time undergraduate student, and be a United States citizen or permanent resident. A minimum 2.5 GPA is required.

Learn more about the scholarship and how to apply (<https://telacu.com/telacu-education-foundation/college-success-program/apply/>).

# State Aid

Each year, the state of California invests millions of dollars in helping the state's residents achieve their higher education goals. Of the programs offered, the most common are the Cal Grant A, Cal Grant B, Cal Grant Dream Act, and Chafee Grant. These funds are not guaranteed. The state reserves the right to change, reduce, or eliminate any of the programs described below based on state law and budget limitations.

State Aid is available in the following categories:

1. Cal Grant A (p. 1277)
2. Cal Grant B (p. 1278)
3. Cal Grant Dream Act (p. 1280)
4. Chafee Grant for Foster Youth (p. 1280)

The following information is a general guideline; learn more on the California Student Aid Commission website (<http://www.csac.ca.gov>). 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 the Stacking Financial Aid (p. 1249) policy for more information on possible restrictions.

## Important Cal Grant Disclosure:

A Cal Grant award is limited to four academic years, except as provided in subdivision (c) of the California Education Code Section 69433.6. A student needs to take 15 units per semester, or 30 units per academic year, in order to graduate within four years.

## Cal Grant A

### First-Time Recipients

#### Qualifications

1. California resident
2. Graduated from a California high school
3. 3.0 high school GPA
4. Family's income and assets are under ceilings established for that year
5. Enrolled at least half time
6. Student is not already receiving other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

#### Yearly Amount

- At APU, the estimated amount for first time recipients is \$9,084 (\$4,542/semester).
- The award amount will be prorated if the student is enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent).

#### How to Apply

1. Complete the FAFSA (<https://fafsa.ed.gov/>) for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form (<https://www.csac.ca.gov/post/cal-grant-gpa-verification-form/>) for the appropriate school year by the March 2 deadline prior to fall enrollment.

#### Disbursement

- Once the student's financial aid file is complete, the Cal Grant A usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

#### To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester<sup>1</sup>
2. Must maintain Satisfactory Academic Progress (p. 1247)
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received the student must have sufficient financial need per the information reported on the FAFSA (<https://fafsa.ed.gov/>). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

## Renewal Recipients

### Qualifications

1. Must have met the qualifications to receive the grant in a previous school year
2. Must be enrolled at least half time (6 units) per semester<sup>1</sup>
3. Must maintain Satisfactory Academic Progress (p. 1247)
4. Must have remaining eligibility per the state
5. Must meet the state's financial eligibility requirements
6. In conjunction with other scholarships/grants received, the student must have sufficient financial need per the information reported on the FAFSA (<https://fafsa.ed.gov/>). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.
7. Student is not already receiving other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

### Yearly Amount

- Full award amount offered is determined by the state.
- Award amount will be prorated if the student is enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent).
- The amount also may be reduced or eliminated if any of the above qualifications are not met.

### How to Apply

- Complete the FAFSA (<https://fafsa.ed.gov/>) for the appropriate school year prior to fall enrollment.

### Disbursement

- Once the student's financial aid file is complete, the Cal Grant A usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

### To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester<sup>1</sup>
2. Must maintain Satisfactory Academic Progress (p. 1247)
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received, the student must have sufficient financial need, per the information reported on the FAFSA (<https://fafsa.ed.gov/>). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

## Cal Grant B

### First-Time Recipients

#### Qualifications

1. California resident
2. Graduated from a California high school
3. Student's high school GPA meets the requirement set by the state.
4. Family's income and assets are under ceilings established by CSAC for that school year
5. Enrolled at least half time
6. Student is not already receiving other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

#### Yearly Amount

- Students in their first year of college typically are only offered the Cal Grant B Access award of \$1,672 (\$836/semester).
- The award amount will be prorated if the student is enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent).

#### How to Apply

1. Complete the FAFSA (<https://fafsa.ed.gov/>) for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form (<https://www.csac.ca.gov/post/cal-grant-gpa-verification-form/>) for the appropriate school year by the March 2 deadline prior to fall enrollment.

## Disbursement

- Once the student's financial aid file is complete, the Cal Grant B and/or B Access award usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

## To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester<sup>1</sup>
2. Must maintain Satisfactory Academic Progress (p. 1247)
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received the student must have sufficient financial need per the information reported on the FAFSA (<https://fafsa.ed.gov/>). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

## Renewal Recipients

### Qualifications

1. Must have met the qualifications to receive the grant in a previous school year
2. Must be enrolled at least half time (6 units) per semester<sup>1</sup>
3. Must maintain Satisfactory Academic Progress (p. 1247)
4. Must have remaining eligibility per the state
5. Must meet the state's financial eligibility requirements
6. In conjunction with other scholarships/grants received, the student must have sufficient financial need per the information reported on the FAFSA (<https://fafsa.ed.gov/>). "Need" is defined as the cost of attendance minus expected family contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.
7. Student is not already receiving other scholarships and/or grants that pay exclusively for the total cost of tuition and fees.

## Yearly Amount

- After the initial year, Cal Grant B recipients are generally eligible to receive the full Cal Grant B award, estimated to be \$9,084 for renewal recipients (\$4,542/semester), in addition to the Cal Grant B Access award of \$1,672 (\$836/semester).
- Award amounts will be prorated if the student is enrolled less than full time (9-11 units at 75 percent, 6-8 units at 50 percent).

## How to Apply

- Complete the FAFSA for the appropriate school year prior to fall enrollment.

## Disbursement

- Once the student's financial aid file is complete, the Cal Grant B and/or B Access grant usually disburses into the student's APU account during the first month of the semester (first half of the grant in fall, the second half in spring), or later depending on when documentation is received.

## To Retain Eligibility

1. Must be enrolled at least half time (6 units) per semester<sup>1</sup>
2. Must maintain Satisfactory Academic Progress (p. 1247)
3. Must have remaining eligibility per the state
4. Must meet the state's financial eligibility requirements
5. In conjunction with other scholarships/grants received, the student must have sufficient financial need, per the information reported on the FAFSA (<https://fafsa.ed.gov/>). "Need" is defined as Cost of Attendance minus Expected Family Contribution. Per the state's requirements, some of the other scholarships or grants originally offered to the student may be reduced if there is not sufficient need.

## How the Cal Grant B Access Award is Processed at APU

The access award is designated for costs including living expenses, transportation, supplies, and books. Azusa Pacific University policy states that all access grants will be transferred directly to the student's institutional account and applied toward any owing balance. The student has the right to request in writing a direct refund of the access grant and that it be excluded from paying the outstanding balance on the student account. If the written request is received after the access grant has already been applied to the student account, any future access grants will be awarded directly to the student. Please note: This may cause an outstanding balance on the student's account. An outstanding balance may prevent students from registering for courses. Students enrolled in less than six units (1-5 units) are not eligible to receive the Cal Grant B Access award.



## Cal Grant Dream Act

The California Dream Act is a combination of three California state assembly bills: Assembly Bill (AB) 540, AB 130, and AB 131. Collectively, these bills allow undocumented and nonresident documented students who meet certain provisions to be treated the same as resident students. Called the California Dream Act, this allows these students to apply for and receive Cal Grants.

### How to Apply

1. Complete the California Dream Act Application (<https://dream.csac.ca.gov/>) for the appropriate school year by the March 2 deadline prior to fall enrollment.
2. Complete the GPA Verification Form (<https://www.csac.ca.gov/post/cal-grant-gpa-verification-form/>) for the appropriate school year by the March 2 deadline prior to fall enrollment.

For information on qualifications, yearly amount, disbursement, and how to retain eligibility, see the Cal Grant A and Cal Grant B information listed above.

Learn more about the California Dream Act. (<https://dream.csac.ca.gov/>)

## Chafee Grant for Foster Youth

Contact the California Student Aid Commission (CSAC) for more information on the qualifications needed, how to apply, yearly amounts, and disbursement information. For more information, visit CSAC's Chafee Grant page (<https://chafee.csac.ca.gov/>).

<sup>1</sup> Seniors with remaining Cal Grant eligibility in their final term of a degree program may be eligible for a portion of remaining Cal Grant funds for the final term needed to complete their degree program, even if they are enrolled less than half time.

# Payment Plan

## Paying Tuition and Fees

Students may have an owing balance after all financial aid, loans, and scholarships have been applied to their student account. Owing balances for each term are due by the date listed below. Owing balances and due dates may also be viewed by reviewing your statements on CASHNet (<http://www.apu.edu/cashnet/>). Students may select a monthly payment plan to extend the time needed to pay any owing balance.

## Owing Balance Due Dates\*

Fall Semester: August 1  
Spring Semester: December 1  
Summer Sessions: May 1

\*Any new charges incurred are due on the first of the month.

## Payment Plans

To help families better afford APU's distinctive education, the university offers payment plans to all traditional undergraduate students currently enrolled in a traditional undergraduate degree program.

## Returning Students

APU offers students a 4-month or 5-month payment plan at no additional cost. Students have an opportunity to choose which payment plan they would like to enroll in for the year. Deadlines for selecting a payment plan are communicated to students through their APU-assigned email address. Students are responsible for selecting a payment plan through CASHNet by the deadline. Students who do not select a payment plan by the deadline will automatically be placed in the 4-month payment plan. Students that wish to be removed from a payment plan may pay their owing balance in full at any time.

## Payment Due Dates

### 4-Month Payment Plan

*Fall Semester:* August 1, September 1, October 1, November 1  
*Spring Semester:* January 1, February 1, March 1, April 1

### 5-Month Payment Plan

*Fall Semester:* July 10, August 1, September 1, October 1, November 1  
*Spring Semester:* December 10, January 1, February 1, March 1, April 1

### 2-Month Payment Plan

*Summer Semester:* May 1, June 1

## New Students (First Semester)

APU offers students a 4-month payment plan option for students in their first semester at APU at no additional cost. Students will automatically be placed in this payment plan through CASHNet (<http://www.apu.edu/cashnet/>). Students who wish to be removed from a payment plan may pay their owing balance in full at any time.

## Payment Due Dates

### 4-Month Payment Plan

*Fall Semester:* August 1, September 1, October 1, November 1  
*Spring Semester:* January 1, February 1, March 1, April 1

## Amount Due

Semester charges minus semester financial aid, divided by five or four payments for fall and spring, and two payments for summer.

**Note:** If the semester balance is not paid in full by the last due date, students will not be permitted to register for the next semester.

APU realizes that extenuating circumstances may sometimes impact a student's ability to complete the semester. After a student begins attendance in a term and then stops attending all of his or her classes during the term, depending on the circumstances, it may be classified as a "withdrawal," "leave of absence," or "dismissal" from the university. For the purposes of charges assessed and financial aid eligibility, leaves of absence and dismissals are handled the same as withdrawals from the university.

# Refund Policy and Withdrawal Information

## Students Making Class Changes

Students may add and/or drop classes until the last day to add or drop; these dates are listed on the Academic Calendar (<http://www.apu.edu/calendar/academic/>). After the final drop deadline, there will be no refunds given for class withdrawals.

APU realizes that extenuating circumstances may sometimes impact a student's ability to complete the semester. After a student begins attendance in a term and then stops attending all of his or her classes during the term, depending on the circumstances, it may be classified as a "withdrawal," "leave of absence," or "dismissal" from the university. For the purpose of charges assessed and financial aid eligibility listed below, a leave of absence and a dismissal will be handled the same as a withdrawal from the university.

## Official Process: Withdrawal or Leave of Absence

Contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>). Before ceasing attendance during the term, students are advised to consider how much they might be charged, how much financial aid they might receive, and how not completing courses might impact their ability to receive financial aid in future years (see the Satisfactory Academic Progress policy (p. 1246)).

## Withdrawing Prior to the 60-Percent Point in the Semester

If a student drops a class on or before the drop deadline, no tuition will be charged for that class. After the drop deadline, if a student withdraws from one or more classes but is still attending other classes, the student will be charged tuition for all of his or her classes (including the withdrawals). However, in the event a student withdraws from **all** of his or her classes **after** the drop deadline, charges and financial aid will be calculated as follows:

### Charges

Tuition: prorated per day

Fees: not refundable

Room: prorated weekly, based on the 16-week term

Board: prorated weekly, based on the 16-week term

### Financial Aid

Financial aid: prorated per day (assuming the student has completed all requirements, the admission file and financial aid file are complete, and all loan application steps have been completed **prior** to the last date of attendance)

On extremely rare occasions, the university will decide to reduce or remove a student's tuition. When this happens, the university also reserves the right to reduce or remove the institutional aid that was awarded.

## Withdrawing On or After the 60-Percent Point in the Semester

The student will be charged in full.

### Financial Aid

The student will receive full financial aid (assuming the student has completed all requirements, the admission file and financial aid file are complete, and all loan application steps have been completed **prior** to the last date of attendance).

On extremely rare occasions, the university will decide to reduce or remove a student's tuition. When this happens, the university also reserves the right to reduce or remove the institutional aid that was awarded.

## The Federal Government's "Return to Title IV" (R2T4) Policy

If a student withdraws from all courses in a traditional 16-week term or doesn't complete all the sessions of a modular (sequential) course schedule, in some cases the student only earns a portion of the financial aid already received. APU is required by federal law to use a prescribed formula to calculate the unearned portion of the financial aid received and return it to the federal government's Title IV programs.

### Traditional 16-Week Semester R2T4 Policy

The percentage of Title IV financial aid earned is determined by dividing the number of days the student completed in the semester, by the total number of days in the term. If the student attended 60 percent or more of the days in the semester, the student may keep all of the aid originally received. If less than 60 percent, the government determines how much Title IV aid the student earned (the percentage multiplied by the total amount of Title IV aid received).

## Example

If there were 109 total days in the semester and the student completed 54 days, the student would earn 49.5 percent of the Title IV aid received ( $54/109 = 49.5$  percent).

In the example, the student originally received the following federal awards for the semester:

|                          |         |
|--------------------------|---------|
| Unsubsidized Direct Loan | \$3,484 |
| Subsidized Direct Loan   | \$2,737 |
| Pell Grant               | \$1,250 |
| Total Federal Aid        | \$7,471 |

Per the government's formula, the student earned \$3,698 ( $49.5$  percent  $\times$   $\$7,471 = \$3,698$ ):

|                          |         |
|--------------------------|---------|
| Unsubsidized Direct Loan | \$0     |
| Subsidized Direct Loan   | \$2,448 |
| Pell Grant               | \$1,250 |
| Total Federal Aid Earned | \$3,698 |

Next, APU determines the amount of aid that must be returned to the Title IV programs (total federal aid originally received minus aid earned).

|                                       |           |
|---------------------------------------|-----------|
| Total Federal Aid Originally Received | \$7,471   |
| Total Federal Aid Earned              | – \$3,698 |
| Total Federal Aid to be Returned      | \$3,773   |

The student is responsible for any owing balance this may cause on the student's APU account.

## Treatment of Unofficial Withdrawals

If a student fails to officially withdraw and receives a combination of all *Fs*, *FNs*, *INs*, and *NCs* as grades for the semester, the U.S. Department of Education considers the student to have unofficially withdrawn from classes. APU is required to investigate and determine when the student actually last attended class, and then perform the required R2T4 calculation. If the date of withdrawal cannot be confirmed, the R2T4 calculation is computed using a 50-percent completion rate. This process is usually completed well after the end of the semester, once grades are submitted.

# Student Employment

The Office of Student Employment (<http://www.apu.edu/studentemployment/>) is a referral service for APU students. Student employment is a vital part of college life. It is estimated that nearly 60 percent of all Azusa Pacific students work as a means of partially meeting college costs.

Students may apply to work on or off campus. If eligible, they may obtain work through the Federal Work Study (p. 1311) program. No job is guaranteed; students are responsible for securing their own jobs. Job availability is dependent upon a good match between the employer's needs and the student's schedule and qualifications. Blocks of at least two consecutive hours of available time are usually required.

# Tuition and Fees

To view the current undergraduate cost of attendance, visit the Tuition and Fees (<http://www.apu.edu/undergraduate-admissions/cost/tuition/>) section of the Office of Undergraduate and International Admissions website (<https://www.apu.edu/undergraduate-admissions/>). This information is effective spring 2020 unless otherwise noted. Prices are subject to change without notice.

# Undergraduate Student Financial Services

Higher education is one of the most important investments an individual can make. Cost should not be the only determining factor in selecting the appropriate university, but having a clear understanding of the expense involved is an integral part of making a well-informed choice.

Undergraduate Student Financial Services (<http://www.apu.edu/onestop/finances/>) assists students in answering questions related to financial aid and student accounts. Call (626) 815-2020 or email [uesc@apu.edu](mailto:uesc@apu.edu) with any questions.

# Financial Information for Professional Students

- Contact Information (p. 1288)
- Financial Agreement (p. 1289)
- Financial Aid Application (p. 1290)
- Financial Aid Policies (p. 1291)
- Payment Terms and Conditions (p. 1293)
- Refund Policy (p. 1294)
- Tuition and Fees (p. 1295)
- Types of Financial Aid (p. 1296)



# Contact Information

The Office of Graduate and Professional Student Financial Services (<https://www.apu.edu/graduateprofessionalcenter/sfs/>) assists students in answering questions related to financial aid and student accounts. For questions, office hours, and other information, contact the office at (626) 815-4570 or [gpc@apu.edu](mailto:gpc@apu.edu).

# Financial Agreement

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

# Financial Aid Application

Financial aid is available to students who are enrolled in eligible programs. To apply for financial aid, all students must complete the appropriate steps (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/apply/>).

# Financial Aid Policies

- Financial Aid Deadline (p. 1291)
- Financial Aid Packaging (p. 1291)
- Equitable Treatment (p. 1291)
- Keeping in Touch (p. 1292)
- Release of Records (p. 1292)
- Reporting Resources (p. 1292)
- Overawards (p. 1292)
- Financial Aid Required Study Load (p. 1292)
- Verification (p. 1292)
- Satisfactory Academic Progress (SAP) (p. 1292)

## Financial Aid Deadline

In order to receive financial aid, all required documentation must be received by Azusa Pacific University within a reasonable amount of time to be processed before applicable federal, state, and institutional deadlines.

## Financial Aid Packaging

Although Azusa Pacific University offers a limited number of academic-program-based scholarships for professional students (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/scholarships/>), most professional financial aid is offered through federal and state programs. Students are encouraged to seek outside aid resources (<https://sites.google.com/a/apu.edu/scholarships/>) as a means to reduce the amount of loan debt necessary to finance their education. A more thorough listing of types of financial aid is available online (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/>). The university awards all applicants the maximum grant, scholarship, loan, and work-study funds for which they qualify. In some cases federal, state, and/or institutional guidelines may restrict the total amount or type of award a student may receive. Based on the student's Free Application for Federal Student Aid (FAFSA) (<https://fafsa.ed.gov/>) information and remaining eligibility, the student may be awarded up to the cost of attendance for his/her enrolled program. Cost of attendance includes tuition, books and supplies, room, board, transportation, personal, and loan fees. Aid will be awarded in the following order according to the student's eligibility (unless otherwise stated):

## Professional Undergraduate (UP) Stacking Policy

1. Pell Grant
2. FSEOG
3. State grants (Cal Grant A, Cal Grant B, B Subsistence, and Chafee Grant)
4. Institutional Aid (tuition/fees)
  - a. Faculty/staff tuition benefit
  - b. Institutional discounts (e.g., RN-BSN discounts)
  - c. Institutional scholarships that cover tuition and/or fees
5. Outside aid/company reimbursement that pays only tuition/fees
6. Outside aid to pay nontuition/fee expenses
7. Federal Direct Subsidized Stafford Loans
8. Federal Work Study
9. Federal Direct Unsubsidized Stafford Loans
10. Perkins Loan
11. PLUS Loans (parents)
12. Alternative loans

## Equitable Treatment

Azusa 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 Student Affairs (<https://www.apu.edu/student-affairs/contact/>) for more information.

## Keeping in Touch

Professional students must notify the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>) regarding changes in financial situation, marriage, loss of a job, withdrawal from school, change in units, anticipated change of program, change of address, receipt of outside scholarships, etc. Mail, email, or submit written information in person to the Graduate and Professional Center.

## Release of Records

By applying for financial aid, a student grants that the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>) 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 Educational Rights and Privacy Act (FERPA) (p. 1484).

## Reporting Resources

Students are required to report **all** resources known or anticipated to be available to them during the period for which they are seeking financial aid. These resources include, but are not limited to: veterans' benefits, scholarships, grants, fellowships, stipends, employer reimbursement, and any other outside sources of aid. Failure to report resources can result in a miscalculation of financial aid eligibility and the eventual revoking of a portion of or all awarded funds. Additional resources that become available after the student's initial report of outside aid must also be reported. Knowingly withholding or concealing information about outside aid resources may constitute fraud, as a student could receive aid to which he or she is not entitled.

## Overawards

An overaward occurs when a student's financial aid package exceeds his or her need. Some of the ways this can occur include: changes in cost of attendance, awards received at other schools, or changes to FAFSA data. The Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>) is required to reduce aid packages because of overawards. In many cases, the overaward could have been prevented through the timely reporting of additional resources to Student Financial Services. Timely reporting of all outside resources will help prevent frustration and inconvenience resulting from aid adjustments required to resolve an overaward. All institutional aid is subject to coordination with federal, state, and all other aid sources. All institutional aid is subject to the policies printed in the catalog and other printed materials provided by the university.

## Financial Aid Required Study Load

For financial aid purposes, a student must be enrolled at least half time per term to be eligible for most federal financial aid. For enrollment purposes, a "term" is composed of all academic sessions within that term. For example, fall session, fall session 1, and fall session 2 together comprise the fall term.

Academic terms are broadly defined by the designations fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. Enrollment in all sessions within one term form a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendar (<http://www.apu.edu/calendar/academic/>) for specific term and session information. See the Study Load (p. 1441) section of the catalog for program study load requirements as they relate to financial aid.

## Verification

Each year, the Federal Student Aid program randomly selects a predetermined percentage (usually around 30 percent) of all FAFSA applications for a process called "verification." Students may also be selected at the discretion of Student Financial Services. Regulations require the collecting of information from the student and family, if applicable, to confirm the accuracy of information reported on the FAFSA. This can include tax transcripts, information about family size, etc. Beyond those selected for verification, institutions are required to request further information when a FAFSA application and/or subsequent paperwork appears to have incomplete, inaccurate, or conflicting information. Professional students at APU will not be packaged for federal, state, and/or institutional need-based aid until all required paperwork has been submitted. Students can submit documentation via a secure online portal.

## Satisfactory Academic Progress (SAP)

Students who wish to receive federal financial aid and most institutional aid (including the faculty/staff benefit) must be in good academic standing and make satisfactory academic progress toward a degree or credential program in addition to meeting other eligibility criteria.

For more information, see the SAP policy (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/academic/>) on our website.

# Payment Terms and Conditions

All tuition and fees are due by the first day of class. All owed balances are considered past due 30 days after the posted start date. All past-due balances must be paid in full, whether out of pocket or with financial aid (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/>), prior to the opening of the next session's registration period. If any student has a past-due balance, they may be prevented from participating in any enrollment activity until the account is current and no longer past due.

Any late enrollment activity (add or drop) requested on the Enrollment Activity Form (<https://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) will be charged a \$125 processing fee for the manual processing to register, add, drop, or withdraw after the published deadline.

Students previously in APU collections for a prior balance who wish to return must have a zero balance for their returning term.

Learn more about our payment policies. (<https://www.apu.edu/graduateprofessionalcenter/sfs/payment/policies/>)

## Petition Process

A petition process exists for students who seek an exception to stated university policies and procedures. Petition forms can be obtained at the Graduate and Professional Center or online (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>), and must be approved by the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>).

# Refund Policy

## Institutional Policy for Withdrawals

Students may drop a class with full refund of tuition and fees until the Last Day to Register or Add/Drop Classes for the appropriate session, as published in the Academic Calendar. Following the deadline to drop a class, a student may withdraw under certain circumstances. For more information, see the Graduate and Professional Withdrawal Guide (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/refund/>).

## Federal Return to Title IV (R2T4) Policy

APU is required by federal regulations to use a prescribed formula to calculate the unearned portion of the financial aid received and return it to the Title IV programs. For more information, see the Graduate and Professional Withdrawal Guide (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/refund/>).

## Institutional Aid Return Policy

Dropping a class through the Last Day to Register or Add/Drop Classes results in a 100 percent return of any institutional aid associated with the dropped class. When a student withdraws, institutional financial aid may be adjusted at the discretion of the departments awarding the scholarship funds. If a student believes that extenuating circumstances warrant an exception from published policy, he/she must submit a written appeal to the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>).

The university reserves the right to make any changes in the institutional refund policies, fees, and expenses without notice. Azusa 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 Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>).

## 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 (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.” In accordance with that requirement, the university TA funds return policy is as follows:

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

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

# Tuition and Fees

Visit Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/costs/>) to view the current cost of attendance, including tuition and fees, for professional students. This information is effective fall 2020 unless otherwise noted. Prices are subject to change without notice.



# Types of Financial Aid

- Federal Aid Eligibility Requirements (p. 1296)
- Types of Financial Aid (p. 1296)
  - Grants (p. 1296)
    - Federal Pell Grant (p. 1296)
    - Federal Supplemental Educational Opportunity Grant (FSEOG) (p. 1296)
    - Cal Grant (p. 1296)
    - TEACH Grant (p. )
  - Federal Work Study (p. 1297)
  - Loans (p. 1297)
    - William D. Ford Federal Direct Loan (p. 1297) (Subsidized (p. 1297), Unsubsidized (p. 1297), PLUS (p. 1298))
    - Interest Rates and Fees (p. 1298)
    - Annual Loan Limits (p. 1298)
    - Loan Exit Requirements (p. 1298)
    - Private Student Loans (p. 1299)
- Institutional and Outside Aid Resources (p. 1299)
- Military Benefits (p. 1299)
  - Veterans Affairs Benefits (p. 1299)
  - Active-Duty Military Benefits (p. 1299)

## Federal Aid Eligibility Requirements

To apply for federal aid, a student must meet certain eligibility requirements including, but not limited to, the following:

- Be a U.S. citizen, permanent resident, or an eligible noncitizen
- Have a valid Social Security number (some exceptions apply)
- Male students must be registered with Selective Service unless they are exempt
- Be enrolled at least half-time for most federal aid programs
- Maintain satisfactory academic progress

A student must complete all the initial admission requirements for their program.

A student must submit the Free Application for Federal Student Aid (<http://www.fafsa.ed.gov>) (FAFSA) for every school year enrolled.

For more details on eligibility, visit the Federal Student Aid website (<http://studentaid.ed.gov/>).

## Types of Financial Aid

### Grants

#### Federal Pell Grant

A Federal Pell Grant (<http://studentaid.ed.gov/types/grants-scholarships/pell/>), unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant.) Effective on July 1, 2012, students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent. Students will receive notification via the Student Aid Report from the federal government if they are near or have surpassed the limit. For questions, contact Graduate and Professional Student Financial Services (<https://www.apu.edu/graduateprofessionalcenter/sfs/>) at (626) 815-4570.

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

Undergraduate professional students may be eligible for FSEOG (<https://studentaid.gov/help-center/answers/article/fseog/>) funds. Eligibility for FSEOG is based upon the availability of the funds and financial need at the time a student is awarded. Priority is given to Pell-eligible students. Azusa Pacific University receives a limited amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. FSEOG funds are disbursed on a first come, first served basis. These funds, known as a campus-based award, work differently from the Federal Pell Grant program, which provides funds to every eligible student.

#### Cal Grant

Cal Grants are awarded by the California Student Aid Commission and are funded by the state of California. There are several types of Cal Grant (<http://www.calgrants.org/>) awards. Students pursuing an undergraduate associate's or bachelor's degree or an occupational training program normally qualify

for Cal Grant A or Cal Grant B Competitive Awards. The Cal Grant program utilizes the federal FAFSA form to determine eligibility, requiring students to meet a March 2 submission deadline. Verification of a high school GPA is required as well.

Cal Grant A Competitive Awards are for students with a minimum 3.0 GPA who are from low- and middle-income families. These awards help pay tuition and fees at qualifying schools with academic programs that are at least two years in length.

Cal Grant B Competitive Awards are for students with a minimum 2.0 GPA who are from disadvantaged and low-income families. These awards can be used for tuition, fees, and access costs at qualifying schools with programs that are at least one year in length. If you get a Cal Grant B Competitive Award, it can be used only for access costs in the freshman year. These costs include living expenses, transportation, supplies, and books. Beginning the second year, you can use your Cal Grant B Competitive Award to help pay tuition and fees at public or private four-year colleges or other qualifying schools.

Teaching Credential Cal Grants are available to students who received Cal Grant A or Cal Grant B as an undergraduate student, provided they meet the following eligibility requirements:

- Submit a FAFSA (<https://fafsa.ed.gov/>).
- Submit a G-44 (<http://www.csac.ca.gov/doc.asp?id=80>) form to the California Student Aid Commission.
- Have received at least one payment in the Cal Grant A or B program as an undergraduate.
- Have received a bachelor's degree, or completed all required coursework for their bachelor's degree.
- Be accepted to and enrolled in a teacher preparation program at a California Commission on Teacher Credentialing (CTC)-approved institution within 15 months of the end of the term for which the recipient last received a Cal Grant payment.
- Have not received or submitted an application for an initial teaching credential, such as a Preliminary or Clear Credential.
- Maintain financial need for a Cal Grant renewal.

Cal Grant B Access award is designated for costs including living expenses, transportation, supplies, and books.

Azusa Pacific University will transfer the eligible Access award to the student account and apply it toward the outstanding balance. Students have the right to request, in writing, a refund of the Access award in lieu of transferring it to pay the outstanding balance on a student account. If the award transferred prior to the written request, the request will be honored for future disbursements.

## TEACH Grant

Azusa Pacific University offers the Teacher Education Assistance for College and Higher Education (TEACH) Grant to qualified students who are enrolled in a program that prepares them for a career in teaching. Learn more. (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/teach-grant/>)

## Federal Work-Study

Azusa Pacific University does not automatically package professional students with federal work-study aid, as professional programs are generally geared toward working professionals. If, however, you are interested in federal work-study, contact your student account counselor for details.

## Loans

### Federal Direct Loan

The Federal Direct Loan is a low-interest loan to help pay for the cost of a student's education. The loan's interest rate, determined by the Bipartisan Student Loan Certainty Act of 2013, is tied to the financial markets. Interest rates are determined each spring for new loans made for the award year which runs from July 1 to the following June 30. Each loan has a fixed interest rate for the life of the loan. The U.S. Department of Education is the lender. To be eligible for the Federal Direct Loan, a student must be admitted to a degree- or credential-seeking program. The student is required to sign a Master Promissory Note (MPN), complete loan entrance counseling prior to receiving the first disbursement, and loan exit counseling upon completing a program or dropping below half-time attendance.

Three types of the Federal Direct Loan are available based upon a student's aid eligibility as determined by the FAFSA and the Department of Education:

#### 1. Federal Direct Subsidized Loan

Subsidized loans are need-based and available to undergraduate students who demonstrate sufficient need to be eligible for the loan. The interest is paid by the government while the student remains enrolled at least half-time and for a six-month grace period following withdrawal or graduation. Subsidized loans were eliminated for master's and doctoral programs as of July 1, 2012. As an exception, teaching credential/certificate-only programs may still qualify for subsidized loans.

#### 2. Federal Direct Unsubsidized Loan

This is a non-need-based loan with interest starting to accrue upon disbursement. The student has the option to postpone payment of interest, which is then capitalized (added to the principal balance).

### 3. Federal Direct PLUS Loan

This is a non-need-based loan available to graduate students and parents of undergraduate students based upon credit worthiness, with interest starting to accrue upon disbursement. Borrowers may borrow up to the cost of attendance, minus any other financial aid (grants, scholarships, loans, etc.). Please be advised on the following regarding PLUS Loans:

- Graduate borrowers are advised to apply for the maximum amount of federal Stafford loans before pursuing PLUS Loans.
- Must be a U.S. citizen or eligible noncitizen and have a valid Social Security number.
- Must meet basic eligibility requirements of no adverse credit. Graduate students or parents of undergraduate students who cannot meet the requirements may be able to appeal the decision with the U.S. Department of Education or be eligible with a creditworthy endorser/cosigner.
- Repayment begins within 60 days of the last disbursement. The option to postpone payment is available for graduate students while in school at least half-time.

#### Continued Eligibility for All Federal Loans

Students must make academic progress to continue receiving loans and financial aid. Refer to the Satisfactory Academic Progress policy (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/academic/>) for more information.

#### Interest Rates and Fees

Interest rates for Federal Direct Loans are calculated yearly and are fixed for the life of the loan. Additionally, most federal student loans have loan fees that are a percentage of the total loan amount. The loan fee is deducted proportionately from each loan disbursement you receive. This means the money you receive will be less than the amount you actually borrow. You're responsible for repaying the entire amount you borrowed and not just the amount you received.

Visit the Federal Student Aid website (<https://studentaid.gov/understand-aid/types/loans/interest-rates/>) for more information and to view current interest rates and fees.

#### Annual Loan Limits

Dependent students completing a bachelor's degree are eligible, depending on their FAFSA information, to receive:

- Freshmen (0-27 units) — \$5,500 (up to \$3,500 of which may be subsidized)
- Sophomores (28-59 units) — \$6,500 (up to \$4,500 of which may be subsidized)
- Juniors and Seniors (60+ units) — \$7,500 (up to \$5,500 of which may be subsidized)
- Federal Parent PLUS — Up to cost of attendance minus any federal, state, institutional, and outside aid

Independent students (or dependent students who were denied a Parent PLUS loan) completing a bachelor's degree are eligible, depending on their FAFSA information, to receive:

- Freshmen (0-27 units) — \$9,500 (up to \$3,500 of which may be subsidized)
- Sophomores (28-59 units) — \$10,500 (up to \$4,500 of which may be subsidized)
- Juniors and Seniors (60+ units) — \$12,500 (up to \$5,500 of which may be subsidized)
- Teaching credential/certificate-only programs — \$12,500 (up to \$5,500 of which may be subsidized)

Students in a graduate program are eligible, depending on their FAFSA information, to receive:

- Federal Direct Unsubsidized — \$20,500 (Doctor of Psychology students may be eligible for an increased annual loan limit)
- Federal Direct Graduate PLUS — Up to cost of attendance minus any federal, institutional, and outside aid

### Loan Exit Requirements

#### Federal Direct Loan Exit Counseling

The federal government requires all federal loan borrowers to complete the Direct Loan Exit Counseling (<https://studentloans.gov/myDirectLoan/counselingInstructions.action/?counselingType=exit>) at any point that the student graduates, withdraws, or drops below half-time enrollment status. If you have any questions regarding Direct Loan Exit Counseling, please contact Graduate and Professional Student Financial Services in the Graduate and Professional Center.

Information needed to begin Direct Loan Exit Counseling (<https://studentloans.gov/myDirectLoan/counselingInstructions.action/?counselingType=exit>):

1. FSA ID
2. Social Security number
3. Expected employer (if known)
4. Next of kin (names, addresses, and phone numbers)
5. Two references who live in the United States (names, addresses, and phone numbers)

6. Expected permanent address
7. Driver's license (if you have one)

## Private Student Loans

This is a nonfederal student loan issued by a lender, bank, or credit union. Private student loans often have variable interest rates, require a credit check and a co-signer, and do not provide many of the benefits of federal student loans. Federal Direct Loans generally have more favorable terms and conditions than private loans. We recommend that you utilize all Federal Direct Loan eligibility before turning to private loans. Students who need additional funds beyond the Federal Direct Loan should consider the Direct PLUS Loan (if applicable) before applying for a private loan.

APU's private lender list is without prejudice and is for the sole benefit of students attending the institution. Employees responsible for processing loans adhere to a strict student loan code of conduct (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/loan/>). Learn more about private student loans. (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/loans/alternativeloans/>)

## Institutional and Outside Aid Resources

The university currently offers many institutional and outside aid resources to assist students in financing their education. Refer to the Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/>) site for a full list of available options based on the student's specific school and/or program.

All aid is subject to coordination with federal, state, and all other aid sources.

All aid is subject to the policies in the catalog and any other printed materials.

All aid is subject to availability of federal, state, institutional, and private funding.

All institutional aid and discounts are subject to change without notice.

## Military Benefits

### Veterans Affairs Benefits

Azusa 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. Refer to the U.S. Department of Veterans Affairs (<http://www.va.gov/>) for eligibility criteria.

APU proudly participates in the Yellow Ribbon Program (<http://www.apu.edu/militaryeducation/>), which is a provision of the Post-9/11 Veterans' Educational Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the Department of Veterans Affairs. The Department of Veteran Affairs will then match APU's contribution to provide full tuition coverage. In order to receive Yellow Ribbon Funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill<sup>®</sup>, not be on active duty, and/or not be using benefits transferred to them by a spouse currently on active duty.

Learn more about veterans benefits and the process to apply for them. (<https://www.apu.edu/militaryeducation/benefits/veterans/>)

*"GI Bill<sup>®</sup>" is a registered trademark of the U.S. Department of Veterans Affairs (VA).*

### Active-Duty Military Benefits

Azusa Pacific University is committed to advancing education opportunities for active-duty military members and their spouses. The university is prepared to assist you in utilizing your Military Tuition Assistance and also offers programs that are eligible for MyCAA financial assistance.

### Tuition Assistance

Military Tuition Assistance is a benefit available to eligible active-duty members of the Army, Navy, Marines, Air Force, and Coast Guard. Each service area has its own criteria for eligibility, application process, and restrictions. Learn more about the steps to apply. (<https://www.apu.edu/militaryeducation/benefits/active-duty/>)

### MyCAA

The MyCAA program provides financial assistance to eligible military spouses who are pursuing a license, certification, or associate's degree in a portable career field and occupation. It is a component of the Department of Defense's Spouse Education and Career Opportunities (SECO) (<https://myseco.militaryonesource.mil/portal/>) program.

*Follow the steps below to get started:*

Step 1: Visit the MyCAA program (<https://mycaa.militaryonesource.mil/mycaa/>) website to apply and receive authorization for the MyCAA scholarship.

Step 2: After being approved for MyCAA benefits, follow up with APU's Office of Military and Veteran Education Benefits for further steps and invoicing.

Military and Veteran Education Benefits  
(626) 815-3837  
mveb@apu.edu

## **Principles of Excellence**

Azusa Pacific University, including all regional campus locations and Los Angeles Pacific University, fully complies with Executive Order 13607 establishing Principles of Excellence for educational institutions serving service members, veterans, spouses, and other family members. For more information, see our Principles of Excellence webpage (<https://sites.google.com/apu.edu/poe/>).

# Financial Information for Graduate Students

- Contact Information (p. 1302)
- Financial Agreement (p. 1303)
- Financial Aid Application (p. 1304)
- Financial Aid Policies (p. 1305)
- Payment Terms and Conditions (p. 1307)
- Refund Policy (p. 1308)
- Tuition and Fees (p. 1309)
- Types of Financial Aid (p. 1310)

# Contact Information

The Office of Graduate and Professional Student Financial Services (<https://www.apu.edu/graduateprofessionalcenter/sfs/>) assists students in answering questions related to financial aid and student accounts. For questions, office hours, and other information, contact the office at (626) 815-4570 or [gpc@apu.edu](mailto:gpc@apu.edu).

# Financial Agreement

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



# Financial Aid Application

Financial aid is available to students who are enrolled in eligible programs. To apply for financial aid, all students must complete the appropriate steps (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/apply/>).

# Financial Aid Policies

- Financial Aid Deadline (p. 1305)
- Financial Aid Packaging (p. 1305)
- Equitable Treatment (p. 1305)
- Keeping in Touch (p. 1306)
- Release of Records (p. 1306)
- Reporting Resources (p. 1306)
- Overawards (p. 1306)
- Financial Aid Required Study Load (p. 1306)
- Verification (p. 1306)
- Satisfactory Academic Progress (SAP) (p. 1306)

## Financial Aid Deadline

In order to receive financial aid, all required documentation must be received by Azusa Pacific University within a reasonable amount of time to be processed before applicable federal, state, and institutional deadlines.

## Financial Aid Packaging

Although Azusa Pacific University offers a limited number of academic-program-based scholarships for graduate students (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/scholarships/>), most graduate financial aid is offered through federal and state programs. Students are encouraged to seek outside aid resources (<https://sites.google.com/a/apu.edu/scholarships/>) as a means to reduce the amount of loan debt necessary to finance their education. A more thorough listing of types of financial aid is available online (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/>). The university awards all applicants the maximum grant, scholarship, loan, and work-study funds for which they qualify. In some cases federal, state, and/or institutional guidelines may restrict the total amount or type of award a student may receive. Based on the student's Free Application for Federal Student Aid (FAFSA) (<https://fafsa.ed.gov/>) information and remaining eligibility, the student may be awarded up to the cost of attendance for his/her enrolled program. Cost of attendance includes tuition, books and supplies, room, board, transportation, personal, and loan fees. Aid will be awarded in the following order according to the student's eligibility (unless otherwise stated):

## Graduate Student (GR) Stacking Policy

1. Pell Grant (teaching-credential-only programs)
2. State grants (teaching-credential-only and master's/teaching credential combo programs; includes Cal Grant A-TCP, Cal Grant B-TCP, B Subsistence, and Chafee Grant)
3. TEACH Grant
4. Institutional aid (Tuition/Fees)
  - a. Faculty/staff tuition benefit
  - b. Institutional discounts (e.g., alumni discounts)
  - c. Institutional scholarships/assistantships or grants that cover tuition and/or fees
5. Outside aid/company reimbursement that pays only tuition/fees
6. Outside aid to pay nontuition/fee expenses
7. Institutional Aid (aid that covers nontuition/fee expenses)
8. Federal Direct Subsidized Stafford Loan (teaching-credential-only programs)
9. Federal Work Study
10. Federal Direct Unsubsidized Stafford Loan
11. Federal Direct PLUS Loans
12. Alternative Loans

## Equitable Treatment

Azusa 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 Student Affairs (<https://www.apu.edu/student-affairs/contact/>) for more information.

## Keeping in Touch

Graduate students must notify the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>) regarding changes in financial situation, marriage, loss of a job, withdrawal from school, change in units, anticipated change of program, change of address, receipt of outside scholarships, etc. Mail, email, or submit written information in person to the Graduate and Professional Center.

## Release of Records

By applying for financial aid, a student grants that the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>) 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 Educational Rights and Privacy Act (FERPA) (p. 1484).

## Reporting Resources

Students are required to report **all** resources known or anticipated to be available to them during the period for which they are seeking financial aid. These resources include, but are not limited to: veterans' benefits, scholarships, grants, fellowships, stipends, employer reimbursement, and any other outside sources of aid. Failure to report resources can result in a miscalculation of financial aid eligibility and the eventual revoking of a portion of or all awarded funds. Additional resources that become available after the student's initial report of outside aid must also be reported. Knowingly withholding or concealing information about outside aid resources may constitute fraud, as a student could receive aid to which he or she is not entitled.

## Overawards

An overaward occurs when a student's financial aid package exceeds his or her need. Some of the ways this can occur include: changes in cost of attendance, awards received at other schools, or changes to FAFSA data. The Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>) is required to reduce aid packages because of overawards. In many cases, the overaward could have been prevented through the timely reporting of additional resources to Student Financial Services. Timely reporting of all outside resources will help prevent frustration and inconvenience resulting from aid adjustments required to resolve an overaward. All institutional aid is subject to coordination with federal, state, and all other aid sources. All institutional aid is subject to the policies printed in the catalog and other printed materials provided by the university.

## Financial Aid Required Study Load

For financial aid purposes, a student must be enrolled at least half time per term to be eligible for most federal financial aid. For enrollment purposes, a "term" is composed of all academic sessions within that term. For example, fall session, fall session 1, and fall session 2 together comprise the fall term.

Academic terms are broadly defined by the designations fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. Enrollment in all sessions within one term form a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendar (<http://www.apu.edu/calendar/academic/>) for specific term and session information. See the Study Load (p. 1441) section of the catalog for program study load requirements as they relate to financial aid.

## Verification

Each year, the Federal Student Aid program randomly selects a predetermined percentage (usually around 30 percent) of all FAFSA applications for a process called "verification." Students may also be selected at the discretion of Student Financial Services. Regulations require the collecting of information from the student and family, if applicable, to confirm the accuracy of information reported on the FAFSA. This can include tax transcripts, information about family size, etc. Beyond those selected for verification, institutions are required to request further information when a FAFSA application and/or subsequent paperwork appears to have incomplete, inaccurate, or conflicting information. Graduate students at APU will not be packaged for federal, state, and/or institutional need-based aid until all required paperwork has been submitted. Students can submit documentation via a secure online portal.

## Satisfactory Academic Progress (SAP)

Students who wish to receive federal financial aid and most institutional aid (including the faculty/staff benefit) must be in good academic standing and make satisfactory academic progress toward a degree or credential program in addition to meeting other eligibility criteria.

For more information, see the SAP policy (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/academic/>) on our website.

# Payment Terms and Conditions

All tuition and fees are due by the first day of class. All owed balances are considered past due 30 days after the posted start date. All past-due balances must be paid in full, whether out of pocket or with financial aid (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/>), prior to the opening of the next session's registration period. If any student has a past-due balance, they may be prevented from participating in any enrollment activity until the account is current and no longer past due.

Any late enrollment activity (add or drop) requested on the Enrollment Activity Form (<https://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) will be charged a \$125 processing fee for the manual processing to register, add, drop, or withdraw after the published deadline.

Students previously in APU collections for a prior balance who wish to return must have a zero balance for their returning term.

Learn more about our payment policies. (<https://www.apu.edu/graduateprofessionalcenter/sfs/payment/policies/>)

## Petition Process

A petition process exists for students who seek an exception to stated university policies and procedures. Petition forms can be obtained at the Graduate and Professional Center or online (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>), and must be approved by the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>).

# Refund Policy

## Institutional Policy for Withdrawals

Students may drop a class with full refund of tuition and fees until the Last Day to Register or Add/Drop Classes for the appropriate session, as published in the Academic Calendar. Following the deadline to drop a class, a student may withdraw under certain circumstances. For more information, see the Graduate and Professional Withdrawal Guide (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/refund/>).

## Federal Return to Title IV (R2T4) Policy

APU is required by federal regulations to use a prescribed formula to calculate the unearned portion of the financial aid received and return it to the Title IV programs. For more information, see the Graduate and Professional Withdrawal Guide (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/refund/>).

## Institutional Aid Return Policy

Dropping a class through the Last Day to Register or Add/Drop Classes results in a 100 percent return of any institutional aid associated with the dropped class. When a student withdraws, institutional financial aid may be adjusted at the discretion of the departments awarding the scholarship funds. If a student believes that extenuating circumstances warrant an exception from published policy, he/she must submit a written appeal to the Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>).

The university reserves the right to make any changes in the institutional refund policies, fees, and expenses without notice. Azusa 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 Office of Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/>).

## 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 (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.” In accordance with that requirement, the university TA funds return policy is as follows:

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

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

# Tuition and Fees

Visit Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/costs/>) to view the current cost of attendance, including tuition and fees, for graduate students. This information is effective fall 2020 unless otherwise noted. Prices are subject to change without notice.

# Types of Financial Aid

- Federal Aid Eligibility Requirements (p. 1310)
- Types of Financial Aid (p. 1310)
  - Grants (p. 1310)
    - Federal Pell Grant (p. 1310)
    - Federal Supplemental Educational Opportunity Grant (FSEOG) (p. 1310)
    - Cal Grant (p. 1310)
    - TEACH Grant (p. )
  - Federal Work Study (p. 1311)
  - Loans (p. 1311)
    - William D. Ford Federal Direct Loan (p. 1311) (Subsidized (p. 1311), Unsubsidized (p. 1312), PLUS (p. 1312))
    - Interest Rates and Fees (p. 1312)
    - Annual Loan Limits (p. 1312)
    - Loan Exit Requirements (p. 1312)
    - Private Student Loans (p. 1313)
- Institutional and Outside Aid Resources (p. 1313)
- Military Benefits (p. 1313)
  - Veterans Affairs Benefits (p. 1313)
  - Active-Duty Military Benefits (p. 1313)

## Federal Aid Eligibility Requirements

To apply for federal aid, a student must meet certain eligibility requirements including, but not limited to, the following:

- Be a U.S. citizen, permanent resident, or an eligible noncitizen
- Have a valid Social Security number (some exceptions apply)
- Male students must be registered with Selective Service unless they are exempt
- Be enrolled at least half-time for most federal aid programs
- Maintain satisfactory academic progress

A student must complete all the initial admission requirements for their program.

A student must submit the Free Application for Federal Student Aid (<http://www.fafsa.ed.gov>) (FAFSA) for every school year enrolled.

For more details on eligibility, visit the Federal Student Aid website (<http://studentaid.ed.gov/>).

## Types of Financial Aid

### Grants

#### Federal Pell Grant

A Federal Pell Grant (<http://studentaid.ed.gov/types/grants-scholarships/pell/>), unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant.) Effective on July 1, 2012, students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent. Students will receive notification via the Student Aid Report from the federal government if they are near or have surpassed the limit. For questions, contact Graduate and Professional Student Financial Services (<https://www.apu.edu/graduateprofessionalcenter/sfs/>) at (626) 815-4570.

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

Undergraduate professional students may be eligible for FSEOG (<https://studentaid.gov/help-center/answers/article/how-to-apply-for-fseog/>) funds. Eligibility for FSEOG is based upon the availability of the funds and financial need at the time a student is awarded. Priority is given to Pell-eligible students. Azusa Pacific University receives a limited amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. FSEOG funds are disbursed on a first come, first served basis. These funds, known as a campus-based award, work differently from the Federal Pell Grant program, which provides funds to every eligible student.

#### Cal Grant

Cal Grants are awarded by the California Student Aid Commission and are funded by the state of California. There are several types of Cal Grant (<http://www.calgrants.org/>) awards. Students pursuing an undergraduate associate's or bachelor's degree or an occupational training program normally qualify

for Cal Grant A or Cal Grant B Competitive Awards. The Cal Grant program utilizes the federal FAFSA form to determine eligibility, requiring students to meet a March 2 submission deadline. Verification of a high school GPA is required as well.

Cal Grant A Competitive Awards are for students with a minimum 3.0 GPA who are from low- and middle-income families. These awards help pay tuition and fees at qualifying schools with academic programs that are at least two years in length.

Cal Grant B Competitive Awards are for students with a minimum 2.0 GPA who are from disadvantaged and low-income families. These awards can be used for tuition, fees, and access costs at qualifying schools with programs that are at least one year in length. If you get a Cal Grant B Competitive Award, it can be used only for access costs in the freshman year. These costs include living expenses, transportation, supplies, and books. Beginning the second year, you can use your Cal Grant B Competitive Award to help pay tuition and fees at public or private four-year colleges or other qualifying schools.

Teaching Credential Cal Grants are available to students who received Cal Grant A or Cal Grant B as an undergraduate student, provided they meet the following eligibility requirements:

- Submit a FAFSA (<https://fafsa.ed.gov/>).
- Submit a G-44 (<http://www.csac.ca.gov/doc.asp?id=80>) form to the California Student Aid Commission.
- Have received at least one payment in the Cal Grant A or B program as an undergraduate.
- Have received a bachelor's degree, or completed all required coursework for their bachelor's degree.
- Be accepted to and enrolled in a teacher preparation program at a California Commission on Teacher Credentialing (CTC)-approved institution within 15 months of the end of the term for which the recipient last received a Cal Grant payment.
- Have not received or submitted an application for an initial teaching credential, such as a Preliminary or Clear Credential.
- Maintain financial need for a Cal Grant renewal.

Cal Grant B Access award is designated for costs including living expenses, transportation, supplies, and books.

Azusa Pacific University will transfer the eligible Access award to the student account and apply it toward the outstanding balance. Students have the right to request, in writing, a refund of the Access award in lieu of transferring it to pay the outstanding balance on a student account. If the award transferred prior to the written request, the request will be honored for future disbursements.

## TEACH Grant

Azusa Pacific University offers the Teacher Education Assistance for College and Higher Education (TEACH) Grant to qualified students who are enrolled in a program that prepares them for a career in teaching. Learn more. (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/teach-grant/>)

## Federal Work-Study

Azusa Pacific University does not automatically package graduate and professional students with federal work-study aid, as graduate and professional programs are generally geared toward working professionals. If, however, you are interested in federal work-study, contact your student account counselor for details.

## Loans

### Federal Direct Loan

The Federal Direct Loan is a low-interest loan to help pay for the cost of a student's education. The loan's interest rate, determined by the Bipartisan Student Loan Certainty Act of 2013, is tied to the financial markets. Interest rates are determined each spring for new loans made for the award year which runs from July 1 to the following June 30. Each loan has a fixed interest rate for the life of the loan. The U.S. Department of Education is the lender. To be eligible for the Federal Direct Loan, a student must be admitted to a degree- or credential-seeking program. The student is required to sign a Master Promissory Note (MPN), complete loan entrance counseling prior to receiving the first disbursement, and loan exit counseling upon completing a program or dropping below half-time attendance.

Three types of the Federal Direct Loan are available based upon a student's aid eligibility as determined by the FAFSA and the Department of Education:

#### 1. Federal Direct Subsidized Loan

Subsidized loans are need-based and available to undergraduate students who demonstrate sufficient need to be eligible for the loan. The interest is paid by the government while the student remains enrolled at least half-time and for a six-month grace period following withdrawal or graduation. Subsidized loans were eliminated for master's and doctoral programs as of July 1, 2012. As an exception, teaching credential/certificate-only programs may still qualify for subsidized loans.



## 2. Federal Direct Unsubsidized Loan

This is a non-need-based loan with interest starting to accrue upon disbursement. The student has the option to postpone payment of interest, which is then capitalized (added to the principal balance).

## 3. Federal Direct PLUS Loan

This is a non-need-based loan available to graduate students and parents of undergraduate students based upon credit worthiness, with interest starting to accrue upon disbursement. Borrowers may borrow up to the cost of attendance, minus any other financial aid (grants, scholarships, loans, etc.). Please be advised on the following regarding PLUS Loans:

- Graduate borrowers are advised to apply for the maximum amount of federal Stafford loans before pursuing PLUS Loans.
- Must be a U.S. citizen or eligible noncitizen and have a valid Social Security number.
- Must meet basic eligibility requirements of no adverse credit. Graduate students or parents of undergraduate students who cannot meet the requirements may be able to appeal the decision with the U.S. Department of Education or be eligible with a creditworthy endorser/cosigner.
- Repayment begins within 60 days of the last disbursement. The option to postpone payment is available for graduate students while in school at least half-time.

### Continued Eligibility for All Federal Loans

Students must make academic progress to continue receiving loans and financial aid. Refer to the Satisfactory Academic Progress policy (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/academic/>) for more information.

### Interest Rates and Fees

Interest rates for Federal Direct Loans are calculated yearly and are fixed for the life of the loan. Additionally, most federal student loans have loan fees that are a percentage of the total loan amount. The loan fee is deducted proportionately from each loan disbursement you receive. This means the money you receive will be less than the amount you actually borrow. You're responsible for repaying the entire amount you borrowed and not just the amount you received.

Visit the Federal Student Aid website (<https://studentaid.gov/understand-aid/types/loans/interest-rates/>) for more information and to view current interest rates and fees.

### Annual Loan Limits

Dependent students completing a bachelor's degree are eligible, depending on their FAFSA information, to receive:

- Freshmen (0-27 units) — \$5,500 (up to \$3,500 of which may be subsidized)
- Sophomores (28-59 units) — \$6,500 (up to \$4,500 of which may be subsidized)
- Juniors and Seniors (60+ units) — \$7,500 (up to \$5,500 of which may be subsidized)
- Federal Parent PLUS — Up to cost of attendance minus any federal, state, institutional, and outside aid

Independent students (or dependent students who were denied a Parent PLUS loan) completing a bachelor's degree are eligible, depending on their FAFSA information, to receive:

- Freshmen (0-27 units) — \$9,500 (up to \$3,500 of which may be subsidized)
- Sophomores (28-59 units) — \$10,500 (up to \$4,500 of which may be subsidized)
- Juniors and Seniors (60+ units) — \$12,500 (up to \$5,500 of which may be subsidized)
- Teaching credential/certificate-only programs — \$12,500 (up to \$5,500 of which may be subsidized)

Students in a graduate program are eligible, depending on their FAFSA information, to receive:

- Federal Direct Unsubsidized — \$20,500 (Doctor of Psychology students may be eligible for an increased annual loan limit)
- Federal Direct Graduate PLUS — Up to cost of attendance minus any federal, institutional, and outside aid

### Loan Exit Requirements

#### Federal Direct Loan Exit Counseling

The federal government requires all federal loan borrowers to complete the Direct Loan Exit Counseling (<https://studentloans.gov/myDirectLoan/counselingInstructions.action/?counselingType=exit>) at any point that the student graduates, withdraws, or drops below half-time enrollment status. If you have any questions regarding Direct Loan Exit Counseling, please contact Graduate and Professional Student Financial Services in the Graduate and Professional Center.

Information needed to begin Direct Loan Exit Counseling (<https://studentloans.gov/myDirectLoan/counselingInstructions.action/?counselingType=exit>):

1. FSA ID
2. Social Security number

3. Expected employer (if known)
4. Next of kin (names, addresses, and phone numbers)
5. Two references who live in the United States (names, addresses, and phone numbers)
6. Expected permanent address
7. Driver's license (if you have one)

## Private Student Loans

This is a nonfederal student loan issued by a lender, bank, or credit union. Private student loans often have variable interest rates, require a credit check and a co-signer, and do not provide many of the benefits of federal student loans. Federal Direct Loans generally have more favorable terms and conditions than private loans. We recommend that you utilize all Federal Direct Loan eligibility before turning to private loans. Students who need additional funds beyond the Federal Direct Loan should consider the Direct PLUS Loan (if applicable) before applying for a private loan.

APU's private lender list is without prejudice and is for the sole benefit of students attending the institution. Employees responsible for processing loans adhere to a strict student loan code of conduct (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/loan/>). Learn more about private student loans. (<https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/loans/alternativeloans/>)

## Institutional and Outside Aid Resources

The university currently offers many institutional and outside aid resources to assist students in financing their education. Refer to the Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/>) site for a full list of available options based on the student's specific school and/or program.

All aid is subject to coordination with federal, state, and all other aid sources.

All aid is subject to the policies in the catalog and any other printed materials.

All aid is subject to availability of federal, state, institutional, and private funding.

All institutional aid and discounts are subject to change without notice.

## Military Benefits

### Veterans Affairs Benefits

Azusa 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. Refer to the U.S. Department of Veterans Affairs (<http://www.va.gov/>) for eligibility criteria.

APU proudly participates in the Yellow Ribbon Program (<http://www.apu.edu/militaryeducation/>), which is a provision of the Post-9/11 Veterans' Educational Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the Department of Veterans Affairs. The Department of Veteran Affairs will then match APU's contribution to provide full tuition coverage. In order to receive Yellow Ribbon Funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill<sup>®</sup>, not be on active duty, and/or not be using benefits transferred to them by a spouse currently on active duty.

Learn more about veterans benefits and the process to apply for them. (<https://www.apu.edu/militaryeducation/benefits/veterans/>)

### Active-Duty Military Benefits

Azusa Pacific University is committed to advancing education opportunities for active-duty military members and their spouses. The university is prepared to assist you in utilizing your Military Tuition Assistance and also offers programs that are eligible for MyCAA financial assistance.

## Tuition Assistance

Military Tuition Assistance is a benefit available to eligible active-duty members of the Army, Navy, Marines, Air Force, and Coast Guard. Each service area has its own criteria for eligibility, application process, and restrictions. Learn more about the steps to apply. (<https://www.apu.edu/militaryeducation/benefits/active-duty/>)

## MyCAA

The MyCAA program provides financial assistance to eligible military spouses who are pursuing a license, certification, or associate's degree in a portable career field and occupation. It is a component of the Department of Defense's Spouse Education and Career Opportunities (SECO) (<https://myseco.militaryonesource.mil/portal/>) program.

*Follow the steps below to get started:*

Step 1: Visit the MyCAA program (<https://mycaa.militaryonesource.mil/mycaa/>) website to apply and receive authorization for the MyCAA scholarship.

Step 2: After being approved for MyCAA benefits, follow up with APU's Office of Military and Veteran Education Benefits for further steps and invoicing.

Military and Veteran Education Benefits  
(626) 815-3837  
mveb@apu.edu

## **Principles of Excellence**

Azusa Pacific University, including all regional campus locations and Los Angeles Pacific University, fully complies with Executive Order 13607 establishing Principles of Excellence for educational institutions serving service members, veterans, spouses, and other family members. For more information, see our Principles of Excellence webpage (<https://sites.google.com/apu.edu/poe/>).

*"GI Bill<sup>®</sup>" is a registered trademark of the U.S. Department of Veterans Affairs (VA).*

# Policies and Procedures

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- Policy Search (p. 1316)
- Undergraduate Academic Policies and Procedures (p. 1320)
- Professional Undergraduate Academic Policies and Procedures (p. 1358)
- Graduate Academic Policies and Procedures (p. 1421)
- University-Wide Policies (p. 1477)

# Policy Search

No results found, please try again. Reset selections.

- Academic Grievance Policy for Undergraduate StudentsUndergraduateGrievancesConduct
- Academic IntegrityGraduateConduct
- Academic IntegrityProfessional UndergraduateConduct
- Academic Policy ExceptionsUndergraduatePetitions/Exceptions
- Academic Probation and DismissalUndergraduateProbation/DismissalSatisfactory Academic Progress
- Academic Probation and DismissalGraduateProbation/DismissalSatisfactory Academic Progress
- Academic Probation and DismissalProfessional UndergraduateProbation/DismissalSatisfactory Academic Progress
- Add and Drop PeriodsUndergraduateRegistration
- Adding and Dropping ClassesGraduateRegistrationCourses/Classes/Programs
- Adding and Dropping ClassesProfessional UndergraduateRegistrationCourses/Classes/Programs
- Additional Degree or Concurrent Program RequirementsProfessional UndergraduateGraduation/CommencementRegistration
- Additional Degree RequirementsGraduateCourses/Classes/Programs
- Additional Degree RequirementsProfessional UndergraduateGraduation/CommencementRegistration
- Additional Master's Degree or Concurrent Program RequirementsGraduateGraduation/CommencementCourses/Classes/Programs
- Administrative WithdrawalGraduateWithdrawalRegistration
- Administrative WithdrawalProfessional UndergraduateWithdrawalRegistration
- Antidiscrimination PolicyUndergraduateGraduateProfessional UndergraduateAll
- Application for GraduationGraduateGraduation/Commencement
- Application for GraduationProfessional UndergraduateGraduation/Commencement
- Attendance RegulationUndergraduateAttendance
- Attendance RegulationGraduateAttendance
- Attendance RegulationProfessional UndergraduateAttendance
- AuditingGraduateRegistrationCourses/Classes/Programs
- AuditingProfessional UndergraduateRegistrationCourses/Classes/Programs
- Certificates of DistinctionUndergraduateGraduation/Commencement
- Change of ProgramGraduateRegistrationCourses/Classes/Programs
- Change of ProgramProfessional UndergraduateRegistrationCourses/Classes/Programs
- Classification of Professional StudentsProfessional UndergraduateGraduation/CommencementGrading/AssessmentRegistration
- Classification of StudentsUndergraduateGraduation/CommencementRegistrationSatisfactory Academic Progress
- CommencementGraduateGraduation/Commencement
- CommencementProfessional UndergraduateGraduation/Commencement
- Concurrent Enrollment PolicyUndergraduateTransfer Guidelines
- Concurrent Enrollment PolicyProfessional UndergraduateTransfer Guidelines

- Correspondence Course CreditUndergraduateTransfer Guidelines
- Correspondence Course CreditProfessional UndergraduateTransfer Guidelines
- Course Modalities and Instructional ActivitiesGraduateCourses/Classes/Programs
- Course Modalities and Instructional ActivitiesProfessional UndergraduateCourses/Classes/Programs
- Course PoliciesUndergraduateCourses/Classes/Programs
- Course Replacement and SubstitutionGraduateRegistrationCourses/Classes/Programs
- Course Replacement and SubstitutionProfessional UndergraduatePetitions/ExceptionsCourses/Classes/Programs
- Course TutorialGraduateCourses/Classes/Programs
- Course TutorialProfessional UndergraduateCourses/Classes/Programs
- Credit Hour PolicyUndergraduateGraduateProfessional UndergraduateAllSatisfactory Academic ProgressCourses/Classes/Programs
- Deans' ListUndergraduateGraduation/CommencementGrading/Assessment
- Declaring or Changing a MinorProfessional UndergraduateRegistrationCourses/Classes/Programs
- Deferment InformationGraduateFinancial Considerations
- Deferment InformationProfessional UndergraduateFinancial Considerations
- Degree PostingGraduateGraduation/CommencementCourses/Classes/Programs
- Degree PostingProfessional UndergraduateGraduation/CommencementCourses/Classes/Programs
- Determining Degree RequirementsGraduateGraduation/CommencementRegistrationCourses/Classes/Programs
- Determining Degree RequirementsProfessional UndergraduateGraduation/CommencementRegistrationCourses/Classes/Programs
- Directory InformationUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act
- Disability Grievance Policy for StudentsUndergraduateGraduateProfessional UndergraduateAllGrievances
- Disclosure of Student RecordsUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act
- English Proficiency in the ClassroomGraduateCourses/Classes/Programs
- English Proficiency in the ClassroomProfessional UndergraduateCourses/Classes/Programs
- EnrollmentGraduateRegistration
- EnrollmentProfessional UndergraduateRegistrationCourses/Classes/Programs
- Final ExaminationsGraduateCourses/Classes/Programs
- Final ExaminationsProfessional UndergraduateCourses/Classes/Programs
- Final Examinations and Waiver ExaminationsUndergraduatePetitions/ExceptionsCourses/Classes/Programs
- Good Academic StandingUndergraduateGrading/AssessmentRegistration
- Good Academic StandingGraduateGrading/AssessmentSatisfactory Academic Progress
- Good Academic StandingProfessional UndergraduateGrading/AssessmentSatisfactory Academic Progress
- Grade Appeal PolicyUndergraduateGrading/AssessmentConduct
- Grade Change ProcessGraduateGrading/Assessment
- Grade Change ProcessProfessional UndergraduateGrading/Assessment
- Grade-point Average RequirementGraduateGrading/Assessment
- Grade-point Average RequirementProfessional UndergraduateGrading/Assessment

- GradingUndergraduateGrading/AssessmentSatisfactory Academic Progress
- GradingGraduateGrading/Assessment
- GradingProfessional UndergraduateGrading/Assessment
- Graduate Courses Taken by Undergraduate StudentsUndergraduateRegistrationCourses/Classes/Programs
- Graduate Courses Taken by Undergraduate StudentsGraduateRegistration
- Graduate Courses Taken by Undergraduate StudentsProfessional UndergraduateRegistration
- Graduation Requirements and CommencementUndergraduateGraduation/Commencement
- Graduation Requirements and CommencementGraduateGraduation/Commencement
- Graduation Requirements and CommencementProfessional UndergraduateGraduation/Commencement
- Grievance and Appeal ProceduresGraduateGrievances
- Grievance and Appeal ProceduresProfessional UndergraduateGrievances
- Honors at CommencementProfessional UndergraduateGraduation/Commencement
- Incomplete GradesUndergraduateGrading/AssessmentCourses/Classes/Programs
- Independent StudyGraduateCourses/Classes/Programs
- Independent StudyProfessional UndergraduateCourses/Classes/Programs
- Instructor Drop PolicyUndergraduateRegistrationCourses/Classes/Programs
- Internet Acceptable Use PolicyUndergraduateGraduateProfessional UndergraduateAllConduct
- Late EnrollmentGraduateRegistration
- Late EnrollmentProfessional UndergraduateRegistration
- Late RegistrationUndergraduateRegistration
- Leaves of AbsenceGraduateWithdrawal
- Leaves of AbsenceProfessional UndergraduateWithdrawalPetitions/Exceptions
- Military Credit PolicyProfessional UndergraduateTransfer Guidelines
- Minimum Unit RequirementProfessional UndergraduateGraduation/Commencement
- Normal Progress Toward a Degree and Time Limit for DegreeGraduateGraduation/CommencementSatisfactory Academic Progress
- Normal Progress Toward a Degree and Time Limit for DegreeProfessional UndergraduateGraduation/CommencementSatisfactory Academic Progress
- Notification of Rights Under FERPAUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act
- Petition ProcessGraduatePetitions/Exceptions
- Petition ProcessProfessional UndergraduatePetitions/Exceptions
- Policy Search
- Professional Courses Taken by Traditional Undergraduate StudentsUndergraduateRegistrationCourses/Classes/Programs
- Progress Toward DegreeUndergraduateGraduation/CommencementSatisfactory Academic Progress
- Reapplication After Academic DismissalUndergraduateRegistrationProbation/Dismissal
- Registering for ClassesUndergraduateRegistrationTransfer Guidelines
- Release of TranscriptsUndergraduateGraduateProfessional UndergraduateAllFinancial ConsiderationsFamily Educational Rights and Privacy Act

- Repeated CoursesUndergraduateRegistrationTransfer GuidelinesCourses/Classes/Programs
- Repeated CoursesGraduateRegistrationCourses/Classes/Programs
- Repeated CoursesProfessional UndergraduateRegistrationCourses/Classes/Programs
- Residence RequirementProfessional UndergraduateGraduation/CommencementSatisfactory Academic Progress
- Right of AccessUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act
- Security Interest in Student RecordsGraduateFinancial ConsiderationsFamily Educational Rights and Privacy Act
- Security Interests in Student RecordsProfessional UndergraduateFinancial ConsiderationsFamily Educational Rights and Privacy Act
- Standards of ConductGraduateConduct
- Standards of ConductProfessional UndergraduateConduct
- State AuthorizationGraduateTransfer Guidelines
- State AuthorizationProfessional UndergraduateTransfer Guidelines
- Student Legal RightsUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act
- Student Records PolicyUndergraduateGraduateProfessional UndergraduateAllFamily Educational Rights and Privacy Act
- Study LoadUndergraduateRegistrationSatisfactory Academic Progress
- Study LoadGraduateRegistrationSatisfactory Academic Progress
- Study LoadProfessional UndergraduateRegistrationSatisfactory Academic Progress
- ThesisGraduateCourses/Classes/Programs
- Transfer CreditGraduateTransfer Guidelines
- Transfer CreditProfessional UndergraduateTransfer Guidelines
- Transfer WorkUndergraduateTransfer Guidelines
- WaiversUndergraduateRegistrationCourses/Classes/Programs
- WaiversGraduatePetitions/Exceptions
- WaiversProfessional UndergraduatePetitions/Exceptions
- WithdrawalGraduateWithdrawal
- Withdrawal from CoursesUndergraduateWithdrawal
- Withdrawal from CoursesGraduateWithdrawal
- Withdrawal from CoursesProfessional UndergraduateWithdrawal
- Withdrawal from the UniversityUndergraduateWithdrawal
- Withdrawal from the UniversityGraduateWithdrawal
- Withdrawal from the UniversityProfessional UndergraduateWithdrawal
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# Undergraduate Academic Policies and Procedures

- Academic Grievance Policy for Undergraduate Students (p. 1321)
- Academic Policy Exceptions (p. 1323)
- Academic Probation and Dismissal (p. 1325)
- Attendance Regulation (p. 1327)
- Certificates of Distinction (p. 1329)
- Classification of Students (p. 1330)
- Concurrent Enrollment Policy (p. 1331)
- Correspondence Course Credit (p. 1332)
- Course Policies (p. 1333)
- Deans' List (p. 1334)
- Final Examinations and Waiver Examinations (p. 1335)
- Good Academic Standing (p. 1336)
- Grade Appeal Policy (p. 1337)
- Grading (p. 1338)
- Graduate Courses Taken by Undergraduate Students (p. 1339)
- Graduation Requirements and Commencement (p. 1341)
- Incomplete Grades (p. 1344)
- Major and Minor Policies (p. 1345)
- Progress Toward Degree (p. 1347)
- Registering for Classes (p. 1348)
- Repeated Courses (p. 1352)
- Study Load (p. 1353)
- Transfer Work (p. 1354)
- Waivers (p. 1355)
- Withdrawal from Courses (p. 1356)
- Withdrawal from the University (p. 1357)

# Academic Grievance Policy for Undergraduate Students

## I. Overview

Azusa Pacific University provides a means by which students may file a grievance for academic and student life issues, excluding violations of the Student Standards of Conduct (<http://www.apu.edu/judicialaffairs/conduct/>). 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 and relevancy, grading, teaching style, and the like be taken up first with the professor of the given class. Failure to resolve the matter at that point may require a meeting with the appropriate department chair, or finally the dean of the school or college.

In the event that the above procedures fail to resolve the problem, the student may file a grievance if a justifiable cause exists. Justifiable cause for grievance shall be defined as any act that, in the opinion of the student, adversely affects the student and is perceived as prejudicial or capricious action on the part of any university faculty or staff member or an arbitrary or unfair imposition of sanctions.

To file a grievance, the student must submit the written document listed below in section III.2. to the Office of the Provost designee for academic matters, or the Office of the Dean of Students for nonacademic matters. If the grievance concerns alleged discrimination or harassment, a copy of the grievance shall be submitted also to the director of human resources. A Grievance Committee will be formed by the Office of the Provost designee or the dean of students and proceed according to the guidelines stated below if, as stated above, a justifiable cause exists for the grievance.

The grievance procedure shall act as a vehicle for communication and decision making between students, staff, and faculty, and as a process through which a student-initiated grievance can be resolved internally.

Any student who has a grievance complaint against the university must follow this procedure or will waive any claim against the university. An individual may contact the Bureau for Private Postsecondary Education (<http://www.bppe.ca.gov/>) for review of a complaint; the bureau may be contacted at P.O. Box 980818, West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

## II. Grievance Committee Organization

### 1. Membership:

#### *For academic grievances:*

Associate provost or other Office of the Provost designee

Academic dean (not from school or college involved)

One faculty member

One upper-division student

Dean of students or designee

#### *For nonacademic grievances:*

Dean of students or designee

Two faculty members

Two students

Associate provost or other Office of the Provost designee

For any grievance concerning alleged discrimination or harassment, the director of human resources shall also serve as a member.

2. Chair: For academic grievances, the Office of the Provost designee shall preside. For nonacademic grievances, the associate dean of students will preside.
3. Voting: All members have equal vote and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
4. Meeting Time: The meeting will be scheduled within seven (7) business days following the filing of a written petition.

## III. Grievance 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, department chair, or staff member as appropriate). Except for grade appeals, the student has no more than ten (10) business days after meeting with the individual they believe has given them cause for grievance, or fifteen (15) business days after the incident that occasioned the grievance, in which to file his/her written petition. In the case of grade appeals, a written petition must be filed within forty-five (45) business days after the end of the semester in which the grade is received. The formal procedure must be initiated within these time limits. However, the time limit may be extended by the associate dean of students or Office of the Provost designee at their sole discretion upon presentation of good cause.
2. The grievance process is initiated by submission of a written petition to the chair of the Grievance Committee. The grievance document should be a complete set of materials that the student would like the Grievance Committee to review. Additional materials will be accepted later only in extenuating circumstances, at the discretion of the committee chair. The 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:
    - i. What occurred
    - ii. When it occurred
    - iii. Where it occurred
    - iv. Who was present
  - d. The evidence on which the grievance is based
  - e. Why this constitutes capricious or arbitrary action on behalf of a staff or faculty member
  - f. What has been done to resolve the grievance per Part III.1. above.
  - g. The desired outcome(s)
  - h. 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 faculty or staff member(s) involved and the dean of the school or college involved.
  4. A meeting of the Grievance Committee will be scheduled to consider the matter within seven (7) working days of the date on which the petition was filed. The involved student and faculty or community member(s) may testify in person at the committee meetings. The meetings shall be held at times when both parties are available to testify.
  5. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the dean of the school or college involved. Witnesses may be present only during the time they are presenting their testimony. No one other than members of the Grievance Committee may be present during deliberations.
  6. Either party may seek an advisor, who must be a faculty member or student in that school or college. 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 or have a student represent him/her as counsel. The Grievance Committee may not have legal counsel present.
  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. The proceedings may not be recorded.
  8. Except for communications with the applicable dean and academic chair after the conclusion of Grievance Committee proceedings, and communications with the faculty member(s) and student(s) involved advising them of the Grievance Committee's final decision, the parties and committee members may not discuss the case outside the meeting.
  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/she has been approached.
  10. Any committee member who has a potential conflict of interest, who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward a particular student must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she may be excused from participation upon request by such member or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances. The names of the Grievance Committee members will be reviewed in advance of the committee meeting with the student, who can confirm that he/she is not aware of any bias against him/her on the part of any of the committee members.
  11. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance.
  12. The committee will decide on the matter by vote. Both parties will be notified in writing within one (1) week of the decision. The committee's decision shall be final.

# Academic Policy Exceptions

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Students can pick up the Academic General Petition form in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic-policies/>), or contact the center and request that one be sent via email. Approval for petitions will be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Return the completed form with all required items to the center—it is important for the appeal to include all necessary information, as incomplete petitions will be denied. The student will be notified via email of the final decision.

## Extenuating Circumstances

Extenuating circumstances—those beyond a student's control—could include, but are not limited to, those in the list below. Experiencing and documenting an extenuating circumstance is not an automatic cause for petition approval.

1. Documented death of an immediate family member, which includes spouse, mother, father, guardian, sister, brother, son, or daughter
2. Documented major medical issue experienced by the student, living companion, or immediate family member (designated above)
3. Documented domestic violence
4. Documented involuntary call to active military duty
5. Other documented extreme circumstances (case-by-case basis)

The following circumstances are **not** considered extenuating and beyond the student's control:

1. Not knowing the deadline, procedure, or policy
2. Work conflicts or family commitments
3. Heavy work schedule or voluntary overtime
4. Not needing or wanting a class
5. Not doing well in a class
6. Not knowing you were enrolled in a class
7. Having too heavy a course load
8. Wanting to improve your GPA
9. Traveling a far distance to the school
10. Incarceration resulting from a guilty verdict

## Documentation

Your inability to provide supportive documentation may result in your appeal being denied. Submit date-specific supportive documentation, but do not submit original documents, as they will not be returned.

Documentation could include, but is not limited to:

1. Medical documentation, which could include a letter from a physician or counselor on letterhead indicating the dates you were under care.
2. Copy of a death certificate or obituary.
3. Accident reports, police records, and/or court records.
4. Statements from each individual instructor for every course change for which you are petitioning. Such statements should include confirmation of attendance, the start and/or end dates of your participation in the course, and any other information applicable to the situation for which you are petitioning. Statements are strongly recommended if you are requesting a course add, drop, or withdraw.
5. A graduation plan outlining how you plan to finish your degree requirements.
6. A statement from your academic advisor or campus authority involved in your situation.
7. Any other documentation that will support the reason your request should be considered.

Petitions submitted without this documentation will likely be denied.

## Submitting Your Appeal

Your appeal must include the following:

1. A completed Academic General Petition form.
2. Attached form, if appropriate, based on the exception you are requesting. For instance, attach a Course Withdrawal form if you are requesting an exception to the deadline to withdraw from a course.
3. A typed personal statement (or use the front of the form).
4. Attached documentation of the extenuating circumstance(s) that led to your request.

5. It is important that your appeal include all necessary information. Unexplained or excessive delay between discovering the necessity of filing this petition and submitting it may be grounds for denial.

# Academic Probation and Dismissal

All students are required to meet Satisfactory Academic Progress (SAP), which is determined by the Department of Education. These requirements are consistent with Azusa Pacific University's graduation requirements and demonstrate academic progress toward degree completion. The following requirements are evaluated at the end of each semester:

- GPA: Cumulative GPA of at least 2.0
- Units Passed (Pace): Passing grade in at least 67 percent of units enrolled (includes *Fs*, *Ws*, Incompletes, and repeated courses)

Academic Advising (<https://www.apu.edu/academic-success/advising/>) in the Academic Success Center (p. 1524) offers individualized academic planning for students who are not meeting the minimum SAP requirements. All students are evaluated at the end of each term and notified of their standing. A student's academic performance directly impacts financial aid eligibility (see also the financial aid SAP policy requirements (p. 1247) in this catalog). The academic success coaches in Academic Advising partner with the financial aid office to ensure that our efforts are in alignment and equitable for all students.

Dismissal occurs when a student does not meet the individualized academic plan requirements. One dismissal petition is allowed per student while attempting to complete a degree at Azusa Pacific. The petition process will be discussed when meeting with an academic success coach. The Petition Review Committee decides if completion of a degree can be accomplished. The petition committee's decision is separate from financial aid eligibility. If a petition is accepted by this committee, a student may still be ineligible for financial aid, therefore eligible to attend and responsible for full cost of attendance.

# Reapplication After Academic Dismissal

A student who has been dismissed for academic reasons for the first time may petition to return to APU for the following semester through the Academic Success Center (<https://www.apu.edu/academic-success/>). The petition must state:

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

If the petition is approved by the committee, the student's probationary status will be monitored regularly thereafter by the Academic Success Center to ensure that the student makes satisfactory progress in remedying grade deficiencies. Failure to maintain the requirements of an academic plan to reach Satisfactory Academic Progress (SAP) at this point will result in disqualification from further study. A second academic dismissal may not be appealed, and the student must proceed through the readmission and reenrollment processes (p. 1208) for consideration of further study at APU after showing academic success at another institution for a minimum of two semesters, with full-time enrollment in academic courses in each semester.

A student who has been academically dismissed and does not petition to return for the following semester should apply to reenroll through the Office of Undergraduate Admissions (<http://www.apu.edu/admissions/undergraduate/>) (or Office of International Enrollment Services (<http://www.apu.edu/international/enrollment/>) for international students) for readmission to APU. Reenrollment is not guaranteed, and the student's file will be reviewed by the Admissions Committee. The student must demonstrate academic success at another institution for a minimum of two semesters with full-time enrollment in each semester (one of those semesters may be full-time summer enrollment). The course load should comprise academic core courses.

# Attendance Regulation

Regular class attendance is expected of all students. Classes are conducted in a manner that will encourage academic excellence and the growth of Christian character. The final authority for attendance and any effect that it might have upon grades rests with the individual faculty member, as identified in the course syllabus. This is due to the tremendous variations in course pedagogy and specific requirements in attendance to meet course outcomes. It is the duty of each faculty member to clearly define the grading and attendance policies for each course, including learning activities that may occur outside the scheduled meeting times, in the course syllabus.

Missed class dates because of late addition of a class to one's course schedule may be considered unexcused absences. When class sessions are missed due to late enrollment (See Academic Calendar (<https://www.apu.edu/calendar/academic/>) for add/drop dates), the student remains responsible for learning the missed course content and completing missed assignments, thereby meeting the learning objectives.

In general, a student is allowed up to a total of two weeks of excused absences from a course (e.g., for a 3-unit course, this would be 6 class hours). This includes absences due to university-related activities or athletics, and medical and nonmedical reasons. Students should carefully monitor all of their absences (accumulated for any of the reasons stated below) to ensure they do not exceed a total of two weeks of absences and thus make them unable to meet course outcomes in a satisfactory manner.

## Absences: University-Sponsored Activities and Athletics

Field trips and other enrichment activities are an integral part of the education process, and musical groups and athletics teams are often away for scheduled events that are considered excused absences. Exceptions for absences greater than the number in the stated attendance policy above may be authorized through the formal absence notification form. Athletics and/or the sponsoring department will notify the Office of the Provost designee, and subsequently the course faculty.

When it is necessary for a student to miss scheduled classes for university-sponsored student activities, the following process should be followed:

- The sponsoring department/program (e.g., athletic team, performance group, Student Government Association, etc.) must electronically submit the appropriate Formal Notification of Student Absence for University-Sponsored Activities and Athletics form to the dean or athletic director at least two weeks prior to the event. The form includes information regarding the event dates, and the students involved and therefore excused from class attendance on the event dates.
- If the student will miss chapel, the dean/athletic director must provide the Office of Judicial Affairs with the approved student names and ID numbers for the event that will impact chapel attendance.
- If the student will miss class, the dean/athletic director must distribute the approved form without ID numbers to the sponsoring department/program faculty or staff member for distribution to the participating students.
- Participating students must use BOTH email and in-person notification to inform their instructors of their approved absence and to discuss their makeup responsibilities and deadlines.
- Students whose absences are authorized by formal notification, as described above, from the appropriate dean or athletic director, must be allowed makeup privileges without penalty (e.g., grade reduction or point deduction on an assignment). Students remain responsible for learning the course content and completing assignments, thereby meeting the learning objectives.

It is the responsibility of student-athletes to attend every class session held when they are not ill, involved with a personal emergency, or traveling with their team. Students must exercise responsibility in choosing their level of participation in light of class attendance requirements and thus avoid jeopardizing classroom learning based on participation.

In any discipline (such as nursing or other science) in which clinical or lab hours are required by a state, federal, or professional body for future licensing or credentialing or to effectively pass the course, APU students must abide by the required licensing hours set forth by that governing body. These hours are shown in each semester's course syllabus, and all students must comply with requirements according to that discipline's guidelines as delineated in various course syllabi. See the Add and Drop Periods policy (p. 1349) if you wish to make any schedule changes.

## Absences: Medical Reasons

Absences due to illness, confirmed by verification from a healthcare provider or from the APU Student Health Center, are considered excused absences. The faculty member will require verification of the student's health status to approve the excused absence.

Students with medical situations that require them to miss a number of class sessions should advise their professors and the dean of student wellness of the situation to seek guidance in meeting course outcomes and accessing other university resources, if applicable. Normally, absences need to extend beyond one week's worth of classes before the dean of student wellness becomes involved, but the dean of student wellness may need to become involved sooner if a crucial date (such as an exam day) will be missed. If the student is too ill, the dean of student wellness will advise the faculty of the absences.



## **Absences: Nonmedical Reasons**

In certain extreme situations, a student may be forced to miss a number of class sessions for nonmedical reasons, such as family emergency, extreme personal trauma, etc. Students should advise their professors and the dean of student wellness to seek guidance in meeting course outcomes and accessing other university resources, if applicable. Normally, absences need to extend beyond one week's worth of classes before the dean of student wellness becomes involved, but the dean of student wellness may need to become involved sooner if a crucial date (such as an exam day) must be missed. If the student is not available, the dean of student wellness will advise the faculty of the absences.

Mission/ministry/service/performance trips during the semester that require the student to miss class time are discouraged, and such absences will be considered excused only at the discretion of each course professor.

Jury duty: While APU does encourage students to participate in their civic duty as jurors, accepting such service can cause a student to miss excessive class sessions and important material. APU students are encouraged to request postponements until nonenrolled periods (summer, inter-term, etc.). If a postponement is not possible and a student is summoned and not excused, the student's absence(s) will be considered excused at the discretion of the professor. Any exceptions to this policy must be granted through the Office of the Provost designee.

# Certificates of Distinction

Occasionally, academic departments may wish to implement additional academic certificates for their majors (such as a Certificate of Distinction (or Academic Distinction) in ... ). Due to the wide breadth of standards among the disciplines, these certificates may vary in title and expectations, but they all must adhere to the following general guidelines:

1. Include a minimum GPA standard.
2. Provide clearly defined additional or increased-level coursework. For example, students must complete a minimum number of 400-level courses, or courses in a specific concentration, etc.
3. Students must be a major of the department offering the certificate.
4. All criteria, once approved through faculty governance, must be included in the catalog.

Note: Certificates given solely for highest GPA do not need to be approved.

# Classification of Students

A full-time student may be defined as one taking a minimum academic load of 12 units each semester. The university uses the following system for student classification:

|           |                   |
|-----------|-------------------|
| Freshman  | 0-29 units        |
| Sophomore | at least 30 units |
| Junior    | at least 60 units |
| Senior    | at least 90 units |

The university also uses the following system to define academic load:

|                     |                        |
|---------------------|------------------------|
| Less than Half Time | Enrolled in 0-5 Units  |
| Half Time           | Enrolled in 6-8 Units  |
| Three-Quarter Time  | Enrolled in 9-11 Units |
| Full Time           | Enrolled in 12+ Units  |

Senior classification does not ensure graduation; all requirements for a degree must be satisfactorily met in order to graduate.

Freshmen and sophomores have lower-division standing, juniors and seniors have upper-division standing.

# Concurrent Enrollment Policy

Students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/transfer/>) to ensure that the courses are transferable to APU, which has articulation agreements with many colleges in the area. Students can view lists of preapproved courses through Transferology (<https://www.transferology.com/school/apu/>); all other courses must be approved through a Transfer Inquiry ([https://formstack.apu.edu/forms/transfer\\_inquiry/](https://formstack.apu.edu/forms/transfer_inquiry/)). Without prior approval from the Undergraduate Enrollment Services Center, transfer credits may be denied.

# Correspondence Course Credit

Correspondence education is defined as education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, lacks regularity and substance, and is primarily initiated by the student. Courses are typically self-paced. Correspondence education is not the same as distance education.

- A maximum of 9 semester units of correspondence credit may be applied toward an Azusa Pacific University degree.
- Students must earn a grade of C- or higher in eligible courses and receive prior approval from the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).
- If a student wishes to receive correspondence course credit toward the requirements for his/her major, prior written consent from department faculty must be obtained.
- Correspondence courses must be offered by a regionally accredited college or university or be accredited by the Association for Biblical Higher Education. No more than 6 units may be transferred to meet General Education core requirements (p. 1159) in Biblical, Theological, and Philosophical Formation.
- Senior transfer students may complete only 3 units by correspondence, none of which may apply to the General Education core category of Biblical, Theological, and Philosophical Formation.
- All correspondence courses should be completed one year prior to the student's graduation. For example, if a student plans to graduate May 8, the recommended date for finishing the correspondence course would be May 7 of the previous year. Students should work with their Academic Records Specialist in the Undergraduate Enrollment Services Center to address special circumstances.

# Course Policies

## Course Auditing

A student may apply to the instructor for permission to audit a class. The student must meet university entrance requirements and pay the audit fee, which is one half the regular course fee. A student may not change from an audit classification to obtain credit after the last date of the add period (see the Undergraduate Academic Calendar (<https://www.apu.edu/calendar/academic/>) for the specific date), nor change from credit to audit after the sixth week of instruction. An audited class will not count toward a degree.

## Independent Study

Independent study enables students to enrich their university experience by pursuing learning in a closely supervised program and undertaking individual investigation of subject areas not covered in regular course offerings. An undergraduate, upper-division student (60 or more completed units) who has a minimum cumulative GPA of 2.5 may receive credit for a maximum of 9 independent study units to be applied toward a degree program. No more than 4 units may be applied toward one project, and a maximum of 9 independent study units may be taken during one academic term.

The independent study is recorded as XXX 497, XXX 498, or XXX 499 on the student's permanent academic record. To request an independent study course for any given semester, students should begin planning the study during advising and must submit a completed Course Replacement or Independent Study form (<http://www.apu.edu/undergraduate-enrollment-services/academic/independentstudy/>) to the Undergraduate Enrollment Services Center (<http://www.apu.edu/undergraduate-enrollment-services/>) by the last day of the add period (see the Undergraduate Academic Calendar (<https://www.apu.edu/calendar/academic/>) for the specific date).

The application must include:

- A completed Course Replacement or Independent Study form (<http://www.apu.edu/undergraduate-enrollment-services/academic/independentstudy/>).
- A proposal written in consultation with the supervising or mentoring instructor.
- Signed approval of the instructor, department chair, and dean of the appropriate school or college.

The student pays an additional fee per unit for independent study courses (see university fee schedule (<https://www.apu.edu/undergraduate-admissions/cost/tuition/>)).

## Course Replacement

Course replacement is the replacement of a catalog course in terms of units, content, syllabus, outline, and testing by an independent-study version of the course. In general, the course tutorial cannot substitute for a course that is offered on a regular basis, but there may be occasions in which it may be utilized to fulfill a course requirement when a course is canceled or not offered during the semester. The actual course number, instead of an independent study number, is recorded on the student's permanent academic record.

Course replacement units do not count toward the maximum 9 independent study units allowed in a degree program. To request a course replacement for any given semester, the student must submit a completed Course Replacement or Independent Study form (<http://www.apu.edu/undergraduate-enrollment-services/academic/independentstudy/>) to the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) by the last day of the add period (see the Undergraduate Academic Calendar (<https://www.apu.edu/calendar/academic/>) for the specific date).

## Course Counting

Many courses offered at APU are approved to count toward more than one category on the My Requirements page. Listed below are some principles about the way courses may count toward degree requirements. If you are confused about a rule or uncertain about how it applies to your situation, contact your advisor in your academic department, an academic success coach in the Academic Success Center (<https://www.apu.edu/academic-success/>), or an Academic Records Specialist in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).

1. Courses may count toward no more than one requirement per program (General Education, majors, and minors) unless stated otherwise.
2. There is no limit to the number of courses that may count in multiple programs unless stated otherwise.
3. Courses that may be taken multiple times for credit may count toward the same requirement unless stated otherwise.
4. Concentration requirements are considered a part of the major/minor program and therefore cannot share courses across requirements unless stated otherwise.
5. Academic departments may limit the number of courses that can be shared between their programs and programs from other departments.
6. Policies regarding unique courses and sharing limits for earning a double major or double degree apply.

# Deans' List

Nominations to the Deans' List are made at the conclusion of the fall and spring semesters of each academic year. Students named to the Deans' List shall have satisfied the following conditions:

1. They shall be registered for one of the following degrees:
  - a. Bachelor of Arts (B.A.)
  - b. Bachelor of Fine Arts (BFA)
  - c. Bachelor of Music (B.M.)
  - d. Bachelor of Science (B.S.)
  - e. Bachelor of Science in Nursing (BSN)
  - f. Bachelor of Social Work (BSW)
2. They shall be enrolled full time (at least 12 units) in the qualifying semester.
3. They shall achieve a 3.5 or higher GPA for the qualifying semester.

# Final Examinations and Waiver Examinations

Final examinations are required in all courses. No final examination shall be given to individual students before the regularly scheduled time during finals week unless there is written approval from the instructor, the department chair, and the appropriate academic dean. Waiver exams are available at the discretion of each academic department; these exams do not grant academic units.



# Good Academic Standing

Undergraduate students are considered to be in good academic standing if they maintain a cumulative grade-point average (GPA) of 2.0.

# Grade Appeal Policy

This grade appeal policy establishes a clear, fair process by which undergraduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. Recognizing, however, that the evaluation of student performance is based upon the professional judgment of instructors, and notwithstanding the exceptions noted at the end of this policy, appeals will not be considered unless based upon one or more of the following factors:

- An error was made in grade computation.
- Standards different from those established in written department, school, college, or university policies, if specific policies exist, were used in assigning the grade.
- The instructor departed substantially from his or her previously articulated, written standards, without notifying students, in determining the grade.

Only the final course grade may be appealed. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

## Appeals Procedure

1. Formal grade appeals must be initiated by the student within four months after the date that grades were due for the course(s) in question. For example, if grades were due on December 25, the appeal must be filed by April 25.
2. The first step to resolving differences between an instructor and student concerning a grade must be a discussion between the student and the instructor. If the instructor of record will not be available within the four-month period, the department chair or designee may act in lieu of the instructor of record for the purpose of grade appeals.
3. If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, he or she must present to the chair of the department in which the course is offered a written appeal that includes the following:
  - a. A statement addressing how the appeal meets one or more of the three criteria necessary for a formal appeal.
  - b. A description of the outcome of the informal discussion process.
  - c. Any relevant documents the student would like to have reviewed as part of the appeal process.
  - d. A copy of the course syllabus and assignment descriptions.
  - e. The department chair may request additional materials from the student. After receiving a copy of the appeal materials from the department chair, the instructor has ten (10) business days to respond in writing to the appeal. The department chair will discuss this response with the instructor and will provide the student with written notification of the outcome of this step within five (5) business days after receiving the instructor's response.
4. If there is no mutually agreed-upon resolution between the student and the instructor, and the student wishes to pursue the matter further, he or she has five (5) business days to submit his or her written appeal to the dean of the department. The dean will review the appeal, provide copies of all appeal materials to the instructor, and discuss the appeal with the chair, instructor, and student. The instructor has five (5) business days to review the written appeal the student has presented to the dean and, if desired, prepare an additional written response. The dean will provide the student with written notification of the result of this step within ten (10) business days after receipt of the appeal from the student.
5. If the fourth step does not lead to a mutually agreeable resolution, and the student wishes to pursue the matter further, then a Grade Appeal Committee shall be formed by the dean within ten (10) business days. This committee shall include 3 faculty members from the college/school: one selected by the student, one selected by the instructor of record, and one appointed by the dean. A majority shall prevail in the committee. The committee shall elect its own chair. The function of the Grade Appeal Committee shall be to evaluate the appeal in terms of the stated grounds for the appeal. The committee's decision may be to keep the assigned grade or to raise the assigned grade. The committee shall provide a written justification to the dean for its decision, including minority opinions when they exist, no later than fifteen (15) business days after the committee's formation. The dean shall inform the department chair, student, and instructor of the committee's decision and provide all parties with copies of the committee report. This decision by the Grade Appeal Committee is final.
6. In the case of a change of grade, the instructor of record must implement the change of grade decided upon by the committee within ten (10) business days after learning of the committee's decision. If the instructor fails to make the change, the dean shall implement the change of grade as determined by the committee on the student's official transcript through the change-of-grade procedure. This shall be the last step in the deliberation of the formal grade appeal.
7. The dean shall forward a written record of the results of all grade appeals to the appropriate Office of the Provost designee within ten (10) business days.

## Exceptions to the Grade Appeal Policy

The Grade Appeal Policy shall constitute the sole internal administrative remedy for a change in grade, except when the grade being disputed resulted from an alleged academic integrity violation. If a grade dispute arises from an issue that is covered under the university's Academic Integrity Policy (<https://www.apu.edu/provost/integrity/>), the process for resolution that has been established for appealing academic integrity violations must be followed.

# Grading

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

|          |            |                          |
|----------|------------|--------------------------|
| Grade A  | 4.0 points | Exceptional              |
| Grade A- | 3.7 points |                          |
| Grade B+ | 3.3 points | Superior                 |
| Grade B  | 3.0 points |                          |
| Grade B- | 2.7 points |                          |
| Grade C+ | 2.3 points | Average                  |
| Grade C  | 2.0 points |                          |
| Grade C- | 1.7 points |                          |
| Grade D+ | 1.3 points | Poor                     |
| Grade D  | 1.0 point  |                          |
| Grade D- | 0.7 points |                          |
| Grade F  | 0 points   | Failure                  |
| Grade W  | 0 points   | Withdrawal               |
| Grade IN | 0 points   | Incomplete, No Paperwork |
| Grade FN | 0 points   | Failure, Nonattending    |
| Grade I  | 0 points   | Incomplete               |
| Grade NC | 0 points   | No Credit                |
| Grade CR | 0 points   | Credit                   |
| Grade P  | 0 Points   | Pass                     |
| Grade NG | 0 points   | No Grade - Lab           |
| Grade AU | 0 points   | Audit                    |
| Grade IP | 0 points   | In Progress              |
| Grade NR | 0 points   | Not Recorded             |

The following is a suggested course grading scale:

|          |         |
|----------|---------|
| Grade A  | 93-100% |
| Grade A- | 90-92%  |
| Grade B+ | 87-89%  |
| Grade B  | 83-86%  |
| Grade B- | 80-82%  |
| Grade C+ | 77-79%  |
| Grade C  | 73-76%  |
| Grade C- | 70-72%  |
| Grade D+ | 67-69%  |
| Grade D  | 63-66%  |
| Grade D- | 60-62%  |
| Grade F  | 0-59.9  |

# Graduate Courses Taken by Undergraduate Students

An undergraduate student may enroll in a graduate course only if all of the following conditions are met:

- The student is a senior with a cumulative GPA of 3.0 or higher.
- The department chair of the student's major approves.
- The appropriate graduate department chair or graduate program director approves.
- There is space available in the course and the student has met all of the prerequisites.
- The request is submitted with the following form: Graduate/Professional Courses Taken by UG Students ([https://www.apu.edu/live\\_data/files/323/ug\\_grad\\_course\\_petition.pdf](https://www.apu.edu/live_data/files/323/ug_grad_course_petition.pdf)).

Graduate courses taken by undergraduate students may apply toward an APU graduate degree only if the grade received in the course is 3.0 or higher and if the student is accepted into the appropriate graduate program following APU graduate admissions procedures. No more than 9 graduate units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

The Graduate Courses Taken by Undergraduate Students policy does not apply to the Integrated Bachelor's/Credential Program (p. 875), which allows undergraduate students to complete 32-34 units of 500-level credential courses and apply those units to the 120+ units required for the bachelor's degree. For more information on how courses may be applied toward a graduate degree, refer to the Graduate Courses Taken by Undergraduate Students policy in the Graduate Academic Policies and Procedures section (p. 1432) of the catalog. Students in the Integrated Bachelor's/Credential Program need to apply separately to the appropriate graduate program in the School of Education.

# Professional Courses Taken by Traditional Undergraduate Students

A traditional undergraduate student may not enroll in a nonresidential/nontraditional undergraduate course (also referred to as a professional course) during the fall and spring terms of the traditional undergraduate academic calendar. Exceptions to this policy may be reviewed, upon submission of the Graduate/Professional Courses Taken by Undergraduate Students (<https://www.apu.edu/onestop/academic/forms/>) form by the student, for exceptional circumstances and where **all** of the following conditions are met:

- The department chair of the professional program offering the course approves.
- The department chair of the student's major approves.
- The request is submitted on the Professional Courses Taken by Undergraduate Students form to the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).

For more information on undergraduate professional programs, consult the individual program pages in this catalog.

Traditional undergraduate degrees will not be posted until grades from all courses are posted. Professional courses are offered on a different term schedule than traditional undergraduate courses, which may result in a delay of the degree posting.

# Graduation Requirements and Commencement

## Minimum Unit and GPA Requirements

For undergraduate students, the minimum unit requirement for the B.A., B.M., B.S., BSN, BFA, and BSW degrees is 120 (some majors require completion of more than the minimum number of units). Units for the following courses do not count toward the 120 units required for graduation:

| Code    | Title                                 | Units |
|---------|---------------------------------------|-------|
| MATH 90 | Foundations of Mathematical Reasoning | 3     |
| MATH 95 | Intermediate Algebra                  | 3     |

All students must earn a minimum cumulative grade-point average (GPA) of 2.0 in all university work attempted. Transfer students must also earn a minimum cumulative GPA of 2.0 in work completed at Azusa Pacific University. Some departments/schools also require a minimum cumulative GPA for major courses.

## Residence

To earn an Azusa Pacific University undergraduate degree, the following units must be earned at APU:

- At least 30 total semester units
- 16 of the last 24 units counted toward the degree
- At least 15 upper-division units in the major field
- At least 50 percent of the units in the minor field, concentration, or emphasis (if any)

Neither transfer credit (including correspondence courses) nor credit by examination (CLEP, FLATS, OPIC, AP, IB) may be used to fulfill the above residence requirement. However, the units for APU off-campus study programs and university-endorsed off-campus and study away programs may be used to fulfill the university residency requirements.

## Student Service Credit Requirements

All candidates for graduation must have completed 120 service credits (<http://www.apu.edu/studentaction/servicerequirement/>) approved by the Center for Student Action; this requirement is prorated for transfer students. Service credits may also be fulfilled through designated academic service-learning courses.

## Selection of Catalog for Determining Degree Requirements

1. Students are held to the General Education requirements (p. 1159) of the catalog from the year they enter APU.
2. Students electing to change their major(s) and/or minor(s), concentration(s), or emphasis can request any catalog in effect from the term of initial enrollment until graduation.
3. Students electing to change catalogs should be aware that adopting a new catalog year will require completion of all requirements for all major(s) and minor(s) under the new catalog year.
4. If a new major or minor is created during the time of attendance, a student can elect the new major/minor and choose to keep any other major(s)/minor(s) on the previously selected catalog for those programs.
5. A student has seven years from the term of his/her first registration at APU to complete his/her degree under the catalog in effect at the date of first registration. Students who continue in attendance beyond the seventh year will be required to complete all new General Education, academic departmental, and graduation requirements, as well as adhere to all academic policies of the new catalog.
6. "In attendance" is defined as enrollment in at least 12 units for one semester within a 12-month period. An approved leave of absence shall not be considered an interruption in attendance. If a student is not in attendance for more than two consecutive semesters (fall/spring) and then re-enters the university, the student is subject to the graduation requirements in effect at the time of re-entering.
7. To change their academic catalog year and/or change their major, a student must submit a Major Update ([https://formstack.apu.edu/workflows/major\\_update/](https://formstack.apu.edu/workflows/major_update/)) form.

## Graduation Application

Graduation is not automatic upon completion of all coursework. Students who intend to graduate must complete an Undergraduate Graduation Application ([https://formstack.apu.edu/forms/graduation\\_application/](https://formstack.apu.edu/forms/graduation_application/)) at least six months prior to commencement, a time period that always falls within the semester prior to the graduating semester. Commencement dates and the Graduation Application due dates are listed in the Academic Calendar (<http://www.apu.edu/calendar/academic/>).

Graduation applications and academic requirements are evaluated by the student's academic records specialist in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) to determine eligibility for participation in graduation. Students must consult with their academic records specialist if they wish to add or change a major, minor, concentration, and/or emphasis after applying for graduation.

Students can expect two clearance notifications:

- The first clearance notification is emailed prior to the add deadline of the semester of the graduation they have applied for.
- The second notification is emailed four to six weeks after the drop deadline of the same semester.

*It is the students' responsibility to read the clearance notifications and ensure they complete any outstanding requirements listed on the Graduation Clearance Pending letter. These requirements must be completed by the deadlines as outlined in the Participation in Commencement Policy (see below).*

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 in the Graduation Clearance Pending letter, he or she must complete those requirements within two years of filing their Graduation Application. If the remaining requirements for the degree are not completed by the deadline, the student will be subject to policies governing re-entering students, and a new catalog year will apply.

## Participation in Commencement

Undergraduate commencement (<http://www.apu.edu/graduation/>) exercises are held at the end of the fall and spring semesters. The university president, by the authority of the trustees and on the recommendation of the faculty, awards the degrees.

- A student may participate in commencement exercises only if all degree work has been completed, or if no more than 3 units or one course will be taken in a term that begins after the commencement ceremony (the latter is called the "walk-short" policy). Eligibility to participate in commencement will be confirmed by the student's academic records specialist at the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).
- All correspondence courses and CLEP, FLATS, and other proficiency tests must be completed prior to the start of a student's final semester. Official transcripts must be received by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) no later than the drop deadline of the semester in which the student intends to participate in commencement.
- If a student's foreign language requirement is not satisfied through the proficiency assessment, the student may be required to take two consecutive semesters of the same language in order to satisfy the foreign language requirement. If a student must complete multiple semesters (courses) of foreign language, they will not qualify for the 3-unit or 1-course walk-short policy.
- To participate in commencement exercises, all university obligations must be resolved no later than three weeks prior to commencement, including the receipt of transcripts (if applicable), financial clearance (must have a zero account balance), and clearance of service credits by the Center for Student Action (p. 1561).
- Students who disregard the Participation in Commencement Policy and participate in a commencement ceremony fraudulently will not be allowed to participate in future commencement ceremonies and could face sanctions including (but not limited to) suspension from the university, as such actions are considered an academic integrity violation and a student conduct violation.

## Honors at Commencement

### Latin Honors

Qualifying students may graduate with the following Latin honors: *summa cum laude*, *magna cum laude*, or *cum laude*. The minimum GPA requirements for Latin honors are as follows:

- 3.90 – *summa cum laude*
- 3.80 – *magna cum laude*
- 3.70 – *cum laude*

All grades accepted toward graduation at Azusa Pacific University are included in the calculation of these honors, including correspondence and transfer courses. All grades not accepted toward graduation at Azusa Pacific (such as remedial courses) will not be included in the calculation.

## Degree Posting Dates

The university posts bachelor's degrees at the end of each session, regardless of the specific date when all work is completed. All degree requirements must be met prior to the posting date. The posting dates are at the end of the regular fall semester (approximately December 20), the end of the regular spring semester (approximately May 5), and the end of each of the summer sessions (see the academic calendar for specific dates). By petition, completed degrees may be posted on the 1<sup>st</sup> and the 15<sup>th</sup> of a month other than those listed above in this section. Once the degree is posted, the degree record is complete and final. It can be rescinded only in the case of substantiated error or fraud. A student may not add coursework to the posted degree in order to improve grade-point average or to add minors, concentrations, or emphases.

## **Security Interest in Student Records**

A student may neither graduate nor receive any diploma, certificates, grades, or transcripts until all financial obligations (including student loans wherein collections are administered by the university) have been satisfied in accordance with policies described in the Financial Information (p. 1241) section of this catalog. Any diploma, certificates, grades, or transcripts shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtor shall not be considered a binding precedent or modification of this policy.



# Incomplete Grades

The grade *Incomplete (I)* is given only under special circumstances, such as illness or other unforeseeable circumstances that can be verified, providing that the student's work in the course was of passing quality. An *I* grade may be given upon recommendation of the professor with the permission of the appropriate academic dean. To obtain an *Incomplete*, the student must fill out the official Incomplete Form ([https://www.apu.edu/live\\_data/files/323/ug\\_incomplete.pdf](https://www.apu.edu/live_data/files/323/ug_incomplete.pdf)) available from the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/incompletegrades/>). The filing deadline for the form is the last day of finals. An *Incomplete* may be granted for up to 12 weeks from date of issue; petition for extension beyond the 12 weeks will be subject to review by the faculty member and the appropriate academic dean. Failure to submit an Incomplete Form or make up the missing coursework within the allotted period will automatically result in an *F*. An *IN* grade reflects an *Incomplete* with no filed paperwork at the time grades were issued, placing the student in danger of receiving an *F* if the paperwork doesn't get filed.

# Major and Minor Policies

## Choosing a Major

Students must declare their academic major by the first day of their fifth semester of full-time academic work by completing a Major Update form (<http://www.apu.edu/undergraduate-enrollment-services/academic/forms/>), which will be routed to the student's academic department for approval. Students who fail to do this will be prohibited from enrolling in classes or making any class schedule changes. Students may add a new major up to the time at which they apply for graduation. If you wish to add a major after applying for graduation, consult your Academic Records Specialist in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/graduation/>) to verify that the major can be completed by the graduation time you selected.

## Changing a Major

Students requesting a change of major must complete the Major Update form (<http://www.apu.edu/undergraduate-enrollment-services/academic/forms/>). If required, the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/changemajor/>) will route the form to the new department/program to obtain approval. It is recommended that students meet with representatives of the new department. *Note: Some academic majors require an application; check with the department to determine the application process and any associated deadlines.*

## Choosing or Changing a Minor

Students requesting a declaration or change of minor must complete a Minor Update form (<http://www.apu.edu/undergraduate-enrollment-services/academic/forms/>) and obtain approval from the department/program. Some academic minors require an application process. Students may add new minors up to the time at which they apply for graduation. If you wish to add a minor after applying for graduation, consult your Academic Records Specialist in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/changemajor/>) to verify that the minor can be simultaneously completed with the major degree program.

## Minor Program Policies

Azusa Pacific University offers a wide range of minors to enrich and support the academic experience of undergraduate students. The following conditions apply:

1. Minor programs are available to all students in a traditional undergraduate degree program and must be completed simultaneously with a major degree program.
2. Students may not earn a minor in the same discipline in which they are majoring.
3. A minor requires at least 18 units, 12 of which must be upper division. Some minors are exempt from this upper-division requirement based on the subject matter of the minor; see individual minor requirements. A minimum of 50 percent of the units in the minor must be taken in residency.
4. Courses for the minor may overlap with requirements for the student's major or another minor, but at least 50% of the courses taken to fulfill a minor must be unique to that minor and not overlap with courses taken to fulfill the student's major or another minor.
5. Departments, at their discretion, may substitute no more than 25 percent of the required units defined in the catalog for a given minor program. Lower-division courses cannot be substituted for upper-division course requirements.
6. A minimum cumulative 2.0 GPA must be achieved in all courses required for the minor. The sponsoring academic department may require a higher minimum GPA.

For more information, contact the sponsoring academic department for the particular minor.

## Guidelines for the Double Major

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

1. Students must complete all of the required courses listed in the catalog for both majors.
2. Not more than six upper-division courses may be common to both majors (excluding General Education requirements).
3. Twenty-four units must be unique to the second major, of which at least 18 units must be upper division.

## Guidelines for Additional Degrees

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

1. Candidates for additional degrees must meet the University Residence policy.
2. A minimum of 150 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.

4. Not more than six upper-division courses may be common to both degrees (excluding General Education requirements).
5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.
6. General Education courses completed for one degree may be applied toward the second degree.

# Progress Toward Degree

To make satisfactory progress toward a degree, an undergraduate student must pass a minimum of 24 units per academic year<sup>1</sup> and earn a minimum cumulative grade-point average of 2.0 in work completed at Azusa Pacific University. Specific majors may require a higher GPA to progress toward a degree. Students should refer to their department's policy.

Units for MATH 90, MATH 95, and MATH 99 do not count toward the 120 units required for graduation, but they are permissible for satisfactory progress toward a degree if taken in the first year of enrollment.

The 24 units mentioned above must fall in the following areas:

- General Education requirements (p. 1159)
- Major and/or minor
- Elective units to meet the minimum 120 units needed for graduation

<sup>1</sup> To reach the minimum 120 units needed for graduation in four years, a minimum of 30 units must be taken per academic year.

# Registering for Classes

Registration is the process of choosing and enrolling in courses each semester. Students must be admitted to the university and participate in academic advising prior to registering for fall and spring semesters. Academic advising is provided by the Academic Success Center (<http://www.apu.edu/academic-success/>) and each academic department for students enrolled in any of that department's majors, to assist students in the advising and registration process.

## Registration

### Current APU Students

Every fall and spring semester, the university sets a specific time for current students to secure their classes for the following semester. The registration appointment schedule is determined by the number of units the student has **completed** at the time of registration (units the student is enrolled in during the current semester do not count for this purpose). Every summer term, the university sets a specific time for current students to secure their summer classes. Registering for summer terms is first come, first served, and no appointments are scheduled. See the Academic Calendar (<http://www.apu.edu/calendar/academic/>) for specific dates for registration. Students with financial holds, health holds, or disciplinary holds will not be allowed to register for classes until the holds are resolved by the student and removed by the respective department.

### Incoming Students (Freshmen and Transfers)

Registration for new students is supported by the Office of Undergraduate Admissions, the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>), and the Academic Success Center. For details regarding registration for new students, contact an admissions counselor or the Office of Undergraduate Admissions (<http://www.apu.edu/admissions/undergraduate/>).

## Final Registration and Payment Clearance

Final registration must be completed at the beginning of the fall and spring semesters so students confirm they are on campus and will be attending classes. University services such as meal plans are activated at this time. If a student fails to complete final registration, it will be assumed that the student is not on campus and his/her classes will be dropped.

A student's registration will be automatically finalized when he/she has met the first payment deadline and completed all the required paperwork for financial aid.

## Course Modalities and Instructional Activities

Undergraduate, graduate, and professional programs are taught in a variety of formats including:

- In-person classes, which deliver 100% of their instruction face to face and have required classroom attendance. Students meet on a regularly scheduled basis and may encounter internet and/or computer requirements in these classes.
- Blended classes, which deliver at least 33% but less than 50% of their instruction in an online format and include required classroom attendance and online instruction, which can be either synchronous or asynchronous. Compared with in-person classes, blended classes have substantial activity conducted online, which substitutes for some classroom meetings.
- Online asynchronous classes, which deliver 50% or more of their instruction in an online format but have no required live virtual meetings. Students have a time frame for participation each week, but they may contribute whenever they choose in accordance with course instructions. Some asynchronous courses may offer optional live sessions such as desktop video chats, but live, real-time class meetings are not required.
- Online synchronous classes deliver 50% or more of their instruction in an online format. These classes require students to meet online at specified times for live instructions, student presentations, or other real-time activities. Synchronous online classes have no campus meeting place; rather, students log into the online classroom from off-site locations. These classes may have specific technology requirements.
- Distance learning classes originate in a campus classroom where the instructor and students meet. Video-conference technology allows additional students from off-site locations to interact with the instructor and students at the campus classroom using video, audio, and text. These classes may have specific technology requirements.

Some undergraduate, professional, and graduate programs may have clinical placements, field work, or practicum assignments at clinics, schools, hospitals, or other APU-approved organizations that meet specific degree program and/or certification requirements. Such placements and assignments may need to be completed within the geographic vicinity of Azusa Pacific University's campus or regional locations. Check with your department of interest regarding these requirements as part of your admission process, especially if there is a possibility you may relocate out of the area before you complete your program.

# Add and Drop Periods

The Add and Drop Periods allow students to make changes to their class schedules. It is strongly recommended that students regularly work with their academic advisor in their major department or the Academic Success Center (<http://www.apu.edu/advising/>), and view their academic requirements through the Academics > Academic Requirements tab at [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu/>), to ensure they are on track to meet degree requirements.

- The Add and Drop Periods begin on the first day of classes for each term (fall, spring, summer). The last days to add and drop for each term are separate dates, and are listed in the Undergraduate Academic Calendar (<http://www.apu.edu/calendar/academic/>). Be advised that the last day to add will precede the last day to drop by several days.
- Students may change their class schedules without penalty during the Add and Drop Periods, but should check with an academic advisor in their major department or the Academic Success Center (<http://www.apu.edu/advising/>) to ensure that the changes do not affect progress toward their degree.
- Students may make changes to their schedules online at [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu/>). To add a class that requires instructor permission, students must obtain a permission code from the instructor or academic department. Receiving a permission code does not automatically enroll a student in the class. Students may also elect to use the wait list to enroll in closed classes. Students receive an electronic notification if they have been added to a course through the wait list.
- Each student is responsible for reviewing and verifying the accuracy of their schedule before the end of the Add and Drop Periods. It is strongly recommended that every student keep a personal record of their schedule each semester. Classes missed during the Add and Drop Periods are considered “unexcused absences” and are subject to the class attendance regulation (p. 1327) policy as presented in this catalog, the Student Handbook (<http://www.apu.edu/student-handbook/>), and the course syllabus.

# Instructor Drop Policy

An instructor may drop a student from a course if the student has not attended the course by the second class meeting of the semester and has not informed the instructor of his/her intent to remain in the course. In the case of an online course, the instructor may drop a student if he/she fails to engage in any online course activities before the end of the Drop Period (p. 1349). To drop a student from the course, the instructor emails the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) at [uesc@apu.edu](mailto:uesc@apu.edu).

After the Drop Period, removal of a student from a course is considered a withdrawal. Withdrawals must be initiated by the student and follow the course withdrawal policy (p. 1356) and procedure. At the completion of the term, instructors designate a letter grade of *F* in the course for any student who did not withdraw by the withdrawal date, or a letter grade of *FN* (Failure, Nonattending) for any student who did not attend or stopped attending the course. For each term, the deadline to withdraw from a course is listed in the Academic Calendar (<http://www.apu.edu/calendar/academic/>).

# Late Registration

Students who are unable to register during the regular registration period may register late, but late registrants may be severely limited in course selection because many courses may be full. Also, a late-registration fee may be charged (see the undergraduate Tuition and Fees (<https://www.apu.edu/undergraduate-enrollment-services/finances/cost/2020-2021/>) page on APU's website). The last day to register each semester is announced in the Academic Calendar (<http://www.apu.edu/calendar/academic/>).



# Repeated Courses

In general, students may repeat courses at Azusa Pacific University, though students may not take an APU course more than three times unless specified in the course description. Students must follow all department major policies regarding repetition of courses, as some majors do not allow a major-specific course to be repeated more than once.

All grades will remain on record, but only the most recent attempt, regardless of the grade, will be calculated into the student's grade-point average, whether the course is taken at APU or elsewhere. The units, however, will be counted for credit only once, which may impact financial aid, athletics eligibility, and graduation requirements.

If a repeated course is taken at another institution, the grade and the units of the repeated course will be transferred (providing the course meets the guidelines for transfer).

# Study Load

The maximum study load for students with fewer than 30 units of completed college study is 17 units per semester. The maximum load for students who have completed 30 or more units of college study is 18 units, providing they have maintained a 3.0 or higher grade-point average (GPA). To enroll in more than the maximum unit load per semester, a student must first complete the Request for Additional Units ([https://formstack.apu.edu/workflows/request\\_for\\_additional\\_units/](https://formstack.apu.edu/workflows/request_for_additional_units/)). The outcome of the request is determined by the student's department chair, dean, and the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>). If the request is approved, the final approval is completed through the center, **but it is the student's responsibility to add the course to their schedule before the end of the add/drop period.**

The deadline to submit the Request for Additional Units can be found in the Academic Calendar (<http://www.apu.edu/calendar/academic/>). Submissions received after the deadline are not guaranteed to be processed by the end of the add/drop period.

# Transfer Work

Azusa Pacific University may accept transfer credit for equivalent courses from schools accredited by regional agencies recognized by the Council for Higher Education Accreditation (CHEA). To see if you can be awarded credit for transfer work, view lists of preapproved courses through Transferology (<https://www.transferology.com/login.htm?btn=login&msg=expired>); all other courses must be approved through a Transfer Inquiry ([https://formstack.apu.edu/forms/transfer\\_inquiry/](https://formstack.apu.edu/forms/transfer_inquiry/)) submitted online, and receive approval prior to registration for the course(s). In addition, students must complete transfer courses (including correspondence courses) with a grade of C- or higher. APU's credit is given on a 4.0 scale for transfer work. Quarter units will be converted into semester units; APU grants two semester units of credit for every three quarter units.

The university can give credit for no more than 70 units of coursework from a two-year institution or community college and 90 units from a four-year institution or a combination of both. Students must complete 16 of their final 24 units at APU.

APU may also accept a maximum of 24 units of non-General Education elective credit from institutions accredited by the following faith-related or national organizations:

- Association for Biblical Higher Education (ABHE)
- Association of Theological Schools (ATS)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Distance Education Accrediting Commission
- Accrediting Council for Independent Colleges and Schools
- Accrediting Commission of Career Schools and Colleges

***These units will apply as elective units, and are not applicable toward General Education, major, or minor requirements unless otherwise approved.***

All courses must be baccalaureate level by the credit-granting institution and intended for transfer. Remedial courses and vocational/technical courses are not accepted. Courses taken through online agencies, services, and institutions will not be accepted to APU unless the host university is regionally accredited. Any coursework completed with a grade below a C- will not be considered for transfer credit to APU.

Students who reenroll at APU after leaving and spending two or more consecutive semesters at another academic institution may apply those transferable units toward their General Education requirements. Only units transferred at reenrollment will be considered.

For more information on transfer guidelines, see General Education Information for Transfer Students (p. 1152).

# Waivers

Some departments permit waivers of certain courses. Course waivers are processed by the applicable department. Contact the appropriate department for details on specific waiver procedures. Unlike transfer credit, waivers fulfill course requirements only; no units are awarded. Students with waived courses must choose alternate elective courses to satisfy the unit requirements of their degree program.

# Withdrawal from Courses

Students may officially withdraw from a course at any time after the Drop Period (p. 1349) through the 10<sup>th</sup> week of the semester; to do so, students must secure a Class Withdrawal Form ([https://www.apu.edu/live\\_data/files/323/ug\\_class\\_withdrawal.pdf](https://www.apu.edu/live_data/files/323/ug_class_withdrawal.pdf)) from the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/academic/registration/>) and obtain a signature from their professor. Students will receive a grade of *W* (withdrawal) in that course and the units will be factored into their total units attempted. The *W* grade is recorded on the transcript and appropriate tuition fees are assessed. A student who never attends or stops attending a course for which he or she is officially registered without following the accepted procedures will receive an *F* or *FN* (failure, nonattending) grade in that course.

# Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of the semester must do so through the undergraduate registrar's office located in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>). The student must complete the University Withdrawal form. If the student chooses to withdraw after the drop deadline, they must complete the University Withdrawal Petition form. Students who fail to comply with these regulations will receive failing grades on their student record and a dishonorable dismissal (see Refund Policy and Withdrawal Information (p. 1282)).

For a student who withdraws from the university, or takes a leave of absence, refunds may be given at any time prior to the awarding of course credit, including the full amount of registration fees, tuition, and any miscellaneous charges. On-campus housing fees are also refundable, with the waived 30-day prior notice requirement. A student's six-meal plan will be prorated to reflect the meals a student has eaten.

## Withdrawal from the University after Disciplinary Action

In matters of disciplinary action resulting in suspension or dismissal from the university, a written statement will be sent from the dean of students informing the student of the action. The dean of students will also notify the Undergraduate Registrar's Office regarding the student's status and authorize the proper withdrawal from courses. Dismissed students will not receive tuition refunds except by administrative action.

## Leave of Absence

Undergraduate students may request to take a leave of absence from enrollment in courses for up to two consecutive semesters. Requests for a leave should be initially made to the Undergraduate Registrar's Office and require university approval. Forms are available from the Undergraduate Registrar's Office and must be completed prior to the student's absence from the university. Failure to complete the required form or to register at the end of the approved leave will necessitate reapplication to the university and compliance with any applicable changes in admissions, financial aid, and degree requirements as stated in the Readmission and Reenrollment Policy (p. 1208).

Any student considering a leave of absence but who is enrolled in a major that requires an application should seek advising with the major department before filing for a leave of absence. Careful academic planning is required, because a leave may change the number of semesters a student will need to complete degree requirements.

Note that Azusa Pacific University leaves of absence do not meet the definition of a Title IV Approved Leave of Absence as defined under 34 CFR 668.22 (d). As such, a student will not be reported to the National Student Loan Data System as attending the university during their leave of absence.

## Military Leave of Absence

A student may request a Military Leave of Absence (MLOA) by contacting the undergraduate registrar's office, and the request must be completed prior to the student's absence from the university.

1. A copy of the student's military orders, a letter from his/her commanding officer, or other documentation will be required to support the request for military leave.
2. The student may request any length for the leave, provided it does not begin more than 30 days prior to the assignment date and does not conclude more than 90 days after the end date stated on the assignment papers.
3. The return from the MLOA must coincide with a valid semester start date.
4. Students are eligible for readmission if, during their leave, they performed or will perform voluntary or involuntary active-duty service in the U.S. armed forces, including active duty for training and National Guard or Reserve service under federal authority, for a period of more than 30 consecutive days, and received a discharge other than dishonorable or bad conduct.
5. In general, the cumulative length of absence and all previous absences for military service (service time only) must not exceed five years.

## Leave Duration

By default, all students requesting a Military Leave of Absence are granted the longest possible leave without exceeding 90 days beyond their assignment end date. Military and Veteran Services (<http://www.apu.edu/militaryeducation/>) ensures that the MLOA return date coincides with a valid semester start date, and contacts students on Military Leave of Absence within 30 days after the end of their deployment to confirm or adjust the timing of their return as needed.

## Courses in Progress

Students going on military leave are given a *W* grade for all in-progress courses, or dropped from courses if the last day of attendance is before the drop deadline. Such students are considered in Leave status; when they return from their critical military duty, the student is assigned an enrollment appointment time in their online student center ([home.apu.edu](http://home.apu.edu) (<https://home.apu.edu>)) for the semester they are returning, and is responsible for enrolling in courses via the online student center. Students on military leave return to their studies without incurring financial penalty.

# Professional Undergraduate Academic Policies and Procedures

- Academic Integrity (p. 1360)
- Academic Probation and Dismissal (p. 1361)
- Change of Program (p. 1362)
- Classification of Professional Students (p. 1363)
- Credit by Examination (p. 1219)
- Declaring or Changing a Minor (p. 1365)
- English Proficiency in the Classroom (p. 1366)
- Enrollment (p. 1367)
  - Adding and Dropping Classes (p. 1368)
  - Administrative Withdrawal (p. 1212)
  - Auditing (p. 1370)
  - Course Modalities and Instructional Activities (p. 1371)
  - Course Tutorial (p. 1372)
  - Graduate Courses Taken by Undergraduate Students (p. 1373)
  - Independent Study (p. 1374)
  - Late Enrollment (p. 1375)
  - Repeated Courses (p. 1376)
  - State Authorization (p. 1377)
- General Enrollment Information (p. 1378)
  - Attendance Regulation (p. 1379)
  - Deferment Information (p. 1380)
  - Final Examinations (p. 1381)
  - Study Load (p. 1382)
- Good Academic Standing (p. 1383)
- Grade Change Process (p. 1384)
- Grading (p. 1385)
- Graduation Requirements and Commencement (p. 1387)
  - Additional Degree or Concurrent Program Requirements (p. 1388)
  - Additional Degree Requirements (p. 1389)
  - Application for Graduation (p. 1390)
  - Commencement (p. 1391)
  - Course Replacement and Substitution (p. 1392)
  - Degree Posting (p. 1393)
  - Determining Degree Requirements (p. 1394)
  - Grade-Point Average Requirement (p. 1395)
  - Honors at Commencement (p. 1396)
  - Minimum Unit Requirement (p. 1397)
  - Normal Progress Toward a Degree and Time Limit for Degree (p. 1398)
  - Residence Requirement (p. 1399)
- Grievance and Appeal Procedures (p. 1400)
- Petition Process (p. 1403)
- Security Interests in Student Records (p. 1404)
- Standards of Conduct (p. 1405)
- Transfer Credit (p. 1412)
  - Concurrent Enrollment Policy (p. 1413)
  - Correspondence Course Credit (p. 1414)
  - Military Credit Policy (p. 1415)
- Waivers (p. 1416)

- Withdrawal (p. 1417)
  - Leaves of Absence (p. 1418)
  - Withdrawal from Courses (p. 1419)
  - Withdrawal from the University (p. 1420)



# Academic Integrity

In addition to cultivating in each student the academic skills that are required for a university degree, Azusa Pacific's mission includes imparting to each student the characteristics of academic integrity that are integral to a Christian education. Therefore, a breach of academic integrity is not merely a private matter between the student and an instructor but an act that is fundamentally inconsistent with the purpose and mission of the entire university. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the education system. Engaging in any academic integrity violation is a serious offense for which a student may be disciplined or dismissed. The full academic integrity policy for professional undergraduate students is available on the university website. (<https://www.apu.edu/provost/integrity/>) It is each student's responsibility to review the policy and follow APU's academic integrity standards.

# Academic Probation and Dismissal

Satisfactory progress toward an undergraduate degree is required. Professional students must maintain a cumulative GPA of 2.0 in classes required for the major. In the event that the GPA drops below the minimum 2.0, students will be placed on academic probation and given one enrollment period to raise their GPA to the satisfactory level. Exceptions to this policy may be noted in program descriptions.

A student may be disqualified from further work at APU if a 2.0 cumulative GPA is not maintained. Dismissal actions are posted on a student's transcript.

# Change of Program

Admission to a professional program at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must submit a Change of Program Form (<https://www.apu.edu/graduateprofessionalcenter/download/>) with the office of Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>). International students must contact the International Center (<https://www.apu.edu/international/>).

A program representative will contact the student if further documentation and materials are required for this change of program. No credit toward the new degree program will be granted before written program acceptance has been secured.

Declarations or changes of minors or concentrations require submission of a Professional Minor/Concentration Request Form (<https://www.apu.edu/graduateprofessionalcenter/registrar/forms/>), rather than a Change of Program Form.

# Classification of Professional Students

A full-time professional student may be defined as one taking a minimum academic load of 12 units each semester. Azusa Pacific University uses the following system, based on total units earned, for student classification:

|           |                   |
|-----------|-------------------|
| Freshman  | 0-29 units        |
| Sophomore | at least 30 units |
| Junior    | at least 60 units |
| Senior    | at least 90 units |

Senior classification does not ensure graduation; all requirements for a degree must be satisfactorily met in order to graduate.

Freshmen and sophomores have lower-division standing, juniors and seniors have upper-division standing.

# Credit by Examination

Credit may be earned by professional students through competency examinations. There are three examinations recognized by the university: Advanced Placement (AP) tests (p. 1188), the College Level Examination Program (CLEP) (p. 1194), and the International Baccalaureate (IB) program (p. 1191).

Credit is granted to professional students who score a three or higher on an AP test, meet the cut-off level (individually determined by each APU department or school) in CLEP subject area tests, or earn a five or higher on the IB higher-level exams (see the aforementioned links).

There is no maximum number of credits that can be accumulated from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university.

College credit earned by a student still in high school may be transferred to Azusa Pacific University, provided that the course was taken at an accredited college. An official college transcript must be sent from the college to Azusa Pacific in order for such coursework to be evaluated for transfer of credit. Requirements for transfer applicants apply.

Challenge exams for professional students are available only in the School of Nursing (<http://catalog.apu.edu/graduateprofessional/nursing/>) according to specific guidelines.

No CLEP credit is allowed in a student's final semester.

# Declaring or Changing a Minor

Professional undergraduate students requesting a declaration or change of minor or concentration must complete a Professional Minor/Concentration Request Form (<https://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) and obtain approval from the department/program. Students may add minors or concentrations up to the time at which they apply for graduation. If you wish to add a minor or concentration after applying for graduation, consult your Academic Records Specialist in the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) to verify that the minor can be simultaneously completed with the major degree program.

# English Proficiency in the Classroom

A student's ability to speak English with clear pronunciation is an important part of a university education. It is assumed that the professional student's spoken English will be at a high enough level to communicate and participate completely in classes. If, while in classes, it is determined that the student's ability to communicate orally and write in English is below the necessary standard, an instructor may refer him/her to the department chair, who may require him/her to enroll in a noncredit program at the student's expense. This program is designed to enable the student to raise his/her English communication ability.

# Enrollment

Students will receive academic credit only for courses in which they are officially enrolled. Student-initiated enrollment is mandatory. Students are not permitted to attend courses in which they are not enrolled. Enrollment deadlines are published in the Academic Calendar (<http://www.apu.edu/calendar/academic/>). Students are expected to enroll online or submit an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) by the returning students' registration due date.

Undergraduate or professional students seeking to enroll in graduate courses while enrolled as either an undergraduate or professional student should follow the enrollment policy listed in the Graduate Courses taken by Undergraduate Students (p. 1373) section. Failure to follow these policies, and enrolling in graduate courses through any other method, will result in an administrative withdrawal of graduate courses.

- Adding and Dropping Classes (p. 1368)
- Administrative Withdrawal (p. 1212)
- Auditing (p. 1370)
- Course Modalities and Instructional Activities (p. 1371)
- Course Tutorial (p. 1372)
- Graduate Courses Taken by Undergraduate Students (p. 1373)
- Independent Study (p. 1374)
- Late Enrollment (p. 1375)
- Repeated Courses (p. 1376)
- State Authorization (p. 1377)



# Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Register, Add/Drop Classes, or Submit Independent Study Proposals. Professional students may do this online at [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu/>) or by submitting an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>).

It is the student's responsibility to officially drop a class and therefore the action must be student initiated. The student must drop a class by the deadline to avoid financial obligation to the university or to avoid receiving an *F*, *FN*, or *W* grade. A student will owe tuition and fees for the class unless it is officially dropped by the Last Day to Add or Drop a Class (see the Academic Calendar (<https://www.apu.edu/calendar/academic/>) for deadlines.)

Merely not attending a class does not automatically remove the class from a student's record. Students who do not initiate the drop, either through the Enrollment tab at [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu/>) or through submission of an Enrollment Activity Form, by the drop deadline jeopardize their academic record with the possibility of incurring an *FN* grade in a course and will be expected to meet tuition and fee obligations for the class.

International students must obtain approval from the International Center (<http://apu.edu/international/>) to add or drop a class.

Following the deadline to drop a class, a student must withdraw according to policies and procedures as stated in the Withdrawal (p. 1417) section of this catalog.

A drop will not be permitted after the deadline, except in cases of extenuating circumstances due to accident or illness, serious personal or family problems, or military transfer. Valid documentation is required. An Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) with valid documentation may be submitted to the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/>) for evaluation. The dates of the extenuating circumstances substantiated by documentation must have occurred during the course's session and will determine the authorized drop action date. Without valid documentation, any drop request received after the deadline published in the Academic Calendar will be processed as a withdrawal. It is the student's responsibility to check with Student Financial Services (<http://apu.edu/graduateprofessionalcenter/sfs/>) to determine how an approved late drop or withdrawal may affect his or her financial aid. Also see the Withdrawal (p. 1417) section of this catalog.

## Administrative Class Drop

Successful completion of course prerequisites is essential for enrollment in subsequent courses that require prerequisites. Students who fail to pass a prerequisite course and are registered for the subsequent course should contact their academic advisor. A student-initiated drop of a course may be requested; if a student is advised to drop the course, and does not do so through the Enrollment tab at [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu/>) or by submitting an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>), the Graduate and Professional Registrar's office may administratively drop the student from the course at the request of the academic department.

# Administrative Withdrawal

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Academic Calendars (<http://www.apu.edu/calendar/academic/>) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

# Auditing

A qualified student may apply for permission to audit a course. The student must meet the regular university entrance requirements and pay the audit per-unit tuition rate. Students may not change their audit classification to obtain credit after the Last Day to Add or Drop Classes, or change from credit to audit after the Last Day to Withdraw from Classes. See the Academic Calendar (<http://apu.edu/calendar/academic/>) for dates.

Students must submit an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) to the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) in order to enroll in a course for audit. The word AUDIT must be clearly written in the middle of the chart section of the Enrollment Activity Form and approval from the department offering the course must be indicated.

# Course Modalities and Instructional Activities

Professional undergraduate programs are taught in a variety of formats including:

- In-person classes, which deliver 100% of their instruction face to face and have required classroom attendance. Students meet on a regularly scheduled basis and may encounter internet and/or computer requirements in these classes.
- Blended classes, which deliver at least 33% but less than 50% of their instruction in an online format and include required classroom attendance and online instruction, which can be either synchronous or asynchronous. Compared with in-person classes, blended classes have substantial activity conducted online, which substitutes for some classroom meetings.
- Online asynchronous classes, which deliver 50% or more of their instruction in an online format but have no required live virtual meetings. Students have a timeframe for participation each week, but they may contribute whenever they choose in accordance with course instructions. Some asynchronous courses may offer optional live sessions such as desktop video chats, but live, real-time class meetings are not required.
- Online synchronous classes deliver 50% or more of their instruction in an online format. These classes require students to meet online at specified times for live instructions, student presentations, or other real-time activities. Synchronous online classes have no campus meeting place; rather, students log into the online classroom from off-site locations. These classes may have specific technology requirements.
- Distance learning classes originate in a campus classroom where the instructor and students meet. Video-conference technology allows additional students from offsite locations to interact with the instructor and students at the campus classroom using video, audio, and text. These classes may have specific technology requirements.

Some programs may have clinical placements, fieldwork, or practicum assignments at clinics, schools, hospitals, or other APU-approved organizations that meet specific program degree and/or certification requirements. Such placements and assignments may need to be completed within the geographic vicinity of APU's main campus or regional locations. Check with your department of interest regarding these requirements as part of your admission process, especially if there is a possibility you may relocate out of the area before your program is completed.

# Course Tutorial

Course tutorial study deals with the replacement of a catalog course in terms of units, content, syllabus, outline, testing, and grading basis.

In general, a course tutorial cannot substitute for a course that is offered on a regular basis, but it may occasionally be utilized to fulfill a course requirement when a course is canceled because of low enrollment. The actual course number, instead of an independent study number, is recorded on the student's permanent academic record.

Course tutorial units do not count toward the maximum 9 independent study units allowed in a professional degree program.

An Independent Study/Course Tutorial Application (<https://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) and proposal must be submitted to the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. A course tutorial fee will be assessed in addition to the regular tuition charge.

# Graduate Courses Taken by Undergraduate Students

An Azusa Pacific University traditional undergraduate or professional undergraduate student may enroll in a graduate course only if all of the following conditions are met:

- The student is a senior with a cumulative GPA of 3.0 or higher.
- The department chair of the student's major approves.
- The graduate department chair or graduate program director approves.
- There is space available in the course and the student has met all of the prerequisites.
- Traditional undergraduate student's request is submitted with the form provided by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).
- Professional undergraduate student's request is submitted with the form provided by the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>).

Graduate courses taken by an undergraduate student may apply toward an APU graduate degree only if the grade received in the graduate course is 3.0 or higher and if the student is accepted into the appropriate graduate program following APU graduate admissions procedures. No more than 9 graduate units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

This policy does not apply to APU's Integrated Bachelor's/Credential Program (p. 875), which allows undergraduate students to complete 32-34 units of 500-level credential courses and apply those units to the 120+ units required for the bachelor's degree. Students in the Integrated Bachelor's/Credential Program who seek a master's degree need to apply separately to the appropriate graduate program in the School of Education (<https://www.apu.edu/education/>).

Individuals who complete the Integrated Bachelor's/Credential Program may use 500-level credential courses earned before conferral of the bachelor's degree toward an APU Master of Arts in Education degree in Learning and Technology, Special Education, or Teaching. Up to 32 such units may count toward a 44-unit master's degree and up to 34 such units may count toward a 46-unit master's degree, provided that the graduate units were earned beyond the 120 units required for the undergraduate degree. All courses applied to the master's degree must be completed within five years of the first 500-level credential course enrollment that is related to this program.

# Independent Study

Independent studies enable students to enrich their university experience by pursuing learning in a closely supervised program that provides opportunity for individual investigation of subject areas not covered in regular course offerings.

A professional student (those with 60 or more transferred units) who has a minimum cumulative GPA of 2.5 may receive credit for a maximum of 9 independent study units to be applied toward a degree program. No more than 4 units may be applied toward one project, and a maximum of 9 independent study units may be taken during one academic term. The independent study is recorded as XXX497, XXX498, or XXX499 on the student's permanent academic record.

An Independent Study/Course Tutorial Application (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) and proposal must be submitted to the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. An independent study fee (<https://www.apu.edu/graduateprofessionalcenter/sfs/costs/fees/>) will be assessed in addition to the regular tuition charge.

# Late Enrollment

Students who are unable to enroll before the registration due date may enroll up until the Last Day to Register, as published in the Academic Calendar (<http://www.apu.edu/calendar/academic/>). Late enrollment may be requested by submitting an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>). Professor, dean, and registrar approval for enrollment after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. A nonrefundable late-enrollment fee is charged.



# Repeated Courses

Professional students may repeat courses at Azusa Pacific University up to two times for a total of three times taking any one course. Both grades remain on the academic record, but only the most recent grade is calculated into the student's grade-point average. The units are counted only once. If a repeated course is taken at another institution, the grade and the units of the repeated course will be transferred (providing the course meets the guidelines for transfer).

Students must follow all department major/program policies regarding repetition of courses, as some majors/programs do not allow a major/program-specific course to be repeated more than once. Work with your program director for specific guidelines.

It is the responsibility of the student to notify the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) at the time of enrollment when repeating a course. The current tuition rate is charged.

# State Authorization

The transferability of credits earned at Azusa Pacific University is at the discretion of the receiving college, university, or other education institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Azusa Pacific will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Azusa Pacific to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation also does not guarantee that credentials or credits earned at Azusa Pacific will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## Program Availability in Your State

As Azusa Pacific works to meet federal and state authorization requirements in states outside California, APU's home state, we want to bring to your attention that APU's programs are not available in all states.

For more information about state authorizations for online programs and distance learning, visit the provost website (<https://www.apu.edu/provost/accreditation/state-authorizations/>). Specific questions about APU's State Authorization of Distance Education can be directed to [gpc@apu.edu](mailto:gpc@apu.edu).

# General Enrollment Information

- Attendance Regulation (p. 1379)
- Deferment Information (p. 1380)
- Final Examinations (p. 1381)
- Study Load (p. 1382)

# Attendance Regulation

Class attendance is of paramount importance, and excessive absences will adversely affect a student's final grade. Individual instructors define grading and attendance policies in the course instruction plan for each course.

# Deferment Information

In general, to qualify for loan deferment, a student must be enrolled at least half time (see the Study Load policy (p. 1382) for enrollment definitions). Students should contact their lender with questions regarding the terms of loan deferment eligibility.

Students who depend on loan deferments while they are enrolled in school should enroll for all sessions within the term at the same time, so the deferment will become effective with timeliness and accuracy. Students are considered enrolled as of the first day of class in a session. Updated enrollment statuses for all enrolled and recently withdrawn students are submitted to the National Student Clearinghouse once per month but may take several weeks to be relayed to lenders. If a student needs verification in the interim, they can request that a deferment letter be sent to their lender.

Future enrollment periods may not be considered for deferment. Enrollment verification is applicable only for the current term.

# Final Examinations

Assessment of learning takes place in each course per the course syllabus. If a final examination is required, no final examination shall be given to individual students before the regularly scheduled time unless there is written approval from the instructor, department chair, and school dean.

# Study Load

Academic terms are broadly defined by these designations: fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. The total number of units in which a student enrolls in any number of sessions within one term determines a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. For example, 3 units taken in 8-week session 1 and 6 units taken in 8-week session 2 combine for a total of 9 units for that term.

All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendar (<http://www.apu.edu/calendar/academic/>) for specific term and session information.

**For professional bachelor's degree completion programs, enrollment status is calculated as follows:**

Fall, Spring, or Summer

- 6-8 units is half-time status
- 9-11 units is three-quarter-time status
- 12 or more units is full-time status

# Good Academic Standing

Professional students are considered to be in good academic standing if they maintain a cumulative grade-point average (GPA) of 2.0.



# Grade Change Process

A professional student who believes his/her grade has been reported incorrectly or wishes to challenge his/her grade should contact the instructor immediately to discuss the discrepancy. If the instructor and student agree on a grade change, the instructor will complete a Grade Change Form. No grade changes can be made to the academic record after the degree has been posted. Work completed or corrected after the close of the grading period without an approved Incomplete Form does not justify a grade change.

If the student is not satisfied after discussing the grade with the instructor, he/she has the option to submit to the registrar's office an Academic General Petition (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) form challenging the grade. This form must be returned to the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>).

A change of grade may be given on recommendation of the professor and permission of the department chair and/or dean. The grade challenge must be received within one year of the last day of the term of enrollment in the course. Questions regarding the grade change process should be directed to the registrar's office.

To appeal a denial of a petition for a grade change, see the Grievance and Appeal Procedures (p. 1400) section of this catalog.

# Grading

Grades are based on the daily work of classroom projects and examinations. Scholarship is ranked as follows:

|   |             |
|---|-------------|
| A | Exceptional |
| B | Superior    |
| C | Average     |
| D | Poor        |
| F | Failure     |
| I | Incomplete  |
| W | Withdrawal  |

Grade type (A-F versus credit/no credit or pass/fail) cannot change unless an official course change has been approved by the appropriate council prior to the course being offered for a particular term. Unit values for a course cannot be changed from the published values unless an official course change has been approved by the appropriate council prior to the term the course is taken.

For each credit, points are awarded according to the grade earned as follows:

|                       |                                 |
|-----------------------|---------------------------------|
| Grade A               | 4.0 points                      |
| Grade A-              | 3.7 points                      |
| Grade B+              | 3.3 points                      |
| Grade B               | 3.0 points                      |
| Grade B-              | 2.7 points                      |
| Grade C+              | 2.3 points                      |
| Grade C               | 2.0 points                      |
| Grade C-              | 1.7 points                      |
| Grade D+              | 1.3 points                      |
| Grade D               | 1.0 point                       |
| Grade D-              | 0.7 point                       |
| Grade F               | 0 points                        |
| Grade FN              | 0 points; Failure, Nonattending |
| Grade W <sup>1</sup>  | 0 points, Withdrawal            |
| Grade I <sup>1</sup>  | Incomplete                      |
| Grade IN <sup>1</sup> | Incomplete—No Paperwork         |
| Grade NC              | 0 points, No Credit             |
| Grade AU <sup>1</sup> | 0 points, Audit                 |
| Grade CR <sup>1</sup> | 0 points, Credit                |
| Grade P <sup>1</sup>  | 0 points, Pass                  |
| Grade IP <sup>1</sup> | 0 points, In Progress           |
| Grade NG <sup>1</sup> | 0 points, No Grade              |

<sup>1</sup> Does not affect grade-point average.

The grade I (Incomplete) is to be given only if special circumstances exist. An Incomplete grade may be given upon recommendation of the professor with permission of the dean and/or chair of the respective school and/or department.

To obtain an Incomplete, the student must fill out the Incomplete Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) available from the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) and obtain all necessary signatures before the last day of the course. An extension may be granted for up to 12 weeks from the last day of the term. The amount of time and specific coursework required is determined by the faculty member of record, based upon the nature of the student's request and the remaining work that is to be completed for the course.

An Incomplete not made up within the extended time period will be automatically changed to the grade agreed upon in the Instructor and Student Agreement section of the Incomplete Form. Petitions for one additional extension for up to 12 weeks may be requested and are subject to review and decision by the faculty member, program director, department chair, and/or dean of the school.

The grade *IN* (Incomplete—No Paperwork) is a temporary grade that may be recorded by an instructor while the Incomplete Form is in process. An *IN* entered by the instructor without the subsequent submission of the proper form will automatically become an *F*. Work corrected or completed after the close of the grading period, without an approved Incomplete Form, does not justify a grade change (see also Grade Change Process (p. 1384)).

# Graduation Requirements and Commencement

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must complete an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) and file it with the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) along with the current graduation fee. See the Academic Calendar (<http://www.apu.edu/calendar/academic/>) for deadlines. Submission of the form is mandatory whether or not the student intends to participate in a commencement ceremony. Ceremony dates are listed in the Academic Calendar.

A degree is granted based on the completion of all requirements prior to degree posting dates. This includes verification of maintaining the minimum grade-point average for the degree program.

- Additional Degree or Concurrent Program Requirements (p. 1388)
- Additional Degree Requirements (p. 1389)
- Application for Graduation (p. 1390)
- Commencement (p. 1391)
- Course Replacement and Substitution (p. 1392)
- Degree Posting (p. 1393)
- Determining Degree Requirements (p. 1394)
- Grade-Point Average Requirement (p. 1395)
- Honors at Commencement (p. 1396)
- Minimum Unit Requirement (p. 1397)
- Normal Progress Toward a Degree and Time Limit for Degree (p. 1398)
- Residence Requirement (p. 1399)

# Additional Degree or Concurrent Program Requirements

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

1. Candidates for additional degrees must meet the university's Residence Requirement (p. 1399) policy.
2. A minimum of 150 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.
4. Not more than six upper-division courses may be common to both degrees (excluding General Education requirements).
5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.
6. General Education courses completed for one degree may be applied toward the second degree.

## Policy for Professional Minor Programs

Azusa Pacific University offers alcohol and drug counseling (p. 666), business administration (p. 765), criminal justice (p. 540), and psychology (p. 668) minors for professional students, each of which can be taken only in conjunction with one of APU's professional bachelor's completion programs ([http://catalog.apu.edu/program-search/#filter=filter\\_3&filter\\_6](http://catalog.apu.edu/program-search/#filter=filter_3&filter_6)). For more information, contact the sponsoring academic department for the particular minor.

# Additional Degree Requirements

In addition to the completion of course requirements, individual departments establish specific degree requirements. These may include core, qualifying, and/or comprehensive examinations, growth plans, portfolios, oral presentations and examinations, written projects, theses, supervised practicums, exit interviews, or other specified department requirements. Check with the department for specific requirements.

# Application for Graduation

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must submit an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) at least 120 days prior to degree posting, along with the current graduation fee. Submission of the form is mandatory regardless of whether the student intends to participate in a commencement ceremony. The graduation dates are listed in the Academic Calendar (<http://www.apu.edu/calendar/academic/>).

A degree is granted based on the completion of all requirements prior to degree posting dates. This includes verification of maintaining the minimum grade-point average for the degree program.

# Commencement

Commencement ceremonies are held twice a year—at the end of the fall term and at the end of the spring term. The president of the university, by the authority of the trustees and on recommendation of the faculty, awards the degrees. Details regarding the ceremonies are mailed approximately 4-6 weeks prior to commencement to prospective participants who have submitted an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>). To participate in commencement, all academic requirements must be complete or in process, and all financial obligations to the university must be met.



# Course Replacement and Substitution

Changes to degree requirements for a particular student must be approved through the academic petition process by the department chair and dean or program director and dean, and may not exceed 20 percent of the total units required for the degree. Such changes must be substantiated with academic reasons that become part of the student's academic record.

# Degree Posting

The university posts professional undergraduate degrees on the 1<sup>st</sup> and 15<sup>th</sup> of each month, and on the predetermined schedule listed below. All degree requirements must be met prior to the posting date.

## Fall 2020

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (December 19)

## Spring 2021

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (May 8)

## Summer 2021

- 8-Week 1 Session (July 3)
- 12-Week Session (July 31)
- 16-Week and 8-Week 2 Sessions (August 28)

For degrees completed on dates other than these, the degree posting will occur on the next scheduled posting date.

Once the degree is posted, the degree record is complete and final. It can be rescinded only in the case of substantiated error or fraud. A student cannot add coursework to or remove coursework from the posted degree to improve grade-point average or to add concentrations or emphases, and cannot request a degree title change.

# Determining Degree Requirements

A professional student remaining in attendance in regular session at Azusa Pacific University may, for the purpose of meeting graduation requirements, elect to meet the requirements in effect at Azusa Pacific University either at the time the student began such attendance or at graduation. Students are responsible to notify the registrar's office if they are electing to graduate under the current academic catalog. Substitutions for discontinued courses may be authorized or required by the program department or appropriate school.

Professional students are held to the General Education requirements of the catalog from the year they enter APU unless they elect to switch catalogs. Professional students electing to switch catalogs should be aware that adopting a new catalog will require completion of all of the new requirements in that catalog, including any possible changes in General Education, academic majors, minors, concentrations and emphases, and appropriate academic policies.

Absence due to an approved educational leave shall not be considered an interruption in attendance if such absence is for the duration of two years or less. Administrative withdrawal is not considered "an approved educational leave" (see also Leaves of Absence (p. 1418)). When a student changes programs, the academic requirements applied will be determined as of the date of declaration or subsequent change.

# Grade-Point Average Requirement

All professional students must earn a minimum cumulative GPA of 2.0 in all university work attempted and/or completed at Azusa Pacific University. Some departments and/or schools also require a minimum cumulative GPA for major-specific courses.

# Honors at Commencement

Qualifying professional bachelor's students (excludes Entry-Level Master's in Nursing students) may graduate with the following Latin honors: *summa cum laude*, *magna cum laude*, or *cum laude*. The minimum GPA requirements for honors are as follows:

- 3.90 – *summa cum laude*
- 3.80 – *magna cum laude*
- 3.70 – *cum laude*

All grades accepted toward graduation at Azusa Pacific University are included in the calculation of these honors, including those of correspondence and transfer courses. All grades not accepted toward graduation at Azusa Pacific (such as those of remedial courses) are not included in the calculation.

# Minimum Unit Requirement

For professional undergraduate students, the minimum unit requirement for the B.A., B.S., BBA, and BSN degrees is 120 (some majors require completion of more than the minimum number of units). Units for the following courses do not count toward the 120 units required for graduation:

| <b>Code</b> | <b>Title</b>                          | <b>Units</b> |
|-------------|---------------------------------------|--------------|
| MATH 90     | Foundations of Mathematical Reasoning | 3            |
| MATH 95     | Intermediate Algebra                  | 3            |

# Normal Progress Toward a Degree and Time Limit for Degree

A professional student has seven years from the date of his or her first registration at Azusa Pacific University to complete his or her degree under the catalog in effect at the date of first registration. Students who continue in attendance beyond the seventh year may elect to meet the graduation requirements of the catalog in effect in the eighth year of attendance or the catalog in effect at the year of graduation.

# Residence Requirement

Residence comprises all courses for academic credit offered by this university regardless of program modality or delivery model. Variances exist for specific programs; refer to program requirements for department policies.

To earn a professional degree, the following units must be earned at APU:

- At least 30 total semester units
- 16 of the last 24 units counted toward the degree
- At least 15 upper-division units in the major field
- At least 50 percent of the units in the minor field, concentration, or emphasis (if any)

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



# Grievance and Appeal Procedures

Azusa Pacific University provides a means by which professional students may file a grievance or an appeal for academic and student life issues, excluding violations of the Standards of Conduct. Examples include the appeal of an academic dismissal, academic integrity violation, or denial of a petition for a grade change (for challenging a grade after discussing the grade issue with the instructor, see the Grade Change Process (p. 1384)). Learn more about harassment (<http://www.apu.edu/judicialaffairs/conduct/policies/>) and internet use (p. 1483).

An appeal is a student-initiated response to a faculty, department, or institutionally determined decision. A justifiable cause for grievance shall be defined as any act that, in the opinion of the student, is a response to behavior that is claimed by the student to adversely affect the student and is perceived as capricious, prejudicial, or an arbitrary action on the part of any university employee, or an arbitrary or unfair imposition of sanctions.

If a school's student handbook has a separate grievance procedure, the procedures described in this catalog will take precedence unless otherwise authorized by the Office of the Provost.

## Initial Grievance and Appeal Procedures

The grievance process described in Section II below should be used after the following means have been exhausted.

1. In the area of academics, protocol requires that student concerns, or appeals be taken up first with the faculty member within 15 business days after the incident occurred. Outside of academic matters, the student should first address his/her concerns with the head of the university department in which the employee that is the subject of the grievance works within 15 business days after the incident.
2. Failure to resolve an academic grievance or appeal after meeting with the faculty member requires an appeal to the appropriate department chair within five business days, and then to the dean of the school or college within five business days of the department chair's decision. The dean may request that the student's complaint be submitted in writing. Failure to resolve a nonacademic grievance or appeal after meeting with the head of the relevant university department requires a meeting with the appropriate university vice president. In the case of student life issues, the point of final appeal before a grievance would be the associate vice president of student life.

## Guidelines for Filing a Grievance

In the event that the above procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought. This letter, along with all supporting documents, should be submitted to the Office of the Provost designee. The supporting documents should include a written response from the dean or relevant university vice president. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

1. Filing a grievance shall be initiated only after other attempts to resolve the matter have been exhausted. The student has no more than 10 working days after meeting with the individual he/she believed to have given him/her cause for grievance (e.g., final meeting with the dean) in which to file his/her written statement. The time limit may be extended by the Office of the Provost designee at his/her sole discretion upon presentation of good cause.
2. The grievance process is initiated by submission of a written statement to the Office of the Provost designee. The grievance document should be a complete set of materials that the student would like the Grievance Committee to review. Additional materials will be accepted later only in extenuating circumstances, at the discretion of the committee chair. The grievance statement 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
    - i. What occurred
    - ii. When it occurred
    - iii. Where it occurred
    - iv. Who was present
  - d. Evidence on which the grievance is based including supporting documents.
  - e. Why this constitutes capricious, prejudicial, or arbitrary action on behalf of a staff or faculty member.
  - f. What has been done to resolve the grievance per the "Initial Grievance and Appeal Procedures" above.
  - g. The desired outcome(s).
  - h. Written permission from the student authorizing distribution to members of the Grievance Committee any relevant information from the student's education record.
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 faculty or staff members involved, the chair of the department involved, and the dean of the school or college involved.
4. A meeting of the Grievance Committee will be scheduled by the chair within 10 working days of the date on which the petition was filed.
5. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the dean of the school or college involved. If a grievance is filed, either party may seek a support

person who must be a faculty member or student in that school or college. (The support person is present to offer assistance and encouragement to either party during the committee hearing. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings). No one other than members of the Grievance Committee may be present during deliberations, but a staff member may be present when necessary.

6. The student shall not bring legal counsel nor have a student or faculty represent him/her as counsel. Likewise, the Grievance Committee shall not have legal counsel present.
7. If a committee member is approached prior to a meeting by anyone, including the student whose case is to be heard, the member shall refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.
8. 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 the grieving student or the party alleged to have given cause for the grievance, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she must be excused from participation upon request by such member, or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances. The names of the Grievance Committee members will be reviewed in advance of the committee meeting with the student, who can confirm that he/she is not aware of any bias against him/her on the part of any of the committee members.

## The Grievance Committee

1. Membership:
  - a. For academic grievances:
    - i. The Office of the Provost designee will serve as chair (nonvoting except in case of tie due to absent members)
    - ii. An academic dean (not from school or college involved)
    - iii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)
    - iv. Two graduate or professional students not from the grieving student's department
    - v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.
  - b. For nonacademic grievances:
    - i. Vice President for Student Life or designee will serve as chair (nonvoting except in case of tie due to absent members)
    - ii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)
    - iii. Two professional students not from the grieving student's department
    - iv. Office of the Provost designee
    - v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.
2. Voting:
  - a. All members (except the chair, who is nonvoting) have equal vote, and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
3. Meeting Time:
  - a. The meeting will be scheduled within 10 working days following the filing of a written statement. The chair is authorized to extend any time periods provided in the policy if he/she determines that good cause exists (e.g., delay in meeting due to unavailability of an essential party or committee member).

## Committee Process

1. The grievance procedure shall act as a vehicle for communication among the parties, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved.
2. The grievance process is initiated by submission of a grievance statement in writing to the Office of the Provost designee or vice president for student life, as appropriate. The committee chair will submit a copy of the grievance to each member of the Grievance Committee prior to the hearing. Thereupon, the committee will be activated and a meeting will be held to consider the matter.
3. The involved student and university employee(s) may be present at the committee meetings, except during deliberation. The meetings shall be held at times when both parties can be present. Either party may seek a support person who must be a university employee or student in that school or college. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings.
4. Accurate minutes of the grievance procedure shall be kept in a confidential university file of the committee's proceedings. The hearing may also be audio recorded at the option of the chair of the Grievance Committee.
5. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance. The committee may choose to convene more than one time if necessary.
6. No printed materials or notes may be taken from the meeting (other than the official minutes).
7. The parties and committee members may not discuss the case outside the meeting.

8. The committee will decide on the matter by simple majority and confidential vote. Both parties will be notified, in writing, within one week of the decision. The committee's vote is confidential and the decision shall be final.

## **Failure to File Grievance**

Any student who has a grievance complaint against the university must follow this procedure or will waive any claim against the university. An individual may contact the Bureau for Private Postsecondary Education (<http://www.bppe.ca.gov/>) for review of a complaint. The bureau may be contacted at P.O. Box 980818 West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

# Petition Process

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) forms are available from the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) and must be returned to the registrar's office. All petitions and exceptions granted are considered on a case-by-case basis. Any exception granted by petition does not establish guaranteed subsequent exceptions or appeals.

# Security Interests in Student Records

A student may not graduate or receive any diploma, certificate, grades, or letter of degree verification until all financial obligations (including student loans wherein collections are administered by the university) have been satisfied in accordance with policies described under Financial Information (p. 1287). Any diplomas, certificates, grades, or letters of degree verification shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.

# Standards of Conduct

## Student Standards of Conduct

Azusa Pacific University is an institution built on Four Cornerstones (<http://www.apu.edu/about/cornerstones/>): Christ, Scholarship, Community, and Service. In this section we focus on the cornerstone of Community.

We believe in community. We are a richly diverse people who value the worth of each individual. Our mission is to encourage, equip, and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.

An understanding of the importance of community within the Azusa Pacific University setting is fundamental when considering our Standards of Conduct. In order for our mission to be fulfilled and in order for our students to have a rewarding experience, we must uphold some basic principles of community within our educational context. Therefore, our Standards of Conduct are founded on basic principles necessary to sustain this cornerstone of Community. These Standards of Conduct include individual integrity, respect for others, and respect for the university. When together we practice these Standards of Conduct, we are most likely to live out and experience the God-given benefit of community as intended at APU.

**Individual Integrity**—Members of the APU community are expected to act honestly and responsibly, not only in their academic pursuits, but also in their interactions with others and in their dealings within the community.

**Respect for Others**—As mentioned above, we strive “to encourage, equip and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.” In order to facilitate this mission, community members should treat one another with respect and fairness, allowing all members to explore and grow in their educational pursuits at APU.

**Respect for the University**—The university’s general resources and physical property are fundamental to its mission. Respect for these resources is essential.

## Professional Standards of Conduct

Some academic departments and programs have expectations of student conduct specific to their profession and/or discipline. In addition, they also have administrative procedures for addressing alleged violations of those expectations. Students should refer to their program handbooks, where those exist, for details on conduct expectations and the process for addressing infractions. The Student Standards of Conduct discussed in this section of the catalog convey the university’s expectations of all graduate and professional students and should be understood as university-wide requirements in addition to program-specific requirements. Departments will manage alleged violations of departmental conduct expectations, where procedures for such exist. Beyond that, the university policies and procedures stated here will apply.

## Student Conduct Offenses and Policies

All those affiliated with the university are expected to practice care and respect for all persons. While our members largely fulfill this expectation, it is important to understand and outline this expectation and indicate recognized offenses and policies. In keeping with the university’s commitment to community, including (as outlined above) individual integrity, respect for others and respect for the university, the following offenses are provided as specific examples of undesirable conduct. This list does not define misconduct in exhaustive terms and may not describe all potential violations.

### Offenses:

1. Behavior that disrupts or materially interferes with the basic rights of others and the educational functions of the university.

*Comment: The university will not tolerate behavior and/or the use of indecent/obscene language when it interferes with the rights of others to learn, meet, teach, and engage in a free exchange of ideas in a safe and peaceful environment. Nor will the university tolerate actions that interfere with others’ rights to use and enjoy the resources and facilities of the university; for example, disruptive behavior in classroom settings.*

2. Actions that:
  - a. Result in, or can be reasonably expected to result in, physical harm to a person or persons
  - b. Are unreasonably disruptive to the university community and/or its neighborhoods
  - c. Result in or can be reasonably expected to result in damage to property
  - d. Result in theft or attempted theft of property
  - e. Result in possession of stolen property

*Comment: Offense 2 encompasses a wide range of behavior, including but not limited to threatening or endangering the physical or emotional safety of another individual, assault, vandalism, throwing, hurling or firing projectiles without regard for persons or property, and matters related to theft.*

3. Acts of Sexual Misconduct as defined:

- a. Sexual Harassment: Sexual harassment is unwelcome conduct of a sexual nature. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or acts of sexual violence, including domestic violence, dating violence, and stalking. Conduct need not be severe, pervasive, or both in order to amount to sexual harassment.
- b. Sexual Violence: Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to legal status (i.e., minor) or an intellectual or other disability.

*Comment: The university is committed to fostering a positive learning and working environment on university premises and within university-sponsored programs. Members of this community condemn sexual harassment and sexual violence of any kind by any employee or student. The university will investigate all complaints of sexual harassment and sexual violence and take appropriate corrective action, including disciplinary measures, when warranted.*

Note: For complaints of Sexual Harassment, Stalking, and Sexual Violence, refer to the APU Title IX (<http://www.apu.edu/titleix/>) website for support services and reporting procedures.

4. Harassment: Subjecting another person or group to abusive, threatening, intimidating, or harassing actions, including, but not limited to those based on race, color, religion, gender, disability, age, economic status, ethnicity, national origin, sexual orientation, or gender identity.

*Comment: Harassment may take place in any form, including conduct that is verbal, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment, the threatened or actual abuse or harm based on discrimination toward others' attributes as stated above. Harassment may also take place in the form of a hostile environment, which is any harassment that is sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability for a student to participate in or benefit from the university's programs or activities.*

Also see Harassment Reporting Procedures (p. ) section on this page.

5. Alcohol and/or Drugs:

- a. Illegal possession or illegal use of alcohol, drugs and/or drug paraphernalia, including the illicit use of legal drugs
- b. Otherwise legal possession and/or use of alcohol on university property or at university-sponsored activities/events
- c. Illegal provision, sale, or possession of drugs or alcohol with intent to sell/provide drugs and/or alcohol and/or drug paraphernalia

*Comment: APU's Identity Statement on Alcohol (<http://www.apu.edu/about/alcohol/>) reflects a commitment to "creating a God-honoring environment that is safe and healthy for all community members." Our policy indicates that APU will not fund the purchase of or permit the distribution of alcohol and that alcohol is not to be present on university premises or served at university events/activities, or used by members of the community when on university premises or at university-sponsored events/activities. When APU graduate or professional students are present at professional conferences and/or events not directly sponsored by APU, students are expected to make responsible decisions concerning alcohol use, as indicated in APU's Identity Statement on Alcohol. In addition, the university prohibits the unlawful distribution of alcohol/use of alcohol to/by individuals under the age of 21.*

Also see Alcohol and Drugs Federal Mandate (p. ) under References in this section.

Also see Identity Statement on Alcohol (<http://www.apu.edu/about/alcohol/>) found online and in the APU document What We Believe (<http://www.apu.edu/about/believe/>).

6. Tobacco: Use or display of any form of tobacco on university premises or at any university-sponsored event/activity.

*Comment: In the interest of common health concerns, the university provides a tobacco-free environment.*

7. Possession, use or distribution of firearms, ammunition, explosives, or other weapons.

*Comment: The university includes the following in its definition of weapons: any type of firearms, including but not limited to BB/pellet guns, paint guns, air guns, air soft guns, taser guns, any facsimile of a gun or any counterfeit firearm, blow guns, blow gun ammunition, switch blades, bows and arrows, explosive devices, martial arts weapons, fireworks, water balloon launchers, and all other weapons listed in the California penal code section 12020 and/or other weapons considered illegal or dangerous by a university official.*

8. Failing to comply with the directive(s) of a university official, including refusing to identify oneself or refusing to present university identification to a university staff member, including members of Campus Safety.

*Comment: The university community depends upon the cooperation of all of its members to assure reasonable safety and security.*

9. Misrepresentation or obstruction of university processes or procedures:

- a. Lying or materially misrepresenting information to a university official or body, including members of Campus Safety
- b. Lying in the course of a Student Conduct Procedure constitutes an offense
- c. Otherwise abusing the Student Conduct Procedure or other university administrative processes

- d. Violation of the terms of any disciplinary sanction levied through the Student Conduct Procedure.

*Comment: Offenses listed above include fraudulent use of university identification cards. Lying or misrepresentation that inhibits or interferes with an official university investigation or hearing will be considered a serious offense.*

10. Unacceptable Use of Computer Resources: Use of university computer resources for illegal purposes, to transmit or receive threatening, obscene, or harassing materials, for unsolicited advertising, for personal for-profit business, or in violation of the Internet Acceptable Use Policy.

*Comment: Violations to the policy are subject to system management, the Internet Policy Committee, and may be subject to the Student Conduct Procedure.*

Also see Internet Acceptable Use Policy. (p. 1483)

## Student Conduct Procedure Directives

### Right to Process

Students whose behavior is alleged to have violated the Student Standards of Conduct have a right to due process and will be treated justly and fairly. This means that the Student Conduct Procedure will be implemented in a timely and reasonable manner. The Procedure involves three components:

- Notification — A student has the right to proper notice of the policy he/she allegedly violated and when his/her case will be heard. However, based on the information gathered through the Student Conduct Procedure (i.e., during the hearing process), a student may be held responsible to additional violations than what was originally listed in the notification letter.
- Right to be heard — A student has the right to present his/her viewpoint and position and provide supporting information, and to have it considered by a university official.
- Information — Decisions in cases of alleged violations of the Student Standards of Conduct are based on reasonable and available supporting information.

The Student Conduct Procedure for graduate students at APU is a process designed to insure accountability and fairness in the adjudication of alleged violations of the Student Standards of Conduct. All allegations of violations attributed to graduate students are reviewed through a process not intended in any way to mimic a court or legal proceedings. Decisions made regarding an alleged violation are ultimately based upon what the university would consider to be “a reasonable belief” of what occurred and not upon “rules of evidence” similar to that of a court legal system.

### Administrative Discretion

In exigent circumstances, the university reserves the right to remove any graduate student from the university premises at the discretion of the Vice President for Student Life or designee, as deemed necessary for the safety or well-being of the student or others. Such removal will be followed by a decision made under the Student Conduct Procedure described below.

## Student Conduct Procedure

All alleged violations of the Student Standards of Conduct are reviewed through a process referred to as the Student Conduct Procedure. This procedure involves three components: information gathering, mediation and/or hearing, and the consideration of sanctions. Depending on the severity and location of the offense, the procedure will be administered by one or more university adjudicating officer(s).

### Information Gathering

An information gathering process begins when the Office of Graduate and Professional Student Affairs (<https://www.apu.edu/graduateprofessionalcenter/student-engagement/>) is notified of an alleged violation of the Student Standards of Conduct. The Director of Graduate and Professional Student Affairs or designee(s) (hereafter, “adjudicating officer”) will notify the student's dean of an alleged violation and then initiate an investigation into an incident or matter which will entail interviewing those with knowledge of the matter and verifying information regarding the alleged violation.

### Hearing

Once information has been gathered, the adjudicating officer may refer allegations of violations to the Student Standards of Conduct and may proceed to a hearing. The adjudicating officer will notify the student and schedule a hearing to allow the student alleged to have violated the Student Standards of Conduct an opportunity to hear and present information related to the allegation. The adjudicating officer may invite witnesses or others involved, as appropriate. All hearings are closed and the proceedings may be kept confidential at the discretion of the university. Hearings may be recorded at the discretion of the university.

Although hearings are closed, students who wish to have a support person present at a hearing may request one in writing to the adjudicating officer, no less than three days prior to the hearing. The support person cannot be a family member or any legal counsel, may not actively participate in the hearing, and must receive approval to attend the hearing in writing from the adjudicating officer.



The information gathering and hearing processes may occur simultaneously. Information gathered from anonymous (i.e. unknown) sources or confidential reporters may be used in the hearing and as a part of the decision making process.

## Consideration of Sanctions

At the end of the information gathering and hearing process, the adjudicating officer will communicate a decision in writing to the student and the student's academic dean. The written decision will include, where appropriate, a summation of findings. Sanctions will be imposed when there is information indicating that the student violated the Student Standards of Conduct. The following are sanctions that may be imposed upon any student for violating the Student Standards of Conduct (not listed in a prescribed order nor an exhaustive list):

- Warning — Verbal or written warnings may be given for violations of the Student Standards of Conduct. (Disclaimer: This sanction may be imposed without a hearing.)
- Restitution/reimbursement or fine — Damage or misuse of university property or failure to follow university policy or procedure may require a student to make restitution or pay a fine.
- Probation — A student may be placed on probation for a specified period of time. During this time, further violations of university policy may result in the student's suspension or dismissal from the university.
- Interim suspension — Imposed immediately, and for a stated period of time, when the seriousness of the offense is such that the members of the community, including the accused student, may be threatened by his/her continued presence. (Disclaimer: This sanction may be imposed prior to a hearing.)
- University suspension — Separation of the student from the university for a specified period of time. (Conditions for readmission may be required.)
- University dismissal — Permanent separation of the student from the university.
- Other appropriate remedial measures — The adjudicating officer may impose other sanction(s) as deemed appropriate.

## Appeals

Students wishing to appeal a sanction should follow the procedures described in the Graduate and Professional Student Grievance and Appeal Procedures (p. 1400) section of this catalog.

## Additional Explanations

- Occasionally, the rules of the university and the law will overlap, but the university does not attempt to duplicate the law. The university reserves the right to pursue matters through its non-academic disciplinary procedures that may also be addressed in the legal system.
- Serious or persistent minor violations of university rules or regulations may result in suspension or expulsion.
- The university reserves the right to refer incidents of misconduct to civil or criminal authorities.
- The university may implement the Student Conduct Procedure for an offense committed off-campus (including during online activity) when:
  - The victim of such an offense is a member of the university community; or
  - The offense occurred at a university-sponsored event; or
  - The student used his or her status as a member of the university community to assist in the commission of the offense (for example, a student ID card to pass bad checks, fraudulent information provided for federal funds); or
  - The offense affects the university.

## Harassment Policy

The university will investigate all complaints of harassment reported to a non-confidential support system and take appropriate corrective action, including disciplinary measures and/or sanctions, when warranted. Students are encouraged to report all incidents of harassment.

Note: For complaints of Sexual Harassment, Stalking, and Sexual Violence, refer to the APU Title IX (<http://www.apu.edu/titleix/>) website for support services and reporting procedures.

## Harassment Reporting Procedures

### Confidential Support System

Students who do not desire to see the university respond to a concern but need and desire support should contact one of the following offices for confidential counseling and support:

- The (<https://www.apu.edu/counselingcenter/>)University Counseling Center (<http://www.apu.edu/counselingcenter/>): (626) 815-2109 (kcross@apu.edu)
- SoulQuest Pastor's Office (<https://www.apu.edu/soulquest/>): (626) 815-6000, Ext. 3289 (rgivens@apu.edu)

### Formal Support System

The formal support system provides students an opportunity to file or defend a formal complaint in the university's accountability process, seek personal counseling, and find community resources to assist in dealing with the issue. The formal reporting process can be initiated by contacting a member of one of the following offices:

- Executive Director of Graduate and Professional Student Support Services: (626) 815-2109 (bfiala@apu.edu)
- Executive Director of Military and Veteran Services: (626) 815-4617 (ebrooks@apu.edu)
- Executive Director of Graduate and Professional Admissions and Regional Campuses: (626) 815-4616 (alipson@apu.edu)
- Executive Director of Graduate and Professional Student Financial Services, Registrar, and Client Services: (626) 815-4599 (mmjohnson@apu.edu)
- Director of Graduate and Professional Student Affairs: (626) 815-4655 (bfiala@apu.edu)
- Department of Campus Safety: (626) 815-3898 (csafety@apu.edu)
- Office of Human Resources: (626) 815-4526 (jbaugus@apu.edu)

## Formal Complaint

The university will investigate all complaints of harassment reported to a nonconfidential support system and take appropriate corrective action, including disciplinary measures and/or sanctions, when warranted. When the accused is an APU student or student group, the complainant is encouraged to pursue a formal university complaint. If harmed on APU property by an APU student, the complainant need not be a student. A university complaint can be used to establish violations of the Student Standards of Conduct, but not whether or not a criminal act has been committed. When an individual believes that a crime has been committed, it is recommended that charges be filed with the local criminal justice system. Although there is no time limit on the filing of campus complaints as long as the offender is still a member of the APU community, prompt reporting is likely to result in a more satisfactory investigation because memories are fresh and witnesses are more readily available.

Complaints against other graduate students or graduate student groups should be filed through the Office of Graduate and Professional Student Affairs (<https://www.apu.edu/graduateprofessionalcenter/student-engagement/>) at (626) 815-4655. Complaints against an employee of APU should be filed through the Office of Human Resources (<http://www.apu.edu/humanresources/>) at (626) 815-4526. Complaints against individuals who are not members of the APU community should be filed through the Office of Graduate and Professional Student Affairs.

Once a formal complaint is filed, it goes to an information gathering and hearing process to determine the appropriate response. For a complete outline of this process, see the "Student Conduct Procedure" above.

With respect to the university's disciplinary process, APU reserves the right to take whatever measures it deems necessary in order to protect students' rights and personal safety. Such measures include, but are not limited to, summary removal of an accused student from campus pending a hearing, and reporting to the local police. The university will consider the concerns and rights of both the complainant and the person accused of misconduct.

## Sanctions

The university will seek through the process to achieve reconciliation of the parties impacted. In these matters, the university response may include probation, suspension, or expulsion from the university for the responsible party. A party found not responsible for a policy violation will not be subject to sanction. As long as it does not interfere with the process, effort will be made to keep the identities of all parties involved confidential.

## References

### Complaints

An individual may contact the Bureau for Private Postsecondary Education (<http://www.bppe.ca.gov/>) for review of a complaint. The bureau may be contacted at P.O. Box 980818 West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

### Alcohol and Drugs Federal Mandate

The federal government mandated on October 1, 1990, that there will be no illegal drug use by students, staff, or faculty on college campuses anywhere in the United States. At its November 22, 1991, meeting, the Board of Trustees of Azusa Pacific University adopted the following policy statement to comply with the law. The policy, which is to be shared in writing with students, staff, and faculty, is as follows:

On November 18, 1988, Congress passed the Drug-Free Workplace Act of 1988 (P.L. 100-690, Title V, Subtitle D; 41 U.S.C. 701 et. seq.). This statute requires contractors and grantees of federal agencies to certify that they will provide a drug-free workplace. Making this required certification is a precondition for receiving a contract or grant from a federal agency.

Pursuant to the Drug-Free Workplace Act of 1988, it is unlawful to manufacture, distribute, dispense, possess, or use controlled substances at university work sites and/or while performing university activities, events, or business. The Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226) amends the 1988 law, stating that it is also unlawful to manufacture, distribute, dispense, possess, use, or sell illicit drugs and alcohol in the workplace, at any university activities or events, or while performing university business.

### Compliance for Students

The university makes every effort to provide and maintain a drug-free campus. Pursuant to the Drug-Free Schools and Communities Act Amendments of 1989, it is unlawful to manufacture, distribute, dispense, possess, use, or sell illicit drugs and alcohol in all buildings, property, facilities, service areas, and satellite centers of the university. All students are required to comply with this policy as a condition of their continued enrollment. Any student violating this policy will be subject to the judicial procedure, including suspension and possible expulsion.

Local, state, and federal laws establish severe penalties for violations of drug and alcohol statutes. These sanctions, upon conviction, may range from a fine to life imprisonment. In the case of possession and distribution of illegal drugs, these sanctions could include the seizure and summary forfeiture

of property, including vehicles. It is especially important to know that federal laws have established penalties for illegally distributing drugs to include life imprisonment and fines in excess of \$1,000,000. Some examples of local or state laws are as follows:

- Unlawful possession of a narcotic drug is punishable by imprisonment in the state prison.
- The purchase, possession, or consumption of any alcoholic beverages (including beer and wine) by any person under the age of 21 is prohibited.
- It is not permissible to provide alcohol to a person under the age of 21.
- Serving alcohol to an intoxicated person is prohibited.
- Selling any alcoholic beverages, either directly or indirectly, except under the authority of a California Alcoholic Beverage Control License, is prohibited.
- It is a felony to induce another person to take various drugs and "intoxicating agents" with the intent of enabling oneself or the drugged person to commit a felony. The person who induced the other may be regarded as a principal in any crime committed.
- Any person found in a public place to be under the influence of an intoxicating liquor or drug and unable to care for his/her own safety, or who is interfering with the use of a public way, is guilty of disorderly conduct, which is a misdemeanor.

In addition, pursuant to federal law, a student's eligibility for federal financial aid may be suspended if the student is convicted, under federal or state law, of any offense involving the possession or sale of illegal drugs.

## Help for Students

Alcohol/drug abuse counseling, treatment, rehabilitation information, referral information, and social service directories for Los Angeles County are available in the Student Health Center, University Counseling Center, and the Office of Graduate and Professional Student Affairs.

## Definitions

The use of illegal drugs and tobacco and abuse of alcohol may have serious health consequences, including damage to the heart, lungs, and other organs. Alcohol accidents are the number one cause of death for persons aged 15-24. The most significant health risk, besides death, is addiction. Chemical dependency is a disease that, if not arrested, is fatal. Illegal drug use or possession may involve, but is not limited to the following substances:

### Alcohol

Even low doses of alcohol significantly impair the judgment and coordination needed to operate vehicles. Small amounts also lower inhibitions. Moderate to high doses cause marked impairments in higher mental functions, memory, and ability to learn and recall information. High doses cause respiratory depression and death. Long-term consumption, particularly when combined with poor nutrition, can lead to dependence and permanent damage to vital organs such as the brain and the liver.

If combined with other depressants that affect the central nervous system, even low doses of alcohol will produce adverse effects. Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation.

### Tobacco/Nicotine

Immediate effects include relaxation and increased confidence and metabolism. Smokers are more likely than nonsmokers to contract heart disease. Thirty percent of cancer deaths are linked to smoking. Chronic obstructive lung diseases, such as emphysema and chronic bronchitis, are 10 times more likely to occur among smokers than nonsmokers. Smoking during pregnancy also poses risks such as spontaneous abortion, premature birth, and low birth weights. Fetal and infant deaths are more likely to occur when the pregnant woman is a smoker. Tobacco/nicotine is both psychologically and physically addictive.

### Cannabis: Marijuana, THC, Hashish, Hashish Oil

Physical effects of cannabis include increased heart rate and appetite, bloodshot eyes, and dry mouth and throat. Use of cannabis may impair or reduce ability to drive an automobile or perform tasks requiring concentration and coordination. Motivation and cognition may be altered making the acquisition of new information difficult. Marijuana, hashish, THC, etc., can also produce paranoia and psychosis. Long-term use may result in possible lung damage, reduced sperm count and mobility, and affect ovulation cycles. Cannabis can also be psychologically addictive.

### Cocaine/Crack

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart and respiratory rates, and body temperature. Occasional use can cause nasal irritation; chronic use can ulcerate the mucous membrane of the nose. Crack or freebase rock is extremely addictive. Physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. The use of cocaine can cause death by cardiac arrest or respiratory failure.

### Stimulants: Amphetamines, Crank, Ice, Methamphetamines

Stimulants cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. Users may experience sweating, headaches, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause rapid or irregular heartbeat, tremors, loss of coordination, and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure. In addition to physical effects, feelings of restlessness, anxiety, and moodiness can result. Use of large amounts over a long

period of time can cause amphetamine psychosis, including hallucinations, delusions, and paranoia. The use of amphetamines can cause physical and psychological dependence.

### **Hallucinogens: PCP, LSD**

Phencyclidine (PCP) interrupts the functions of the neocortex, possibly resulting in self-inflicted injuries. Users may experience a sense of distance and estrangement, loss of muscular coordination, and speech impairment. Large doses may produce convulsions and coma as well as heart and lung failure.

Lysergic Acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. Physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, tremors, and psychological reactions. Users may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects or flashbacks can occur even after use has ceased. Use of hallucinogens can cause psychological dependence.

Students who possess, distribute, and/or use alcohol, narcotics, or other intoxicants may be subject to the disciplinary process. Students present on campus while under the influence of illicit drugs or alcohol are subject to disciplinary process even if their consumption was off campus.

### **Anabolic Steroids**

Steroid users subject themselves to more than 70 side effects, ranging in severity from acne to liver abnormalities to psychological reactions. The liver and cardiovascular and reproductive systems are most seriously affected by use. In males, use can cause withered testicles, sterility, and impotence. In females, masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include very aggressive behavior known as "road rage" and depression. While some side effects appear quickly, others such as heart attacks and strokes may not show up for years.

### **Review**

The university will conduct a biennial review of its alcohol and drug regulations to determine their effectiveness and implement changes as needed to ensure that the sanctions developed are consistently enforced.

# Transfer Credit

Azusa Pacific University may accept transfer credit for equivalent courses from schools accredited by regional and national agencies recognized by the Council for Higher Education Accreditation (CHEA) and the United States Department of Education (USDE). To be awarded credit for transfer work, professional students must complete and submit a Transfer Inquiry Form (<https://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) to the registrar's office and receive approval prior to registration for the course. In addition, students must complete the transfer course (including correspondence courses) with a grade of C- or higher. APU credit is given on a 4.0 scale for transfer work. Quarter units will be converted into semester units.

Students who reenroll at APU after leaving and spending two or more consecutive semesters at another academic institution may apply those transferable units toward their General Education requirements. Only units transferred at reenrollment will be considered.

APU may also accept a maximum of 24 undergraduate units of non-General Education elective credit from institutions accredited by the following list of nationally accredited organizations:

- The Association for Biblical Higher Education
- The Association of Theological Schools
- Transnational Association of Christian Colleges and Schools
- Distance Education Accrediting Commission
- Accrediting Council for Independent Colleges and Schools
- Accrediting Commission of Career Schools and Colleges

***These units may apply only as elective units, and are not applicable toward General Education, major, or minor requirements.***

Courses eligible for transfer include any courses designated as baccalaureate level by the credit granting institution and intended for transfer. Remedial courses and vocational/technical courses are not accepted, except when approved through Prior Learning Assessment. Students must complete transfer work with a grade of C- or higher. APU credit is given on a 4.0 scale.

Courses taken through online agencies, services, and institutions will not be accepted to APU unless the host university is regionally accredited.

The university can give credit for no more than 70 units of coursework from a community or junior college and 90 units from a four-year institution. All quarter units will be converted to semester units. APU grants two semester units of credit for every three quarter units.

For information on transfer guidelines, see:

- Concurrent Enrollment Policy for Professional Students (p. 1413)
- Correspondence Course Credit for Professional Students (p. 1414)
- General Education Information for Professional Transfer Students (p. 1152)
- Military Credit Policy (p. 1415)

## Prior Learning Assessment

Prior Learning Assessment (PLA) is the evaluation of learning that has taken place outside the traditional classroom for the purpose of awarding college credit. PLA is a WASC-approved process to help students articulate college-level learning that may be used to earn units toward elective or general education requirements for their degree. The student may use a variety of pathways to earn PLA units. These include:

1. Kolb-model Experiential Learning Essays
2. Credit for some military experience
3. Submission of professional/technical training documents

The maximum number of units that may be earned with PLA is 30, and units may be applied only toward professional undergraduate degree programs. If credit for an Experiential Learning Essay is not granted after the first review, students may resubmit one additional time. Students are charged a per-unit fee and a one-time evaluation fee that may be found under Graduate and Professional Student Financial Services (<http://www.apu.edu/graduateprofessionalcenter/sfs/costs/>) on the APU website. Financial aid is not available for these fees.

**Students should not assume acceptance of transfer work until they receive written notification from the registrar.**

# Concurrent Enrollment Policy

Professional students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>). All courses must be approved through a Transfer Inquiry Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>). Without prior written approval from the registrar's office, transfer credits may be denied.

# Correspondence Course Credit

Correspondence education for professional students is defined as education through one or more courses by an institution that provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, lacks regularity and substance, and is primarily initiated by the student. Courses are typically self-paced. Correspondence education is not the same as distance education. This policy is not applicable to every degree program; check with specific academic departments.

- A maximum of 9 semester units of correspondence credit may be applied toward an Azusa Pacific University professional degree.
- Students must earn a grade of C- or higher in eligible courses and receive prior approval from the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>). Students must also obtain prior written consent from department faculty.
- Correspondence courses must be offered by a regionally accredited or Association for Biblical Higher Education-accredited college or university.
- No more than 6 units may be transferred to meet General Education core requirements (p. 1155) in Biblical, Theological, and Philosophical Formation. Students transferring at the senior level may complete only 3 units by correspondence, none of which may apply to the core category of Biblical, Theological, and Philosophical Formation.
- All correspondence courses must be cleared through the normal graduation clearance process. Students should work with their Academic Records Specialist in the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) to address special circumstances.

# Military Credit Policy

APU evaluates courses completed through the armed services and may grant credit for such courses. Credit is typically based on recommendations from the American Council on Education (ACE) (<http://www.acenet.edu/higher-education/Pages/Military-Students-and-Veterans.aspx>) and may include General Education credit and non-General Education elective credit.

1. Military credit must be on official transcripts from the American Council on Education.
2. APU professional programs accept:
  - ACE-recommended coursework in the lower-division baccalaureate/associate degree category (“L”).
  - ACE-recommended coursework in the upper-division baccalaureate category (“U”).
3. General Education credit and non-General Education elective credit will be evaluated on a case-by-case basis.
4. Air Force credit must come on official transcripts from the Community College of the Air Force, the Air Force Institute of Technology, or the United States Air Force Academy.
5. Transfer credit is limited to 90 units.



# Waivers

Some departments permit waivers of certain courses. Course waivers are processed by the student's department or school/college. Contact the appropriate department for details on specific waiver procedures. Unlike transfer credit, waivers fulfill course requirements only; no units are awarded. Students with waived courses must choose alternate elective courses to satisfy the unit requirements of their degree program.

# Withdrawal

Leaves of Absence (p. 1418)

Withdrawal from Courses (p. 1419)

Withdrawal from the University (p. 1420)

# Leaves of Absence

Enrolled professional students may apply for university approval for a one-time leave of absence from their program for a minimum of two consecutive terms/semesters and a maximum of two years.

Leave of Absence forms (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) are available in the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) and must be submitted prior to the student's absence from the university. Requests to extend a one-time leave of absence require submission of an Academic General Petition form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>), as well as academic department and registrar endorsement, prior to the extension.

The university will not consider a Leave of Absence form submitted after a student absence or accept a backdated submission of the form. Failure to complete the required forms will result in the student having to comply with updated requirements or changes in the current catalog, if applicable. Expired leaves of absence are not renewable. Contact the registrar's office to activate enrollment prior to the return date.

Please note that Azusa Pacific University leaves of absence do not meet the definition of a Title IV Approved Leave of Absence as defined under 34 CFR 668.22 (d). As such, a student will not be reported to the National Student Loan Data System as attending the university during their leave of absence.

## Military Leaves of Absence

In the event of deployment and/or other circumstance related to military service that will disrupt a student's course of study, the student is required to submit the Leave of Absence form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) to the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>). Attachment of student's military orders and/or any other supporting documentation connected to leave is required. The form must be signed by the student's program director or department chair and the dean. The student may request any length for the leave, as long as it does not begin more than 30 days prior to the assignment date, and does not conclude more than 90 days after the end date stated on the assignment papers.

The university will allow more than one military leave of absence if the student is deployed and/or other circumstance related to military service arises. If a subsequent leave of absence is requested that is not related to military service, then the student must comply with the general Leave of Absence policy for professional programs. If the student begins the military leave of absence after the add/drop deadline and has courses in progress, the student will be granted a *W* (Withdrawal) for those courses. Late drops will be considered via written request.

Students with this status need not reapply or pay readmission fees.

# Withdrawal from Courses

Professional students may withdraw from a course without grade penalty at any time during the first two-thirds of the term, starting with the first day of classes.<sup>1</sup>

The last day to withdraw for every term is indicated in the Academic Calendar (<http://www.apu.edu/calendar/academic/>). Students must submit an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) to the registrar in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/>). Students will receive a *W* (withdrawal) grade in the course from which they withdraw. Students who never attend or stop attending a course for which they are officially enrolled will receive an *F* in that course if accepted procedures for withdrawal are not followed. Approval for withdrawal after the deadline is granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Any approval of a late withdrawal requires the favorable endorsement and signatures of the professor, department chair, and registrar. No financial adjustments will be made (see Refund Policy (p. 1294)).

<sup>1</sup> International students must obtain approval from the International Center (<https://www.apu.edu/international/>) to withdraw from courses.

# Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of any term or session must do so through the registrar's office in the Graduate and Professional Center by filling out an Enrollment Activity form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>). International students must obtain approval from the International Center (<http://www.apu.edu/international/>) to withdraw from the university. Failure to comply will mean that failing grades will be entered on the student's record. A letter indicating the student's intention of leaving the university may be submitted as well. If the student intends to return after some time, a Leave of Absence Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) should be submitted to extend the time limit for completing the degree (see Leaves of Absence (p. 1418) and Refund Policy (p. 1294)).

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university (see the Academic Calendar (<http://www.apu.edu/calendar/academic/>) for complete term and session information). An administrative withdrawal does not change a student's posted grades or account balance, nor does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements.

# Graduate Academic Policies and Procedures

- Academic Integrity (p. 1422)
- Academic Probation and Dismissal (p. 1423)
- Change of Program (p. 1424)
- English Proficiency in the Classroom (p. 1425)
- Enrollment (p. 1426)
  - Adding and Dropping Classes (p. 1427)
  - Administrative Withdrawal (p. 1228)
  - Auditing (p. 1429)
  - Course Modalities and Instructional Activities (p. 1430)
  - Course Tutorial (p. 1431)
  - Graduate Courses Taken by Undergraduate Students (p. 1432)
  - Independent Study (p. 1433)
  - Late Enrollment (p. 1434)
  - Repeated Courses (p. 1435)
  - State Authorization (p. 1436)
- General Enrollment Information (p. 1437)
  - Attendance Regulation (p. 1438)
  - Deferment Information (p. 1439)
  - Final Examinations (p. 1440)
  - Study Load (p. 1441)
- Good Academic Standing (p. 1444)
- Grade Change Process (p. 1445)
- Grading (p. 1446)
- Graduation Requirements and Commencement (p. 1448)
  - Additional Degree Requirements (p. 1449)
  - Additional Master's Degree or Concurrent Program Requirements (p. 1450)
  - Application for Graduation (p. 1451)
  - Commencement (p. 1452)
  - Course Replacement and Substitution (p. 1453)
  - Degree Posting (p. 1454)
  - Determining Degree Requirements (p. 1455)
  - Grade-Point Average Requirement (p. 1456)
  - Normal Progress Toward a Degree and Time Limit for Degree (p. 1457)
  - Thesis (p. 1458)
- Grievance and Appeal Procedures (p. 1459)
- Petition Process (p. 1462)
- Security Interest in Student Records (p. 1463)
- Standards of Conduct (p. 1464)
- Transfer Credit (p. 1471)
- Waivers (p. 1472)
- Withdrawal (p. 1473)
  - Leaves of Absence (p. 1474)
  - Withdrawal from Courses (p. 1475)
  - Withdrawal from the University (p. 1476)

# Academic Integrity

In addition to cultivating in each student the academic skills that are required for a university degree, Azusa Pacific's mission includes imparting to each student the characteristics of academic integrity that are integral to a Christian education. Therefore, a breach of academic integrity is not merely a private matter between the student and an instructor but an act that is fundamentally inconsistent with the purpose and mission of the entire university. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the education system. Engaging in any academic integrity violation is a serious offense for which a student may be disciplined or dismissed. The full academic integrity policy for graduate students is available on the university website. (<https://www.apu.edu/provost/integrity/>) It is each student's responsibility to review the policy and follow APU's academic integrity standards.

# Academic Probation and Dismissal

Satisfactory progress toward the graduate certificate, credential, or master's degree program is required. A 3.0 grade-point average (GPA) is considered satisfactory progress.

In the event that the GPA drops below the minimum 3.0, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level. Exceptions to this policy may be noted in program descriptions.

Doctoral students must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade below *B-* in 700-level courses. A cumulative GPA lower than 3.0 or the receipt of a grade lower than *B-* in 700-level courses will result in the student being placed on probation. A doctoral student who is on probation for more than a total of two terms throughout his or her doctoral study may be dismissed from the program.

A student may be disqualified from further graduate work at APU if a 3.0 GPA is not maintained. Dismissal actions are posted on a student's transcript.

School of Education students have additional requirements regarding academic probation and dismissal. Refer to the School of Education Academic Policies (p. 775) catalog page for more details. For questions connected to those policies, contact the School of Education dean's office.



# Change of Program

Admission to a graduate program at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must submit a Change of Program Form (<https://www.apu.edu/graduateprofessionalcenter/download/>) with the office of Graduate and Professional Admissions (<https://www.apu.edu/graduateprofessionalcenter/admissions/>). International students must contact the International Center (<https://www.apu.edu/international/>).

A program representative will contact the student if further documentation and materials are required for this change of program. No credit toward the new degree program will be granted before written program acceptance has been secured.

# English Proficiency in the Classroom

A student's ability to speak English with clear pronunciation is an important part of a university education. It is assumed that the graduate student's spoken English will be at a high enough level to communicate and participate completely in classes. If, while in classes, it is determined that the student's ability to communicate orally and write in English is below the necessary standard, an instructor may refer him/her to the department chair, who may require him/her to enroll in a noncredit program at the student's expense. This program is designed to enable the student to raise his/her English communication ability.

# Enrollment

Students will receive academic credit only for courses in which they are officially enrolled. Student-initiated enrollment is mandatory. Students are not permitted to attend courses in which they are not enrolled. Enrollment deadlines are published in the Academic Calendar (<http://www.apu.edu/calendar/academic/>). Students are expected to enroll online or submit an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) by the returning students' registration due date.

Students seeking to enroll in graduate courses while enrolled as either an undergraduate or professional student should follow the Graduate Courses Taken by Undergraduate Students enrollment policy listed in the catalog's undergraduate (p. 1339) and professional (p. 1373) sections, respectively. Failure to follow these policies, and enrolling in graduate courses through any other method, will result in an administrative withdrawal of graduate courses.

Students admitted to the Ph.D. in Higher Education program or the Doctoral-Level Certificate in Strengths-Oriented Higher Education program cannot be simultaneously enrolled in any other APU program, nor can they enroll in classes outside of their program.

- Adding and Dropping Classes (p. 1427)
- Administrative Withdrawal (p. 1228)
- Auditing (p. 1429)
- Course Modalities and Instructional Activities (p. 1430)
- Course Tutorial (p. 1431)
- Graduate Courses Taken by Undergraduate Students (p. 1432)
- Independent Study (p. 1433)
- Late Enrollment (p. 1434)
- Repeated Courses (p. 1435)

# Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Register, Add/Drop Classes, or Submit Independent Study Proposals. Graduate students may do this online at [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu>) or by submitting an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>).

It is the student's responsibility to officially drop a class and therefore the action must be student initiated. The student must drop a class by the deadline to avoid financial obligation to the university or to avoid receiving an *F*, *FN*, or *W* grade. A student will owe tuition and fees for the class unless it is officially dropped by the Last Day to Add or Drop a Class (see the Academic Calendar (<https://www.apu.edu/calendar/academic/>) for deadlines.)

Merely not attending a class does not automatically remove the class from a student's record. Students who do not initiate the drop, either through the Enrollment tab at [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu>) or through submission of an Enrollment Activity Form, by the drop deadline jeopardize their academic record with the possibility of incurring an *FN* grade in a course and will be expected to meet tuition and fee obligations for the class.

International students must obtain approval from the International Center (<http://apu.edu/international/>) to add or drop a class.

Following the deadline to drop a class, a student must withdraw according to policies and procedures as stated in the Withdrawal (p. 1473) section of this catalog.

A drop will not be permitted after the deadline, except in cases of extenuating circumstances due to accident or illness, serious personal or family problems, or military transfer. Valid documentation is required. An Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) with valid documentation may be submitted to the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) in the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/>) for evaluation. The dates of the extenuating circumstances substantiated by documentation must have occurred during the course's session and will determine the authorized drop action date. Without valid documentation, any drop request received after the deadline published in the Academic Calendar will be processed as a withdrawal. It is the student's responsibility to check with Student Financial Services (<http://apu.edu/graduateprofessionalcenter/sfs/>) to determine how an approved late drop or withdrawal may affect his or her financial aid. Also see the Withdrawal (p. 1473) section of this catalog.

## Administrative Class Drop

Successful completion of course prerequisites is essential for enrollment in subsequent courses that require prerequisites. Students who fail to pass a prerequisite course and are registered for the subsequent course should contact their academic advisor. A student-initiated drop of a course may be requested; if a student is advised to drop the course, and does not do so through the Enrollment tab at [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu>) or by submitting an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>), the Graduate and Professional Registrar's office may administratively drop the student from the course at the request of the academic department.

# Administrative Withdrawal

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Academic Calendars (<http://www.apu.edu/calendar/academic/>) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current Catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

# Auditing

A qualified student may apply for permission to audit a course. The student must meet the regular university entrance requirements and pay the audit per-unit tuition rate. Students may not change their audit classification to obtain credit after the Last Day to Add or Drop Classes, or change from credit to audit after the Last Day to Withdraw from Classes. See the Academic Calendar (<http://apu.edu/calendar/academic/>) for dates.

Students must submit an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) to the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) in order to enroll in a course for audit. The word AUDIT must be clearly written in the middle of the chart section of the Enrollment Activity Form and approval from the department offering the course must be indicated.

# Course Modalities and Instructional Activities

Graduate programs are taught in a variety of formats including:

- In-person classes, which deliver 100% of their instruction face to face and have required classroom attendance. Students meet on a regularly scheduled basis and may encounter internet and/or computer requirements in these classes.
- Blended classes, which deliver at least 33% but less than 50% of their instruction in an online format and include required classroom attendance and online instruction, which can be either synchronous or asynchronous. Compared with in-person classes, blended classes have substantial activity conducted online, which substitutes for some classroom meetings.
- Online asynchronous classes, which deliver 50% or more of their instruction in an online format but have no required live virtual meetings. Students have a timeframe for participation each week, but they may contribute whenever they choose in accordance with course instructions. Some asynchronous courses may offer optional live sessions such as desktop video chats, but live, real-time class meetings are not required.
- Online synchronous classes deliver 50% or more of their instruction in an online format. These classes require students to meet online at specified times for live instructions, student presentations, or other real-time activities. Synchronous online classes have no campus meeting place; rather, students log into the online classroom from off-site locations. These classes may have specific technology requirements.
- Distance learning classes originate in a campus classroom where the instructor and students meet. Video-conference technology allows additional students from offsite locations to interact with the instructor and students at the campus classroom using video, audio, and text. These classes may have specific technology requirements.

Some graduate programs may have clinical placements, fieldwork, or practicum assignments at clinics, schools, hospitals, or other APU-approved organizations that meet specific program degree and/or certification requirements. Such placements and assignments may need to be completed within the geographic vicinity of APU's main campus or regional locations. Check with your department of interest regarding these requirements as part of your admission process, especially if there is a possibility you may relocate out of the area before your program is completed.

# Course Tutorial

Course tutorial study deals with the replacement of a catalog course in terms of units, content, syllabus, outline, testing, and grading basis.

In general, a course tutorial cannot substitute for a course that is offered on a regular basis, but it may occasionally be utilized to fulfill a course requirement when a course is canceled because of low enrollment. The actual course number, instead of an independent study number, is recorded on the student's permanent academic record.

Course tutorial units do not count toward the maximum 6 independent study units allowed in a graduate degree program.

An Independent Study/Course Tutorial Application (<https://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) and proposal must be submitted to the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. A course tutorial fee will be assessed in addition to the regular tuition charge.



# Graduate Courses Taken by Undergraduate Students

An Azusa Pacific University traditional undergraduate or professional undergraduate student may enroll in a graduate course only if all of the following conditions are met:

- The student is a senior with a cumulative GPA of 3.0 or higher.
- The department chair of the student's major approves.
- The graduate department chair or graduate program director approves.
- There is space available in the course and the student has met all of the prerequisites.
- Traditional undergraduate student's request is submitted with the form provided by the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).
- Professional undergraduate student's request is submitted with the form provided by the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>).

Graduate courses taken by an undergraduate student may apply toward an APU graduate degree only if the grade received in the graduate course is 3.0 or higher and if the student is accepted into the appropriate graduate program following APU graduate admissions procedures. No more than 9 graduate units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

This policy does not apply to APU's Integrated Bachelor's/Credential Program (p. 875), which allows undergraduate students to complete 32-34 units of 500-level credential courses and apply those units to the 120+ units required for the bachelor's degree. Students in the Integrated Bachelor's/Credential Program who seek a master's degree need to apply separately to the appropriate graduate program in the School of Education (<https://www.apu.edu/education/>).

Individuals who complete the Integrated Bachelor's/Credential Program may use 500-level credential courses earned before conferral of the bachelor's degree toward an APU Master of Arts in Education degree in Learning and Technology, Special Education, or Teaching. Up to 32 such units may count toward a 44-unit master's degree and up to 34 such units may count toward a 46-unit master's degree, provided that the graduate units were earned beyond the 120 units required for the undergraduate degree. All courses applied to the master's degree must be completed within five years of the first 500-level credential course enrollment that is related to this program.

# Independent Study

Independent studies enable students to enrich their university experience by pursuing learning in a closely supervised program that provides opportunity for individual investigation of subject areas not covered in regular course offerings.

Graduate students may receive credit for a maximum of 6 units of independent study to be applied toward their degree program. No more than 4 independent study units may be applied toward one project. A maximum of 4 independent study units may be taken during one academic term. The independent study is recorded as XXX599 or XXX799 on the student's permanent academic record.

An Independent Study/Course Tutorial Application (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) and proposal must be submitted to the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. An independent study fee (<https://www.apu.edu/graduateprofessionalcenter/sfs/costs/fees/>) will be assessed in addition to the regular tuition charge.

# Late Enrollment

Students who are unable to enroll before the registration due date may enroll up until the Last Day to Register, as published in the Academic Calendar (<http://www.apu.edu/calendar/academic/>). Late enrollment may be requested by submitting an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>). Professor, dean, and registrar approval for enrollment after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. A nonrefundable late-enrollment fee is charged.

# Repeated Courses

Graduate students may repeat courses at Azusa Pacific University up to two times for a total of three times taking any one course. Both grades remain on the academic record, but only the most recent grade is calculated into the student's grade-point average. The units are counted only once. If a repeated course is taken at another institution, the grade and the units of the repeated course will be transferred (providing the course meets the guidelines for transfer).

Students must follow all department major/program policies regarding repetition of courses, as some majors/programs do not allow a major/program-specific course to be repeated more than once. Some graduate programs do allow for multiple repeats of certain courses within the program. Work with your program director for specific guidelines.

It is the responsibility of the student to notify the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) at the time of enrollment when repeating a course. The current tuition rate is charged.

# State Authorization

The transferability of credits earned at Azusa Pacific University is at the discretion of the receiving college, university, or other education institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Azusa Pacific will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Azusa Pacific to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation also does not guarantee that credentials or credits earned at Azusa Pacific will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

## Program Availability in Your State

As Azusa Pacific works to meet federal and state authorization requirements in states outside California, APU's home state, we want to bring to your attention that APU's programs are not available in all states.

For more information about state authorizations for online programs and distance learning, visit the provost website (<https://www.apu.edu/provost/accreditation/state-authorizations/>). Specific questions about APU's State Authorization of Distance Education can be directed to [gpc@apu.edu](mailto:gpc@apu.edu).

# General Enrollment Information

- Attendance Regulation (p. 1438)
- Deferment Information (p. 1439)
- Final Examinations (p. 1440)
- Study Load (p. 1441)

# Attendance Regulation

Class attendance is of paramount importance, and excessive absences will adversely affect a student's final grade. Individual instructors define grading and attendance policies in the course instruction plan for each course.

# Deferment Information

In general, to qualify for loan deferment, a student must be enrolled at least half time (see the Study Load policy (p. 1441) for enrollment definitions). Students should contact their lender with questions regarding the terms of loan deferment eligibility.

Students who depend on loan deferments while they are enrolled in school should enroll for all sessions within the term at the same time, so the deferment will become effective with timeliness and accuracy. Students are considered enrolled as of the first day of class in a session. Updated enrollment statuses for all enrolled and recently withdrawn students are submitted to the National Student Clearinghouse once per month but may take several weeks to be relayed to lenders. If a student needs verification in the interim, they can request that a deferment letter be sent to their lender.

Future enrollment periods may not be considered for deferment. Enrollment verification is applicable only for the current term.



# Final Examinations

Assessment of learning takes place in each course per the course syllabus. If a final examination is required, no final examination shall be given to individual students before the regularly scheduled time unless there is written approval from the instructor, department chair, and school dean.

# Study Load

Academic terms are broadly defined by these designations: fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. The total number of units in which a student enrolls in any number of sessions within one term determines a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. For example, 3 units taken in 8-week session 1 and 6 units taken in 8-week session 2 combine for a total of 9 units for that term.

All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendar (<http://www.apu.edu/calendar/academic/>) for specific term and session information.

**For the Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) program and Substance Use Disorders certificate, enrollment status is calculated as follows:**

Fall or Spring

- 4 units is half-time status
- 5-6 units is three-quarter-time status
- 7 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

**For nursing master's degree and credential/certificate programs, and the Master of Public Health (MPH) program, enrollment status is calculated as follows:**

Fall, Spring, or Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

**For the Master of Social Work (MSW) program, Master of Science in Applied Statistics and Analytics program and master's degrees within the School of Theology: Azusa Pacific Seminary, enrollment status is calculated as follows:**

Fall or Spring

- 4-5 units is half-time status
- 6-7 units is three-quarter-time status
- 8 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

**For teaching credential/certificate programs, enrollment status is calculated as follows:**

Fall, Spring, or Summer

- 6-8 units is half-time status
- 9-11 units is three-quarter-time status
- 12 or more units is full-time status

**For all other master's degrees and certificate/credential-only programs not mentioned above, enrollment status is calculated as follows:**

Fall or Spring

- 5-6 units is half-time status
- 7-8 units is three-quarter-time status
- 9 or more units is full-time status

#### Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

**For doctoral and clinical fellowship programs, enrollment status is calculated as follows:**

#### Fall, Spring, or Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

**With certain restrictions, students at the dissertation level are considered full time if enrolled in any one of the following courses:**

| Code      | Title  | Units |
|-----------|--|-------|
| EDUC 777  | Dissertation   | 2     |
| GDMN 790  | Ministry Project   | 4     |
| GDMN 792  | Ministry Project Continuation                                  | 0     |
| GNRS 732  | DNP Clinical Residency   | 0     |
| GNRS 733A | Residency IA   | 1     |
| GNRS 733B | Residency IB   | 1     |
| GNRS 733C | Residency IC   | 1     |
| GNRS 734A | Residency IIA  | 1     |
| GNRS 734B | Residency IIB  | 1     |
| GNRS 734C | Residency IIC  | 1     |
| GNRS 735  | DNP Scholarly Project Seminar                                  | 3     |
| GNRS 736  | DNP Scholarly Project Seminar: Evaluation and Dissemination    | 2     |
| GNRS 780  | Doctoral Seminar I: Elements of a Proposal and IRB Application | 3     |
| GNRS 781  | Doctoral Seminar II: Developing a Grant Proposal               | 3     |
| GNRS 782  | Doctoral Seminar III: Writing for Publication                  | 3     |
| GNRS 783  | Doctoral Seminar IV: Developing Professional Presentations     | 3     |
| GNRS 784  | Dissertation Seminar V   | 2-4   |
| GNRS 798  | Continuous Doctoral Study                                      | 0     |
| HED 790   | Doctoral Seminar in Research Studies                           | 2     |
| HED 791   | Dissertation Proposal I  | 1     |
| HED 792   | Dissertation Proposal II                                       | 1     |
| HED 794   | Dissertation Research I  | 3     |
| HED 795   | Dissertation Research II                                       | 3     |
| HED 796   | Dissertation Proposal Seminar                                  | 3     |
| HED 797   | Dissertation Research  | 3     |
| HEDL 785  | Dissertation Proposal  | 1     |
| HEDL 787  | Dissertation Seminar   | 3     |
| HEDL 789  | Dissertation Research  | 2-3   |
| PPSY 720  | Clinical Consultation  | 1     |
| PPSY 731  | Dissertation Development                                       | 1     |
| PPSY 745  | Dissertation I   | 1     |
| PPSY 746  | Dissertation II  | 1     |
| PPSY 747  | Dissertation III   | 1     |
| PPSY 748  | Dissertation IV  | 1     |
| PPSY 750  | Predoctoral Internship   | 1     |

|          |  |   |
|----------|--|---|
| PPSY 752 | Predoctoral Internship                                   | 0 |
| PPSY 755 | Dissertation V   | 1 |
| PPSY 756 | Dissertation VI  | 1 |
| PPSY 787 | Dissertation Continuation                                | 0 |
| PPSY 795 | Dissertation Continuation                                | 3 |
| RMS 720  | Dissertation I: Introduction and Systematic Review       | 3 |
| RMS 721  | Dissertation II: Methods and Research Proposal           | 3 |
| RMS 722  | Dissertation III: Data Collection, Results, and Analysis | 3 |
| RMS 723  | Dissertation IV: Discussion and Research Defense         | 3 |
| RMS 749  | Dissertation Continuation I                              | 1 |
| RMS 750  | Dissertation Continuation II                             | 1 |

# Good Academic Standing

Graduate certificate, credential, and master's degree students are considered to be in good academic standing if they maintain a cumulative GPA of 3.0.

Doctoral students must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade below *B-* in 700-level courses.

All School of Education students have additional requirements related to good academic standing; refer to the School of Education Academic Policies (p. 775) catalog page for further details. If you have questions about School of Education (<http://www.apu.edu/education/>) policies, contact the appropriate program or department.

# Grade Change Process

A graduate student who believes his/her grade has been reported incorrectly or wishes to challenge his/her grade should contact the instructor immediately to discuss the discrepancy. If the instructor and student agree on a grade change, the instructor will complete a Grade Change Form. No grade changes can be made to the academic record after the degree has been posted. Work completed or corrected after the close of the grading period without an approved Incomplete Form does not justify a grade change.

If the student is not satisfied after discussing the grade with the instructor, he/she has the option to submit to the registrar's office an Academic General Petition (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) form challenging the grade. This form must be returned to the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>).

A change of grade may be given on recommendation of the professor and permission of the department chair and/or dean. The grade challenge must be received within one year of the last day of the term of enrollment in the course. Questions regarding the grade change process should be directed to the registrar's office.

To appeal a denial of a petition for a grade change, see the Grievance and Appeal Procedures (p. 1459) section of this catalog.

# Grading

Grades are based on the daily work of classroom projects and examinations. Scholarship is ranked as follows:

|   |                                   |
|---|-----------------------------------|
| A | Exceptional                       |
| B | Good                              |
| C | Below average                     |
| D | Unsatisfactory, no credit awarded |
| F | Failure                           |
| I | Incomplete                        |
| W | Withdrawal                        |

A grade of C+ or below is not acceptable in a 700-level course for doctoral degree credit; the course may be repeated to replace the grade in computing the GPA. Individual doctoral programs may have different requirements. Refer to individual sections within the catalog for specific program information. Some departments and/or schools require a higher minimum grade for coursework to meet program requirements.

Grade type (A-F versus credit/no credit or pass/fail) cannot change unless an official course change has been approved by the appropriate council prior to the course being offered for a particular term. Unit values for a course cannot be changed from the published values unless an official course change has been approved by the appropriate council prior to the term the course is taken.

For each credit, points are awarded according to the grade earned as follows:

|                       |                                 |
|-----------------------|---------------------------------|
| Grade A               | 4.0 points                      |
| Grade A-              | 3.7 points                      |
| Grade B+              | 3.3 points                      |
| Grade B               | 3.0 points                      |
| Grade B-              | 2.7 points                      |
| Grade C+              | 2.3 points                      |
| Grade C               | 2.0 points                      |
| Grade C-              | 1.7 points                      |
| Grade D+              | 0 points                        |
| Grade D               | 0 points                        |
| Grade D-              | 0 points                        |
| Grade F               | 0 points                        |
| Grade FN              | 0 points; Failure, Nonattending |
| Grade W <sup>1</sup>  | 0 points, Withdrawal            |
| Grade I <sup>1</sup>  | Incomplete                      |
| Grade IN <sup>1</sup> | Incomplete—No Paperwork         |
| Grade NC              | 0 points, No Credit             |
| Grade AU <sup>1</sup> | 0 points, Audit                 |
| Grade CR <sup>1</sup> | 0 points, Credit                |
| Grade P <sup>1</sup>  | 0 points, Pass                  |
| Grade IP <sup>1</sup> | 0 points, In Progress           |
| Grade NG <sup>1</sup> | 0 points, No Grade              |

<sup>1</sup> Does not affect grade-point average

The grade I (Incomplete) is to be given only if special circumstances exist. An Incomplete grade may be given upon recommendation of the professor with permission of the dean and/or chair of the respective school and/or department.

To obtain an Incomplete, the student must fill out the Incomplete Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) available from the Office of the Graduate and Professional Registrar (<https://www.apu.edu/graduateprofessionalcenter/registrar/>) and obtain all necessary signatures before the last day of the course. An extension may be granted for up to 12 weeks from the last day of the term. The amount of time and specific coursework required is determined by the faculty member of record, based upon the nature of the student's request and the remaining work that is to be completed for the course.

An Incomplete not made up within the extended time period will be automatically changed to the grade agreed upon in the Instructor and Student Agreement section of the Incomplete Form. Petitions for one additional extension for up to 12 weeks may be requested and are subject to review and decision by the faculty member, program director, department chair, and/or dean of the school.

The grade *IN* (Incomplete—No Paperwork) is a temporary grade that may be recorded by an instructor while the Incomplete Form is in process. An *IN* entered by the instructor without the subsequent submission of the proper form will automatically become an *F*. Work corrected or completed after the close of the grading period, without an approved Incomplete Form, does not justify a grade change (see also Grade Change Process (p. 1445)).



# Graduation Requirements and Commencement

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must complete an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) and file it with the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) along with the current graduation fee. See the Academic Calendar (<http://www.apu.edu/calendar/academic/>) for deadlines. Submission of the form is mandatory whether or not the student intends to participate in a commencement ceremony. Ceremony dates are listed in the Academic Calendar.

A degree is granted based on the completion of all requirements prior to degree posting dates. This includes verification of maintaining the minimum grade-point average for the degree program.

- Additional Degree Requirements (p. 1449)
- Additional Master's Degree or Concurrent Program Requirements (p. 1450)
- Application for Graduation (p. 1451)
- Commencement (p. 1452)
- Course Replacement and Substitution (p. 1453)
- Degree Posting (p. 1454)
- Determining Degree Requirements (p. 1455)
- Grade-Point Average Requirement (p. 1456)
- Normal Progress Toward a Degree and Time Limit for Degree (p. 1457)
- Thesis (p. 1458)

# Additional Degree Requirements

In addition to the completion of course requirements, individual departments establish specific degree requirements. These may include core, qualifying, and/or comprehensive examinations, growth plans, portfolios, oral presentations and examinations, written projects, theses, supervised practicums, exit interviews, or other specified department requirements. Check with the department for specific requirements.

# Additional Master's Degree or Concurrent Program Requirements

A person who already holds a master's degree from Azusa Pacific University may complete another master's degree by meeting all university and department admissions requirements and fulfilling all graduation requirements for that degree.

An applicant intending to pursue two graduate programs concurrently shall meet with representatives of both programs to plan the joint course of study. Concurrent graduate program students shall meet all university and department admissions requirements and fulfill the graduation requirements of both programs.

The additional master's or concurrent graduate program may not be an additional emphasis in the same degree. This policy does not apply to programs that are substantially different from the first degree program. When a subsequent degree is taken in the same field, two-thirds of the required courses must be different from those of the first degree. The subsequent, same-field master's or concurrent graduate degree is not eligible for transfer credit or additional course substitutions.

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

# Application for Graduation

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must submit an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) at least 120 days prior to degree posting, along with the current graduation fee. Submission of the form is mandatory regardless of whether the student intends to participate in a commencement ceremony. The graduation dates are listed in the Academic Calendar (<http://www.apu.edu/calendar/academic/>).

A degree is granted based on the completion of all requirements prior to degree posting dates. This includes verification of maintaining the minimum grade-point average for the degree program.

# Commencement

Commencement ceremonies are held twice a year—at the end of the fall term and at the end of the spring term. The president of the university, by the authority of the trustees and on recommendation of the faculty, awards the degrees. Details regarding the ceremonies are mailed approximately 4-6 weeks prior to commencement to prospective participants who have submitted an Intent to Commence and/or Graduate Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>). To participate in commencement, all academic requirements must be complete or in process, and all financial obligations to the university must be met.

# Course Replacement and Substitution

Changes to degree requirements for a particular student must be approved through the academic petition process by the department chair and dean or program director and dean, and may not exceed 20 percent of the total units required for the degree. Such changes must be substantiated with academic reasons that become part of the student's academic record.

# Degree Posting

The university posts graduate degrees to students' permanent records five times each year according to a predetermined schedule. All degree requirements, including milestones dependent on the program, must be met prior to the posting date. The posting dates for graduate students are at the end of each 16-week session (fall, spring, and summer) and at the end of the 8-week 1 and 12-week summer sessions. The regular terms and sessions for graduate students, with approximate posting dates shown in parentheses, are:

## Fall 2020

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (December 19)

## Spring 2021

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (May 8)

## Summer 2021

- 8-Week 1 Session (July 3)
- 12-Week Session (July 31)
- 16-Week and 8-Week 2 Sessions (August 28)

Doctoral degrees will be posted on the 1<sup>st</sup> and 15<sup>th</sup> of each month pending completion of all degree requirements, such as dissertation defense, presentation, submission, publishing approval, conference attendance, internship completion, etc. Furthermore, for those master's students who either choose or are required to complete a thesis, all requirements connected to said thesis and its submission must be complete prior to degree posting.

For degrees completed on dates other than these, the degree posting will occur on the next scheduled posting date.

Once the degree is posted, the degree record is complete and final. It can be rescinded only in the case of substantiated error or fraud. A student cannot add coursework to or remove coursework from the posted degree to improve grade-point average or to add concentrations or emphases, and cannot request a degree title change.

# Determining Degree Requirements

A graduate student remaining in attendance in regular session at Azusa Pacific University may, for the purpose of meeting graduation requirements, elect to meet the requirements in effect at Azusa Pacific University either at the time the student began such attendance or at graduation. Students are responsible to notify the registrar's office if they are electing to graduate under the current academic catalog. Substitutions for discontinued courses may be authorized or required by the program department or appropriate school.

Absence due to an approved educational leave shall not be considered an interruption in attendance if such absence is for the duration of two years or less. Administrative withdrawal is not considered "an approved educational leave" (see also Leaves of Absence (p. 1474)). When a student changes programs, the academic requirements applied will be determined as of the date of declaration or subsequent change.



# Grade-Point Average Requirement

All graduate students must earn a minimum cumulative grade-point average (GPA) of 3.0 in all university work attempted. Some exceptions to this policy apply to students in programs at Azusa Pacific Seminary (<http://www.apu.edu/seminary/>). Refer to individual sections within the catalog for specific information. Some departments and/or schools also require a minimum cumulative GPA in certain courses.

# Normal Progress Toward a Degree and Time Limit for Degree

In most APU graduate programs, a student has a maximum of eight years to complete a master's or doctoral degree, beginning from the term of initial enrollment in the degree program (an academic year is composed of three terms: fall, spring, and summer). Students in the School of Business and Management, however, have a maximum of five years to complete a graduate degree, and School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students, who have six years to complete all program requirements. Students seeking the Master of Divinity have a maximum of 10 years to complete the degree, beginning from the first date of enrollment for coursework in the degree program, as determined by ATS accreditation. Students seeking the Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) must complete their degree in a minimum of two years and a maximum of four (under special circumstances, a student in this program may be granted a fifth year to complete the degree).

For all students, in rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating courses that have expired.

# Thesis

The student selecting the thesis option, where available, must meet the following requirements:

1. The student must have maintained an appropriate grade-point average in all graduate courses at the time the thesis option is requested.
2. A thesis proposal must be submitted as evidence of writing ability. The student's effort will be judged by the appropriate academic department.
3. The appropriate academic department must grant approval for the writing of the thesis using the prescribed form.
4. The student must work with an Azusa Pacific University faculty member who has been approved by the department chair and dean to serve as a thesis advisor.
5. Details on the development of a thesis proposal and matters of style and format are available from the director of graduate publications in the University Libraries. The *APU Style and Format Handbook for Dissertation and Thesis Publications* is located on [home.apu.edu](http://home.apu.edu) (<http://home.apu.edu>) (My Resources > General > Academics > Forms and Publication).
6. The final thesis must have the approval of the faculty advisor, department chair, dean of the appropriate school or college, and, with respect to final preparation for preservation in the library, the director of graduate publications.

# Grievance and Appeal Procedures

Azusa Pacific University provides a means by which graduate students may file a grievance or an appeal for academic and student life issues, excluding violations of the Standards of Conduct. Examples include the appeal of an academic dismissal, academic integrity violation, or denial of a petition for a grade change (for challenging a grade after discussing the grade issue with the instructor, see the Grade Change Process (p. 1445)). Learn more about harassment (<http://www.apu.edu/judicialaffairs/conduct/policies/>) and internet use (p. 1483).

An appeal is a student-initiated response to a faculty, department, or institutionally determined decision. A justifiable cause for grievance shall be defined as any act that, in the opinion of the student, is a response to behavior that is claimed by the student to adversely affect the student and is perceived as capricious, prejudicial, or an arbitrary action on the part of any university employee, or an arbitrary or unfair imposition of sanctions.

If a school's student handbook has a separate grievance procedure, the procedures described in this catalog will take precedence unless otherwise authorized by the Office of the Provost.

## Initial Grievance and Appeal Procedures

The grievance process described in Section II below should be used after the following means have been exhausted.

1. In the area of academics, protocol requires that student concerns, or appeals be taken up first with the faculty member within 15 business days after the incident occurred. Outside of academic matters, the student should first address his/her concerns with the head of the university department in which the employee that is the subject of the grievance works within 15 business days after the incident.
2. Failure to resolve an academic grievance or appeal after meeting with the faculty member requires an appeal to the appropriate department chair within five business days, and then to the dean of the school or college within five business days of the department chair's decision. The dean may request that the student's complaint be submitted in writing. Failure to resolve a nonacademic grievance or appeal after meeting with the head of the relevant university department requires a meeting with the appropriate university vice president. In the case of student life issues, the point of final appeal before a grievance would be the associate vice president of student life.

## Guidelines for Filing a Grievance

In the event that the above procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought. This letter, along with all supporting documents, should be submitted to the Office of the Provost designee. The supporting documents should include a written response from the dean or relevant university vice president. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

1. Filing a grievance shall be initiated only after other attempts to resolve the matter have been exhausted. The student has no more than 10 working days after meeting with the individual he/she believed to have given him/her cause for grievance (e.g., final meeting with the dean) in which to file his/her written statement. The time limit may be extended by the Office of the Provost designee at his/her sole discretion upon presentation of good cause.
2. The grievance process is initiated by submission of a written statement to the Office of the Provost designee. The grievance document should be a complete set of materials that the student would like the Grievance Committee to review. Additional materials will be accepted later only in extenuating circumstances, at the discretion of the committee chair. The grievance statement 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
    - i. What occurred
    - ii. When it occurred
    - iii. Where it occurred
    - iv. Who was present
  - d. Evidence on which the grievance is based including supporting documents.
  - e. Why this constitutes capricious, prejudicial, or arbitrary action on behalf of a staff or faculty member.
  - f. What has been done to resolve the grievance per the "Initial Grievance and Appeal Procedures" above.
  - g. The desired outcome(s).
  - h. Written permission from the student authorizing distribution to members of the Grievance Committee any relevant information from the student's education record.
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 faculty or staff members involved, the chair of the department involved, and the dean of the school or college involved.
4. A meeting of the Grievance Committee will be scheduled by the chair within 10 working days of the date on which the petition was filed.
5. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the dean of the school or college involved. If a grievance is filed, either party may seek a support

person who must be a faculty member or student in that school or college. (The support person is present to offer assistance and encouragement to either party during the committee hearing. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings). No one other than members of the Grievance Committee may be present during deliberations, but a staff member may be present when necessary.

6. The student shall not bring legal counsel nor have a student or faculty represent him/her as counsel. Likewise, the Grievance Committee shall not have legal counsel present.
7. If a committee member is approached prior to a meeting by anyone, including the student whose case is to be heard, the member shall refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.
8. 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 the grieving student or the party alleged to have given cause for the grievance, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she must be excused from participation upon request by such member, or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances. The names of the Grievance Committee members will be reviewed in advance of the committee meeting with the student, who can confirm that he/she is not aware of any bias against him/her on the part of any of the committee members.

## The Grievance Committee

1. Membership:
  - a. For academic grievances:
    - i. The Office of the Provost designee will serve as chair (nonvoting except in case of tie due to absent members)
    - ii. An academic dean (not from school or college involved)
    - iii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)
    - iv. Two graduate students not from the grieving student's department
    - v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.
  - b. For nonacademic grievances:
    - i. Vice President for Student Life or designee will serve as chair (nonvoting except in case of tie due to absent members)
    - ii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)
    - iii. Two graduate students not from the grieving student's department
    - iv. Office of the Provost designee
    - v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.
2. Voting:
  - a. All members (except the chair, who is nonvoting) have equal vote, and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
3. Meeting Time:
  - a. The meeting will be scheduled within 10 working days following the filing of a written statement. The chair is authorized to extend any time periods provided in the policy if he/she determines that good cause exists (e.g., delay in meeting due to unavailability of an essential party or committee member).

## Committee Process

1. The grievance procedure shall act as a vehicle for communication among the parties, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved.
2. The grievance process is initiated by submission of a grievance statement in writing to the Office of the Provost designee or vice president for student life, as appropriate. The committee chair will submit a copy of the grievance to each member of the Grievance Committee prior to the hearing. Thereupon, the committee will be activated and a meeting will be held to consider the matter.
3. The involved student and university employee(s) may be present at the committee meetings, except during deliberation. The meetings shall be held at times when both parties can be present. Either party may seek a support person who must be a university employee or student in that school or college. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings.
4. Accurate minutes of the grievance procedure shall be kept in a confidential university file of the committee's proceedings. The hearing may also be audio recorded at the option of the chair of the Grievance Committee.
5. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance. The committee may choose to convene more than one time if necessary.
6. No printed materials or notes may be taken from the meeting (other than the official minutes).

7. The parties and committee members may not discuss the case outside the meeting.
8. The committee will decide on the matter by simple majority and confidential vote. Both parties will be notified, in writing, within one week of the decision. The committee's vote is confidential and the decision shall be final.

## **Failure to File Grievance**

Any student who has a grievance complaint against the university must follow this procedure or will waive any claim against the university. An individual may contact the Bureau for Private Postsecondary Education (<http://www.bppe.ca.gov/>) for review of a complaint. The bureau may be contacted at P.O. Box 980818 West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

# Petition Process

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) forms are available from the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) and must be returned to the registrar's office. All petitions and exceptions granted are considered on a case-by-case basis. Any exception granted by petition does not establish guaranteed subsequent exceptions or appeals.

# Security Interest in Student Records

A student may not graduate or receive any diploma, certificate, grades, or letter of degree verification until all financial obligations (including student loans wherein collections are administered by the university) have been satisfied in accordance with policies described under Financial Information (p. 1301). Any diplomas, certificates, grades, or letters of degree verification shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior to or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.



# Standards of Conduct

## Student Standards of Conduct

Azusa Pacific University is an institution built on Four Cornerstones (<http://www.apu.edu/about/cornerstones/>): Christ, Scholarship, Community, and Service. In this section we focus on the cornerstone of Community.

We believe in community. We are a richly diverse people who value the worth of each individual. Our mission is to encourage, equip, and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.

An understanding of the importance of community within the Azusa Pacific University setting is fundamental when considering our Standards of Conduct. In order for our mission to be fulfilled and in order for our students to have a rewarding experience, we must uphold some basic principles of community within our educational context. Therefore, our Standards of Conduct are founded on basic principles necessary to sustain this cornerstone of Community. These Standards of Conduct include individual integrity, respect for others, and respect for the university. When together we practice these Standards of Conduct, we are most likely to live out and experience the God-given benefit of community as intended at APU.

**Individual Integrity**—Members of the APU community are expected to act honestly and responsibly, not only in their academic pursuits, but also in their interactions with others and in their dealings within the community.

**Respect for Others**—As mentioned above, we strive “to encourage, equip and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.” In order to facilitate this mission, community members should treat one another with respect and fairness, allowing all members to explore and grow in their educational pursuits at APU.

**Respect for the University**—The university’s general resources and physical property are fundamental to its mission. Respect for these resources is essential.

## Professional Standards of Conduct

Some academic departments and programs have expectations of student conduct specific to their profession and/or discipline. In addition, they also have administrative procedures for addressing alleged violations of those expectations. Students should refer to their program handbooks, where those exist, for details on conduct expectations and the process for addressing infractions. The Student Standards of Conduct discussed in this section of the catalog convey the university’s expectations of all graduate and professional students and should be understood as university-wide requirements in addition to program-specific requirements. Departments will manage alleged violations of departmental conduct expectations, where procedures for such exist. Beyond that, the university policies and procedures stated here will apply.

## Student Conduct Offenses and Policies

All those affiliated with the university are expected to practice care and respect for all persons. While our members largely fulfill this expectation, it is important to understand and outline this expectation and indicate recognized offenses and policies. In keeping with the university’s commitment to community, including (as outlined above) individual integrity, respect for others and respect for the university, the following offenses are provided as specific examples of undesirable conduct. This list does not define misconduct in exhaustive terms and may not describe all potential violations.

### Offenses:

1. Behavior that disrupts or materially interferes with the basic rights of others and the educational functions of the university.

*Comment: The university will not tolerate behavior and/or the use of indecent/obscene language when it interferes with the rights of others to learn, meet, teach, and engage in a free exchange of ideas in a safe and peaceful environment. Nor will the university tolerate actions that interfere with others’ rights to use and enjoy the resources and facilities of the university; for example, disruptive behavior in classroom settings.*

2. Actions that:
  - a. Result in, or can be reasonably expected to result in, physical harm to a person or persons
  - b. Are unreasonably disruptive to the university community and/or its neighborhoods
  - c. Result in or can be reasonably expected to result in damage to property
  - d. Result in theft or attempted theft of property
  - e. Result in possession of stolen property

*Comment: Offense 2 encompasses a wide range of behavior, including but not limited to threatening or endangering the physical or emotional safety of another individual, assault, vandalism, throwing, hurling or firing projectiles without regard for persons or property, and matters related to theft.*

3. Acts of Sexual Misconduct as defined:

- a. Sexual Harassment: Sexual harassment is unwelcome conduct of a sexual nature. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or acts of sexual violence, including domestic violence, dating violence, and stalking. Conduct need not be severe, pervasive, or both in order to amount to sexual harassment.
- b. Sexual Violence: Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to legal status (i.e., minor) or an intellectual or other disability.

*Comment: The university is committed to fostering a positive learning and working environment on university premises and within university-sponsored programs. Members of this community condemn sexual harassment and sexual violence of any kind by any employee or student. The university will investigate all complaints of sexual harassment and sexual violence and take appropriate corrective action, including disciplinary measures, when warranted.*

Note: For complaints of Sexual Harassment, Stalking, and Sexual Violence, refer to the APU Title IX (<http://www.apu.edu/titleix/>) website for support services and reporting procedures.

- 4. Harassment: Subjecting another person or group to abusive, threatening, intimidating, or harassing actions, including, but not limited to those based on race, color, religion, gender, disability, age, economic status, ethnicity, national origin, sexual orientation, or gender identity.

*Comment: Harassment may take place in any form, including conduct that is verbal, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment, the threatened or actual abuse or harm based on discrimination toward others' attributes as stated above. Harassment may also take place in the form of a hostile environment, which is any harassment that is sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability for a student to participate in or benefit from the university's programs or activities.*

Also see Harassment Reporting Procedures (p. ) section on this page.

- 5. Alcohol and/or Drugs:

- a. Illegal possession or illegal use of alcohol, drugs and/or drug paraphernalia, including the illicit use of legal drugs
- b. Otherwise legal possession and/or use of alcohol on university property or at university-sponsored activities/events
- c. Illegal provision, sale, or possession of drugs or alcohol with intent to sell/provide drugs and/or alcohol and/or drug paraphernalia

*Comment: APU's Identity Statement on Alcohol (<http://www.apu.edu/about/alcohol/>) reflects a commitment to "creating a God-honoring environment that is safe and healthy for all community members." Our policy indicates that APU will not fund the purchase of or permit the distribution of alcohol and that alcohol is not to be present on university premises or served at university events/activities, or used by members of the community when on university premises or at university-sponsored events/activities. When APU graduate or professional students are present at professional conferences and/or events not directly sponsored by APU, students are expected to make responsible decisions concerning alcohol use, as indicated in APU's Identity Statement on Alcohol. In addition, the university prohibits the unlawful distribution of alcohol/use of alcohol to/by individuals under the age of 21.*

Also see Alcohol and Drugs Federal Mandate (p. ) under References in this section.

Also see Identity Statement on Alcohol (<http://www.apu.edu/about/alcohol/>) found online and in the APU document What We Believe (<http://www.apu.edu/about/believe/>).

- 6. Tobacco: Use or display of any form of tobacco on university premises or at any university-sponsored event/activity.

*Comment: In the interest of common health concerns, the university provides a tobacco-free environment.*

- 7. Possession, use or distribution of firearms, ammunition, explosives, or other weapons.

*Comment: The university includes the following in its definition of weapons: any type of firearms, including but not limited to BB/pellet guns, paint guns, air guns, air soft guns, taser guns, any facsimile of a gun or any counterfeit firearm, blow guns, blow gun ammunition, switch blades, bows and arrows, explosive devices, martial arts weapons, fireworks, water balloon launchers, and all other weapons listed in the California penal code section 12020 and/or other weapons considered illegal or dangerous by a university official.*

- 8. Failing to comply with the directive(s) of a university official, including refusing to identify oneself or refusing to present university identification to a university staff member, including members of Campus Safety.

*Comment: The university community depends upon the cooperation of all of its members to assure reasonable safety and security.*

- 9. Misrepresentation or obstruction of university processes or procedures:

- a. Lying or materially misrepresenting information to a university official or body, including members of Campus Safety
- b. Lying in the course of a Student Conduct Procedure constitutes an offense
- c. Otherwise abusing the Student Conduct Procedure or other university administrative processes

- d. Violation of the terms of any disciplinary sanction levied through the Student Conduct Procedure.

*Comment: Offenses listed above include fraudulent use of university identification cards. Lying or misrepresentation that inhibits or interferes with an official university investigation or hearing will be considered a serious offense.*

10. Unacceptable Use of Computer Resources: Use of university computer resources for illegal purposes, to transmit or receive threatening, obscene, or harassing materials, for unsolicited advertising, for personal for-profit business, or in violation of the Internet Acceptable Use Policy.

*Comment: Violations to the policy are subject to system management, the Internet Policy Committee, and may be subject to the Student Conduct Procedure.*

Also see Internet Acceptable Use Policy. (p. 1483)

## Student Conduct Procedure Directives

### Right to Process

Students whose behavior is alleged to have violated the Student Standards of Conduct have a right to due process and will be treated justly and fairly. This means that the Student Conduct Procedure will be implemented in a timely and reasonable manner. The Procedure involves three components:

- Notification — A student has the right to proper notice of the policy he/she allegedly violated and when his/her case will be heard. However, based on the information gathered through the Student Conduct Procedure (i.e., during the hearing process), a student may be held responsible to additional violations than what was originally listed in the notification letter.
- Right to be heard — A student has the right to present his/her viewpoint and position and provide supporting information, and to have it considered by a university official.
- Information — Decisions in cases of alleged violations of the Student Standards of Conduct are based on reasonable and available supporting information.

The Student Conduct Procedure for graduate students at APU is a process designed to ensure accountability and fairness in the adjudication of alleged violations of the Student Standards of Conduct. All allegations of violations attributed to graduate students are reviewed through a process not intended in any way to mimic a court or legal proceedings. Decisions made regarding an alleged violation are ultimately based upon what the university would consider to be “a reasonable belief” of what occurred and not upon “rules of evidence” similar to that of a court legal system.

### Administrative Discretion

In exigent circumstances, the university reserves the right to remove any graduate student from the university premises at the discretion of the Vice President for Student Life or designee, as deemed necessary for the safety or well-being of the student or others. Such removal will be followed by a decision made under the Student Conduct Procedure described below.

## Student Conduct Procedure

All alleged violations of the Student Standards of Conduct are reviewed through a process referred to as the Student Conduct Procedure. This procedure involves three components: information gathering, mediation and/or hearing, and the consideration of sanctions. Depending on the severity and location of the offense, the procedure will be administered by one or more university adjudicating officer(s).

### Information Gathering

An information gathering process begins when the Office of Graduate and Professional Student Affairs (p. 1506) is notified of an alleged violation of the Student Standards of Conduct. The Director of Graduate and Professional Student Affairs or designee(s) (hereafter, “adjudicating officer”) will notify the student’s dean of an alleged violation and then initiate an investigation into an incident or matter which will entail interviewing those with knowledge of the matter and verifying information regarding the alleged violation.

### Hearing

Once information has been gathered, the adjudicating officer may refer allegations of violations to the Student Standards of Conduct and may proceed to a hearing. The adjudicating officer will notify the student and schedule a hearing to allow the student alleged to have violated the Student Standards of Conduct an opportunity to hear and present information related to the allegation. The adjudicating officer may invite witnesses or others involved, as appropriate. All hearings are closed and the proceedings may be kept confidential at the discretion of the university. Hearings may be recorded at the discretion of the university.

Although hearings are closed, students who wish to have a support person present at a hearing may request one in writing to the adjudicating officer, no less than three days prior to the hearing. The support person cannot be a family member or any legal counsel, may not actively participate in the hearing, and must receive approval to attend the hearing in writing from the adjudicating officer.

The information gathering and hearing processes may occur simultaneously. Information gathered from anonymous (i.e. unknown) sources or confidential reporters may be used in the hearing and as a part of the decision making process.

## Consideration of Sanctions

At the end of the information gathering and hearing process, the adjudicating officer will communicate a decision in writing to the student and the student's academic dean. The written decision will include, where appropriate, a summation of findings. Sanctions will be imposed when there is information indicating that the student violated the Student Standards of Conduct. The following are sanctions that may be imposed upon any student for violating the Student Standards of Conduct (not listed in a prescribed order nor an exhaustive list):

- Warning — Verbal or written warnings may be given for violations of the Student Standards of Conduct. (Disclaimer: This sanction may be imposed without a hearing.)
- Restitution/reimbursement or fine — Damage or misuse of university property or failure to follow university policy or procedure may require a student to make restitution or pay a fine.
- Probation — A student may be placed on probation for a specified period of time. During this time, further violations of university policy may result in the student's suspension or dismissal from the university.
- Interim suspension — Imposed immediately, and for a stated period of time, when the seriousness of the offense is such that the members of the community, including the accused student, may be threatened by his/her continued presence. (Disclaimer: This sanction may be imposed prior to a hearing.)
- University suspension — Separation of the student from the university for a specified period of time. (Conditions for readmission may be required.)
- University dismissal — Permanent separation of the student from the university.
- Other appropriate remedial measures — The adjudicating officer may impose other sanction(s) as deemed appropriate.

## Appeals

Students wishing to appeal a sanction should follow the procedures described in the Graduate and Professional Student Grievance and Appeal Procedures (p. 1459) section of this catalog.

## Additional Explanations

- Occasionally, the rules of the university and the law will overlap, but the university does not attempt to duplicate the law. The university reserves the right to pursue matters through its non-academic disciplinary procedures that may also be addressed in the legal system.
- Serious or persistent minor violations of university rules or regulations may result in suspension or expulsion.
- The university reserves the right to refer incidents of misconduct to civil or criminal authorities.
- The university may implement the Student Conduct Procedure for an offense committed off-campus (including during online activity) when:
  - The victim of such an offense is a member of the university community; or
  - The offense occurred at a university-sponsored event; or
  - The student used his or her status as a member of the university community to assist in the commission of the offense (for example, a student ID card to pass bad checks, fraudulent information provided for federal funds); or
  - The offense affects the university.

## Harassment Policy

The university will investigate all complaints of harassment reported to a non-confidential support system and take appropriate corrective action, including disciplinary measures and/or sanctions, when warranted. Students are encouraged to report all incidents of harassment.

Note: For complaints of Sexual Harassment, Stalking, and Sexual Violence, refer to the APU Title IX (<https://www.apu.edu/titleix/>) website for support services and reporting procedures.

## Harassment Reporting Procedures

### Confidential Support System

Students who do not desire to see the university respond to a concern but need and desire support should contact one of the following offices for confidential counseling and support:

- The (<https://www.apu.edu/counselingcenter/>) University Counseling Center (<http://www.apu.edu/counselingcenter/>): (626) 815-2109 ([kcross@apu.edu](mailto:kcross@apu.edu))
- SoulQuest Pastor's Office (<https://www.apu.edu/soulquest/>): (626) 815-6000, Ext. 3289 ([rgivens@apu.edu](mailto:rgivens@apu.edu))

### Formal Support System

The formal support system provides students an opportunity to file or defend a formal complaint in the university's accountability process, seek personal counseling, and find community resources to assist in dealing with the issue. The formal reporting process can be initiated by contacting a member of one of the following offices:

- Executive Director of Graduate and Professional Student Support Services: (626) 815-2109 ([bfiala@apu.edu](mailto:bfiala@apu.edu))
- Executive Director of Military and Veteran Services: (626) 815-4617 ([ebrooks@apu.edu](mailto:ebrooks@apu.edu))

- Executive Director of Graduate and Professional Admissions and Regional Campuses: (626) 815-4616 (alipson@apu.edu)
- Executive Director of Graduate and Professional Student Financial Services, Registrar, and Client Services: (626) 815-4599 (mmjohnson@apu.edu)
- Director of Graduate and Professional Student Affairs: (626) 815-4655 (bfiala@apu.edu)
- Department of Campus Safety: (626) 815-3898 (csafety@apu.edu)
- Office of Human Resources: (626) 815-4526 (jbaugus@apu.edu)

## Formal Complaint

The university will investigate all complaints of harassment reported to a nonconfidential support system and take appropriate corrective action, including disciplinary measures and/or sanctions, when warranted. When the accused is an APU student or student group, the complainant is encouraged to pursue a formal university complaint. If harmed on APU property by an APU student, the complainant need not be a student. A university complaint can be used to establish violations of the Student Standards of Conduct, but not whether or not a criminal act has been committed. When an individual believes that a crime has been committed, it is recommended that charges be filed with the local criminal justice system. Although there is no time limit on the filing of campus complaints as long as the offender is still a member of the APU community, prompt reporting is likely to result in a more satisfactory investigation because memories are fresh and witnesses are more readily available.

Complaints against other graduate students or graduate student groups should be filed through the Office of Graduate and Professional Student Affairs (<https://www.apu.edu/graduateprofessionalcenter/studentaffairs/>) at (626) 815-4655. Complaints against an employee of APU should be filed through the Office of Human Resources (<http://www.apu.edu/humanresources/>) at (626) 815-4526. Complaints against individuals who are not members of the APU community should be filed through the Office of Graduate and Professional Student Affairs.

Once a formal complaint is filed, it goes to an information gathering and hearing process to determine the appropriate response. For a complete outline of this process, see the "Student Conduct Procedure" above.

With respect to the university's disciplinary process, APU reserves the right to take whatever measures it deems necessary in order to protect students' rights and personal safety. Such measures include, but are not limited to, summary removal of an accused student from campus pending a hearing, and reporting to the local police. The university will consider the concerns and rights of both the complainant and the person accused of misconduct.

## Sanctions

The university will seek through the process to achieve reconciliation of the parties impacted. In these matters, the university response may include probation, suspension, or expulsion from the university for the responsible party. A party found not responsible for a policy violation will not be subject to sanction. As long as it does not interfere with the process, effort will be made to keep the identities of all parties involved confidential.

## References

### Complaints

An individual may contact the Bureau for Private Postsecondary Education (<http://www.bppe.ca.gov/>) for review of a complaint. The bureau may be contacted at P.O. Box 980818 West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

### Alcohol and Drugs Federal Mandate

The federal government mandated on October 1, 1990, that there will be no illegal drug use by students, staff, or faculty on college campuses anywhere in the United States. At its November 22, 1991, meeting, the Board of Trustees of Azusa Pacific University adopted the following policy statement to comply with the law. The policy, which is to be shared in writing with students, staff, and faculty, is as follows:

On November 18, 1988, Congress passed the Drug-Free Workplace Act of 1988 (P.L. 100-690, Title V, Subtitle D; 41 U.S.C. 701 et. seq.). This statute requires contractors and grantees of federal agencies to certify that they will provide a drug-free workplace. Making this required certification is a precondition for receiving a contract or grant from a federal agency.

Pursuant to the Drug-Free Workplace Act of 1988, it is unlawful to manufacture, distribute, dispense, possess, or use controlled substances at university work sites and/or while performing university activities, events, or business. The Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226) amends the 1988 law, stating that it is also unlawful to manufacture, distribute, dispense, possess, use, or sell illicit drugs and alcohol in the workplace, at any university activities or events, or while performing university business.

### Compliance for Students

The university makes every effort to provide and maintain a drug-free campus. Pursuant to the Drug-Free Schools and Communities Act Amendments of 1989, it is unlawful to manufacture, distribute, dispense, possess, use, or sell illicit drugs and alcohol in all buildings, property, facilities, service areas, and satellite centers of the university. All students are required to comply with this policy as a condition of their continued enrollment. Any student violating this policy will be subject to the judicial procedure, including suspension and possible expulsion.

Local, state, and federal laws establish severe penalties for violations of drug and alcohol statutes. These sanctions, upon conviction, may range from a fine to life imprisonment. In the case of possession and distribution of illegal drugs, these sanctions could include the seizure and summary forfeiture

of property, including vehicles. It is especially important to know that federal laws have established penalties for illegally distributing drugs to include life imprisonment and fines in excess of \$1,000,000. Some examples of local or state laws are as follows:

- Unlawful possession of a narcotic drug is punishable by imprisonment in the state prison.
- The purchase, possession, or consumption of any alcoholic beverages (including beer and wine) by any person under the age of 21 is prohibited.
- It is not permissible to provide alcohol to a person under the age of 21.
- Serving alcohol to an intoxicated person is prohibited.
- Selling any alcoholic beverages, either directly or indirectly, except under the authority of a California Alcoholic Beverage Control License, is prohibited.
- It is a felony to induce another person to take various drugs and "intoxicating agents" with the intent of enabling oneself or the drugged person to commit a felony. The person who induced the other may be regarded as a principal in any crime committed.
- Any person found in a public place to be under the influence of an intoxicating liquor or drug and unable to care for his/her own safety, or who is interfering with the use of a public way, is guilty of disorderly conduct, which is a misdemeanor.

In addition, pursuant to federal law, a student's eligibility for federal financial aid may be suspended if the student is convicted, under federal or state law, of any offense involving the possession or sale of illegal drugs.

## Help for Students

Alcohol/drug abuse counseling, treatment, rehabilitation information, referral information, and social service directories for Los Angeles County are available in the Student Health Center, University Counseling Center, and the Office of Graduate and Professional Student Affairs.

## Definitions

The use of illegal drugs and tobacco and abuse of alcohol may have serious health consequences, including damage to the heart, lungs, and other organs. Alcohol accidents are the number one cause of death for persons aged 15-24. The most significant health risk, besides death, is addiction. Chemical dependency is a disease that, if not arrested, is fatal. Illegal drug use or possession may involve, but is not limited to the following substances:

### Alcohol

Even low doses of alcohol significantly impair the judgment and coordination needed to operate vehicles. Small amounts also lower inhibitions. Moderate to high doses cause marked impairments in higher mental functions, memory, and ability to learn and recall information. High doses cause respiratory depression and death. Long-term consumption, particularly when combined with poor nutrition, can lead to dependence and permanent damage to vital organs such as the brain and the liver.

If combined with other depressants that affect the central nervous system, even low doses of alcohol will produce adverse effects. Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation.

### Tobacco/Nicotine

Immediate effects include relaxation and increased confidence and metabolism. Smokers are more likely than nonsmokers to contract heart disease. Thirty percent of cancer deaths are linked to smoking. Chronic obstructive lung diseases, such as emphysema and chronic bronchitis, are 10 times more likely to occur among smokers than nonsmokers. Smoking during pregnancy also poses risks such as spontaneous abortion, premature birth, and low birth weights. Fetal and infant deaths are more likely to occur when the pregnant woman is a smoker. Tobacco/nicotine is both psychologically and physically addictive.

### Cannabis: Marijuana, THC, Hashish, Hashish Oil

Physical effects of cannabis include increased heart rate and appetite, bloodshot eyes, and dry mouth and throat. Use of cannabis may impair or reduce ability to drive an automobile or perform tasks requiring concentration and coordination. Motivation and cognition may be altered making the acquisition of new information difficult. Marijuana, hashish, THC, etc., can also produce paranoia and psychosis. Long-term use may result in possible lung damage, reduced sperm count and mobility, and affect ovulation cycles. Cannabis can also be psychologically addictive.

### Cocaine/Crack

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart and respiratory rates, and body temperature. Occasional use can cause nasal irritation; chronic use can ulcerate the mucous membrane of the nose. Crack or freebase rock is extremely addictive. Physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. The use of cocaine can cause death by cardiac arrest or respiratory failure.

### Stimulants: Amphetamines, Crank, Ice, Methamphetamines

Stimulants cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. Users may experience sweating, headaches, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause rapid or irregular heartbeat, tremors, loss of coordination, and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure. In addition to physical effects, feelings of restlessness, anxiety, and moodiness can result. Use of large amounts over a long

period of time can cause amphetamine psychosis, including hallucinations, delusions, and paranoia. The use of amphetamines can cause physical and psychological dependence.

### **Hallucinogens: PCP, LSD**

Phencyclidine (PCP) interrupts the functions of the neocortex, possibly resulting in self-inflicted injuries. Users may experience a sense of distance and estrangement, loss of muscular coordination, and speech impairment. Large doses may produce convulsions and coma as well as heart and lung failure.

Lysergic Acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. Physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, tremors, and psychological reactions. Users may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects or flashbacks can occur even after use has ceased. Use of hallucinogens can cause psychological dependence.

Students who possess, distribute, and/or use alcohol, narcotics, or other intoxicants may be subject to the disciplinary process. Students present on campus while under the influence of illicit drugs or alcohol are subject to disciplinary process even if their consumption was off campus.

### **Anabolic Steroids**

Steroid users subject themselves to more than 70 side effects, ranging in severity from acne to liver abnormalities to psychological reactions. The liver and cardiovascular and reproductive systems are most seriously affected by use. In males, use can cause withered testicles, sterility, and impotence. In females, masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include very aggressive behavior known as "road rage" and depression. While some side effects appear quickly, others such as heart attacks and strokes may not show up for years.

### **Review**

The university will conduct a biennial review of its alcohol and drug regulations to determine their effectiveness and implement changes as needed to ensure that the sanctions developed are consistently enforced.

# Transfer Credit

Appropriate transfer work may be accepted toward a master's degree. Students in doctoral programs should refer to those sections in the catalog for information regarding transfer units. Transfer units may not exceed 20 percent<sup>1</sup> of the units required for a master's degree. To be transferable, a course must meet the following requirements:

1. The course was completed at a regionally accredited institution.
2. The grade earned was a *B* or better. (Neither Pass in a pass/fail, Credit in a credit/no-credit course, nor a *B-* is acceptable for transfer credit. However, up to one-half of the required field education units for a theology degree may be accepted with grades of Pass or Credit.)
3. The course was completed subsequent to the awarding of the bachelor's degree.
4. The course was taken within eight years of the time in which the student begins work in the degree program. (More recent work may be required in some programs.)
5. The course must be applicable to a graduate degree at the institution where it was taken.
6. The course must not be professional development or extension coursework.

Transfer credit may be denied if any of the following is requested:

- Undergraduate coursework requested as transfer credit for an Azusa Pacific University master's degree program.
- Transfer credit or course substitution into a subsequent Azusa Pacific University master's degree.

Students in doctoral programs should refer to those sections in the catalog for information regarding transfer units. Master's degree coursework does not count as transfer credit into an Azusa Pacific University doctoral degree program.

Courses for transfer must be approved by the student's department or school, as well as by the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) following submission of the APU Substitution and Transfer Credit Request Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>).

**Students should not assume acceptance of transfer work until they receive written notification from the registrar.**

<sup>1</sup> Some exceptions to the 20 percent limit apply in the School of Nursing (p. 890) and Azusa Pacific Seminary (p. 1062). Refer to those sections within the catalog for specific department policies.



# Waivers

Some departments permit waivers of certain courses. Course waivers are processed by the student's department or school/college. Contact the appropriate department for details on specific waiver procedures. Unlike transfer credit, waivers fulfill course requirements only; no units are awarded. Students with waived courses must choose alternate elective courses to satisfy the unit requirements of their degree program.

# Withdrawal

- Leaves of Absence (p. 1474)
- Withdrawal from Courses (p. 1475)
- Withdrawal from the University (p. 1476)

# Leaves of Absence

Enrolled graduate students may apply for university approval for a one-time leave of absence from their program for a minimum of two consecutive terms/semesters and a maximum of two years.

Leave of Absence forms (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) are available in the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>) and must be submitted prior to the student's absence from the university. Requests to extend a one-time leave of absence require submission of an Academic General Petition form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>), as well as academic department and registrar endorsement, prior to the extension.

The university will not consider a Leave of Absence form submitted after a student absence or accept a backdated submission of the form. Failure to complete the required forms will result in the student having to comply with updated requirements or changes in the current catalog, if applicable. Expired leaves of absence are not renewable. Contact the registrar's office to activate enrollment prior to the return date.

Please note that Azusa Pacific University leaves of absence do not meet the definition of a Title IV Approved Leave of Absence as defined under 34 CFR 668.22 (d). As such, a student will not be reported to the National Student Loan Data System as attending the university during their leave of absence.

## Military Leaves of Absence

In the event of deployment and/or other circumstance related to military service that will disrupt a student's course of study, the student is required to submit the Leave of Absence form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) to the Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>). Attachment of student's military orders and/or any other supporting documentation connected to leave is required. The form must be signed by the student's program director or department chair and the dean. The student may request any length for the leave, as long as it does not begin more than 30 days prior to the assignment date, and does not conclude more than 90 days after the end date stated on the assignment papers.

The university will allow more than one military leave of absence if the student is deployed and/or other circumstance related to military service arises. If a subsequent leave of absence is requested that is not related to military service, then the student must comply with the general Leave of Absence policy for graduate programs. If the student begins the military leave of absence after the add/drop deadline and has courses in progress, the student will be granted a *W* (Withdrawal) for those courses. Late drops will be considered via written request.

Students with this status need not reapply or pay readmission fees.

# Withdrawal from Courses

Graduate students may withdraw from a course without grade penalty at any time during the first two-thirds of the term, starting with the first day of classes.<sup>1</sup>

The last day to withdraw for every term is indicated in the Academic Calendar (<http://www.apu.edu/calendar/academic/>). Students must submit an Enrollment Activity Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) to the registrar in the Graduate and (<http://www.apu.edu/graduateprofessionalcenter/>) Professional (<http://www.apu.edu/graduateprofessionalcenter/>) Center (<http://www.apu.edu/graduateprofessionalcenter/>). Students will receive a *W* (withdrawal) grade in the course from which they withdraw. Students who never attend or stop attending a course for which they are officially enrolled will receive an *F* in that course if accepted procedures for withdrawal are not followed. Approval for withdrawal after the deadline is granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Any approval of a late withdrawal requires the favorable endorsement and signatures of the professor, department chair, and registrar. No financial adjustments will be made (see Refund Policy (p. 1308)).

<sup>1</sup> International students must obtain approval from the International Center (<http://www.apu.edu/international/>) to withdraw from courses.

# Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of any term or session must do so through the registrar's office in the Graduate and Professional Center by filling out an Enrollment Activity form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>). International students must obtain approval from the International Center (<http://www.apu.edu/international/>) to withdraw from the university. Failure to comply will mean that failing grades will be entered on the student's record. A letter indicating the student's intention of leaving the university may be submitted as well. If the student intends to return after some time, a Leave of Absence Form (<http://www.apu.edu/graduateprofessionalcenter/registrar/forms/>) should be submitted to extend the time limit for completing the degree (see Leaves of Absence (p. 1474) and Refund Policy (p. 1308)).

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university (see the Academic Calendar (<http://www.apu.edu/calendar/academic/>) for complete term and session information). An administrative withdrawal does not change a student's posted grades or account balance, nor does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements.

# University-Wide Policies

- Academic Integrity (<https://www.apu.edu/provost/integrity/>)
- Statement of Academic Freedom (<http://www.apu.edu/about/academic-freedom/>)
- Antidiscrimination Policy (p. 1478)
- Credit Hour Policy (p. 1479)
- Disability Grievance Policy for Students (p. 1480)
- Internet Acceptable Use Policy (p. 1483)
- Notification of Rights Under FERPA (p. 1484)
- Student Legal Rights (p. 1485)
- Student Records Policy (p. 1486)

# Antidiscrimination Policy

Azusa Pacific University, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, sex, age, disability, medical status, or status as a veteran. The university also prohibits sexual harassment. This nondiscrimination policy covers admission, access, operation of university programs and activities, and employment. This policy is in accordance with the following laws, as amended, and their implementing regulations, to the extent and in the circumstances that they are applicable to the university: Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act of 1990; and Section 504 of the Rehabilitation Act of 1973.

The executive director of human resources (<https://www.apu.edu/humanresources/>) is the compliance officer, and inquiries concerning graduate or professional student issues related to discrimination should be made to the executive director of human resources at (626) 815-4526. Refer to APU's Title IX site (<https://www.apu.edu/titleix/what-is-titleix/committee/>) for a list of our current Title IX officers.

# Credit Hour Policy

A credit hour (<https://www.apu.edu/provost/credit/>) represents the amount of work governed by intended and clearly identified student learning outcomes and verified by evidence of student achievement that approximates one hour (or 50-55 minutes) of classroom or direct faculty instruction and a minimum of two hours (for undergraduate) or three hours (for graduate) of out-of-class student work each week for a 16-week term, or the equivalent amount of work over a term of a different length. Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practica, studio work, online work, research, guided study, study away, and other academic work to achieve the identified student learning outcomes. In addition, student workload may vary based upon program expectations established by national or regional accrediting bodies.

Assignment of credit hours for courses occurs during program/course approval processes and is monitored through faculty, curriculum, and program reviews established by the university.



# Disability Grievance Policy for Students

## 1. Policy Against Disability-Related Discrimination

In compliance with applicable state and federal laws and regulations, including Section 504 of the Rehabilitation Act of 1973 ("Section 504") and implementing regulations, Azusa Pacific University ("APU" or the "university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university prohibits conduct that denigrates or shows hostility or aversion toward an individual based upon his or her disability or perceived disability, including conduct that is oral, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm related to an individual's disability. This nondiscrimination policy covers all qualified students with respect to admission, access, operation of university programs and activities, and employment. APU will take all reasonable steps to prevent occurrence and reoccurrence of discrimination on the basis of disability and to correct any discriminatory effects on students and others, if appropriate. No student shall be retaliated against for using this or any other grievance procedure to address any disability-related grievances.

## 2. Administration of this Grievance Procedure; Compliance Officers

Graduate and undergraduate students have the right to use this grievance procedure to resolve claims that they have been subjected to unlawful harassment or discrimination on the basis of disability, or have been denied access to services or accommodations required by law. If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of the Student Standards of Conduct. In all other cases, unless otherwise provided herein, this grievance procedure, rather than other general APU grievance procedures (including the Graduate Student Grievance and Appeal Procedures and the Undergraduate Grievance Policies) shall govern any disability-related grievances. Please use this grievance process if there are also non-disability-related issues, and the grievance officer will consider whether to address all matters together or whether a separate process will be required for the non-disability-related issues. Questions of which grievance procedure to apply will be decided by the Section 504 compliance officer.

For grievances initiated by students, the executive director of human resources is the university's Section 504 compliance officer charged with administering this grievance procedure as well as ensuring compliance with applicable laws. The executive director of human resources can be reached by telephone at (626) 815-4526.

The Academic Success Center (ASC) Accessibility and Disability Resources is the office designated for the evaluation of disability documentation and academic accommodations for APU undergraduate and graduate students. ASC Accessibility and Disability Resources is located at 901 E. Alost Avenue, Azusa, California 91702 and can be reached by phone at (626) 815-2067 or (626) 815-3873 (TDD), by fax at (626) 815-3859, or by email at [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu).

## 3. Informal Resolution

Prior to initiating the formal complaint procedure set forth below in Part 4, the student must first pursue the following informal procedures. The source of the alleged discrimination dictates the informal procedures that the student must pursue:

- a. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by ASC Accessibility and Disability Resources (procedures for requesting an accommodation from ASC Accessibility and Disability Resources are available in the academic catalog and on the Accessibility and Disability Resources webpage (<https://www.apu.edu/academic-success/services/accessibility/>)), the student must promptly make an appointment to meet with the director of accessibility and disability resources. The accessibility and disability resources director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the accessibility and disability resources director's decision is adverse to the student, the accessibility and disability resources director will inform the student of the student's right to file a formal complaint under this grievance process.
- b. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-accessibility services denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate (p. 1459) and Professional (p. 1400) Student Grievance and Appeal Procedures (for graduate and professional students), and in the Undergraduate Grievance Policy (p. 1321) (for undergraduate students). In addition, the student is encouraged to raise the issue with ASC Accessibility and Disability Resources, as the director of accessibility and disability resources is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources (<http://www.apu.edu/humanresources/>) by calling (626) 815-4526.

## 4. Formal Grievance Process

If the informal procedures in Part 3 above do not resolve the issue to the satisfaction of the student, the student may file a formal complaint in the following manner:

- a. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.
- b. A complaint must be in writing and include the following:
  - i. The student's name, address, email address, phone number, and claimed disability;
  - ii. The names of any other persons involved, including, if known, those who committed the alleged discrimination;

- iii. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
  - iv. A description of what efforts have been made to resolve the issue informally;
  - v. A statement of the desired outcome; and
  - vi. Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.
- c. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part 2 above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the Office of the Provost designee.
  - d. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.
  - e. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.
  - f. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint from, any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.
  - g. The student and the party against whom the complaint is directed each have the right to have a representative present at the hearing. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.
  - h. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.
  - i. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.
  - j. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student and to the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.
  - k. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.
  - l. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists, making the suspension of implementation appropriate.

## 5. Remedies

Possible remedies under this grievance procedure include corrective steps, actions to reverse the effects of discrimination or to end harassment, and measures to provide a reasonable accommodation. A copy of the Section 504 compliance officer's report may, where appropriate, be sent to appropriate university officer(s) to determine whether any personnel action should be pursued.

## 6. Appeal

Within 10 calendar days of the issuance of the final report, the student or the party against whom the complaint is directed may appeal the final report to the provost.

An appeal is taken by filing a written request for review with the Office of the Provost (<https://www.apu.edu/provost/>), which is located in the Ronald Building at 901 E. Alost Avenue, Azusa, CA 91702, and can be reached at (626) 812-3087 or [provost@apu.edu](mailto:provost@apu.edu).

The written request for review must specify the particular basis for the appeal, and must be made on grounds other than general dissatisfaction with the initial decision. The appeal may raise only issues raised in the complaint or alleged errors in the conduct of the grievance procedure itself, and not new issues. The provost's review will be limited to the following considerations:

- a. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the appellant?
- b. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the appellant?
- c. Given the proper facts, criteria, and procedures, was the decision reasonable?

A copy of the provost's written decision will be expected within 30 calendar days of the filing of the appeal and shall be sent to the student, the party against whom the complaint is directed, the Section 504 compliance officer who issued the final report, and, if appropriate, to the university officer(s) whose authority will be needed to carry out the disposition.

The decision of the provost on the appeal is final. The provost's written decision shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the provost.

## 7. **Deadlines**

- a. Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Section 504 compliance officer will, at the request of the student, determine whether an appropriate expedited procedure can be fashioned. Any deadline imposed in this policy may be extended by the Section 504 compliance officer for good cause, which may include breaks in the traditional academic calendar (summers and the year-end holidays).

# Internet Acceptable Use Policy

Azusa Pacific University's domain name (apu.edu (<http://apu.edu>)) and other university computer, network, and electronic mail systems exist for the primary purpose of transmitting and sharing information for the university's purposes. The use of apu.edu (<http://apu.edu>) by any member must be consistent with the mission of Azusa Pacific University and is subject to control by the university.

Computer, network, communications, and Internet services exist to promote the purposes of the university. Every attempt to protect privacy will be maintained, but observation of traffic flow and content may be necessary at the university's discretion for security and legal reasons. The end-user who originates traffic will be responsible if the traffic does not conform to this policy.

## User Requirements

1. Respect the privacy of others. For example, users shall not intentionally seek information on, obtain copies of, or modify files belonging to other users.
2. Only use your own account and password; never misrepresent yourself as another user.
3. Respect the legal protection provided by copyright and licenses to programs and data.
4. Respect the integrity of apu.edu (<http://apu.edu>) so as not to interfere with or disrupt network users, services, or equipment. Interference or disruption includes, but is not limited to, distribution of unsolicited advertising, propagation of computer viruses, and use of the network to make unauthorized entry into other computational, communication, or information devices or resources.

## Acceptable Uses

1. Use as a vehicle for scholarly or university-related communications
2. Use in applying for or administering grants or contracts for research or instruction
3. Use in activities of research or direct support for instruction
4. Use must be consistent with university standards as defined in its publications.

## Unacceptable Uses

1. Use of apu.edu (<http://apu.edu>) or any other university computing resources for illegal purposes
2. Use of apu.edu (<http://apu.edu>) or any other university computing resources to transmit or receive threatening, obscene, or harassing materials
3. Sending unsolicited advertising
4. Use for personal for-profit business
5. Use of the network by employees for recreational games during working hours

## Enforcement and Violations

Action may be taken by system management, subject to the guidance and authority of the Internet Policy Committee, to prevent possible unauthorized activity by temporarily deactivating any member. Reasonable efforts will be made to inform the member prior to disconnection and to reestablish the connection as soon as an acceptable understanding has been reached. Any disciplinary action deemed necessary will be handled through the dean of the school or college.

# Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) (<https://www.apu.edu/provost/ferpa/>) affords students certain rights with respect to their education records. These rights include:

- 1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.** Students should submit the Request to Inspect and Review Educational Records form (<https://www.apu.edu/provost/ferpa/students/>), identifying the records they wish to inspect, to the appropriate registrar. 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. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. The university may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.
- 2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students may ask the university to amend a record they believe is inaccurate, misleading, or in violation of the student's privacy rights under FERPA.** They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed. If the university decides not to amend the record as requested by the student, the university will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3. The right to provide written consent before the university discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests.

A "school official" is

- a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
- a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent);
- a person serving on the Board of Trustees;
- a student serving on an official commitment, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

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

- performing a task that is specified in his or her job description or contract agreement;
- performing a task related to a student's education;
- performing a task related to the discipline of a student;
- providing a service or benefit relating to the student or student's family (such as health care, counseling, job placement, or financial aid); or
- disclosing information in response to a judicial order or legally issued subpoena.

Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.

- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by 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, DC 20202-5920**

This notice is not intended to fully explain students' rights under FERPA. Questions about the student records privacy policy may be directed to:

#### Undergraduate:

Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>), (626) 815-2020 or [uesc@apu.edu](mailto:uesc@apu.edu).

#### Graduate and Professional:

Office of the Graduate and Professional Registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>), (626) 815-4570 or [gpc@apu.edu](mailto:gpc@apu.edu).

# Student Legal Rights

- APU Safe Reporting (<https://www.apusafereporting.com>)
- Harassment Policy (<https://www.apu.edu/student-handbook/standards/expectations/#harassment>)
- Student Legal Rights: Complaint Notice (<https://www.apu.edu/generalcounsel/complaintnotice/>)
- Student Legal Rights: Right-to-Know Notice (<https://www.apu.edu/student-affairs/right-to-know/>)

# Student Records Policy

The Family Educational Rights and Privacy Act of 1974, better known as the Buckley Amendment or FERPA, generally 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 third parties without consent of the student unless specifically permitted by law.

Except in certain narrowly defined circumstances, “**students**” as used in this notice includes former students.

“**Education records**” as used in this notice are records that are directly related to “students” and are maintained by the university. “Education records” do not include peer-graded papers before they are maintained by the university (e.g., collected and recorded by a teacher).

- Directory Information (p. 1487)
- Disclosure of Student Records (p. 1488)
- Notification of Rights Under FERPA (p. 1484)
- Release of Transcripts (p. 1489)
- Right of Access (p. 1490)

# Directory Information

Azusa Pacific 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: name of student, email address, telephone number (both local and permanent), photographs, dates of registered attendance, enrollment status (e.g., full-time or part-time), school or division of enrollment, major field of study, nature and dates of degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. The university will not, however, disclose or confirm directory information to the public without written consent of the student if a student's social security number or other nondirectory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

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. The student, however, may request that certain categories of directory information not be released to the public without his/her written consent. Such requests shall be submitted in accordance with the student records policy of the university.



# Disclosure of Student Records

With certain exceptions provided by law, Azusa Pacific University cannot release information concerning students, other than directory information, from their education records to anyone other than university officials without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and to which parties the releases should be made.

The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information regarding dependent students must demonstrate federal income dependency by submitting their most recent federal income tax return.

In addition, the university may disclose to the parents of a student the student's violation of any federal, state, or local law or any rule adopted by APU governing the possession or use of alcohol or a controlled substance if the student is under age 21.

Further, the university may disclose information from the education records of a student to his or her parents in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

If the university determines that there is an articulable and significant threat to the health or safety of the student or other individuals, the university may disclose information from the student's education records to appropriate parties (including parents of the student) whose knowledge of the information is necessary to protect the health and safety of the student or other individuals. The university must keep a record of the threat and the parties to whom the information was disclosed.

Further, the university may disclose information received under a community notification program about a student who is required to register as a sex offender.

# Release of Transcripts

## Undergraduate Students

Transcripts of Azusa Pacific University coursework are available approximately four weeks after the completion of courses. Transcript requests are accepted only online. Azusa Pacific's online transcript request system and list of associated fees are available on the APU website (<http://www.apu.edu/transcripts/>). Transcripts, diplomas, and/or verifications of degrees will not be released until all financial obligations to the university are met, including all required loan exit counseling. For questions about release of transcripts, contact the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).

## Graduate and Professional Students

Transcripts of Azusa Pacific coursework are available approximately six weeks after the completion of courses. Requests must be made online through the National Student Clearinghouse (<http://getmytranscript.com/>) and should include the following information:

- Student's name
- Last term/semester attended
- Where the transcript is to be sent
- Number of copies required
- Date of graduation (if applicable)
- Social Security number
- Student ID and student's signature

The fee is \$5 per copy and there is a service fee of \$2.50 per mailing address. An additional fee of \$1.75 is charged for electronic delivery. Visit the National Student Clearinghouse website (<http://getmytranscript.com/>) and type Azusa Pacific University when prompted to begin to place an order. Requests take approximately 7-10 working days to process. Rush transcripts are available (within two working days) for an additional charge. Contact the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/>) at (626) 815-4570 for specific information. Diplomas and/or verifications of degrees will not be released until all of the student's financial obligations to the university are met.

# Right of Access

With a few exceptions provided by law, students at Azusa Pacific University may see any of their educational records upon request. In general, access will be granted immediately upon request to the record custodian, but if a delay is necessary, access must be granted no later than 45 days after the request.

Students further have the right, under established procedures, to insert a statement in the file if the student believes that the record is inaccurate, misleading, or otherwise in violation of his or her privacy rights.

Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific University may not require students to sign a waiver of their right of access to these records, but students should be aware that recommendations and evaluations may not be helpful or candid without a signed waiver.

# Student Success Resources

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- Graduate and Professional Student Success Resources (p. 1492)
- Traditional Undergraduate Student Success Resources (p. 1522)
- University-Wide Student Success Resources (p. 1575)

# Graduate and Professional Student Success Resources

- Academic Resources (p. 1493)
- Graduate and Professional Center (p. 1505)
- Student Affairs (p. 1506)

# Academic Resources

- Academic Success Center (p. 1494)
- Honor Societies (p. 1503)
- Office of Research and Grants (p. 1504)

# Academic Success Center

The Academic Success Center (<http://www.apu.edu/academic-success/>) is committed to offering comprehensive academic services, programming, and resources that support students in *thinking* critically, *planning* accordingly, and *thriving* academically as they become graduates and difference makers. The center is composed of the following four areas, each committed to partnering with students, faculty, and staff to support the academic success of all Azusa Pacific graduate and professional students:

- Accessibility and Disability Resources (p. 1495)
- Testing and Proctoring Services (p. 1499)
- Tutoring Services (p. 1501)
- Writing Center (p. 1502)

# Accessibility and Disability Resources

The Accessibility and Disability Resources office is open year-round and provides a wide range of academic support services for APU students seeking to enhance their learning. It is the designated office for:

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

The office serves all students, regardless of degree level or campus location. Accommodations are individualized based on the learning needs of each student and upon documented verification of disability, as appropriate. Accommodation examples include, but are not limited to, extended time on exams, exams taken in a least-distracting environment, sign language interpreters, captionists, wheelchair access, and other reasonable accommodations. Accommodations are unreasonable if they would fundamentally alter the nature of academic courses, education programs, or other activities, or would result in undue financial or administrative burden.

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on service animals as a disability accommodation (p. 1497), contact the director of accessibility and disability resources.

## Request for Disability Accommodations

Students with disabilities may request accommodations by following the steps below:

1. Complete a Request for Accommodations Form (<https://www.apu.edu/lec/disabilities/>) available in the Accessibility and Disability Resources office or online.
2. Provide documentation of the disability (<http://www.apu.edu/lec/disabilities/>). More information about the documentation requirements may be found online and in the Accessibility and Disability Resources office, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the director or coordinator of accessibility and disability resources, who will review and decide which accommodations, if any, are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

Students who believe that their requests have not been adequately addressed may follow the university's Disability Grievance Policy (<http://www.apu.edu/lec/disabilities/grievance/#disabilitygrievancepolicy>) for students.

For more information about disability accommodations or to obtain guidelines for disability documentation, stop by the Accessibility and Disability Resources office, call (626) 815-2067, or send a note to [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu).

## Personal Care Assistance or Equipment

Students are expected to have the skills to care for themselves when functioning on campus or when occupying campus housing. Personal assistance necessitating an attendant may range from hygiene and seating assistance to medication assistance. Students requesting services from peers, staff, or faculty will be asked to obtain a personal attendant at their own expense. The provision of services by untrained individuals is considered a safety risk to the student with a disability and the individual providing the assistance.

## Mobility Impairment Parking Permits for Students

### Permanent Mobility Impairment

Students with a Disabled Person Parking Placard due to permanent mobility impairment (that is, a "DP" license plate or a placard issued by the California Department of Motor Vehicles) may park in any designated handicapped parking space on campus. In addition, students must register their vehicle with the Department of Campus Safety (<https://www.apu.edu/campussafety/>) to receive an APU parking permit. Appropriate documentation to verify the mobility impairment may be requested. The placard or license plate must be displayed at all times, and parking in restricted areas, such as red zones, is not permitted.

### Temporary Mobility Impairment

Students who have a temporary mobility impairment (less than one semester), such as a broken leg or short-term illness, that impacts their ability to walk short distances can request a Temporary Parking Permit that allows the student to park in any general space with the exception of restricted areas or spaces reserved for individuals with disabilities. To obtain a Temporary Parking Permit:

- Submit a completed Request for Accommodations Form (<https://www.apu.edu/lec/disabilities/>) available in the Accessibility and Disability Resources office and online.
- Provide documentation of the injury or illness from a qualified medical professional stating limitations and length of time expected for recovery.
- Meet with the director or coordinator of accessibility and disability resources to review the request.



Student vehicles must be registered with the Department of Campus Safety (<https://www.apu.edu/campussafety/>) in order to receive a Temporary Parking Permit.

If a student injury or illness extends beyond one semester, the student should meet with the director or coordinator of accessibility and disability resources again prior to obtaining an extension of the Temporary Parking Permit.

For additional inquiries, contact Accessibility and Disability Resources at (626) 815-2067 (phone) or the Department of Campus Safety (<http://www.apu.edu/campussafety/>) at (626) 815-3898.

## Study Away Disability Accommodations

Students requiring disability accommodations for study away are encouraged to meet with the director of accessibility and disability resources as soon as possible to determine the resources available in the country of destination. Because the laws of the United States do not always apply in other countries, physical accessibility and other accommodations may not be equal to service provided in the United States. Accessibility and Disability Resources, however, works with students to develop strategies to address their disability needs.

Each student is different, and travel to other countries requires an honest evaluation of what is required to identify and manage individual disability needs and potential issues that could occur while away. A discussion with the student about program fit, course selection, and personal needs is a collaborative effort shared by the Center for Global Learning and Engagement (<http://www.apu.edu/global-engagement/>) and Accessibility and Disability Resources. Open communication ensures a positive transition for students.

Procedure for students pursuing disability accommodations away:

1. Meet individually with an advisor in the Center for Global Learning and Engagement to identify the best program fit in relation to the student's goals and academic needs.
2. After a study away program has been selected, the student should meet with the director of accessibility and disability resources to discuss disability documentation and appropriate accommodations, which are considered on a case-by-case basis.
3. The director of accessibility and disability resources will research the case and communicate with the Center for Global Learning and Engagement to determine the feasibility of providing accommodations at the anticipated location away.
4. A follow-up meeting at Accessibility and Disability Resources will be held with the student to discuss available accommodations at the location away and a possible plan of action.

# Service Animals

## Notice of Service Animal as a Disability Accommodation Policy

Service animals perform some of the functions and tasks that an individual with a disability cannot perform. Guide dogs are one type of service animal, used by some individuals who are blind. A guide dog is the type of service animal with which many are familiar. There are, however, service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds.
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- Assisting persons with mobility impairments with balance.

A service animal is not a pet.

Pursuant to section 504 of the Rehabilitation Act of 1973 and its implementing regulations, Azusa Pacific University ("university") permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy. Section 504 prohibits discrimination on the basis of a disability under any program or activity of the university receiving federal financial assistance.

The intent of the university is to fully comply with section 504 of the Rehabilitation Act of 1973, and under that law the university permits the use of a service animal by an individual with a disability as further set forth in the policy.

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of the individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. The work or tasks performed by the service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Questions about this policy may be directed to the Director of Accessibility and Disability Resources, 901 E. Alosta Ave., Azusa, CA 91702, East Campus, at (626) 815-2067 or [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu), and any complaints alleging a violation of the policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (<https://www.apu.edu/academic-success/services/accessibility/>). Copies are available at the office of the director of Accessibility and Disability Resources, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

## Service Animal as a Disability Accommodation Policy

In compliance with Section 504 of the Rehabilitation Act of 1973 including its implementing regulations, Azusa Pacific University ("university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy, as follows:

### I. Definition

**"Service animal"** means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

### II. In General

Azusa Pacific University permits the use of a service animal by an individual with a disability. APU requests such an individual complete a Request for Accommodations Form (<https://www.apu.edu/academic-success/services/accessibility/#stepsforrequestingaccommodations>) and discuss his or her accommodation needs with an advisor in the ADR.

### III. Other Provisions

1. **Removal of Service Animal.** The university may ask an individual to remove a service animal from the premises if:
  - a. The animal is out of control and the animal's handler does not take effective action to control it;
  - b. The animal is not housebroken; or
  - c. The animal poses a direct threat to the health and safety of others (allergies and a fear of animals by others, generally, are not valid reasons for denying a student the right to have a service animal on university premises). A direct threat to the health and safety of others may be the basis for reasonable time, place, and manner restrictions.

2. **If an Animal is Properly Excluded.** If the university properly excludes a service animal under this policy, it shall give the individual with a disability the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.
3. **Animal Under Handler's Control.** A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
4. **Care or Supervision.** The university is not responsible for the care or supervision of a service animal.
5. **Inquiries.** The university shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The university may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The university shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the university may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
6. **Access to Areas of the University.** An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas of the university where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go.
7. **Surcharges.** The university shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the university normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
8. **Questions.** Questions about this policy may be submitted to the director of Accessibility and Disability Resources, 901 E. Alosta Ave., Azusa, CA 91702, at (626) 815-2067 or disabilityservices (disabilityservices@apu.edu)@apu.edu (lec@apu.edu).
9. **Complaints/Grievance Policy.** Complaints alleging any violation of this policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (<https://www.apu.edu/academic-success/services/accessibility/#disabilitygrievancepolicy>). Copies are available at the office of the Director of Accessibility and Disability Resources.

# Testing and Proctoring Services

The Academic Success Center (ASC) Testing Services office (<https://www.apu.edu/academic-success/services/testing/>) administers many testing and proctoring services as a support to the APU academic community and general public.

- Math Placement Assessment (p. 1500)

View our full list of services, including placement assessments, testing services, and proctoring services. (p. 1531)

# Math Placement Assessment

Professional students who need to take PRMA 110, PRMA 130, or UNRS 299 and lack the course prerequisites (<https://www.apu.edu/graduateprofessionalcenter/registrar/placement/requirement/>) are required to use ALEKS in order to demonstrate preparedness to take these courses. ALEKS PPL (<https://www.apu.edu/graduateprofessionalcenter/registrar/placement/aleks/>) is a state-of-the-art placement system which enables students to take a placement assessment (<https://www.apu.edu/graduateprofessionalcenter/registrar/placement/start/>) up to five times and provides a personalized Prep and Learning Module (<https://www.apu.edu/graduateprofessionalcenter/registrar/placement/prep/>) to help students to review in between assessments.

The required ALEKS scores are indicated in the table below.

| Course(s)                         | Prerequisite(s)  |
|-----------------------------------|--|
| College Algebra (PRMA 110)        | ALEKS score of 45-59 (a score of 60 or higher waives PRMA 110) |
| Statistics (PRMA 130)             | ALEKS score of 30 or higher                                    |
| Statistics for Nursing (UNRS 299) | ALEKS score of 45 or higher                                    |

# Tutoring Services

Tutoring services are available at no additional charge for numerous academic subjects. Specific subject areas change each semester based on student demand and the availability of qualified peer tutors.

The Academic Success Center Tutoring Services office schedules appointments for one-on-one sessions as well as small group tutoring.

Tutoring empowers students to become more confident, effective, and independent learners. To learn more, visit the center's Tutoring Services webpage (<https://sites.google.com/apu.edu/tutoring/welcome/>). You may also schedule a tutoring appointment online (<https://tutortrac.apu.edu/>) (does not always work in Chrome) or contact us at [tutoring@apu.edu](mailto:tutoring@apu.edu) or (626) 344-2978.

# Writing Center

The APU Writing Center (<http://www.apu.edu/writingcenter/>) offers several forms of writing support that are free and available to all APU students:

- **In-person Appointments:** At any stage of the writing process, students can meet with a writing coach and receive individualized support to improve their writing projects and, more importantly, their long-term writing skills. Learn more about scheduling an appointment (<https://apu.mywconline.com/>), and visit the APU Writing Center website (<http://apuwritingcenter.com>) to learn more about us and our services.
- **Online Appointments:** Graduate and professional students can work with a writing coach online. During online appointments (<https://www.apu.edu/writingcenter/appointments/onlineservices/>), students and writing coaches use video or chat and a mutual whiteboard space to work together in real time.
- **Walk-in Hours:** Walk-in hours are available at the East Campus location for students who would like a writing consultation but do not have a scheduled appointment. View the current walk-in hours and location (<http://www.apu.edu/writingcenter/appointments/walkinhours/>).
- **Workshops:** The Writing Center provides several workshops throughout the year for students. Join us for discussions and practical guidance on writing-related topics. Workshop dates are listed on our calendar (<https://www.apuwritingcenter.com/calendar/?view=calendar&month=05-2020>).
- **Resources:** Stop by any of our locations or visit our Resources page (<http://www.apu.edu/writingcenter/resources/>) for handouts on more than 35 writing challenges ranging from brainstorming to documentation.
- **Speaking Center Appointments:** Students can meet with a speaking coach and receive individualized support to improve their speaking projects and presentation assignments. Learn more about the Speaking Center. (<https://www.apuwritingcenter.com/student-services-1/>)
- **Graduate Writing Blog:** Visit our graduate writing blog (<https://www.apuwritingcenter.com/graduate-blog/>) to access graduate-specific tips on dealing with writer's block, writing dissertation literature reviews, improving productivity, and much more!

## Locations

APU's Writing Center is open year-round, excluding holidays and university closures, and has locations in Marshburn Library (East Campus), Building One (West Campus), and online, as well as at the High Desert, Inland Empire, and San Diego regional campuses.

# Honor Societies

Visit the APU website to learn more about APU Honor Societies (<https://www.apu.edu/provost/apuhonorsocieties/>).



# Office of Research and Grants

The Office of Research and Grants (<http://www.apu.edu/researchandgrants/>) (ORG) promotes, supports, and celebrates research and grant opportunities to advance the Scholarship Cornerstone (<https://www.apu.edu/about/cornerstones/>) of Azusa Pacific University. Research is celebrated through a variety of avenues, including hosting faculty sabbatical and Fulbright presentations, communicating frequent bulletins that highlight scholarly activities, publishing the *Faculty Scholarship Updates* twice a month, and disseminating a quarterly *Cornerstone* newsletter that feature recent accomplishments and other research-related activities by APU students, staff, and faculty. ORG promotes faculty research by hosting faculty writers' retreats each year and assisting faculty with identifying external funding sources, reviewing application drafts, processing grant proposals through APU's routing system, submitting completed grant applications to prospective funding sources, and assisting faculty in administering and managing sponsored grant awards. ORG facilitates campus-wide celebratory research symposia and oversees the Fellowship for Scholarly Work with Ethics and Culture (FSWEC), a competitive faculty fellowship program promoting scholarship related to ethics and culture in a variety of disciplines. In addition, ORG promotes ethical practices in research through its oversight of the Institutional Review Board (IRB) (<https://www.apu.edu/researchandgrants/ethics/irb/>) and the Institutional Animal Care and Use Committee (IACUC) (<https://www.apu.edu/researchandgrants/ethics/iacuc/>), entities that review research at APU involving human (IRB) and animal (IACUC) subjects.

ORG provides graduate student travel awards, which are internal grants to support graduate students in presenting their research at professional conferences. Graduate student travel award applications are available online (<http://www.apu.edu/researchandgrants/internal/#graduatestudenttravel>), and can also be obtained by contacting the ORG office (<http://www.apu.edu/researchandgrants/contact/>).

Finally, ORG supports graduate student dissertation and thesis publication through the director of Graduate Student Publications (GSP) (<https://www.apu.edu/researchandgrants/dissertation-thesis-publications/>) housed in ORG. The GSP office works with graduate programs to ensure appropriate style and formatting of all APU dissertations and theses, and assists students in preparing these documents for publication on the ProQuest portal as required for degree completion.

# Graduate and Professional Center

The Graduate and Professional Center (<https://www.apu.edu/graduateprofessionalcenter/>) is the hub of resources and services for students proceeding through graduate and professional programs. Housed in one convenient center, the enrollment services and student support teams work as an integrated unit to provide students with the tools they need to apply to APU (<http://www.apu.edu/apply/>) and proceed through their academic program.

***The center is located at:***

Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702

***Contact information:***

(800) 825-5278  
Fax: (626) 815-4545 or (626) 815-4571  
gpc@apu.edu  
apu.edu/gpc (<http://www.apu.edu/gpc/>)

***Mailing address:***

Graduate and Professional Center  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

# Student Affairs

## About Student Affairs

### Thrive at APU!

At Azusa Pacific University, our Student Affairs team of Christ-centered educators believes in the holistic development of all students. Our hope is that learning extends beyond the classroom into all areas of students' lives as they strive to become the person God has called them to be. Through a variety of services and programs, we are dedicated to creating environments and experiences that encourage students throughout their journey to develop a commitment to lifelong learning in the areas of Christian spiritual formation, student engagement, and student wellness. Our desire is for each student to develop a deeper understanding of their identity, faith, academic goals, and vocational pursuits, and to become a difference maker who will impact their communities for Christ.

## Our Three Pillars of Student Development

### Spiritual Formation

We believe that the life-changing good news of Jesus Christ is both an eternal promise and an invitation to be part of God's work in the world now. In the classrooms and the residence halls, on the field and in chapel, around the world and across the street, we are engaging all students in the personal and collective process of being formed in the image of Christ for the sake of others.\* We foster students' spiritual development by providing opportunities to participate in corporate worship, local and global service, Christian formation, and spiritual care.

\*Adapted from R. Mullholand, 2016.

### Student Engagement

We believe a student's sense of belonging contributes to their success both inside and outside of the classroom. Each student is a valuable member of our community and their contribution at APU makes a difference. Student Engagement provides a variety of opportunities for students to build meaningful connections with others and contribute to the needs and shared goals of the community.

### Student Wellness

We believe that students who invest in their holistic well-being are more likely to reach their academic and personal potential. We provide Christ-centered wellness services, programs and educational opportunities that empower students and the APU community to thrive physically, emotionally, socially and spiritually.

## Resources

- Accessibility and Disability Resources (p. 1495)
  - Service Animals (p. 1497)
- Campus Life (p. 1511)
- Campus Ministry (p. 1512)
- Commuter Life (p. 1513)
- Disability Grievance Policy for Students (p. 1480)
- Graduate and Professional Student Engagement (p. 1517)
- Graduate and Professional Spiritual Life (p. 1518)
- Health Insurance (p. 1519)
- International Center (p. 1520)

# Accessibility and Disability Resources

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- Verification of disability.
- Disability documentation archive.
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The office serves all students, regardless of degree level or campus location. Accommodations are individualized based on the learning needs of each student and upon documented verification of disability, as appropriate. Accommodation examples include, but are not limited to, extended time on exams, exams taken in a least-distracting environment, sign language interpreters, captionists, wheelchair access, and other reasonable accommodations. Accommodations are unreasonable if they would fundamentally alter the nature of academic courses, education programs, or other activities, or would result in undue financial or administrative burden.

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2. Provide documentation of the disability (<http://www.apu.edu/lec/disabilities/>). More information about the documentation requirements may be found online and in the Accessibility and Disability Resources office, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the director or coordinator of accessibility and disability resources, who will review and decide which accommodations, if any, are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

Students who believe that their requests have not been adequately addressed may follow the university's Disability Grievance Policy (<http://www.apu.edu/lec/disabilities/grievance/#disabilitygrievancepolicy>) for students.

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### Temporary Mobility Impairment

Students who have a temporary mobility impairment (less than one semester), such as a broken leg or short-term illness, that impacts their ability to walk short distances can request a Temporary Parking Permit that allows the student to park in any general space with the exception of restricted areas or spaces reserved for individuals with disabilities. To obtain a Temporary Parking Permit:

- Submit a completed Request for Accommodations Form (<https://www.apu.edu/lec/disabilities/>) available in the Accessibility and Disability Resources office and online.
- Provide documentation of the injury or illness from a qualified medical professional stating limitations and length of time expected for recovery.
- Meet with the director or coordinator of accessibility and disability resources to review the request.

Student vehicles must be registered with the Department of Campus Safety (<https://www.apu.edu/campussafety/>) in order to receive a Temporary Parking Permit.

If a student injury or illness extends beyond one semester, the student should meet with the director or coordinator of accessibility and disability resources again prior to obtaining an extension of the Temporary Parking Permit.

For additional inquiries, contact Accessibility and Disability Resources at (626) 815-2067 (phone) or the Department of Campus Safety (<http://www.apu.edu/campussafety/>) at (626) 815-3898.

## Study Away Disability Accommodations

Students requiring disability accommodations for study away are encouraged to meet with the director of accessibility and disability resources as soon as possible to determine the resources available in the country of destination. Because the laws of the United States do not always apply in other countries, physical accessibility and other accommodations may not be equal to service provided in the United States. Accessibility and Disability Resources, however, works with students to develop strategies to address their disability needs.

Each student is different, and travel to other countries requires an honest evaluation of what is required to identify and manage individual disability needs and potential issues that could occur while away. A discussion with the student about program fit, course selection, and personal needs is a collaborative effort shared by the Center for Global Learning and Engagement (<http://www.apu.edu/global-engagement/>) and Accessibility and Disability Resources. Open communication ensures a positive transition for students.

Procedure for students pursuing disability accommodations away:

1. Meet individually with an advisor in the Center for Global Learning and Engagement to identify the best program fit in relation to the student's goals and academic needs.
2. After a study away program has been selected, the student should meet with the director of accessibility and disability resources to discuss disability documentation and appropriate accommodations, which are considered on a case-by-case basis.
3. The director of accessibility and disability resources will research the case and communicate with the Center for Global Learning and Engagement to determine the feasibility of providing accommodations at the anticipated location away.
4. A follow-up meeting at Accessibility and Disability Resources will be held with the student to discuss available accommodations at the location away and a possible plan of action.

# Service Animals

## Notice of Service Animal as a Disability Accommodation Policy

Service animals perform some of the functions and tasks that an individual with a disability cannot perform. Guide dogs are one type of service animal, used by some individuals who are blind. A guide dog is the type of service animal with which many are familiar. There are, however, service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds.
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- Assisting persons with mobility impairments with balance.

A service animal is not a pet.

Pursuant to section 504 of the Rehabilitation Act of 1973 and its implementing regulations, Azusa Pacific University ("university") permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy. Section 504 prohibits discrimination on the basis of a disability under any program or activity of the university receiving federal financial assistance.

The intent of the university is to fully comply with section 504 of the Rehabilitation Act of 1973, and under that law the university permits the use of a service animal by an individual with a disability as further set forth in the policy.

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of the individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. The work or tasks performed by the service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Questions about this policy may be directed to the Director of Accessibility and Disability Resources, 901 E. Alosta Ave., Azusa, CA 91702, East Campus, at (626) 815-2067 or [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu), and any complaints alleging a violation of the policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (<https://www.apu.edu/academic-success/services/accessibility/>). Copies are available at the office of the director of Accessibility and Disability Resources, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

## Service Animal as a Disability Accommodation Policy

In compliance with Section 504 of the Rehabilitation Act of 1973 including its implementing regulations, Azusa Pacific University ("university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy, as follows:

### I. Definition

**"Service animal"** means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

### II. In General

Azusa Pacific University permits the use of a service animal by an individual with a disability. APU requests such an individual complete a Request for Accommodations Form (<https://www.apu.edu/academic-success/services/accessibility/#stepsforrequestingaccommodations>) and discuss his or her accommodation needs with an advisor in the ADR.

### III. Other Provisions

1. **Removal of Service Animal.** The university may ask an individual to remove a service animal from the premises if:
  - a. The animal is out of control and the animal's handler does not take effective action to control it;
  - b. The animal is not housebroken; or
  - c. The animal poses a direct threat to the health and safety of others (allergies and a fear of animals by others, generally, are not valid reasons for denying a student the right to have a service animal on university premises). A direct threat to the health and safety of others may be the basis for reasonable time, place, and manner restrictions.

2. **If an Animal is Properly Excluded.** If the university properly excludes a service animal under this policy, it shall give the individual with a disability the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.
3. **Animal Under Handler's Control.** A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
4. **Care or Supervision.** The university is not responsible for the care or supervision of a service animal.
5. **Inquiries.** The university shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The university may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The university shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the university may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
6. **Access to Areas of the University.** An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas of the university where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go.
7. **Surcharges.** The university shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the university normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
8. **Questions.** Questions about this policy may be submitted to the director of Accessibility and Disability Resources, 901 E. Alosta Ave., Azusa, CA 91702, at (626) 815-2067 or disabilityservices (disabilityservices@apu.edu)@apu.edu (lec@apu.edu).
9. **Complaints/Grievance Policy.** Complaints alleging any violation of this policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (<https://www.apu.edu/academic-success/services/accessibility/#disabilitygrievancepolicy>). Copies are available at the office of the Director of Accessibility and Disability Resources.

# Campus Life

The Office of Campus Life provides purposeful programming to help students develop a sense of belonging and personal growth throughout their APU experience.

## Mission Statement

Campus Life exists to enhance the college experience by connecting students to each other and creating a sense of belonging through campus-wide opportunities that foster self-development.

## Fulfilling Our Mission

The Office of Campus Life seeks to fulfill the above mission through the following:

- Clubs and Organizations: Supporting student-managed groups including club sports, service organizations, academic clubs, and social/interest groups. Azusa Pacific University does not allow or recognize national social clubs, fraternities, or sororities.
- Intramurals: Coordinating various indoor and outdoor sports throughout the year.
- Outdoor Adventures: Offering outdoor adventure trips, outdoor rental equipment, local hiking information, and a wilderness orientation program for incoming freshmen and transfers.
- Performing Arts: Planning and implementing entertainment and education for the APU community through small- and large-scale concerts and music, art, and performance-based events.
- Special Events: Planning and implementing campus-wide events that create a sense of community among the student body.



# Office of Campus Ministry

The staff in the Office of Campus Ministry (<https://www.apu.edu/campus-ministry/>) desire to see students' hearts, souls, and minds be continually transformed by the renewing and redemptive work of God in their lives—as individuals and as valuable parts of the Body of Christ.

The Campus Ministry staff encourage students toward increasing spiritual maturity, offer spiritual care and opportunities for discipleship-focused relationships, and contribute to a growing understanding of the interrelationship of scholarship and discipleship.

# Commuter Life

The Commuter Life office exists to provide opportunities and services to all commuter students at Azusa Pacific University.

## Mission Statement

The Commuter Life office exists to provide opportunities and services to all commuter students at Azusa Pacific University in order to create a sense of belonging on campus that fosters personal development and academic success through co-curricular and extra-curricular engagement.

## Location

The Student Union, also known as the Cougar Dome, houses the Commuter Life office. The Student Union is one of the primary on-campus socialization and information hubs for the student community.

## Fulfilling Our Mission

Commuter Life's student leaders, known as Commuter Life Assistants, and professional staff seek to fulfill their mission by offering a variety of Commuter Services and Programming that include, but are not limited to, Commuter Printing, Commuter Lockers, and Commuter Amenities. The office seeks to provide an environment where students feel equipped to navigate university resources and ultimately find a sense of belonging on campus. The office regularly hosts Commuter meals and events to foster community engagement amongst commuter students.

The office takes a special interest in meeting the needs of the university's commuter student population by also partnering with offices such as Campus Life. Many of the programs coordinated by the Campus Life staff are geared towards enhancing the quality of the student experience for commuters. Special discounts and benefits are offered to the commuter student population to encourage their involvement and attendance at Campus Life-sponsored events.

# Disability Grievance Policy for Students

## 1. Policy Against Disability-Related Discrimination

In compliance with applicable state and federal laws and regulations, including Section 504 of the Rehabilitation Act of 1973 ("Section 504") and implementing regulations, Azusa Pacific University ("APU" or the "university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university prohibits conduct that denigrates or shows hostility or aversion toward an individual based upon his or her disability or perceived disability, including conduct that is oral, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm related to an individual's disability. This nondiscrimination policy covers all qualified students with respect to admission, access, operation of university programs and activities, and employment. APU will take all reasonable steps to prevent occurrence and reoccurrence of discrimination on the basis of disability and to correct any discriminatory effects on students and others, if appropriate. No student shall be retaliated against for using this or any other grievance procedure to address any disability-related grievances.

## 2. Administration of this Grievance Procedure; Compliance Officers

Graduate and undergraduate students have the right to use this grievance procedure to resolve claims that they have been subjected to unlawful harassment or discrimination on the basis of disability, or have been denied access to services or accommodations required by law. If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of the Student Standards of Conduct. In all other cases, unless otherwise provided herein, this grievance procedure, rather than other general APU grievance procedures (including the Graduate Student Grievance and Appeal Procedures and the Undergraduate Grievance Policies) shall govern any disability-related grievances. Please use this grievance process if there are also non-disability-related issues, and the grievance officer will consider whether to address all matters together or whether a separate process will be required for the non-disability-related issues. Questions of which grievance procedure to apply will be decided by the Section 504 compliance officer.

For grievances initiated by students, the executive director of human resources is the university's Section 504 compliance officer charged with administering this grievance procedure as well as ensuring compliance with applicable laws. The executive director of human resources can be reached by telephone at (626) 815-4526.

The Academic Success Center (ASC) Accessibility and Disability Resources is the office designated for the evaluation of disability documentation and academic accommodations for APU undergraduate and graduate students. ASC Accessibility and Disability Resources is located at 901 E. Alost Avenue, Azusa, California 91702 and can be reached by phone at (626) 815-2067 or (626) 815-3873 (TDD), by fax at (626) 815-3859, or by email at [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu).

## 3. Informal Resolution

Prior to initiating the formal complaint procedure set forth below in Part 4, the student must first pursue the following informal procedures. The source of the alleged discrimination dictates the informal procedures that the student must pursue:

- a. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by ASC Accessibility and Disability Resources (procedures for requesting an accommodation from ASC Accessibility and Disability Resources are available in the academic catalog and on the Accessibility and Disability Resources webpage (<https://www.apu.edu/academic-success/services/accessibility/>)), the student must promptly make an appointment to meet with the director of accessibility and disability resources. The accessibility and disability resources director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the accessibility and disability resources director's decision is adverse to the student, the accessibility and disability resources director will inform the student of the student's right to file a formal complaint under this grievance process.
- b. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-accessibility services denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate (p. 1459) and Professional (p. 1400) Student Grievance and Appeal Procedures (for graduate and professional students), and in the Undergraduate Grievance Policy (p. 1321) (for undergraduate students). In addition, the student is encouraged to raise the issue with ASC Accessibility and Disability Resources, as the director of accessibility and disability resources is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources (<http://www.apu.edu/humanresources/>) by calling (626) 815-4526.

## 4. Formal Grievance Process

If the informal procedures in Part 3 above do not resolve the issue to the satisfaction of the student, the student may file a formal complaint in the following manner:

- a. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.
- b. A complaint must be in writing and include the following:
  - i. The student's name, address, email address, phone number, and claimed disability;
  - ii. The names of any other persons involved, including, if known, those who committed the alleged discrimination;

- iii. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
  - iv. A description of what efforts have been made to resolve the issue informally;
  - v. A statement of the desired outcome; and
  - vi. Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.
- c. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part 2 above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the Office of the Provost designee.
  - d. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.
  - e. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.
  - f. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint from, any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.
  - g. The student and the party against whom the complaint is directed each have the right to have a representative present at the hearing. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.
  - h. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.
  - i. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.
  - j. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student and to the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.
  - k. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.
  - l. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists, making the suspension of implementation appropriate.

## 5. Remedies

Possible remedies under this grievance procedure include corrective steps, actions to reverse the effects of discrimination or to end harassment, and measures to provide a reasonable accommodation. A copy of the Section 504 compliance officer's report may, where appropriate, be sent to appropriate university officer(s) to determine whether any personnel action should be pursued.

## 6. Appeal

Within 10 calendar days of the issuance of the final report, the student or the party against whom the complaint is directed may appeal the final report to the provost.

An appeal is taken by filing a written request for review with the Office of the Provost (<https://www.apu.edu/provost/>), which is located in the Ronald Building at 901 E. Alost Avenue, Azusa, CA 91702, and can be reached at (626) 812-3087 or [provost@apu.edu](mailto:provost@apu.edu).

The written request for review must specify the particular basis for the appeal, and must be made on grounds other than general dissatisfaction with the initial decision. The appeal may raise only issues raised in the complaint or alleged errors in the conduct of the grievance procedure itself, and not new issues. The provost's review will be limited to the following considerations:

- a. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the appellant?
- b. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the appellant?
- c. Given the proper facts, criteria, and procedures, was the decision reasonable?

A copy of the provost's written decision will be expected within 30 calendar days of the filing of the appeal and shall be sent to the student, the party against whom the complaint is directed, the Section 504 compliance officer who issued the final report, and, if appropriate, to the university officer(s) whose authority will be needed to carry out the disposition.

The decision of the provost on the appeal is final. The provost's written decision shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the provost.

## 7. **Deadlines**

- a. Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Section 504 compliance officer will, at the request of the student, determine whether an appropriate expedited procedure can be fashioned. Any deadline imposed in this policy may be extended by the Section 504 compliance officer for good cause, which may include breaks in the traditional academic calendar (summers and the year-end holidays).

# Graduate and Professional Student Engagement

The Office of Graduate and Professional Student Engagement (<https://www.apu.edu/graduateprofessionalcenter/student-engagement/>) (GPSE) is a resource office focused on enhancing a sense of community and the student experience. GPSE utilizes a platform of advocacy, access, and affinity to enhance the overall graduate and professional student experience. In addition to facilitating a number of programs for student engagement, the office also identifies and communicates support services and manages the Graduate and Professional Student Standards of Conduct, Policies, and Procedures.

# Graduate and Professional Spiritual Life

SoulQuest (<https://www.apu.edu/soulquest/>) is the spiritual care ministry of Azusa Pacific University's graduate, professional, and nontraditional undergraduate students. It conveys the importance APU places upon the life of every person and an understanding that the journey toward growth and wholeness is a quest that integrates intellectual and spiritual dimensions in the transformation of the soul.

SoulQuest guides graduate, professional, and nontraditional undergraduate students toward a deeper knowledge of God through Jesus Christ with a commitment to:

1. Make available to every student a personal point of encounter with Jesus Christ and His call to those students.
2. Provide intentional times and resources that allow students to consider their spiritual journey in an integrated way with their vocational growth.
3. Convey with clarity the Christ-centered nature of the university's approach to education from a Christian perspective, with particular concern for transformation of the soul.

Graduate, professional, and nontraditional undergraduate students can participate in SoulQuest through:

- Regular fellowship events
- Weekly email contact from a pastor
- The Prayer Partners Program
- Personal connection with a pastor
- Learning events

SoulQuest seeks to bring students to a deeper knowledge of God through Jesus Christ and therefore embraces the diversity of students and faiths in APU's constituency. While maintaining integrity with regard to the university's heritage and calling, the pastors are equally available to respond to the needs of all students in a grace-filled and affirming manner.

# Health Insurance

## Voluntary Health Insurance

Student health insurance is an optional benefit for domestic graduate and professional students and can be purchased through the Graduate and Professional Center (<http://www.apu.edu/graduateprofessionalcenter/>) during the open enrollment activity period at the current health insurance fee. It must be renewed in the fall and spring terms in order to provide continuous coverage. Graduate students receive services through a PPO physician in their area. Graduate students need to pay the Health Center Health Fee each semester if they want to be seen in the Student Health Center (<https://www.apu.edu/healthcenter/>). Office visits are free, and if students are referred to specialists, the deductible is waived by the insurance. Graduate students must be enrolled at least part time according to their program of admittance during the session for which they want insurance.

Learn more about coverage, usage, and how to sign up for the insurance or health center coverage. (<http://www.apu.edu/graduateprofessionalcenter/resources/healthinsurance/>) Information regarding health insurance can also be obtained by calling Gallagher Student Health at (800) 406-4517. For more information, contact the Graduate and Professional Center at (626) 815-4570.

## Mandatory Health Insurance

All international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase APU health insurance during their time of study.<sup>1</sup> APU health insurance meets the state department's requirement for health insurance for international students. The insurance must be purchased at the time of registration twice a year with a total of 12 months of coverage. Students are required to pay the Health Fee each term if they wish to access care at the Student Health Center (learn more about the health center (<http://www.apu.edu/healthcenter/>)). Insurance coverage terminates when a student completes or terminates his/her study.

Upon graduation, if an F-1/J-1 student chooses to apply for and then obtains Optional Practical Training (OPT)/Academic Training, the option to buy health insurance through APU is still available. It is strongly recommended that students continue to purchase APU health insurance.

International students not carrying an Azusa Pacific University immigration document (i.e., R-1 or H-1 status) are not required to purchase APU health insurance but may do so if they meet the credit unit requirement.

Students in the American Language and Culture Institute (<http://www.apu.edu/international/alci/>) (ALCI) purchase health insurance when they register each semester.

<sup>1</sup> This rule does not apply for those studying in a nonstandard-term graduate program (e.g., intensive graduate programs such as D.Min. or Ed.D.). These students are required to purchase appropriate coverage prior to arrival in the U.S. If the individual wishes to purchase the APU international health insurance, it is available only in six-month-minimum increments.



# International Center

The presence of international students and scholars with their varied cultures is an important aspect of the APU campus. Every student and scholar who comes to APU from a different culture brings with him/her a wealth of cross-cultural knowledge that makes the APU campus a richer and more diverse community. Therefore, APU offers a central office (<http://www.apu.edu/international/>) where the needs and interests of these students and scholars can be met.

## International Students and Scholars (ISS)

### “Their Potential Is Our Priority”

(626) 812-3055

[iss@apu.edu](mailto:iss@apu.edu)

International Students and Scholars (<http://www.apu.edu/international/scholars/>) (ISS) provides relevant services to students and scholars from around the world. Services include a mandatory Global Student Orientation (<https://www.apu.edu/international/scholars/new-students/>), immigration services, and cross-cultural support services. Numerous activities are provided throughout the year to introduce students to Southern California.

In addition, ISS promotes international understanding through specialized training and international awareness festivities on campus—for example, ISS cosponsors annual events such as Global Expressions, World Night Market, and Welcome events.

Visit the International Center website (<https://www.apu.edu/international/>) for more-detailed information.

## American Language and Culture Institute (ALCI)

(626) 812-3069

In addition to implementing the three-level, year-round academic ESL program, ALCI (<https://www.apu.edu/international/alci/>) offers a variety of other services to meet the needs of international students, American students, faculty, and staff at APU. Graduate students may join the American International Mentoring (AIM) program (<https://www.apu.edu/international/scholars/programs/aim/>) to enhance their university experience and develop cross-cultural relationships. Interested students should contact [aim@apu.edu](mailto:aim@apu.edu) or apply online (<http://www.apu.edu/international/scholars/programs/aim/>).

## International Campus Fellowships

International students of APU form numerous Christian fellowship groups that meet weekly on campus to promote understanding of the Christian faith and provide opportunities for building friendships. These groups are supported by ISS as well as the Center for Student Action (<http://www.apu.edu/studentaction/>). The following fellowship groups currently exist: Huaren Association, Japanese Friday Night Fellowship, and Korean Fellowship. For information on meeting times of the various groups, contact ISS.

## Financial Aid

At present, limited scholarships are available at the postbaccalaureate level. Some teacher assistantships or graduate internships are available in some departments. For more information, see the specific program area.

## Health Insurance

Any international student studying at APU on an I-20 or DS 2019 (F or J visa status) issued by APU must purchase APU student health insurance (<http://www.apu.edu/healthcenter/insurance/>), which is paid twice a year and covers the student for 12 months. Student health insurance becomes invalid upon graduation or withdrawal from APU.

## International Leadership Scholarship

The International Leadership Scholarship (ILS) (<http://www.apu.edu/international/enrollment/tuition/scholarships/>) offers an educational opportunity for up to five non-U.S. citizens/residents/or current visa holders in need of financial assistance. The scholarship includes a full-tuition award and health insurance coverage annually, and is for individuals who either wish to conduct research and audit courses or seek a degree. To apply for an International Leaders Scholarship, the individual must have a bachelor's degree, a minimum of three to five years of work experience in a professional capacity, the financial ability to cover one's own cost of living and books, and meet the minimum English proficiency requirements for the university. These individuals may not have studied in the U.S. prior to this program. International Leaders recipients need to return to their home country or a non North American country (except for Canadians) upon completion of their program in order to impact others around the world. In addition, those desiring the degree-seeking scholarship must meet all of the admission qualifications for a specific degree program. Those selected to be International Leader Scholars will enter the U.S. on a J-1 visa. Contact the International Center for an application and more information about this scholarship.

## U.S. Immigration

Azusa Pacific University employs three international student advisers to assist students with immigration issues, from the initial issuing of the immigration documents to any immigration concerns or questions during their stay at the university. APU has been authorized to issue the I-20 (F-1 visa status) and the DS 2019 (J-1 visa status) by the Department of Homeland Security and the U.S. Department of State.

APU is not responsible for the decisions made by U.S. Citizenship and Immigration Services (USCIS).

## Legal Requirements for F-1 or J-1 International Students

To maintain legal status, the international student<sup>1</sup> must:

1. **Be full time.** For most master's degree students in a 16-week term, 9 units is considered full time. For the 8-week term, 9 units over two 8-week terms is required. Doctoral degree students must carry a minimum of 6 units of weekly professor contact hours to maintain full-time status. Master's degree students may not take more than one online or independent study class for every 9 units of coursework. For any exceptions to this policy, make an appointment with an ISS immigration adviser for counsel.
2. **Work only on campus.** U.S. regulations allow F-1 and J-1 students to work on campus for 20 hours a week during the academic year or full time during vacation periods. (J-1 status students will need written verification by the Responsible Officer before starting employment on or off campus). Any off-campus employment must be officially authorized by the U.S. government. To obtain information about working off campus, students should make an appointment in the International Center for counsel. J-1 research scholars have different employment regulations; see immigration adviser for details.
3. **Report any change of name or address.** The U.S. government requires notification within 10 days of any name or address change. Students must report the location of their physical residence (not a post office box) to:
  - ISS in the International Center (<http://www.apu.edu/international/>) at APU.
  - The registrar (<http://www.apu.edu/graduateprofessionalcenter/registrar/>).
4. **Obey all laws of the United States.** For details of other specific immigration laws that could affect F-1 or J-1 status, contact ISS.

The above requirements do not constitute a comprehensive list. Students are also responsible for immigration laws not stated here.

<sup>1</sup> An international student at APU is defined as any individual not holding a U.S. residency or citizenship. Any non-U.S. resident/citizen is required to apply to APU through the International Center.

**Full-time status for international doctoral students** in either F-1 or J-1 status should be consistent with university policy for full-time students. A minimum of 6 units per semester is considered full time, with the option of each school/program determining more for full-time status. U.S. Citizenship and Immigration Services and the U.S. Department of State require students to remain in full-time status during their entire academic program. There are instances in which an individual is permitted to carry less than a full-time schedule; for information on these instances, contact the ISS.

No more than the equivalent of one class or 3 units per term may be taken online or through distance education if the individual is in the U.S. and enrolled as a full-time F-1 or J-1 student.

If an individual is enrolled in an intensive study program (classes meeting on campus twice a year for sessions of two to three weeks, such as in the D.Min. or Ed.D. programs), the student must leave the U.S. between terms or may remain and take one additional in-class course during the term separating the two intensives.

# Traditional Undergraduate Student Success Resources

- Academic Resources (p. 1523)
  - Academic Success Center (p. 1524)
    - Academic Advising (p. 1525)
    - Academic Success Launch Program (p. 1526)
    - Exploring Program (p. 1527)
    - First-Year Seminar (p. 1528)
    - GEN1 Scholars Program (p. 1529)
    - Living-Learning Communities (LLC) and Learning Communities (LC) (p. 1530)
    - Testing and Proctoring Services (p. 1531)
    - TRIO Student Support Services and Upward Bound (p. 1543)
    - Tutoring Services and Supplemental Instruction (SI) (p. 1544)
    - Writing Center (p. 1545)
  - Air Force Reserve Officer Training Corps (AFROTC) (p. 1546)
  - Army Reserve Officer Training Corps (ROTC) (p. 1547)
  - Honor Societies (<https://www.apu.edu/provost/apuhonorsocieties/>)
  - Math and Physics Center (p. 1550)
  - Office of Research and Grants (p. 1551)
  - Writing Program (p. 1552)
- Student Affairs (p. 1554)
  - Accessibility and Disability Resources (p. 1495)
    - Service Animals (p. 1497)
  - Campus Life (p. 1559)
  - Campus Ministry (p. 1560)
  - Center for Student Action (p. 1561)
    - Mexico Outreach (p. 1562)
  - Commuter Life (p. 1563)
  - Corporate Worship (p. 1564)
  - Disability Grievance Policy for Students (p. 1480)
  - Health Services (p. 1568)
  - International Center (p. 1569)
    - International Students and Scholars (p. 1570)
    - Undergraduate and International Admissions (p. 1571)
  - Residence Life (p. 1572)
  - Student Government Association (p. 1573)
  - Undergraduate Community Expectations (p. 1574)

# Academic Resources

- Academic Success Center (p. 1524)
  - Academic Advising (p. 1525)
  - Academic Success Launch Program (p. 1526)
  - Exploring Program (p. 1527)
  - First-Year Seminar (p. 1528)
  - GEN1 Scholars Program (p. 1529)
  - Living-Learning Communities (LLC) and Learning Communities (LC) (p. 1530)
  - Testing and Proctoring Services (p. 1531)
    - Placement Assessment (p. 1532)
    - Proctoring Services (p. 1538)
    - Testing Services (p. 1539)
  - TRIO Student Support Services and Upward Bound (p. 1543)
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# Academic Success Center

The Academic Success Center (<http://www.apu.edu/academic-success/>) is committed to offering comprehensive academic services, programming, and resources that support students in *thinking* critically, *planning* accordingly, and *thriving* academically as they become graduates and difference makers. The center is composed of the following areas, each committed to partnering with students, faculty, and staff to support the academic success of all Azusa Pacific undergraduate students.

- Academic Advising (p. 1525)
- Academic Success Launch Program (p. 1526)
- Exploring Program (p. 1527)
- First-Year Seminar (p. 1528)
- GEN1 Scholars Program (p. 1529)
- Living-Learning Communities (LLC) and Learning Communities (LC) (p. 1530)
- Testing and Proctoring Services (p. 1531)
- TRIO Student Support Services and Upward Bound (p. 1543)
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- Writing Center (p. 1545)

# Academic Advising

Academic advising at Azusa Pacific University is an intentional, multidimensional, student-centered partnership where students, faculty, and staff collaborate to support holistic student development. This process enables students to identify and work toward educational, career, and personal goals. Successful advising is achieved through well-trained advisors facilitating student growth, accountability, and self-directed learning, enabling students to take ownership of the academic process. This empowers students to utilize institutional resources to optimally plan course progression, evaluate academic performance and strengths, enhance preparation through community engagement, and discover vocational calling while progressing toward a degree.

Academic advising is provided by each academic department for students enrolled in any of that department's majors, and also by the Academic Success Center (<http://www.apu.edu/academic-success/>) to assist students in the advising and registration process. The center's Office of Academic Advising (<http://www.apu.edu/academic-success/advising/>) provides academic coaching and support that enables students to achieve their scholastic goals and thrive academically. The office's staff support student academic success by using a holistic approach and providing the following:

- Individualized academic advising and success coaching
- Connecting students to on-campus resources and strategies to foster academic success
- Assisting with questions regarding progress toward graduation
- Partnering with faculty to support students who are identified in our Early Alert program (also known as APU CARES (<https://www.apu.edu/apucares/>))
- Developing strategies to help increase undergraduate student retention, persistence, and graduation rates
- Providing student-athletes and transfer students with support for their unique needs in scheduling and navigating degree progress

# Academic Success Launch Program

The Academic Success Launch Program is designed to provide holistic academic support to students whom the Office of Admissions determines are in need of more personalized academic support based on the current Admissions Grid for acceptance. Applicants admitted into the Academic Success Launch Program are provided one-on-one support from the Academic Success Center and benefit from personalized one-on-one coaching, workshops, and connections to on-campus resources. Additionally, these students must take GE 101 Academic Success Lab (1 unit), which is designed to equip students for success at APU. The number of students admitted to the Academic Success Launch Program each year is limited.

## Program Outcomes

The comprehensive academic services, programming, and resources of the Academic Success Launch Program support students in thinking critically, planning accordingly, and thriving academically as they become graduates and difference makers at APU. Students will have an awareness of on-campus resources, create personal and academic goals, and be able to implement strategies to maintain good academic standing at APU (achieve a minimum cumulative GPA of 2.0 and pass 67% of courses attempted).

## Program Learning Outcomes

### Student Learning Outcomes for GE 101 (Academic Success Lab)

Upon successful completion of the lab, students will be able to:

1. Identify barriers to their academic and personal success
2. Utilize their strengths to overcome these barriers
3. Articulate personal and/or academic goals for the semester
4. Create an action plan in order to achieve their goal(s)
5. Utilize appropriate campus resources for academic success and personal wellness

# Exploring Program

The Exploring Program provides support for first- and second-year students who have not committed to a major, creating an environment that supports their search for a vocation and helping them choose a major that aligns with their skills, interests, sense of person, and calling. The program is a collaborative effort between the Academic Success Center, College of Liberal Arts and Science, First-Year Seminar, and the Office of Education to Vocation. A common major for entering freshmen is “undeclared”—in other words, many students have not yet selected a major. At Azusa Pacific, these Exploring majors have time during their first four semesters to explore different courses, converse with faculty, and then select a major.

## Program Services

- First-Year Seminar Course
- Academic Success Coaching
- Major and Career Exploration
- Strengths Coaching
- Peer Mentoring
- Community Engagement Events

Student must declare their major by their fifth semester of full-time academic work (see Major and Minor Policies (p. 1345)).



# First-Year Seminar

First-Year Seminar (GE 100) is a 3-unit course designed to introduce students to academic success strategies and foster a sense of belonging at the university through engagement in the curricular and cocurricular life on campus. The curriculum is discipline-specific, meaning students from the same major take the same GE 100 section(s) together and become better acquainted with their major department and resources. The curriculum is composed of five main components: University 101, Strengths, Health and Wellness, Academic Advising, and Critical Thinking.

*Required for students transferring 29 units or less. Waived for students transferring 30+ units, unless units are from credit by exam.*

## University 101

This unit helps our students become more attuned to an understanding of college values, rigor, and skill sets. First-Year Seminar also partners with Alpha Leaders (or peer leaders). Each class section consists of 2-3 Alpha groups, each of which includes 8-12 students. Alpha groups meet outside of class time each week to continue University 101 conversations, and to support the sense of community and belonging on our campus.

## Strengths

Students take the Noel Strengths Academy's *StrengthsFinder* assessment by the fourth week of the semester. We invite Strengths-certified faculty and staff to teach our students how to utilize their unique strengths to advance in their academic and career pursuits.

## Health and Wellness

We believe that, in order for students to take care of their grades, studies, relationships, etc., they must first take care of themselves. As students transition to college life in their first semester at APU, First-Year Seminar meets them there with informative lessons on health and wellness topics such as spirituality, relationships, finances, stress, anxiety, sleep, and more.

## Academic Advising

We require all students to seek out academic advising in order to prepare for the following semester, as well as remain on track for the rest of their academic career.

## Critical Thinking

Researching, reading, and writing through a college-level critical lens is of paramount importance for success in academia and careers that follow. The First-Year Seminar curriculum explores a problem-based pedagogy, meaning students study a problem from many perspectives and approaches, then assess the best way to solve the problem based on the evidence and arguments they have collected and evaluated over the semester. This unit reviews discipline-specific topics and research, meaning the "problem" under study is a key topic that is rooted within a students' chosen field of study.

All new students are required to enroll in First-Year Seminar in their first semester, except for those in Honors College, who have their own seminars. The course fulfills General Education requirements and has no prerequisites, and reflects APU's Four Cornerstones (<https://www.apu.edu/about/cornerstones/>)—Christ, Scholarship, Community, and Service.

# GEN1 Scholars Program

## Are You a First-Generation College Student?

The GEN1 Scholars Program will assist you as you transition to college by providing academic support; connecting you to faculty, staff, and resources; and helping you find and create community at Azusa Pacific University. A GEN1 Scholar should identify as a “first-generation college student”—a student whose parents or guardians have not completed a bachelor’s degree.

## About the GEN1 Scholars Program

The GEN1 Scholars Program offers APU’s first-generation college students resources and opportunities for academic, professional, and personal growth. We strive to prepare students for academic and postgraduation success through various programs and services. It is our mission to recognize and celebrate the unique cultural capital first-generation college students bring with them to the university, in an attempt to foster an environment that will allow them to thrive. For more information, visit the GEN1 Scholars Program website (<https://www.apu.edu/academic-success/gen1-scholars/>).

## Program Components

- Academic Support
- Mentoring
- Workshops for Personal Development
- Workshops for Parents/Guardians
- Social Gatherings throughout the Semester
- Gen1 Scholars Graduation Ceremony

## GEN1 Scholars Mentoring Program

The GEN1 Scholars Program offers faculty and staff mentoring for our first-generation college students. Through your mentoring relationship, you will gain networking opportunities, campus support, and a community of first-generation faculty and staff who are available to help you along your APU journey.

If you are interested in applying for a mentor, fill out the GEN1 Scholars Interest Card (<https://docs.google.com/forms/d/e/1FAIpQLSdQZsDshyH1irC38FHz9zCXJo3zWlc28WHUqXJqxDQCVW5AEQ/viewform/>). This initial interest form will help us gather the necessary information to match you with one of our GEN1 Scholars mentors.

## Commitment for Students

- Submit your Mentor Application
- Attend Mentoring Orientation
- Meet with your mentor at least 3 times a semester
- Complete all program evaluations
- Attend a one-on-one meeting with the GEN1 Scholars Coordinator

# Living-Learning Communities (LLC) and Learning Communities (LC)

APU offers Living-Learning Communities (LLCs) and Learning Communities (LCs) (<https://www.apu.edu/academic-success/first-year-experience/living-learning/>). In both types of communities, a cohort of students takes two or more courses together in a given academic year, and for LLCs the students are also assigned living arrangements in the same hall or floor of an on-campus dormitory.

Here are the communities being offered:

- Criminal Justice Living-Learning Community
- Kinesiology Learning Community
- Kinesiology Living-Learning Community
- Psychology Learning Community
- Psychology Living-Learning Community
- Psychology Learning Community for Transfer Students

# Testing and Proctoring Services

The Academic Success Center (ASC) Testing Services office (<https://www.apu.edu/academic-success/services/testing/>) administers many testing and proctoring services as a support to the APU academic community and general public:

- Placement Assessment (p. 1532)
  - Foreign Language Placement and Proficiency Assessments (p. 1533)
  - International Student Placement Assessment (p. 1534)
  - Math Placement Assessment (p. 1535)
  - Miller Analogies Test (MAT) (p. 1536)
  - Writing Placement Assessment (p. 1537)
- Proctoring Services (p. 1538)
- Testing Services (p. 1539)
  - DANTES Subject Standardized Tests (DSST) (p. 1540)
  - Foreign Language Achievement Testing Service (FLATS) (p. 1542)

# Placement Assessment

## Freshmen and First-Year Transfers

The Academic Success Center's Testing Services office (<https://www.apu.edu/academic-success/>) offers proctored placement assessments when needed in the areas of math, writing, and foreign language for incoming (freshmen and transfer) students. Testing is available in the Testing Service office by appointment only and remotely for out-of-area students. Note that all of these assessments are also offered online.

In order for students to register for the correct math, writing, and foreign language courses, a placement assessment in each area must be completed by the last day to drop classes for the first term of enrollment, and students are encouraged to complete their placement assessments as early as possible. Students who do not complete their placement assessments will not be able to register for math, writing, or foreign language courses.

Proficiency test results in math, writing, and foreign language from other academic institutions may be acceptable, provided the test is a nationally normed exam and the institution does not incorporate additional data into the score. Course recommendations based on test results may or may not correspond to APU course requirements. For evaluation, fax a printout of the exam results, along with a contact name and number from that institution's assessment center, to the ASC Testing Services office at (626) 815-3859.

- Foreign Language Placement and Proficiency Assessments (p. 1533)
- International Student Placement Assessment (p. 1534)
- Math Placement Assessment (p. 1535)
- Miller Analogies Test (MAT) (p. 1536)
- Writing Placement Assessment (p. 1537)

# Foreign Language Placement and Proficiency Assessments

The foreign language placement assessment process assists students in selecting course placement or test options to fulfill their foreign language proficiency requirement at APU. Students are encouraged to take a foreign language self-assessment, WebCAPE, at home to gauge their level of foreign language experience prior to taking a proficiency exam. For students who demonstrate a level of proficiency in a foreign language, there are three test options to consider for fulfillment of the APU foreign language proficiency requirement: CLEP, FLATS, and OPIc. Learn more about the foreign language placement and proficiency assessment processes. (<https://www.apu.edu/academic-success/services/testing/foreign/>)

# International Student Placement Assessment

International undergraduate students who have been admitted under conditional, probationary, or developmental status may be required to take a placement assessment in math, writing, or foreign language. Because accurate and appropriate course placement is critical for academic success at APU, all incoming undergraduate international students who have been admitted under conditional status because of their English proficiency are required to take the CaMLA EPT exam. For more information about the criteria for taking placement assessments in math, writing, and foreign language and when to take the CaMLA EPT, contact the International Center at (626) 812-3055 or visit the International Enrollment Services website (<https://www.apu.edu/international/enrollment/apply/>). International Enrollment Services staff advise all international students on which placement assessments to take and provide information about scheduling their exam(s).

# Math Placement Assessment

APU uses the ALEKS PPL (<https://www.apu.edu/academic-success/services/testing/math/about-aleks/>) system to determine the best initial math placement for most students. Students who need to use ALEKS (<https://www.apu.edu/academic-success/services/testing/math/using-aleks/>) are encouraged to take an initial diagnostic assessment (<http://www.apu.edu/lec/placement/math/start-aleks/>) at home, and then work in their personalized Prep and Learning Module (<https://www.apu.edu/academic-success/services/testing/math/prep-learning-module/>) to review. They will then be able to retake the assessment up to four times in order to achieve their best possible score.

## Math Course Prerequisites

Prerequisites for common math courses are as follows:

| Course(s)   | Prerequisite(s)  |
|---|--|
| MATH 90: Foundations of Mathematical Reasoning  | ALEKS 15-29  |
| MATH 95: Intermediate Algebra   | ALEKS 30-44 or MATH 90   |
| MATH 99: Self-Paced Mathematics Lab   | ALEKS 0-29   |
| MATH 115: Mathematics in Society<br>MATH 130: Introduction to Statistics                          | ALEKS 30-100 or MATH 90  |
| MATH 110: College Algebra<br>UNRS 299: Statistics and Data Management for Nursing and Health Care | ALEKS 45-100 or MATH 95  |
| MATH 149: Fundamentals of Precalculus<br>MATH 150: Precalculus<br>MATH 151: Applied Calculus I    | ALEKS 60-100 or MATH 110   |
| MATH 165: Calculus I  | ALEKS 75-100 or MATH 149 (which may be taken concurrently) or MATH 150 |

## Math Test Score Equivalents

The table below shows how various test scores translate into APU math placement and/or course credit:

| Scores  | Results   |
|---|---|
| <ul style="list-style-type: none"> <li>SAT Math (640 or higher on NEW version)</li> <li>SAT Math (620 or higher on OLD version)</li> <li>ACT Math (27 or higher)</li> <li>High School Calculus (at least one semester with a grade of B or higher)</li> <li>High School Precalculus (at least one semester with a grade of A- or higher)</li> </ul> | Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher   |
| <ul style="list-style-type: none"> <li>CLEP College Algebra, Precalculus, or Calculus (50)</li> <li>IB Mathematics (5, 6, or 7)</li> <li>AP Calculus AB or BC (3, 4, or 5)</li> </ul>   | Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher; credit granted   |
| <ul style="list-style-type: none"> <li>AP Statistics (3, 4, or 5)</li> </ul>  | Credit granted for MATH 130 Introduction to Statistics  |
| <ul style="list-style-type: none"> <li>ALEKS (65-100)</li> </ul>  | Treated as if you have passed MATH 110 College Algebra at the level of a B- or higher   |
| <ul style="list-style-type: none"> <li>ALEKS (60-64)</li> </ul>   | Treated as if you have passed MATH 110 College Algebra at the level of C or higher (fails to meet the grade minimum of B- required as a prerequisite for CHEM 151 or to apply to any of the majors in the School of Business and Management other than the B.A. in Business Management) |



# Miller Analogies Test (MAT)

The Miller Analogies Test (MAT) has been used by universities worldwide to test the analytical skills of prospective graduate school candidates for more than 50 years. The Academic Success Center Testing Services office proctors the MAT for prospective APU students, as well as students hoping to enter graduate programs at other universities.

To take the MAT at APU (<https://www.apu.edu/academic-success/services/testing/miller/>), students must book an appointment using our online scheduling system (<https://aputesting.youcanbook.me>).

On exam day, students must arrive at ASC Testing Services at least thirty (30) minutes prior to the scheduled testing time and bring two forms of identification (a valid driver's license, passport, or government-issued identification card; and a library card, student ID card, credit card, or utility bill showing the same name and address as your driver's license, passport, or government-issued ID card). There is a nonrefundable proctor fee of \$30 (payable online) and a \$60 MAT exam fee payable at your scheduled appointment time.

To learn more about the MAT, visit the MAT website ([http://www.pearsonassessments.com/postsecondaryeducation/graduate\\_admissions/mat.html](http://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html)).

# Writing Placement Assessment

The Writing Class Placement Questionnaire ([https://docs.google.com/forms/d/e/1FAIpQLSeI052TH4HvFpicnDJuxAwaJvN-PLDIqgnx9WarQz8A8BC0iQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeI052TH4HvFpicnDJuxAwaJvN-PLDIqgnx9WarQz8A8BC0iQ/viewform?usp=sf_link)), a self-directed assessment survey, is used to help incoming students determine the most appropriate first writing course at APU. The Writing Class Placement Questionnaire offers each student the opportunity to respond to important questions about experiences with reading and writing, to share evidence of past performance through the submission of high school GPA and standardized placement scores, and to receive information about the most beneficial initial writing course and support options at APU for him/her. Students who have questions about the course suggestion they receive should speak with an academic success coach in the Academic Success Center (<http://www.apu.edu/academic-success/>). All incoming students (freshmen and transfer) must complete The Writing Class Placement Questionnaire prior to registering for a writing course at APU. Students can complete the questionnaire at home using a personal computer.

# Proctoring Services

## Examination Proctoring

The Academic Success Center (ASC) Testing Services office is a test-proctoring center for students enrolled in correspondence, continuing education, or online courses at other institutions. To request an ASC Testing Services-proctored exam:

- Contact the home institution for approval to have ASC Testing Services designated as the proctor center.
- We request that exams be sent 3 days in advance to ASC Testing Services via email at [testing@apu.edu](mailto:testing@apu.edu).
- Instructors sending exams to ASC Testing Services should include specific exam instructions for ASC Testing Services proctors.
- Call ASC Testing Services at (626) 815-3849 to notify the center of the exam's pending arrival.
- Schedule an appointment to take the exam at ASC Testing Services using our online scheduling system (<https://aputesting.youcanbook.me>).

On the day of the exam, students must:

- Bring an identification card that includes the student's legal name, birth date, signature, and photo.
- Pay a \$30 nonrefundable fee for each proctored exam (also available online).

Failure to appear for a scheduled exam will result in the exam being returned to the institution of origin.

# Testing Services

- DANTES Subject Standardized Tests (DSST) (p. 1540)
- Foreign Language Achievement Testing Service (FLATS) (p. 1542)

# DANTES Subject Standardized Tests (DSST)

DSST exams are recommended for credit by the American Council on Education (ACE) (<http://www.acenet.edu/Pages/default.aspx>). APU has an extensive list of subject-level exams (see below) that are offered in diverse disciplines and cover upper- and lower-level baccalaureate credit courses. These exams help students save time and money while accelerating graduation completion. To schedule an appointment to take a DSST exam through the Academic Success Center's Testing Services, use our online scheduling system (<https://aputesting.youcanbook.me/service/jsp/offline.jsp?cal=6db6e40c-bbc2-4692-84c3-ae219eebec>).

On the day of the exam, students must:

- Provide one form of government-issued identification that clearly shows the student's legal name, birth date, photo, and signature.
- Pay an \$85 fee per exam to DSST. This fee is payable by credit or debit card only.
- Pay a \$30 nonrefundable proctoring fee per exam to APU. This fee is payable online after booking an online appointment.

## APU Credit for DANTES Subject Standardized Tests

| Subject                                      | Score | Units            | Course Equivalent                            |
|--|-------|------------------|--|
| <b>Applied Technology</b>                    |       |                  |  |
| Technical Writing                            | 400   | 3                | Elective, not GE                             |
| <b>Business</b>                              |       |                  |  |
| Business Ethics and Society                  | 400   | 3                | Elective, not GE                             |
| Business Mathematics                         | 400   | 3                | Elective, not GE                             |
| Human Resource Management                    | 400   | 3                | Elective, not GE                             |
| Introduction to Business                     | 400   | 3                | Elective, not GE                             |
| Management Information Systems               | 400   | 3                | BUSI 240 Introduction to Information Systems |
| Money and Banking                            | 400   | 3                | Elective, not GE                             |
| Organizational Behavior                      | 400   | 3                | Elective, not GE                             |
| Personal Finance                             | 400   | 3                | Elective, not GE or Business Major           |
| Principles of Finance                        | 400   | 3                | Elective, not GE                             |
| Principles of Supervision                    | 400   | 3                | Elective, not GE                             |
| <b>Humanities</b>                            |       |                  |  |
| Ethics in America                            | 400   | 3                | Elective, not GE or Philosophy Major         |
| Introduction to World Religions              | 400   | 3                | Elective, not GE or Philosophy Major         |
| <b>Mathematics</b>                           |       |                  |  |
| Fundamentals of College Algebra <sup>1</sup> | 400   | --- <sup>1</sup> | MATH 95 Intermediate Algebra <sup>1</sup>    |
| Principles of Statistics                     | 400   | 3                | MATH 130 Introduction to Statistics          |
| <b>Physical Science</b>                      |       |                  |  |
| Astronomy                                    | 400   | 3                | Elective, not GE                             |
| Health and Human Development                 | 400   | 2                | PE 240 Health Education                      |
| <b>Social Science</b>                        |       |                  |  |
| Art of the Western World                     | 400   | 3                | ART 150 Introduction to Art                  |
| Civil War and Reconstruction                 | 400   | 3                | HIST 380 Civil War and Reconstruction        |
| Criminal Justice                             | 400   | 3                | CJ 110: Introduction to Criminal Justice     |
| Foundations of Education                     | 400   | 3                | Elective, not GE                             |
| Fundamentals of Counseling                   | 400   | 3                | Elective, not GE                             |
| General Anthropology                         | 400   | 3                | GLBL 201 Anthropology for Everyday Life      |
| History of the Soviet Union                  | 400   | 3                | HIST 484 Historical Themes: Soviet Union     |

|                                   |     |   |  |
|-----------------------------------|-----|---|--|
| A History of the Vietnam War      | 400 | 3 | HIST 484 Historical Themes:<br>Vietnam War |
| Human/Cultural Geography          | 400 | 3 | Elective, not GE                           |
| Introduction to Law Enforcement   | 400 | 3 | CJ 220: Police and Society                 |
| Lifespan Developmental Psychology | 400 | 3 | PSYC 290 Human Growth and<br>Development   |
| Substance Abuse                   | 400 | 3 | Elective, not GE                           |

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

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

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

# Foreign Language Achievement Testing Service (FLATS)

To meet APU's foreign language proficiency requirement, students have the option of using the Foreign Language Achievement Testing Service (FLATS) at Brigham Young University. Using the FLATS exam to demonstrate foreign language proficiency may be a viable option for students who have mastered a certain level of proficiency in a foreign language. FLATS offers more than 50 languages for students to choose from, and language options can be found on the FLATS website (<https://info.flats.byu.edu/list-of-languages/>).

The exams cover listening, reading, and grammar, are in multiple-choice format, and allow students two and a half hours to complete. Students who pass this assessment through the 102 course level will receive 3 elective units. New and transfer students can go to the Academic Success Center Testing Services website (<https://www.apu.edu/academic-success/services/testing/foreign/>) to learn more about the new foreign language proficiency options.

To take a FLATS exam, students must:

- Register on the FLATS website (<http://info.flats.byu.edu>). There is a \$50 exam fee payable by credit or debit card only.
- Schedule an appointment (<https://www.apu.edu/academic-success/services/testing/foreign/proficiency/#schedule>) to take the exam at ACS Testing Services.
- Pay a \$30 nonrefundable proctoring fee online after booking an appointment no later than 3 calendar days before your appointment.

On the day of the exam, students must:

- Present one form of government-issued identification, clearly showing the student's legal name, birth date, photo, and signature.

# TRIO Student Support Services and Upward Bound

## TRIO Student Support Services

TRIO Student Support Services (<http://www.apu.edu/academic-success/trio/>) provides opportunities for academic development to motivate students toward successful completion of postsecondary education. Services are available for first-generation students, those from low-income families, and those with disabilities requiring learning accommodations, who demonstrate academic need. Through the following services, the program aims to increase the college retention and graduation rates of its participants:

- Provides individualized academic coaching and priority registration
- Facilitates connections with peer mentors
- Aids in professional development and leadership opportunities
- Offers grant aid to eligible participants
- Exposes students to cultural events and specialized academic programs
- Offers career counseling, career exploration workshops, and assessments
- Provides academic tutoring and supplemental instruction
- Identifies and shares resources to promote fiscal literacy and minimize student debt

## TRIO Upward Bound

TRIO Upward Bound (<https://www.apu.edu/academic-success/upward-bound/>) (UB) offers holistic programming to potential first-generation students from Azusa High School with the purpose of motivating and equipping participants with the skills to graduate high school and complete a program of postsecondary education. To achieve its mission, UB offers the following services:

- Academic tutoring services to support participant completion of A-G coursework
- Individual academic coaching centered on conversations regarding course selection, college admission requirements, financial aid options, and personal, educational, and career goals
- Preparation for college entrance exams and state assessments
- Student development workshops relating to financial aid, financial literacy, career exploration, college applications, study skills, time management, and self-advocacy
- Exposure to college campuses and cultural events throughout the year
- Informational meetings for participant guardians on postsecondary education options, college admission requirements, financial aid, and the first-generation experience
- Six-week summer academic enrichment courses in English, math, science, and a foreign language, as well as recreational and personal development activities, to prepare them for the rigors of college



# Tutoring Services and Supplemental Instruction (SI)

## Tutoring Services

Tutoring services are available at no additional charge for numerous academic subjects. Specific subject areas change each semester based on student demand and the availability of qualified peer tutors.

The Academic Success Center Tutoring Services office schedules appointments for one-on-one sessions as well as small group tutoring.

Tutoring empowers students to become more confident, effective, and independent learners. To learn more, visit the center's Tutoring Services webpage (<https://sites.google.com/apu.edu/tutoring/welcome/?authuser=0>). You may also schedule a tutoring appointment online (<https://tutortrac.apu.edu/>) (does not always work with Chrome) or contact us at [tutoring@apu.edu](mailto:tutoring@apu.edu) or (626) 344-2978.

## Supplemental Instruction (SI)

Supplemental Instruction (SI) helps students in difficult courses master course content while they develop and integrate effective learning and study strategies. SI leaders attend course lectures, prepare for sessions, meet with faculty, and conduct two out-of-class study sessions per week. Courses designated for SI support are announced in class at the beginning of each semester. Additional information about SI sessions can be obtained by contacting Tutoring Services at (626) 344-2978. SI session times for specific courses can be found on the Supplemental Instruction page (<https://sites.google.com/apu.edu/tutoring/supplemental-instruction/?authuser=0>).

# Writing Center

The APU Writing Center (<http://www.apu.edu/writingcenter/>) offers several forms of writing support that are free and available to all APU students:

- **In-Person Appointments:** At any stage of the writing process, students can meet with a writing coach and receive individualized support to improve their writing projects and, more importantly, their long-term writing skills. Learn more about scheduling an appointment (<https://www.apu.edu/writingcenter/appointments/services/>), and visit the APU Writing Center website (<http://apuwritingcenter.com>) to learn more about us and our services.
- **Online Appointments:** Graduate, regional location, and undergraduate commuter students can work with a writing coach online. During online appointments (<https://www.apu.edu/writingcenter/appointments/onlineservices/>), students and writing coaches use video or chat and a mutual whiteboard space to work together in real time.
- **Walk-in Hours:** APU's Writing Center offers walk-in hours, during which students can work with available writing coaches individually or in groups. Students can also use this space to work independently in a supportive environment where they can ask questions as needed. View the current walk-in hours and location (<http://www.apu.edu/writingcenter/appointments/walkinhours/>).
- **Workshops:** The Writing Center provides several workshops for students. Join us for discussions and practical guidance on writing-related topics. Workshop dates are listed on our calendar (<http://www.apu.edu/writingcenter/calendar/>).
- **Resources:** Stop by any of our locations or visit our Resources page (<http://www.apu.edu/writingcenter/resources/>) for handouts on more than 35 writing challenges ranging from brainstorming to documentation.
- **Speaking Center Appointments:** Students can meet with a speaking coach and receive individualized support to improve their speaking projects and presentation assignments. Learn more about the Speaking Center. (<https://www.apuwritingcenter.com/student-services-1/>)

## Locations

APU's Writing Center is open year-round, excluding holidays and university closures, and has locations in Marshburn Library (East Campus), Building One (West Campus), and online, as well as at the High Desert, Inland Empire, and San Diego regional campuses.

# Air Force Reserve Officer Training Corps (AFROTC)

Air Force Reserve Officer Training Corps (AFROTC) is offered through an agreement with the University of Southern California (USC). The program is open to most undergraduate students with at least two and a half years of school remaining. Competitive scholarships valued at up to 100 percent of tuition and fees are available to qualified applicants. See the Financial Aid (p. 1242) section of this catalog for more information.

Classes are offered on the USC campus on Fridays and include one hour of academics for freshmen and sophomores and three hours of academics for juniors and seniors. Students also participate in two hours of leadership laboratory, physical training, and practical leadership training and development as Air Force officer candidates. Students are required to attend a two-week intensive summer field training at Maxwell Air Force Base in Montgomery, Alabama, between their second and third years in the program.

Classes are also offered at California State University, San Bernardino (CSUSB), which APU students may enroll in using our cross-town agreement. View AFROTC course descriptions (<http://bulletin.csusb.edu/coursesaz/as/>) or learn more about the AFROTC program (<https://csbs.csusb.edu/afrotc/>) at CSUSB.

Participation in the General Military Course (freshman/sophomore years) carries no military obligation except for scholarship students. Scholarship recipients and students in their final two years receive a monthly stipend. The service obligation upon graduation is four years of active duty.

Students who successfully complete the program commission as an officer into the United States Air Force upon graduation. Once commissioned, students attend specialized training in the career fields in which they are qualified and selected. Example programs include pilot, combat systems officer, air battle manager, medical, legal, nursing, logistics, intelligence, cyber operations, personnel, and finance. For more information, contact the USC Department of Aerospace Studies at (213) 740-2670 or visit the department website (<https://priceschool.usc.edu/rotc-programs/afrotc/>).

The following aerospace studies courses are offered through Azusa Pacific University and conducted on the USC campus. Although the courses are tailored to those students interested in pursuing a commission in the Air Force, courses are open to all Azusa Pacific University students and may be considered as electives in some cases.

## **AEST 300A Aerospace Studies III: Air Force Management and Leadership (3 units)**

This course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and the communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory conducted at the University of Southern California complements this course by providing advanced leadership experiences and giving students the opportunity to apply the leadership and management principles of this course. Prerequisites: AEST 100A/B and AEST 200A/B (USC only)

## **AEST 300B Aerospace Studies III: Air Force Management and Leadership (3 units)**

This course builds upon the topics discussed in AEST 300A. Case studies are again used, and a mandatory Leadership Laboratory complements the course. Prerequisite: AEST 300A

## **AEST 400A Aerospace Studies IV: National Security Forces in Contemporary American Society (3 units)**

This course examines the need for national security; analyzes the evolution and foundation of American defense policy, strategy, and joint doctrine; investigates the methods for managing conflict; overviews regional security, arms control, and terrorism; and prepares cadets for active duty. Special topics of interest focus on the military as a profession, officership, the military justice system, and current issues affecting the military. Within this structure, continued emphasis is given to the refinement of communication skills essential for military officers. A mandatory Leadership Laboratory complements this course by providing advanced officer training experiences and giving students the opportunity to apply the leadership lessons learned. Prerequisite: AEST 300B

## **AEST 400B Aerospace Studies IV: National Security Forces in Contemporary American Society (3 units)**

This course builds upon the topics discussed in AEST 400A. Continued emphasis is given to the refinement of communication skills. A mandatory Leadership Laboratory complements the course. Prerequisite: AEST 400A

# Army Reserve Officer Training Corps (ROTC)

The Reserve Officer Training Corps (ROTC) is an on-campus commissioning program open to all students who are U.S. citizens and interested in service as an active-duty Army officer or Reserve officer in the National Guard or U.S. Army Reserve. APU's ROTC program (<https://www.apu.edu/militaryeducation/rotc/>) is an extension of the Claremont McKenna College (CMC) Army ROTC program. Most activities are conducted on campus at APU. Students may compete for full-tuition scholarships, fees for books, and a monthly stipend. See the Financial Aid (p. 1242) section of this catalog for more information.

Army ROTC challenges students to develop leadership traits critical to any career but designed for the military environment. Classroom instruction and leadership laboratories give students an active role in learning and reinforcing course concepts. Additional events each semester include training exercises in leadership development, orienteering, rappelling, rifle marksmanship, and small-unit tactics.

Students also may participate in active Army training schools during the summer. The Cadet Professional Development Programs are designed to immerse cadets in various domains while allowing a unique training experience and opportunity that cannot be replicated in a university setting.

The Cultural Understanding and Language Proficiency (CULP) program and Cultural Awareness Training deployments produce a cadet who is culturally astute, and familiar with the methodology to analyze operational environment and cultures, then apply this information to plans and behavior. Culturally astute leaders recognize personal and organizational biases and are aware of the strategic impact of their actions. CULP cadets collaborate with diverse actors in a joint, interorganizational, and multinational setting, including host nation military and civilians, U.S. government agencies, and nongovernmental organizations.

The Cadet Troop Leader Training (CTLT) internship training program provides cadets the opportunity to experience leadership in Army Tables of Organization and Equipment (TO&E) units in a CONUS or OCONUS unit. Cadets serve in lieutenant-level platoon leadership positions in active-duty units. Cadets get opportunities to apply leadership skills, interact with company commanders, other junior officers, skilled senior noncommissioned officers (NCOs), and junior NCOs in an operational environment. CTLT is exclusively designed for MSIII cadets who have graduated from the Advance Camp. CTLT Cadets receive a formal evaluation/OER from their active-duty command at the completion of the course.

The Drill Cadet Leader Training (DCLT) internship program provides cadets the opportunity to serve in platoon leader or executive officer positions in Initial Military Training (IMT) companies and work closely with drill sergeants and cadre. Cadets experience leadership training with IMT companies, and get opportunities to apply leadership skills and interact with company commanders and other junior officers, skilled senior noncommissioned officers, and drill sergeants to improve common task skill proficiency in an Army training environment. DCLT is designed exclusively for MSLIII cadets who have graduated from CST Advanced Course. DCLT cadets receive a formal evaluation/OER from their active-duty chain of command at the completion of the course.

The cadet internship track provides cadets myriad opportunities to seek additional training in specialized areas such as scientific application, engineering, nursing, medicine, intelligence, and cultural awareness. The internship types, locations, and allocations change from year to year. There are typically 15 internships excluding CTLT and DCLT that range in length from two to four weeks. Priority is typically given to MSLIII cadets. Each internship has uniquely different requirements. Some are paid, some are not paid.

- Airborne Training, a three-week course at Fort Benning, Georgia, teaches military parachuting techniques and awards airborne wings to participants upon completion of their fifth jump.
- Air Assault Training, a two-week course at Fort Campbell, Kentucky, teaches insertion, evacuation, and Pathfinder missions that call for the use of multipurpose transportation and assault helicopters.
- Mountain Warfare is a two-week course taught in Jericho, Vermont. Students learn fundamental light infantry tactics, techniques, and skills necessary for survival in mountainous terrain.
- Northern Warfare is a three-week course held in Fort Greely, Alaska, and is designed to teach skills necessary to survive in arctic/winter environments.

Students meet basic requirements through class attendance in their freshman and sophomore years, or through attendance at a five-week intensive summer leadership training course at Fort Knox, Kentucky. Students with two full years of college remaining after completion of this training course may enroll in the advanced program. Advanced program students attend the Cadet Leadership Course (CLC; formerly the Leader Development and Assessment Course, LDAC) at Fort Knox between their junior and senior years of college. This camp, the capstone event of each student's ROTC career, offers an opportunity to demonstrate leadership skills while working alongside fellow students from across the nation.

Qualified students can enroll in Army ROTC if they have at least two full years of full-time academic coursework remaining. Participation in the basic course (freshman/sophomore years) carries no military obligation, except for scholarship students. The service obligation is four years of active duty or eight years of Reserve duty. Students may apply for a guaranteed Reserve force duty. Graduate students may also participate in ROTC as long as they remain on full-time status and have two years remaining at their graduate institution. Education delays are available to complete advanced schooling, usually medical, dental, or law school.

Students with prior service time, prior ROTC training, or Reserve training may qualify for immediate advanced program placement. Selected students also may participate in a Reserve or National Guard unit while in ROTC, drawing pay from both.

For more information, visit the CMC ROTC website (<https://www.goarmy.com/rotc/schools/claremont-mckenna-college.html>) or contact the CMC Military Science Department at (909) 621-8102.

The following Military Science and Leadership (MSL) courses are offered through Claremont McKenna College and are open to all Azusa Pacific University students, especially those with an interest in physical and mental challenges, organizational leadership, management, history, and the military as a profession. Many of these courses are held on the APU campus.

## **MSL 99 Army Physical Training Program (1 unit)**

This course aligns with the Army's current physical fitness training philosophy of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition training. It includes a wide variety of events: unit distance runs and ability groups, circuit training, upper- and lower-body strength drills, swimming, and road marching. The course helps instill the fundamentals of conditioning and exposes students to a variety of conditioning drills that can be incorporated into an individual fitness program for life. Additionally, the course teaches team building and *esprit de corps* utilizing standard Army training doctrine. *This course fulfills APU's General Education Fitness for Life requirement.*

## **MSL 101 Introduction to the Army (1 unit)**

This course focuses on the introduction to the Army and critical thinking. It introduces cadets to the Army and the profession of arms. Students examine the Army profession and what it means to be a professional in the Army. The overall focus is on developing basic knowledge and comprehension of the Army Leadership Requirements model while gaining a complete understanding of the Reserve Officers' Training Corps (ROTC) program, its purpose in the Army, and its advantages for the student. Cadets also learn how resiliency and fitness support their development as an Army leader. Includes a weekly lab facilitated by MSL III cadets and supervised by Cadre.

## **MSL 102 Foundations of Agile and Adaptive Leadership (1 unit)**

This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn about the personal development of life skills such as critical thinking, time management, goal setting, and communication, and learn the basics of the communications process and the importance of leaders developing the essential skills to effectively communicate in the Army. Cadets begin learning the basics of squad-level tactics, which are reinforced during a weekly lab facilitated by MSL III cadets and supervised by Cadre. *Prerequisite: MSL 101 or permission of instructor.*

## **MSL 201 Leadership and Decision Making (2 units)**

This course focuses on leadership and decision making. Outcomes are demonstrated through critical and creative thinking and the ability to apply troop leading procedures (TLP) innovative solutions to problems. The Army profession is also taught through leadership forums and a leadership self-assessment. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during a weekly lab facilitated by MSL III cadets and supervised by Cadre. *Prerequisite: MSL 102 or permission of instructor.*

## **MSL 202 Army Doctrine and Team Development (2 units)**

This course focuses on Army doctrine and team development. Cadets begin the journey to understanding and demonstrating competencies as they relate to Army doctrine; Army values, teamwork, the warrior ethos, and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through team-building exercises at the squad level. Students are then required to apply their knowledge outside the classroom in a hands-on, performance-oriented environment during a weekly lab facilitated by MSL III cadets and supervised by Cadre. *Prerequisite: MSL 201 or permission of instructor.*

## **MSL 301 Training Management and the Warfighting Functions (4 units)**

This course focuses on training management and warfighting functions. It is an academically challenging course in which students study, practice, and apply the fundamentals of training management and how the Army operates through the warfighting functions. At the conclusion of this course, students are capable of planning, preparing, and executing training for a squad conducting small-unit tactics. Includes a weekly lab using peer facilitation overseen by MSL IVs and supervised by ROTC Cadre. *Prerequisite: MSL 202 or permission of instructor.*

## **MSL 302 Applied Leadership in Small-Unit Operations (4 units)**

This course focuses on applied leadership in small-unit operations. It is an academically challenging course in which students study, practice, and apply the fundamentals of direct level leadership and small-unit tactics at the platoon level. At the conclusion of this course, students are capable of planning, coordinating, navigating, motivating, and leading a platoon in the execution of a mission. Includes a weekly lab using peer facilitation overseen by MSL IVs and supervised by ROTC Cadre. Successful completion of this course prepare students for the Cadet Summer Training Advance Camp, which they attend in the summer at Fort Knox, Kentucky. *Prerequisite: MSL 301 or permission of instructor.*

## **MSL 401 The Army Officer (4 units)**

This course focuses on the development of the Army officer. It is an academically challenging course in which students develop the knowledge, skills, and abilities to plan, resource, and assess training at the small-unit level. Students also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning, and legal responsibilities. At the conclusion of this course, students are familiar with how to plan, prepare, execute, and continuously assess the conduct of training at the company or field grade officer level. Includes a weekly lab overseeing MSL III lesson facilitation, supervised by ROTC Cadre. *Prerequisite: MSL 302 or permission of instructor.*

## **MSL 402 Company Grade Leadership (4 units)**

This is an academically challenging course in which students develop the knowledge, skills, and abilities required of junior officers pertaining to the Army in unified land operations and company grade officer roles and responsibilities. This course includes reading assignments, homework assignments, small-group assignments, briefings, case studies, practical exercises, a midterm exam, and an oral practicum as the final exam. The oral practicum explores students' knowledge of how to prepare for the 20 Army warfighting challenges covered throughout the ROTC advanced course. Successful completion of this course will assist in preparing students for the BOLC B course and is a requirement for commissioning. Includes a weekly lab overseeing MSL III lesson facilitation, supervised by ROTC Cadre. *Prerequisite: MSL 401 or permission of instructor.*

# Math and Physics Center

The Department of Mathematics, Physics, and Statistics (p. 195) sponsors a drop-in tutoring center for assistance with mathematics, physics, and statistics courses. Housed in Segerstrom Science Center (Room 170), the Math Center provides an out-of-classroom setting where students gather to actively learn and teach math, physics, and statistics. The room is fully equipped with computers, white boards, and work spaces. Skilled student tutors staff the center for free walk-in tutoring Monday-Thursday throughout each semester.

Students are encouraged to regularly work on their homework at the center, knowing that help is nearby should it be needed. For more information, contact the Department of Mathematics, Physics, and Statistics at (626) 815-6470.

# Office of Research and Grants

The Office of Research and Grants (<http://www.apu.edu/researchandgrants/>) (ORG) promotes, supports, and celebrates research and grant opportunities to advance the Scholarship Cornerstone (<https://www.apu.edu/about/cornerstones/>) of Azusa Pacific University. While a main focus of ORG is assisting faculty in identifying, acquiring, and managing external grant resources, ORG also supervises the Undergraduate Research Program (<https://www.apu.edu/undergraduate-research/>), which includes opportunities for undergraduate students engaged in research with faculty to apply for funds to present findings at professional conferences. The Undergraduate Research Program also promotes undergraduate research partnerships with faculty through annual awards provided by the Scholarly Undergraduate Research Experience (SURE) initiative. ORG facilitates campus-wide celebratory research symposia and oversees the Fellowship for Scholarly Work with Ethics and Culture (FSWEC), a competitive faculty fellowship program promoting scholarship related to ethics and culture in a variety of disciplines. In addition, ORG promotes ethical practices in research through its oversight of the Institutional Review Board (IRB) (<https://www.apu.edu/researchandgrants/ethics/irb/>) and the Institutional Animal Care and Use Committee (IACUC) (<https://www.apu.edu/researchandgrants/ethics/iacuc/>), entities that review research at APU involving human (IRB) and animal (IACUC) subjects.



# Writing Program

APU's Writing Program includes lower- and upper-division courses to help students become more competent and confident writers. The goal of these courses is for students to develop as critical thinkers, researchers, and writers who can creatively address a variety of rhetorical contexts.

The General Education (GE) (<https://www.apu.edu/provost/generaleducation/>) Writing Program (<https://www.apu.edu/writing-program/>) guides students through the process of gaining cross-disciplinary writing skills. The program consists of three 3-unit GE courses (Writing 1, 2, and 3), as well as an optional 1-unit Writing 1 Lab. In these courses, students cultivate a lifelong habit of learning to write and writing to learn, develop their individual writing processes, learn about genres and rhetorical situations, and write within a community of peers.

Because Writing 1 is a first-year writing course, students should plan to take WRIT 110 The Art and Craft of Writing during their first semester at APU. Students should plan to take the Writing 2 course that is recommended by their majors as sophomores, followed by the appropriate Writing 3 course as juniors or seniors.

## Writing Pathways

All APU students must take Writing 1 unless they have a qualifying AP score (p. 1188) or transfer credit (<https://www.apu.edu/undergraduate-admissions/requirements/transfer/courses/>). Students enrolled in the Honors College take HON 101 Leadership in place of Writing 1. All APU students must take Writing 2 and Writing 3 unless they have appropriate transfer credit (<https://www.apu.edu/undergraduate-admissions/requirements/transfer/courses/>).

## Writing 1

In Writing 1, students are introduced to college-level writing expectations. They write and learn in a community of peers, giving and receiving feedback in small groups. In a designated week during the semester, students conference one-on-one with the professor to receive individualized feedback on the development of their writing. They build rhetorical awareness and personal writing processes that they use throughout their time at APU and beyond.

## Writing 1 Lab

Alongside Writing 1, some students may choose to take the Writing 1 Lab. Writing labs offer a small-group format, supporting up to six students as they move beyond high school writing toward college-level writing expectations. Our faculty assume that students who take the lab in addition to Writing 1 are capable, college-level or nearly college-level writers who will benefit from extra support and feedback, whether that support is focused on thesis development, organization, time management, confidence, grammar instruction, or some other aspect of writing.

## Writing 2

In Writing 2, students assess the writing styles, questions, and arguments of broader fields (e.g., humanities, nursing, or science). It is strongly recommended that students enroll in Writing 2 as sophomores. Some majors require a specific Writing 2 course. It is most beneficial and strongly recommended to enroll in the Writing 2 course that pertains to the student's field of study, but students may enroll in the Writing 2 course of their choice if their major does not require a particular course. Students must earn a grade of C- or higher in Writing 1 to enroll in Writing 2. Some Writing 2 courses have other prerequisites in addition to Writing 1.

## Writing 3

In Writing 3, juniors or seniors learn how to craft polished drafts of professional quality in their major and practice the types of writing they might encounter in their future professions. Most majors require a particular course. It is most beneficial and strongly recommended to enroll in the Writing 3 course that pertains to the student's field of study, but students may enroll in the Writing 3 course of their choice if their major does not require a particular course. Many Writing 3 courses have prerequisites in addition to Writing 2.

## Helpful Resources

The Writing Program Lexicon (<https://drive.google.com/file/d/14j8T-H4yaeajWL0681W0gAME4RNJowwe/view/>) establishes a consistent vocabulary for APU faculty and students, facilitating smooth transitions between courses and encouraging student learning. The Writing Program also coordinates its efforts with the Writing Center (<https://www.apu.edu/writingcenter/>), which offers one-on-one appointments to help students become better writers.

## Overenrollment Policy

The Writing Program does not permit students to add Writing 1, 2, or 3 courses that are full, because smaller class sizes are essential for thorough faculty feedback and writing support. If you have extenuating circumstances that make it necessary for you to take a Writing 1, 2, or 3 course that is full, contact the Writing Program; the director of the Writing Program and the instructor of the course must approve your request. If your request is approved, the Writing Program will issue you a permission code to register for the section.

## Mission Statement

Azusa Pacific University's Writing Program fosters a culture of writing among students and faculty from all disciplines. Drawing on scholarship in rhetoric and composition, the Writing Program collaborates with faculty to use best practices in writing courses across the curriculum to help students learn to write ethically, clearly, creatively, and effectively as academics, professionals, and Christ-following citizens in diverse communities.

## Contact Information

- Email: [writingprogram@apu.edu](mailto:writingprogram@apu.edu)
- Phone: (626) 804-2722
- Location: East Campus, Faculty Quad, Room 22

# Student Affairs

## About Student Affairs

### Thrive at APU!

At Azusa Pacific University, our Student Affairs team of Christ-centered educators believes in the holistic development of all students. Our hope is that learning extends beyond the classroom into all areas of students' lives as they strive to become the person God has called them to be. Through a variety of services and programs, we are dedicated to creating environments and experiences that encourage students throughout their journey to develop a commitment to lifelong learning in the areas of Christian spiritual formation, student engagement, and student wellness. Our desire is for each student to develop a deeper understanding of their identity, faith, academic goals, and vocational pursuits, and to become a difference maker who will impact their communities for Christ.

## Our Three Pillars of Student Development

### Spiritual Formation

We believe that the life-changing good news of Jesus Christ is both an eternal promise and an invitation to be part of God's work in the world now. In the classrooms and the residence halls, on the field and in chapel, around the world and across the street, we are engaging all students in the personal and collective process of being formed in the image of Christ for the sake of others.\* We foster students' spiritual development by providing opportunities to participate in corporate worship, local and global service, Christian formation, and spiritual care.

\*Adapted from R. Mullholand, 2016.

### Student Engagement

We believe a student's sense of belonging contributes to their success both inside and outside of the classroom. Each student is a valuable member of our community and their contribution at APU makes a difference. Student Engagement provides a variety of opportunities for students to build meaningful connections with others and contribute to the needs and shared goals of the community.

### Student Wellness

We believe that students who invest in their holistic well-being are more likely to reach their academic and personal potential. We provide Christ-centered wellness services, programs and educational opportunities that empower students and the APU community to thrive physically, emotionally, socially and spiritually.

## Resources

- Accessibility and Disability Resources (p. 1495)
- Campus Life (p. 1559)
- Campus Ministry (p. 1560)
- Center for Student Action (p. 1561)
  - Mexico Outreach (p. 1562)
- Commuter Life (p. 1563)
- Corporate Worship (p. 1564)
- Disability Grievance Policy for Students (p. 1480)
- Health Services (p. 1568)
- Intercollegiate Athletics (p. 1590)
- International Center (p. 1569)
  - Undergraduate and International Admissions (p. 1571)
  - International Students and Scholars (ISS) (p. 1570)
- Office of Women's Development (p. 1593)
- Residence Life (p. 1572)
- Student Government Association (p. 1573)
- Undergraduate Community Expectations (p. 1574)
- University Counseling Center (p. 1595)

# Accessibility and Disability Resources

The Accessibility and Disability Resources office is open year-round and provides a wide range of academic support services for APU students seeking to enhance their learning. It is the designated office for:

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

The office serves all students, regardless of degree level or campus location. Accommodations are individualized based on the learning needs of each student and upon documented verification of disability, as appropriate. Accommodation examples include, but are not limited to, extended time on exams, exams taken in a least-distracting environment, sign language interpreters, captionists, wheelchair access, and other reasonable accommodations. Accommodations are unreasonable if they would fundamentally alter the nature of academic courses, education programs, or other activities, or would result in undue financial or administrative burden.

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on service animals as a disability accommodation (p. 1497), contact the director of accessibility and disability resources.

## Request for Disability Accommodations

Students with disabilities may request accommodations by following the steps below:

1. Complete a Request for Accommodations Form (<https://www.apu.edu/lec/disabilities/>) available in the Accessibility and Disability Resources office or online.
2. Provide documentation of the disability (<http://www.apu.edu/lec/disabilities/>). More information about the documentation requirements may be found online and in the Accessibility and Disability Resources office, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the director or coordinator of accessibility and disability resources, who will review and decide which accommodations, if any, are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

Students who believe that their requests have not been adequately addressed may follow the university's Disability Grievance Policy (<http://www.apu.edu/lec/disabilities/grievance/#disabilitygrievancepolicy>) for students.

For more information about disability accommodations or to obtain guidelines for disability documentation, stop by the Accessibility and Disability Resources office, call (626) 815-2067, or send a note to [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu).

## Personal Care Assistance or Equipment

Students are expected to have the skills to care for themselves when functioning on campus or when occupying campus housing. Personal assistance necessitating an attendant may range from hygiene and seating assistance to medication assistance. Students requesting services from peers, staff, or faculty will be asked to obtain a personal attendant at their own expense. The provision of services by untrained individuals is considered a safety risk to the student with a disability and the individual providing the assistance.

## Mobility Impairment Parking Permits for Students

### Permanent Mobility Impairment

Students with a Disabled Person Parking Placard due to permanent mobility impairment (that is, a "DP" license plate or a placard issued by the California Department of Motor Vehicles) may park in any designated handicapped parking space on campus. In addition, students must register their vehicle with the Department of Campus Safety (<https://www.apu.edu/campussafety/>) to receive an APU parking permit. Appropriate documentation to verify the mobility impairment may be requested. The placard or license plate must be displayed at all times, and parking in restricted areas, such as red zones, is not permitted.

### Temporary Mobility Impairment

Students who have a temporary mobility impairment (less than one semester), such as a broken leg or short-term illness, that impacts their ability to walk short distances can request a Temporary Parking Permit that allows the student to park in any general space with the exception of restricted areas or spaces reserved for individuals with disabilities. To obtain a Temporary Parking Permit:

- Submit a completed Request for Accommodations Form (<https://www.apu.edu/lec/disabilities/>) available in the Accessibility and Disability Resources office and online.
- Provide documentation of the injury or illness from a qualified medical professional stating limitations and length of time expected for recovery.
- Meet with the director or coordinator of accessibility and disability resources to review the request.

Student vehicles must be registered with the Department of Campus Safety (<https://www.apu.edu/campussafety/>) in order to receive a Temporary Parking Permit.

If a student injury or illness extends beyond one semester, the student should meet with the director or coordinator of accessibility and disability resources again prior to obtaining an extension of the Temporary Parking Permit.

For additional inquiries, contact Accessibility and Disability Resources at (626) 815-2067 (phone) or the Department of Campus Safety (<http://www.apu.edu/campussafety/>) at (626) 815-3898.

## Study Away Disability Accommodations

Students requiring disability accommodations for study away are encouraged to meet with the director of accessibility and disability resources as soon as possible to determine the resources available in the country of destination. Because the laws of the United States do not always apply in other countries, physical accessibility and other accommodations may not be equal to service provided in the United States. Accessibility and Disability Resources, however, works with students to develop strategies to address their disability needs.

Each student is different, and travel to other countries requires an honest evaluation of what is required to identify and manage individual disability needs and potential issues that could occur while away. A discussion with the student about program fit, course selection, and personal needs is a collaborative effort shared by the Center for Global Learning and Engagement (<http://www.apu.edu/global-engagement/>) and Accessibility and Disability Resources. Open communication ensures a positive transition for students.

Procedure for students pursuing disability accommodations away:

1. Meet individually with an advisor in the Center for Global Learning and Engagement to identify the best program fit in relation to the student's goals and academic needs.
2. After a study away program has been selected, the student should meet with the director of accessibility and disability resources to discuss disability documentation and appropriate accommodations, which are considered on a case-by-case basis.
3. The director of accessibility and disability resources will research the case and communicate with the Center for Global Learning and Engagement to determine the feasibility of providing accommodations at the anticipated location away.
4. A follow-up meeting at Accessibility and Disability Resources will be held with the student to discuss available accommodations at the location away and a possible plan of action.

# Service Animals

## Notice of Service Animal as a Disability Accommodation Policy

Service animals perform some of the functions and tasks that an individual with a disability cannot perform. Guide dogs are one type of service animal, used by some individuals who are blind. A guide dog is the type of service animal with which many are familiar. There are, however, service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds.
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- Assisting persons with mobility impairments with balance.

A service animal is not a pet.

Pursuant to section 504 of the Rehabilitation Act of 1973 and its implementing regulations, Azusa Pacific University ("university") permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy. Section 504 prohibits discrimination on the basis of a disability under any program or activity of the university receiving federal financial assistance.

The intent of the university is to fully comply with section 504 of the Rehabilitation Act of 1973, and under that law the university permits the use of a service animal by an individual with a disability as further set forth in the policy.

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of the individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. The work or tasks performed by the service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Questions about this policy may be directed to the Director of Accessibility and Disability Resources, 901 E. Alosta Ave., Azusa, CA 91702, East Campus, at (626) 815-2067 or [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu), and any complaints alleging a violation of the policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (<https://www.apu.edu/academic-success/services/accessibility/>). Copies are available at the office of the director of Accessibility and Disability Resources, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

## Service Animal as a Disability Accommodation Policy

In compliance with Section 504 of the Rehabilitation Act of 1973 including its implementing regulations, Azusa Pacific University ("university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy, as follows:

### I. Definition

**"Service animal"** means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

### II. In General

Azusa Pacific University permits the use of a service animal by an individual with a disability. APU requests such an individual complete a Request for Accommodations Form (<https://www.apu.edu/academic-success/services/accessibility/#stepsforrequestingaccommodations>) and discuss his or her accommodation needs with an advisor in the ADR.

### III. Other Provisions

1. **Removal of Service Animal.** The university may ask an individual to remove a service animal from the premises if:
  - a. The animal is out of control and the animal's handler does not take effective action to control it;
  - b. The animal is not housebroken; or
  - c. The animal poses a direct threat to the health and safety of others (allergies and a fear of animals by others, generally, are not valid reasons for denying a student the right to have a service animal on university premises). A direct threat to the health and safety of others may be the basis for reasonable time, place, and manner restrictions.

2. **If an Animal is Properly Excluded.** If the university properly excludes a service animal under this policy, it shall give the individual with a disability the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.
3. **Animal Under Handler's Control.** A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
4. **Care or Supervision.** The university is not responsible for the care or supervision of a service animal.
5. **Inquiries.** The university shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The university may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The university shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the university may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
6. **Access to Areas of the University.** An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas of the university where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go.
7. **Surcharges.** The university shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the university normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
8. **Questions.** Questions about this policy may be submitted to the director of Accessibility and Disability Resources, 901 E. Alostia Ave., Azusa, CA 91702, at (626) 815-2067 or disabilityservices (disabilityservices@apu.edu)@apu.edu (lec@apu.edu).
9. **Complaints/Grievance Policy.** Complaints alleging any violation of this policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (<https://www.apu.edu/academic-success/services/accessibility/#disabilitygrievancepolicy>). Copies are available at the office of the Director of Accessibility and Disability Resources.

# Campus Life

The Office of Campus Life (<https://www.apu.edu/campus-life/>) offers purposeful programming to help students develop a sense of belonging and personal growth throughout their APU experience.

## Mission Statement

The Office of Campus Life provides students with opportunities for connection and engagement in order to foster a sense of belonging and holistic development.

## Fulfilling Our Mission

The Office of Campus Life seeks to fulfill the above mission through the following:

- Clubs and Organizations: Supporting student-managed groups including club sports, service organizations, academic clubs, and social/interest groups. Azusa Pacific University does not allow or recognize national social clubs, fraternities, or sororities.
- Intramurals: Coordinating various indoor and outdoor sports throughout the year.
- Outdoor Adventures: Offering outdoor adventure trips, outdoor rental equipment, local hiking information, and a wilderness orientation program for incoming freshmen and transfers.
- Performing Arts: Planning and implementing entertainment and education for the APU community through small- and large-scale concerts and music, art, and performance-based events.
- Special Events: Planning and implementing campus-wide events that create a sense of community among the student body.

## Welcome Weekend

The Office of Campus Life hosts Welcome Weekend at the beginning of each fall and spring semester to welcome new APU students into the community. The goal of Welcome Weekend is to provide an experience that fosters a sense of belonging for new students, families, and guests through intentional programming centered on preparing each student for their time at Azusa Pacific University.

## Alpha Program

We desire to support all students' sense of belonging in their first year at APU through the Alpha Program orientation groups for freshmen and transfer students.

## APUTWO

APUTWO exists to focus on the second-year experience at APU. Given that students experience many changes and critical decisions during this time (e.g., deciding on majors, changes in their living situations, changes in friend groups and community), research shows that students' second-year experience is critical to their persistence toward graduating college. The Office of Campus Life provides intentional programming efforts in order that all of our second-year students may thrive during their time at APU and experience a sense of belonging.



# Campus Ministry

## Office of Campus Ministry

The staff in the Office of Campus Ministry desire to see students' hearts, souls, and minds be continually transformed by the renewing and redemptive work of God in their lives—as individuals and as valuable parts of the Body of Christ. The Campus Ministry staff encourage students toward increasing spiritual maturity, offer spiritual care and opportunities for discipleship-focused relationships, and contribute to a growing understanding of the interrelationship of scholarship and discipleship.

## Confidential Pastoral Counseling

Confidential staff/persons in the Office of Campus Ministry are available to meet with students individually or in groups to listen and provide pastoral counsel and spiritual direction through seasons of distress, indecision, illness, faith development, and celebration, or to simply get to know one another.

## Discipleship Mentoring (1-1)

The discipleship mentoring program connects undergraduate students with capable mentors who serve as guides and companions in the students' spiritual journey. These one-on-one encounters provide the space to grow spiritually in a committed mentoring relationship.

## Discipleship Groups (D-Groups)

This ministry provides the opportunity for 5-10 students to meet for spiritual growth. Each Discipleship Group (D-Group) incorporates prayer, Bible study, accountability, and fellowship in meetings.

## SALT Ministry

SALT (Service And Leadership Training), a student leadership opportunity in conjunction with the Office of Campus Ministry and the Office of Corporate Worship, serves the community with four focused teams: Discipleship, Kaleo, Liturgical, and Spiritual Formation.

## Local Church Referrals

Local churches offer students opportunities to invest in cross-generational spiritual community and local ministry service, and to participate in interactive faith dialogue, throughout the year.

# Center for Student Action

The Azusa Pacific community believes that the good news of Jesus' love transforms every people, culture, and condition, that all people are created in the image of God, and that every person matters. This simple but critical belief inspires healthy and God-honoring steps to advance the work of God in the world. The Center for Student Action mobilizes and educates students toward responsible and transformational service locally and globally through a collaborative network of programs, including Local Engagement, Action Teams, Mexico Outreach, and H.I.S. Years.

## University Service Requirement

Service, one of Azusa Pacific's Four Cornerstones (<https://www.apu.edu/about/cornerstones/>), stands at the heart of the university's local and international outreach, short-term service trips, and service-learning endeavors. The university desires to see the service experience connect to a deeper relationship with Christ, develop in students a greater sense of community, and model scholarship put into practice. To this end, the university desires that every student have an intercultural experience during his or her time at APU.

A student's service may correlate with his or her academic coursework or it may be an opportunity to branch out of the classroom experience. There are a variety of ways for students to engage in service outside of the classroom through the Center for Student Action. For more information on the Service Credit Requirement or the programs that fall within the requirement, please visit the Center for Student Action in East Campus.

## Service Opportunities

In addition to the diverse service opportunities offered through the Center for Academic Service-Learning and the Center for Global Learning and Engagement (study away), the Center for Student Action provides opportunities each year for students to serve in Azusa and greater Los Angeles, throughout the United States, and internationally.

## Local Engagement Opportunities

Local service opportunities encourage students to invest time and energy with neighbors across the street in Azusa and throughout greater Los Angeles. Focused on collaborative relationships with organizations and churches, these service programs give students the chance to invest in the lives of local families and neighborhoods. This past year, opportunities included retirement center ministries, high school youth outreach (e.g., Young Life), local food banks, sports ministries, community development opportunities, children's ministries, and educational immersion trips engaging the city of Los Angeles.

## Action Teams

Each year, the Center for Student Action mobilizes more than 25 student teams to serve in a short-term capacity in more than 30 countries around the world, including several teams dedicated to serving within the United States. Depending on the need and partnership with local hosts, the type of ministry during the spring midsemester break and summer months requires all majors and a diversity of strengths and skills among the various teams. This past year, opportunities included a STEM team, youth and community development, evangelistic outreach, children's ministries, economic development, sports ministry, and church partnerships, all designed to advance the work of God in the world.

## H.I.S.years

At Azusa Pacific, service doesn't end at graduation—it should be a part of every student's lifestyle as she or he goes on to make a difference in the world. H.I.S.years (Hearing. Investing. Serving.) supports students passionate about serving among the world's least-reached people groups. This two-year sending program equips volunteer alumni and connects them with service opportunities overseas through Christ-based community development and mission organizations. During the students' two-year service, APU helps pay their student loans.

## Other Opportunities

In addition to the service opportunities through the center, several other opportunities are available to help students learn and grow, including:

### Azusa Scholars

Qualified students from the city of Azusa who have demonstrated a commitment to faith, education, service, and community are eligible to receive one of two scholarships and participate in a leadership development program for the duration of their tenure at APU. The Azusa Scholars program is open to incoming freshmen and transfer students.

### Educational Programming

Educational programming opportunities for students take place throughout the year, centered around the Student Affairs values (e.g., Local and Global Engagement) and partnerships across campus to raise awareness about local and global issues connected to faith development.

# Mexico Outreach

## Mission Statement

Our mission is to equip, empower, and engage individuals to help advance the Gospel of Jesus Christ and God's work in Mexico and around the world, in conjunction with the Center for Student Action.

## About Mexico Outreach

Since 1970, Mexico Outreach has mobilized APU students and groups from the United States and Canada to serve in Mexico. These short-term mission trips help foster the legacy and effectiveness of long-term partnerships within and across cultures. Our core mission is to work alongside ministries and organizations in Mexicali, Mexico, that have devoted themselves to lovingly showing Christ and reaching their communities, which face great physical and spiritual poverty.

APU students have the opportunity to lead or join more than 25 teams and serve side by side with our Mexican ministry partners. For nearly five decades, these trips have remained a highlight and transformational outreach experience for many APU students. Service credits are offered for participation in these events.

## Opportunities

- Thanksgiving Break (5 days)
- Midsemester Break (5 days)

# Commuter Life

The Commuter Life office exists to provide opportunities and services to all commuter students at Azusa Pacific University.

## Mission Statement

The Commuter Life office exists to provide opportunities and services to all commuter students at Azusa Pacific University in order to create a sense of belonging on campus that fosters personal development and academic success through co-curricular and extra-curricular engagement.

## Location

The Student Union, also known as the Cougar Dome, houses the Commuter Life office. The Student Union is one of the primary on-campus socialization and information hubs for the student community.

## Fulfilling Our Mission

Commuter Life's student leaders, known as Commuter Life Assistants, and professional staff seek to fulfill their mission by offering a variety of Commuter Services and Programming that include, but are not limited to, Commuter Printing, Commuter Lockers, and Commuter Amenities. The office seeks to provide an environment where students feel equipped to navigate university resources and ultimately find a sense of belonging on campus. The office regularly hosts Commuter meals and events to foster community engagement amongst commuter students.

The office takes a special interest in meeting the needs of the university's commuter student population by also partnering with offices such as Campus Life. Many of the programs coordinated by the Campus Life staff are geared towards enhancing the quality of the student experience for commuters. Special discounts and benefits are offered to the commuter student population to encourage their involvement and attendance at Campus Life-sponsored events.

# Corporate Worship

The Office of Corporate Worship stewards APU's foundational commitment to incorporate consistent rhythms of community worship in the spiritual development of undergraduate students through the advancement of a biblically grounded, diverse, pastoral, and challenging chapel curriculum that cultivates personal spiritual transformation and invites students to participate in God's work in the world.

# Disability Grievance Policy for Students

## 1. Policy Against Disability-Related Discrimination

In compliance with applicable state and federal laws and regulations, including Section 504 of the Rehabilitation Act of 1973 ("Section 504") and implementing regulations, Azusa Pacific University ("APU" or the "university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university prohibits conduct that denigrates or shows hostility or aversion toward an individual based upon his or her disability or perceived disability, including conduct that is oral, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm related to an individual's disability. This nondiscrimination policy covers all qualified students with respect to admission, access, operation of university programs and activities, and employment. APU will take all reasonable steps to prevent occurrence and reoccurrence of discrimination on the basis of disability and to correct any discriminatory effects on students and others, if appropriate. No student shall be retaliated against for using this or any other grievance procedure to address any disability-related grievances.

## 2. Administration of this Grievance Procedure; Compliance Officers

Graduate and undergraduate students have the right to use this grievance procedure to resolve claims that they have been subjected to unlawful harassment or discrimination on the basis of disability, or have been denied access to services or accommodations required by law. If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of the Student Standards of Conduct. In all other cases, unless otherwise provided herein, this grievance procedure, rather than other general APU grievance procedures (including the Graduate Student Grievance and Appeal Procedures and the Undergraduate Grievance Policies) shall govern any disability-related grievances. Please use this grievance process if there are also non-disability-related issues, and the grievance officer will consider whether to address all matters together or whether a separate process will be required for the non-disability-related issues. Questions of which grievance procedure to apply will be decided by the Section 504 compliance officer.

For grievances initiated by students, the executive director of human resources is the university's Section 504 compliance officer charged with administering this grievance procedure as well as ensuring compliance with applicable laws. The executive director of human resources can be reached by telephone at (626) 815-4526.

The Academic Success Center (ASC) Accessibility and Disability Resources is the office designated for the evaluation of disability documentation and academic accommodations for APU undergraduate and graduate students. ASC Accessibility and Disability Resources is located at 901 E. Alost Avenue, Azusa, California 91702 and can be reached by phone at (626) 815-2067 or (626) 815-3873 (TDD), by fax at (626) 815-3859, or by email at [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu).

## 3. Informal Resolution

Prior to initiating the formal complaint procedure set forth below in Part 4, the student must first pursue the following informal procedures. The source of the alleged discrimination dictates the informal procedures that the student must pursue:

- a. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by ASC Accessibility and Disability Resources (procedures for requesting an accommodation from ASC Accessibility and Disability Resources are available in the academic catalog and on the Accessibility and Disability Resources webpage (<https://www.apu.edu/academic-success/services/accessibility/>)), the student must promptly make an appointment to meet with the director of accessibility and disability resources. The accessibility and disability resources director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the accessibility and disability resources director's decision is adverse to the student, the accessibility and disability resources director will inform the student of the student's right to file a formal complaint under this grievance process.
- b. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-accessibility services denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate (p. 1459) and Professional (p. 1400) Student Grievance and Appeal Procedures (for graduate and professional students), and in the Undergraduate Grievance Policy (p. 1321) (for undergraduate students). In addition, the student is encouraged to raise the issue with ASC Accessibility and Disability Resources, as the director of accessibility and disability resources is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources (<http://www.apu.edu/humanresources/>) by calling (626) 815-4526.

## 4. Formal Grievance Process

If the informal procedures in Part 3 above do not resolve the issue to the satisfaction of the student, the student may file a formal complaint in the following manner:

- a. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.
- b. A complaint must be in writing and include the following:
  - i. The student's name, address, email address, phone number, and claimed disability;
  - ii. The names of any other persons involved, including, if known, those who committed the alleged discrimination;

- iii. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
  - iv. A description of what efforts have been made to resolve the issue informally;
  - v. A statement of the desired outcome; and
  - vi. Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.
- c. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part 2 above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the Office of the Provost designee.
  - d. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.
  - e. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.
  - f. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint from, any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.
  - g. The student and the party against whom the complaint is directed each have the right to have a representative present at the hearing. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.
  - h. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.
  - i. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.
  - j. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student and to the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.
  - k. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.
  - l. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists, making the suspension of implementation appropriate.

## 5. Remedies

Possible remedies under this grievance procedure include corrective steps, actions to reverse the effects of discrimination or to end harassment, and measures to provide a reasonable accommodation. A copy of the Section 504 compliance officer's report may, where appropriate, be sent to appropriate university officer(s) to determine whether any personnel action should be pursued.

## 6. Appeal

Within 10 calendar days of the issuance of the final report, the student or the party against whom the complaint is directed may appeal the final report to the provost.

An appeal is taken by filing a written request for review with the Office of the Provost (<https://www.apu.edu/provost/>), which is located in the Ronald Building at 901 E. Alosta Avenue, Azusa, CA 91702, and can be reached at (626) 812-3087 or [provost@apu.edu](mailto:provost@apu.edu).

The written request for review must specify the particular basis for the appeal, and must be made on grounds other than general dissatisfaction with the initial decision. The appeal may raise only issues raised in the complaint or alleged errors in the conduct of the grievance procedure itself, and not new issues. The provost's review will be limited to the following considerations:

- a. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the appellant?
- b. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the appellant?
- c. Given the proper facts, criteria, and procedures, was the decision reasonable?

A copy of the provost's written decision will be expected within 30 calendar days of the filing of the appeal and shall be sent to the student, the party against whom the complaint is directed, the Section 504 compliance officer who issued the final report, and, if appropriate, to the university officer(s) whose authority will be needed to carry out the disposition.

The decision of the provost on the appeal is final. The provost's written decision shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the provost.

## 7. **Deadlines**

- a. Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Section 504 compliance officer will, at the request of the student, determine whether an appropriate expedited procedure can be fashioned. Any deadline imposed in this policy may be extended by the Section 504 compliance officer for good cause, which may include breaks in the traditional academic calendar (summers and the year-end holidays).



# Health Services

## Student Health Center

The Student Health Center (<https://www.apu.edu/healthcenter/>) supports the university by evaluating, treating, and maintaining and promoting the optimal physical, mental, and spiritual well-being of the APU student body, and by empowering students to make healthy lifestyle choices. The center offers services for preventative medicine as well as treatment of illness and minor emergencies, first aid, wart, and mole removal, Pap smears, STD testing, anxiety, depression, and disease management. Visits to the Student Health Center are by appointment only. Hours vary and are posted on the Student Health Center website (<http://www.apu.edu/healthcenter/>) as well as at the center.

## Services Offered

Office visits are free to all undergraduate students. Medications, injections, immunizations, procedures, and blood draws are provided by the attending physician, nurse practitioners, physician assistant, and registered nurse for a nominal fee. If students need further treatment or evaluation, there is an excellent referral base to specialists in the community, as well as a hospital in close proximity for emergencies.

## Admission Requirements

There is a prematriculation requirement for admission to the university: All students must have documentation of two MMR vaccines, and all students must also complete and return the TB Questionnaire ([http://www.apu.edu/live\\_data/files/215/tuberculosis\\_screening\\_questionnaire.pdf](http://www.apu.edu/live_data/files/215/tuberculosis_screening_questionnaire.pdf)). Students can go to the MyCougar Health (<http://www.apu.edu/healthcenter/patient-portal/>) patient portal to complete and upload the required documents, and can also access MyCougar Health through [home.apu.edu](https://home.apu.edu/) (<https://home.apu.edu/>) (My Resources > General > Other > MyCougar Health). Failure to provide proof of immunizations to the Student Health Center results in a hold on all academic courses.

## Health Insurance

For students with 7 or more units, or who live on campus, proof of health insurance is mandated. All students will automatically be enrolled for coverage under an APU policy providing coverage from 8/15/20 through 8/14/21. If students wish to opt out of this coverage, they may do so by completing the hard waiver process. International students are not eligible to waive the insurance. To submit a request for waiver, students must provide proof of comparable insurance online (<http://www.gallagherstudent.com/apu/>) by September 11, 2020.

All full-time international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase APU student health insurance. This insurance meets the U.S. government requirement for health insurance for international students, and must be purchased during registration (twice a year) for a total of 12 months of coverage. If the student withdraws from or leaves APU prematurely, health insurance coverage will be automatically terminated.

For more information regarding the waiver process, call Gallagher Customer Service at (800) 406-4517 or visit the APU Student Health Center website (<http://www.apu.edu/healthcenter/>).

Athletes participating in intercollegiate sports are covered through a separate policy.

# International Center

The International Center (<https://www.apu.edu/international/>) serves international students in their educational pursuits at Azusa Pacific and consists of three departments: Undergraduate and International Admissions (p. 1571), International Students and Scholars (p. 1570), and the American Language and Culture Institute (p. 49). See each department's catalog page for more-detailed information.

# International Students and Scholars

## International Students and Scholars (ISS)

### “Their Potential Is Our Priority”

(626) 812-3055

iss@apu.edu

International Students and Scholars (<http://www.apu.edu/international/scholars/>) (ISS) provides relevant services to students and scholars from around the world. Services include a mandatory Global Student Orientation (<https://www.apu.edu/international/scholars/new-students/>), immigration services, and cross-cultural support services. Numerous activities are provided throughout the year to introduce students to Southern California.

In addition, ISS promotes international understanding through specialized training and international awareness festivities on campus—for example, ISS cosponsors annual events such as Global Expressions, World Night Market, and Welcome events.

Visit the International Center website (<https://www.apu.edu/international/>) for more-detailed information.

# Undergraduate and International Admissions

Each year, Azusa Pacific University welcomes international students from all over the world, knowing that their contributions enhance our global perspective of life and learning. The Office of International Enrollment Services (<https://www.apu.edu/international/enrollment/>) recruits, admits, and enrolls international students in undergraduate and graduate programs, as well as intensive English programs like the American Language and Culture Institute (p. 49). Undergraduate and International Admissions accomplishes this through a global network of partnerships with schools, churches, businesses, APU alumni, and government agencies, and staff members meet with students and their families to offer helpful consultation regarding their professional and educational goals while studying in the U.S. Whether answering questions about the university or helping students choose their first semester's courses, International Enrollment Services enables international students to make successful transitions as freshmen, transfer, or graduate students into APU's academic programs.

# Residence Life

The Office of Residence Life (<https://www.apu.edu/housing/>) strives to create an enriching and opportunity-filled on-campus housing experience for undergraduate students at Azusa Pacific. The office is composed of professionals who are focused on operational (tracking housing assignments, issuing room keys, maintaining the basic room furniture provided by the university) and programmatic efforts to promote student engagement in the APU on-campus community. Because the residential experience so strongly supports the mission of APU, all traditional undergraduate students who do not choose to live locally at home are required to live in on-campus housing during their freshman and sophomore years.

APU's residential setting offers students exceptional variety and quality-of-life experiences, and the on-campus Residence Life program has several distinctive features:

1. Undergraduate students have the opportunity to reside in an on-campus living-learning community. Through efficient operations, students are assigned and provided access to diverse, supportive, and comfortable communities designed to promote their personal and academic growth.
2. Living area communities engender a spirit of grace and redemption to promote restoration and life change through Christ's involvement in students' day-to-day lives.
3. Undergraduate students are offered many different types of living environments, including traditional residence halls and self-contained apartments. Many of the campus housing communities are accessible to students with disabilities.
4. Robust living-learning programs based on the developmental needs of residents are provided in each living area.
5. Residence Directors (RDs), Area Directors (ADs), and Graduate Residence Directors (GRDs) provide professional oversight and support in the living areas, helping students integrate their classroom learning with their out-of-classroom experiences.
6. Subcommunities are directed by a resident advisor (RA, who reports to the RD or AD/GRD) who plays a key role as a referral agent in the event that a student needs counseling or medical care. RAs also assist in orienting students to the living area and the campus and plan a variety of programs that promote a sense of community and cooperation among residents.

The Office of Residence Life is located on the north side of Engstrom Hall.

# Student Government Association

Azusa Pacific University's Student Government Association (SGA) (<http://apusga.org/>) is a proactive student government comprising student representatives committed to the purpose of upholding the university's Four Cornerstones (<http://www.apu.edu/about/cornerstones/>), bridging the gap between students and the administration, and improving the spiritual, academic, and social well-being of the student body through God-centered leadership and service.

SGA is composed of 6 executive board members (president, vice president, controller, speaker of the house, director of communication, and director of internal affairs), 9 senators, 3 strategists, and 10 representatives. Under the direction of the SGA president, the executive board oversees the daily operation of the association and mobilizes the student body to engage with the campus community.

To contact SGA, email [sga@apu.edu](mailto:sga@apu.edu).

# Undergraduate Community Expectations

It is the intention of Azusa Pacific that the faith-living-learning environment is as healthy as possible and fosters positive qualities of life, promoting sound academic and personal growth experiences. As university staff come alongside students during their time at APU, we strive to respect and care for each individual and their needs, while also considering the community's needs. Our goal is to keep accountability, integrity, and a call to God-honoring excellence at the center, as we encourage students to take responsibility for their actions and choices. All students are expected to abide by the undergraduate community expectations listed in the APU Student Handbook (<http://www.apu.edu/student-handbook/>).

# University-Wide Student Success Resources

- Accessibility and Disability Resources (p. 1495)
  - Service Animals (p. 1497)
- Center for Academic Service-Learning (p. 1580)
- Center for Global Learning and Engagement (p. 1581)
  - APU Study Away Programs (p. 1583)
  - Other Global Learning Opportunities (p. 1586)
- Diversity (p. 1587)
  - Center for Diversity, Equity, and Inclusive Excellence (p. 1588)
  - Student Center for Reconciliation and Diversity (p. 1589)
- Intercollegiate Athletics (p. 1590)
- Military Resources (p. 1591)
- Office of Innovative Teaching and Technology (p. 1592)
- Office of Women's Development (p. 1593)
- The Career Center (p. 1594)
- University Counseling Center (p. 1595)
- University Libraries (p. 1596)



# Accessibility and Disability Resources

The Accessibility and Disability Resources office is open year-round and provides a wide range of academic support services for APU students seeking to enhance their learning. It is the designated office for:

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

The office serves all students, regardless of degree level or campus location. Accommodations are individualized based on the learning needs of each student and upon documented verification of disability, as appropriate. Accommodation examples include, but are not limited to, extended time on exams, exams taken in a least-distracting environment, sign language interpreters, captionists, wheelchair access, and other reasonable accommodations. Accommodations are unreasonable if they would fundamentally alter the nature of academic courses, education programs, or other activities, or would result in undue financial or administrative burden.

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on service animals as a disability accommodation (p. 1497), contact the director of accessibility and disability resources.

## Request for Disability Accommodations

Students with disabilities may request accommodations by following the steps below:

1. Complete a Request for Accommodations Form (<https://www.apu.edu/lec/disabilities/>) available in the Accessibility and Disability Resources office or online.
2. Provide documentation of the disability (<http://www.apu.edu/lec/disabilities/>). More information about the documentation requirements may be found online and in the Accessibility and Disability Resources office, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the director or coordinator of accessibility and disability resources, who will review and decide which accommodations, if any, are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

Students who believe that their requests have not been adequately addressed may follow the university's Disability Grievance Policy (<http://www.apu.edu/lec/disabilities/grievance/#disabilitygrievancepolicy>) for students.

For more information about disability accommodations or to obtain guidelines for disability documentation, stop by the Accessibility and Disability Resources office, call (626) 815-2067, or send a note to [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu).

## Personal Care Assistance or Equipment

Students are expected to have the skills to care for themselves when functioning on campus or when occupying campus housing. Personal assistance necessitating an attendant may range from hygiene and seating assistance to medication assistance. Students requesting services from peers, staff, or faculty will be asked to obtain a personal attendant at their own expense. The provision of services by untrained individuals is considered a safety risk to the student with a disability and the individual providing the assistance.

## Mobility Impairment Parking Permits for Students

### Permanent Mobility Impairment

Students with a Disabled Person Parking Placard due to permanent mobility impairment (that is, a "DP" license plate or a placard issued by the California Department of Motor Vehicles) may park in any designated handicapped parking space on campus. In addition, students must register their vehicle with the Department of Campus Safety (<https://www.apu.edu/campussafety/>) to receive an APU parking permit. Appropriate documentation to verify the mobility impairment may be requested. The placard or license plate must be displayed at all times, and parking in restricted areas, such as red zones, is not permitted.

### Temporary Mobility Impairment

Students who have a temporary mobility impairment (less than one semester), such as a broken leg or short-term illness, that impacts their ability to walk short distances can request a Temporary Parking Permit that allows the student to park in any general space with the exception of restricted areas or spaces reserved for individuals with disabilities. To obtain a Temporary Parking Permit:

- Submit a completed Request for Accommodations Form (<https://www.apu.edu/lec/disabilities/>) available in the Accessibility and Disability Resources office and online.
- Provide documentation of the injury or illness from a qualified medical professional stating limitations and length of time expected for recovery.
- Meet with the director or coordinator of accessibility and disability resources to review the request.

Student vehicles must be registered with the Department of Campus Safety (<https://www.apu.edu/campussafety/>) in order to receive a Temporary Parking Permit.

If a student injury or illness extends beyond one semester, the student should meet with the director or coordinator of accessibility and disability resources again prior to obtaining an extension of the Temporary Parking Permit.

For additional inquiries, contact Accessibility and Disability Resources at (626) 815-2067 (phone) or the Department of Campus Safety (<http://www.apu.edu/campussafety/>) at (626) 815-3898.

## Study Away Disability Accommodations

Students requiring disability accommodations for study away are encouraged to meet with the director of accessibility and disability resources as soon as possible to determine the resources available in the country of destination. Because the laws of the United States do not always apply in other countries, physical accessibility and other accommodations may not be equal to service provided in the United States. Accessibility and Disability Resources, however, works with students to develop strategies to address their disability needs.

Each student is different, and travel to other countries requires an honest evaluation of what is required to identify and manage individual disability needs and potential issues that could occur while away. A discussion with the student about program fit, course selection, and personal needs is a collaborative effort shared by the Center for Global Learning and Engagement (<http://www.apu.edu/global-engagement/>) and Accessibility and Disability Resources. Open communication ensures a positive transition for students.

Procedure for students pursuing disability accommodations away:

1. Meet individually with an advisor in the Center for Global Learning and Engagement to identify the best program fit in relation to the student's goals and academic needs.
2. After a study away program has been selected, the student should meet with the director of accessibility and disability resources to discuss disability documentation and appropriate accommodations, which are considered on a case-by-case basis.
3. The director of accessibility and disability resources will research the case and communicate with the Center for Global Learning and Engagement to determine the feasibility of providing accommodations at the anticipated location away.
4. A follow-up meeting at Accessibility and Disability Resources will be held with the student to discuss available accommodations at the location away and a possible plan of action.

# Service Animals

## Notice of Service Animal as a Disability Accommodation Policy

Service animals perform some of the functions and tasks that an individual with a disability cannot perform. Guide dogs are one type of service animal, used by some individuals who are blind. A guide dog is the type of service animal with which many are familiar. There are, however, service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds.
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- Assisting persons with mobility impairments with balance.

A service animal is not a pet.

Pursuant to section 504 of the Rehabilitation Act of 1973 and its implementing regulations, Azusa Pacific University (“university”) permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy. Section 504 prohibits discrimination on the basis of a disability under any program or activity of the university receiving federal financial assistance.

The intent of the university is to fully comply with section 504 of the Rehabilitation Act of 1973, and under that law the university permits the use of a service animal by an individual with a disability as further set forth in the policy.

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of the individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. The work or tasks performed by the service animal must be directly related to the individual’s disability. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Questions about this policy may be directed to the Director of Accessibility and Disability Resources, 901 E. Alosta Ave., Azusa, CA 91702, East Campus, at (626) 815-2067 or [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu), and any complaints alleging a violation of the policy or noncompliance with its provisions will be governed by the university’s Disability Grievance Policy for Students, which can be found online (<https://www.apu.edu/academic-success/services/accessibility/>). Copies are available at the office of the director of Accessibility and Disability Resources, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

## Service Animal as a Disability Accommodation Policy

In compliance with Section 504 of the Rehabilitation Act of 1973 including its implementing regulations, Azusa Pacific University (“university”) does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy, as follows:

### I. Definition

“**Service animal**” means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual’s disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

### II. In General

Azusa Pacific University permits the use of a service animal by an individual with a disability. APU requests such an individual complete a Request for Accommodations Form (<https://www.apu.edu/academic-success/services/accessibility/#stepsforrequestingaccommodations>) and discuss his or her accommodation needs with an advisor in the ADR.

### III. Other Provisions

1. **Removal of Service Animal.** The university may ask an individual to remove a service animal from the premises if:
  - a. The animal is out of control and the animal’s handler does not take effective action to control it;
  - b. The animal is not housebroken; or
  - c. The animal poses a direct threat to the health and safety of others (allergies and a fear of animals by others, generally, are not valid reasons for denying a student the right to have a service animal on university premises). A direct threat to the health and safety of others may be the basis for reasonable time, place, and manner restrictions.

2. **If an Animal is Properly Excluded.** If the university properly excludes a service animal under this policy, it shall give the individual with a disability the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.
3. **Animal Under Handler's Control.** A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
4. **Care or Supervision.** The university is not responsible for the care or supervision of a service animal.
5. **Inquiries.** The university shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The university may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The university shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the university may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
6. **Access to Areas of the University.** An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas of the university where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go.
7. **Surcharges.** The university shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the university normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
8. **Questions.** Questions about this policy may be submitted to the director of Accessibility and Disability Resources, 901 E. Alostia Ave., Azusa, CA 91702, at (626) 815-2067 or disabilityservices (disabilityservices@apu.edu)@apu.edu (lec@apu.edu).
9. **Complaints/Grievance Policy.** Complaints alleging any violation of this policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (<https://www.apu.edu/academic-success/services/accessibility/#disabilitygrievancepolicy>). Copies are available at the office of the Director of Accessibility and Disability Resources.

# Center for Academic Service-Learning

## Mission Statement

The Center for Academic Service-Learning (<https://www.apu.edu/service-learning/>) (CASL) is an academic unit connecting APU's Four Cornerstones (<https://www.apu.edu/about/cornerstones/>) through high-quality, course-based service-learning experiences across the campus and in the wider community. Service-learning builds community by developing positive, reciprocal relationships between Azusa Pacific University and the local, national, and international private and public sectors in order to enhance scholarship of faculty, students, and community partners through service activities, which integrate faith in Christ with service and learning.

## Academic Service-Learning at APU

Academic service-learning is a teaching and learning method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to the academic content, with a focus on (a) connecting theory to practice, (b) critical reflective thinking, (c) personal and civic responsibility, (d) faith integration, and (e) relationship to students' planned vocation. The three distinctives that characterize service-learning at APU are that it is:

1. Academic: intentional and clear connection to learning outcomes and purposeful critical reflection throughout.
2. Reciprocal: active partnerships between faculty, community partners, and students as mutual beneficiaries and coeducators.
3. Making a Difference: outcomes of the project are evidenced through impact on the community as well as on student learning, civic understanding, goals, and faith development and application.

CASL team members work with faculty and community partners to intentionally integrate academic coursework with relevant community service that enhances student, faculty, and community scholarship. Courses designated "Service-Learning Course" in course registration materials meet the criteria for excellence in academic service-learning, and the designation is reflected on official school records and transcripts. Also, upon faculty verification, traditional undergraduate students who successfully meet a course's service-learning requirements earn university service credits (<https://www.apu.edu/studentaction/servicerequirement/>) needed to meet graduation requirements.

## Academic Service-Learning Student Outcomes

### Connecting Theory to Practice

- Demonstrate competence in academic content and theory through practical application
- Gain increased understanding of how academic content relates to "the real world"

### Critical Reflective Thinking

- Articulate connections between academic content and service-learning experiences
- Identify how service-learning affected sense of personal efficacy, personal identity, spiritual development, understanding of diversity, and moral development

### Personal and Civic Responsibility

- Develop personal desire to contribute to local, national, and/or global community
- Evaluate how cultural competence and understanding of diversity are developed through informed and reciprocal interactions with others
- Strengthen democratic values and civic responsibility

### Faith Integration

- Explain the relevance of Christian faith through the application of learning
- Articulate an integrated understanding of faith and learning in action

### Relationship to Planned Vocation

- Prepare for employment by gaining practical experience and networking opportunities
- Demonstrate skills that employers seek (e.g., communication skills, leadership, problem solving, etc.)

# Center for Global Learning and Engagement

## Vision Statement

Transform APU students by broadening their worldview and preparing them to lead in our global world.

## Mission Statement

The Center for Global Learning and Engagement (<https://www.apu.edu/global-engagement/>) (CGLE) carries out APU's academic vision to deliberately and strategically integrate an intercultural and international dimension into teaching, research, and service functions of the university. The CGLE does this through the creation and maintenance of innovative, inclusive, and accessible study away programs (<https://www.apu.edu/global-engagement/study-away/programs/>) and other global learning opportunities; comprehensive advising, preparation, and reentry guidance for students; and the creation of opportunities for faculty development and leadership in international education.

## Goals

- Communicate the importance of intercultural educational experiences.
- Collaboratively design intercultural and experiential learning to fit the complexities of various student populations.
- Provide educational programming that develops cultural competence and essential life skills within students.
- Mentor students as they walk through the multiple phases of their intercultural journey.
- Evaluate effectiveness.

## What We Offer

The CGLE coordinates domestic and international opportunities for students interested in integrating experiential learning into their academics through various study away programs. These experiences give students the opportunity to enroll in programs that integrate academic, cocurricular, and extracurricular activities. Participation in study away lends students the opportunity to develop global learning and competence (<https://www.apu.edu/global-engagement/learning/>).

Many students are not able to include a full-term study away program while completing their academic plan, due to practicum or clinical placements, financial limitations, family obligations, or other nonacademic commitments. Therefore, studying away through GO Term programs may be an incredible opportunity to consider. These opportunities are developed for specific academic populations in shorter-term formats that are more conducive to varying student lifestyles. Learn more about GO Terms. (<https://www.apu.edu/global-engagement/study-away/go/>)

An off-campus study experience should be thoughtfully integrated into a student's total academic plan and should be considered in consultation with the student's academic department, advisor, and the CGLE (<https://www.apu.edu/global-engagement/contact/>).

## Global Learning Objectives (GLOs)

GLOs are essential attributes that the CGLE believes are needed for students to achieve global competence. APU study away students have the opportunity to develop in these areas through thoughtfully planned and implemented domestic and international programs. The GLOs are as follows:

1. Local and Global Awareness: Demonstrating a personal knowledge of location(s) engaged (history, geography, groups, faith traditions, languages, resources, etc.) and articulating the interconnections between systems globally (social, economic, political, and environmental).
2. Communication: Demonstrating the ability to communicate effectively with the host community (verbal, nonverbal, written, etiquette, etc.)
3. Vocational Development: Developing knowledge and/or practical skills that are applicable in an academic discipline and/or career.
4. Cultural Inquiry: Taking on a posture of listening and learning, recognizing implicit bias, and developing the ability to see things through the eyes of others.
5. Self-Limitation: Humbly setting aside personal habits/preferences and operating physically within the community as if a local member.
6. Interpersonal Engagement: Forming self-sustaining relationships with members of the host community across cultural, class, and religious differences through active dialogue and collaboration.
7. Self-Awareness: Mindfulness of one's social location; i.e., the connection between multiple categories such as gender, sexual orientation (attraction), race, ethnicity, nationality, level of education, relationship status, socioeconomic status, religion, immigration status, etc.
8. Emotional Maturity: Developing a contextually appropriate range of affective qualities: emotional resilience, positivity, confidence, initiative, empathy, flexibility, perseverance, etc.
9. Spiritual Formation: Developing personal faith/beliefs and knowledge of Christian and other faith traditions.

10. Behavior Transformation: Consciously acting in a just, socially responsible, and concrete way in daily life. For example, actions/choices in relationships, purchasing, diet, media, technology, social involvement, environmental impact, consumption habits, transportation use, vocational choices, etc.
11. Perspective Transformation: Evaluating, developing, and expanding one's mindset and worldview.

# APU Study Away Programs

The Center for Global Learning and Engagement (CGLE) (<https://www.apu.edu/global-engagement/>) provides multiple opportunities for APU students to enhance their educational experience through study away programs (<https://www.apu.edu/global-engagement/study-away/>).

## Undergraduate and Graduate

### GO Terms

GO Terms are academic programs of varying lengths offered in fall, spring, and summer for traditional and professional undergraduate, master's, and doctoral students, and include a wide variety of destinations and courses of study. For GO Term options, visit the GO Terms site (<https://www.apu.edu/global-engagement/study-away/go/>). For financial information, see our financial aid policies (p. 1241) or contact a financial aid counselor in the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>) or the Graduate and Professional Center (<https://www.apu.edu/graduateprofessionalcenter/>).

## Traditional Undergraduate

### China Nursing Semester

A unique semester for undergraduate nursing students to have hands-on experience with a university-affiliated hospital in China, the China Nursing Semester (<https://www.apu.edu/global-engagement/study-away/china/>) exchange program allows for Chinese students to attend APU courses while APU students take courses in China. Complete a Semester Application ([https://formstack.apu.edu/forms/study\\_away\\_semester\\_application/](https://formstack.apu.edu/forms/study_away_semester_application/)) online (application deadline: February 1).

### Ecuador Semester

In collaboration with Living and Learning International, students can participate in the Ecuador Semester (<https://www.apu.edu/global-engagement/study-away/ecuador/>), where they will focus on learning Ecuadorian culture, the Spanish language, and practical application within ministry, service-learning, or internship experience in a developing nation. Students enjoy rich interaction with the culture through travel to the Galapagos Islands and the Amazon jungle. Complete a Semester Application ([https://formstack.apu.edu/forms/study\\_away\\_semester\\_application/](https://formstack.apu.edu/forms/study_away_semester_application/)) online (application deadline: February 1).

### Norway Nursing Semester

The Norway Nursing Semester (<https://www.apu.edu/global-engagement/study-away/norway/>) is a unique semester exchange program. APU undergraduate nursing students take courses and gain hands-on experience with community health care in Norway, while Norwegian students attend APU. Complete a Semester Application ([https://formstack.apu.edu/forms/study\\_away\\_semester\\_application/](https://formstack.apu.edu/forms/study_away_semester_application/)) online (application deadline: February 1).

### Sacramento Semester

The Azusa Pacific University Center for Public Affairs (<https://www.apu.edu/public-affairs-sacramento/>) in Sacramento (<https://www.apu.edu/global-engagement/study-away/sacramento/>) offers students an immersive learning environment that provides internship and professional mentorship opportunities. The program introduces students to the field of public administration and allows students hands-on experiences, such as learning to write policies, civic engagement through public service, and development of Christ-centered leadership skills. The Sacramento Semester is geared toward students who want to complete a public administration minor, or a major in criminal justice, social work, communication studies, economics, or psychology. Additionally, students are able to engage with the Tahoe Semester through the Sacramento-Tahoe Exchange. Complete a Semester Application ([https://formstack.apu.edu/forms/study\\_away\\_semester\\_application/](https://formstack.apu.edu/forms/study_away_semester_application/)) online (application deadline: February 1).

### South Africa Semester

The South Africa Semester (<https://www.apu.edu/global-engagement/study-away/southafrica/>), located in Pietermaritzburg, provides an opportunity for sophomore, junior, and senior students to earn up to 18 units during this unique semester away. Students learn about the country's rich culture and history through academics, serving in local communities, developing relationships with South African community members, and engaging with local families. Coursework allows students to choose from a variety of General Education (<https://www.apu.edu/provost/generaleducation/>) courses. Required courses include a uniquely developed course on Principles and Practices of Community Engagement that allows students to engage in the local South Africa community and earn 30 service-learning credits toward graduation. This course may include projects serving alongside an HIV/AIDS health program, teaching at an orphanage, interning with a non-government organization, and other opportunities with local community development organizations. Complete a Semester Application ([https://formstack.apu.edu/forms/study\\_away\\_semester\\_application/](https://formstack.apu.edu/forms/study_away_semester_application/)) online (application deadline: February 1).

### South Africa Nursing Semester

The South Africa Nursing Semester (<https://www.apu.edu/global-engagement/study-away/nursing/>), located in Pietermaritzburg, offers a cohort of upper-level nursing students the opportunity to learn, serve, and engage in APU's South Africa Semester, while focusing on community health care. Students are exposed to the vibrant South African culture through national travel and community-based organization involvement, and conduct projects to address



health disparities, health problems, and barriers to health promotion. Students' cultural sensitivity is enhanced via engagement in the local South African community through various community health service-learning opportunities that earn 30 service credits toward graduation. Complete a Semester Application ([https://formstack.apu.edu/forms/study\\_away\\_semester\\_application/](https://formstack.apu.edu/forms/study_away_semester_application/)) online (application deadline: February 1).

## Tahoe Semester

The Tahoe Semester (<https://www.apu.edu/global-engagement/study-away/tahoe/>) is a study away opportunity that engages the wilderness, academics, and community formation. Small cohorts of students enjoy the beauty of South Lake Tahoe each semester, and engage with the Sacramento Semester program through the weeklong Sacramento-Tahoe Exchange. In addition to fulfilling courses in the General Education (<https://www.apu.edu/provost/generaleducation/>) or kinesiology tracks, students may also apply some courses toward the environmental studies minor. The student experience is further enhanced through service-learning opportunities in the Civic Knowledge and Engagement course, which earns students 30 service credits toward graduation as they work alongside the local community. Complete a Semester Application ([https://formstack.apu.edu/forms/study\\_away\\_semester\\_application/](https://formstack.apu.edu/forms/study_away_semester_application/)) online (application deadline: February 1).

## Policies

### A. All Study Away Semester and GO Terms Policies

1. Pre-Study Away: APU Discipline Clearances and Acceptance Process: Applicant status notifications are sent by email to applicants' APU email addresses 2-3 weeks after the application due date. In order to create and maintain a safe and God-honoring environment for all of our study away programs, the CGLE requests a complete "discipline clearance" for each applicant from Academic Advising (clearance from academic probation), Residence Life, Student Affairs, Campus Life, and any other relevant department (at the discretion of the CGLE). Applicants are not officially accepted into the program without this clearance. APU reserves the right to deny a student based on their discipline history at APU. If a student discipline issue occurs after acceptance or during the program, the student may be withdrawn from the program and will lose any nonrefundable monies or prepayments made on the student's behalf. If there are any questions regarding this process, contact the CGLE.
2. Participation: All study away students automatically waive the privilege of studying away if they do not complete all pre-program requirements (varies by program) in a thorough and timely manner. Items include, but are not limited to, all forms, online and/or face-to-face meetings, readings, required submissions, trainings, and thorough knowledge of and response to all program-specific materials. Furthermore, participants must abide by all APU policies and all items noted in their program's Student Agreements Document (or equivalent) throughout the duration of their study away program or risk a range of disciplinary actions including removal from the program at their own expense.
3. Academics: Students are required to enroll in and fulfill all program-specific required coursework and abide by the following policies:
  - a. Applicants for study away must be in good academic standing (e.g., not on academic probation, have a positive academic integrity profile, etc.).
  - b. Regular course prerequisites for all study away courses are mandatory for participation in a study away semester or GO Term.
  - c. Students must abide by university add/drop dates. Students will receive a *Withdrawal (W)* grade for any courses dropped after this period.
4. General APU Policies: Upholding of all APU policies is required. All policies are valued, with awareness of the below items being of particular importance when participating in any study away program:
  - a. Regular fulfillment of the residence policy is required to be considered for degree completion.
  - b. Regular fulfillment of commencement participation items (e.g., type of registration for final units, etc.) is required for anyone intending to participate in commencement.

### B. Additional Traditional Undergraduate Semester Policies

1. Financial Aid: The maximum time a student may utilize their institutional financial aid (this does not include campus requirement aid such as athletic scholarships, music, etc.) for semester study away purposes will be two semesters. The number of faculty/staff education benefit recipients each term varies by program. Visit the Financial Aid Policy for Study Away Programs (p. 1246) section of this catalog for additional information.
2. Post-Study Away: Semester study away students are required to have one semester at the Azusa campus after studying away. Automatic enrollment in a (1-unit or equivalent) post-study-away course curriculum upon completion of their term away will be implemented for most programs (GO Term participants are eligible and highly encouraged to enroll). Students cannot study away their final semester, nor can students study away two consecutive semesters (consecutive semesters are considered to be fall/spring and spring/fall). This policy does not apply to GO Term program participation.
3. Academics: In addition to the above academic policies, traditional undergraduate students are required to abide by the following policies:
  - a. All undergraduate study away students must maintain full-time enrollment during a semester study away program (minimum 12 units).
  - b. Students may not participate in the same study away semester program more than once.
  - c. Study away students are not allowed to take APU online courses unless designated by the specific program course listings.
  - d. A maximum of two online courses (6 units) from program-approved options is permissible.
  - e. Students are required to enroll in and fulfill all program-specific required coursework. Any study away participant not enrolled in the required courses and/or total units for their study away program as stated in the current program materials by the term registration date will be automatically enrolled into the appropriate section(s) and held responsible for any applicable fees/charges. If needed, it is the responsibility of the student to transfer into a different course section by the add/drop date.
  - f. Students are not permitted to take courses unless designated by the specific program course listings. Any semester study away student enrolled in a course that is not offered by their program will be automatically dropped from the course and notified by the CGLE or the Undergraduate

Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>). (An independent study course may be permitted for some programs; email [studyaway@apu.edu](mailto:studyaway@apu.edu) for more information.)

- g. Students are responsible to enroll in APU courses and units that accurately reflect their enrollment in the program. Failure to enroll in the same number of units in the program and one's APU student account may incur additional costs and change financial aid, and could affect degree clearance and/or progress.
- h. Post-Study Away Curriculum: Any study away student not enrolled in the required post-study-away curriculum as designated by their study away program by the term registration date will be automatically enrolled into any open class session. If needed, it is the responsibility of the student to switch to a different course section by the add/drop date. Exceptions available only to psychology majors and APU GO Term participants.
- i. General Education Courses: Students can refer to the current list of General Education requirements (<https://www.apu.edu/provost/generaleducation/#requirements>) to utilize GE courses offered through APU study away programs.

Policy inquiries are available through the Graduate and Professional Center (<https://www.apu.edu/graduateprofessionalcenter/>) or the Undergraduate Enrollment Services Center (<https://www.apu.edu/undergraduate-enrollment-services/>).

## Connect

For more information, contact the Center for Global Learning and Engagement (<http://www.apu.edu/global-engagement/>) at (626) 857-2440 or [studyaway@apu.edu](mailto:studyaway@apu.edu). The center is located in the back of Smith Hall (building 10a, near the pond and Hartwig Prayer Chapel) on East Campus. You may also connect with the center on Facebook (<https://www.facebook.com/APUstudyabroad/?fref=ts>) or Instagram (<https://www.instagram.com/apustudyaway/>).

# Other Global Learning Opportunities

Azusa Pacific University is committed to preparing its graduates to serve and lead in the global culture of the 21<sup>st</sup> century, and therefore seeks ways to make international and cultural competency a university priority. Through global learning efforts offered by APU's Center for Student Action (<http://www.apu.edu/studentaction/>) and Center for Global Learning and Engagement (<https://www.apu.edu/global-engagement/>), APU students are challenged to meet the cardinal component of the institutional mission "to advance the work of God in the world through academic excellence" and service.

Learn more about the university's commitment to global learning and intentional internationalization. (<http://www.apu.edu/provost/vision/>)

# Diversity

## Diversity, Equity, and Inclusion at Azusa Pacific University — *Being. Becoming. Belonging.*

“As a Christ-centered community, Azusa Pacific University approaches diversity from a biblical perspective, affirming that diversity is an expression of God’s image, love, and boundless creativity.”

—*What We Believe: Our Identity and Values in Community*

The Diversity and Inclusion Division is committed to partnering with administration, faculty, staff, and students to cultivate a diverse community, an inclusive climate, and an equitable environment that promotes student and employee thriving for all and enables Azusa Pacific University to become the premier Christian university engaging, educating, and equipping diverse learners and leaders. We strive to promote a university community that honors and respects each individual’s uniqueness while celebrating our collective commonalities. We are committed to leading robust conversations and strategic engagement that leads to the advancement of diversity, equity, and inclusion across the university. We also continue our efforts to recruit, hire, and support a diverse community in an effort to create a milieu that reflects the mosaic of God’s Kingdom. The divisional distinctives below conceptualize desired outcomes that inform our vision for the diverse demography of faculty, staff, and students at APU.

- **Being.** Celebrating the presence and God-given capacity of each individual while also acknowledging implicit biases that we bring to the community.
- **Becoming.** Developing cultural competency and fluency to effectively engage and promote diverse, global citizenship at APU and beyond.
- **Belonging.** Cultivating a university culture and climate that fosters intercultural engagement, authentic community, and belonging.

To promote and sustain diversity and inclusion efforts, we have several centers and offices committed to supporting students, staff, and faculty with their diverse needs. The Student Center for Reconciliation and Diversity (<http://www.apu.edu/scrd/>) primarily serves our undergraduate students, the Center for Diversity, Equity, and Inclusive Excellence (<http://www.apu.edu/cdeie/>) serves our faculty and staff, and the Office of Military and Veteran Services (<https://www.apu.edu/militaryeducation/services/>) helps military-connected students. For an overview of additional diversity-related offices, services, and programs, see our Diversity and Inclusion Postcard ([https://drive.google.com/file/d/1yQoMAG5ji\\_Vk4EUNfz-n\\_vnMEjWsDc3x/](https://drive.google.com/file/d/1yQoMAG5ji_Vk4EUNfz-n_vnMEjWsDc3x/)) (PDF). To report only **nonemergency** bias-related incidents, use the Bias Incident Reporting (<http://www.apu.edu/diversity/bias/>) tool.

Thank you for your partnership and collaborative engagement.

Keith E. Hall, Ed.D.

Vice President, Chief Diversity Officer

# Center for Diversity, Equity, and Inclusive Excellence

## Nurturing Diversity, Equity, and Inclusive Excellence at Azusa Pacific

Azusa Pacific University's Center for Diversity, Equity, and Inclusive Excellence (CDEIE) (<https://www.apu.edu/cdeie/>) fosters inclusive excellence through the development and facilitation of diversity initiatives, services, and resources designed to support staff, faculty, and administrators in advancing diversity, equity, and inclusion in all aspects of university life. Professional development opportunities include the Diversity Ambassadors Program (<http://www.apu.edu/cdeie/ambassadors/>), Diversity in the Classroom Series, Diversity Mosaic Experience (<https://www.apu.edu/diversity-mosaic-experience/>), Special Speaker Series, and other consultative resources and supports.

In an effort to advance diversity, equity, and inclusive excellence across the university, the center:

- Sponsors diversity workshops and seminars with featured speakers focusing on various topics related to creating inclusive learning environments;
- Provides resources and initiatives focused on strategies to support and retain diverse faculty and staff;
- Collaborates with the Student Center for Reconciliation and Diversity (p. 1589) and the Office of Military and Veteran Services (<https://www.apu.edu/militaryeducation/services/>) to promote communication and engagement among students, staff, faculty, and administration,
- Promotes the integration of APU's Identity Statement on Diversity (<http://www.apu.edu/about/diversity/>) into all curricular and cocurricular aspects of the university; and
- Assists with managing the Bias Incident Reporting (<http://www.apu.edu/diversity/bias/>) process (used for **nonemergency** incidents only).

For more information, contact the center at (626) 387-5821. For an overview of additional diversity-related offices, services, and programs, see our Diversity and Inclusion Postcard ([https://drive.google.com/file/d/1yQoMAG5ji\\_Vk4EUNfz-n\\_vnMEjWsDc3x/](https://drive.google.com/file/d/1yQoMAG5ji_Vk4EUNfz-n_vnMEjWsDc3x/)) (PDF).

# Student Center for Reconciliation and Diversity

The Student Center for Reconciliation and Diversity (SCRD) (<http://www.apu.edu/scrd/>) holds as its primary mission to support the university's larger mission of God-honoring diversity. SCRD designs and implements a continuum of programs and services that promote student recruitment and retention, student leadership development, and the pursuit of academic success and graduation. SCRD's efforts expand cultural awareness for all students, faculty, and staff in order to promote equity and model racial reconciliation, unity, and an appreciation of all cultures.

The SCRD pursues this mission by:

- Investing in the development of student leaders who serve as catalysts for communication and understanding among people of all racial, cultural, and socioeconomic backgrounds;
- Providing supplemental support, services, and resources for ethnically diverse students; and
- Sponsoring programs and activities that increase awareness of and appreciation for ethnic and cultural diversity and inclusion.

The center also coordinates multiple scholarship programs (<http://www.apu.edu/scrd/scholarship/>). The Multi-Ethnic Leadership Scholarship (<http://www.apu.edu/scrd/scholarship/multiethnic/>) program involves education in diversity, leadership, and discipleship with selected students who become leaders of cross-cultural understanding and racial reconciliation on campus and beyond, and the TELACU Scholarship (<http://www.apu.edu/scrd/scholarship/telacu/>) program is offered in collaboration with The East Los Angeles Community Union (TELACU). The center also provides information on internship and learning opportunities offered by outside organizations for ethnic minority student populations and sponsors various campus events to promote intercultural engagement and community.

All students are welcome at the SCRD office, located on Cougar Walk across from Starbucks on East Campus. For more information on center programs, activities, and scholarships, contact us (<http://www.apu.edu/scrd/contact/>) or sign up to be included on the mailing list by submitting your name and email address to the SCRD. For an overview of additional diversity-related offices, services, and programs, see our Diversity and Inclusion Postcard ([https://drive.google.com/file/d/1yQoMAG5ji\\_Vk4EUNfz-n\\_vnMEjWsDc3x/](https://drive.google.com/file/d/1yQoMAG5ji_Vk4EUNfz-n_vnMEjWsDc3x/)) (PDF). You may also use the Bias Incident Reporting (<http://www.apu.edu/diversity/bias/>) tool to report **nonemergency** bias-related incidents.

# Intercollegiate Athletics

Intercollegiate athletics is an integral part of student life at Azusa Pacific. The university views athletics, a “lab of life,” as an opportunity to develop and display unique physical abilities while glorifying God in teamwork and competition. Intercollegiate athletics also brings together the university in a distinctive manner that serves as a venue to reach into local communities and forge new and lasting relationships.

Most Cougar teams are part of the uniquely diverse and scenic Pacific West (PacWest) Conference, a 12-member association of schools from Hawaii, southern and central California, and the San Francisco Bay Area. Azusa Pacific is an affiliate member for football in the Great Northwest Athletic Conference, women’s water polo in the Golden Coast Conference, and women’s swimming and diving in the Pacific Collegiate Swim and Dive Conference. Azusa’s acrobatics and tumbling team competes in the National Collegiate Acrobatics and Tumbling Association.

In the summer of 2014, the university completed a three-year process earning the 19-sport Cougar athletics program (<http://athletics.apu.edu>) membership in Division II of the National Collegiate Athletic Association (NCAA). In the university’s first five years of active Division II membership, Azusa Pacific has hosted NCAA regional playoffs in men’s and women’s soccer, men’s and women’s basketball, baseball, softball, and men’s tennis. In addition, the Cougars have produced eight individual national champions in track and field and individual national champions in men’s tennis singles and doubles competition, along with Elite 8 berths as the West Region champions in men’s and women’s basketball, and the program’s first two NCAA Division II football playoff appearances (2016 and 2018). In 2019-20, Azusa Pacific successfully defended its PacWest Commissioner’s Cup as the top athletic program in the conference. Overall, Azusa Pacific has claimed 29 conference titles since transitioning to NCAA Division II.

Azusa Pacific has also reinvigorated its longstanding rivalry with Biola University with the creation of the Cornerstone Cup, highlighting all competitions between the two storied institutions. Azusa Pacific has won the Cornerstone Cup both years it has been contested.

Men’s intercollegiate competition is offered in the following sports: baseball, basketball, cross country, football, soccer, tennis, and track and field (indoor and outdoor). Women’s intercollegiate competition is available in acrobatics and tumbling, basketball, cross country, soccer, softball, swimming and diving, tennis, track and field (indoor and outdoor), volleyball, and water polo.

Students who participate in Azusa Pacific’s intercollegiate athletics program must meet NCAA and conference academic eligibility requirements. Registration with the NCAA Eligibility Center and completion of academic and amateurism requirements also impact a student’s eligibility to compete in intercollegiate athletics. Scholarships are awarded for special athletic skills, and financial aid is also awarded on the basis of financial need and/or superior academic achievement. The university is fully committed to the academic success of each student-athlete, to his or her physical welfare, to the principles of fair play, and to compliance with all NCAA rules and regulations.

Prior to joining NCAA Division II, the Cougar athletics program was governed by the National Association of Intercollegiate Athletics (NAIA). Azusa Pacific captured 37 NAIA national championships, the third-most in association history, and won an unprecedented eight consecutive Directors’ Cups, which recognized Azusa Pacific as the NAIA’s best overall athletics program from 2005-12. Including 14 national championships awarded by other associations, Azusa Pacific teams have claimed a total of 51 national championships.

# Military Resources

## Office of Military and Veteran Services

The Office of Military and Veteran Services (MVS) is committed to honoring and serving all military-connected students (active duty, veterans, reservists, Coast Guard, National Guard, spouses, and children) through professional development and spiritual health imparted by a caring community. MVS is open to all military-connected students enrolled in undergraduate, graduate, or professional programs at every campus in the Azusa Pacific system. MVS assists with the transition to college life including initial interest in APU, academic support, graduation, and beyond. Learn more about the Office of Military and Veteran Services (<https://www.apu.edu/militaryeducation/>).

The center is located at:

Adams Hall Northside Room #134  
901 E. Alosta Ave.  
Azusa, CA 91702

(626) 815-4603  
[mvs@apu.edu](mailto:mvs@apu.edu)

Mailing address:

Adams Hall Northside Room #134  
901 E. Alosta Ave.  
Azusa, CA 91702

## Office of Military and Veteran Education Benefits

The Office of Military and Veteran Education Benefits (MVEB) is dedicated to helping you utilize your VA education benefits here at APU. Although eligibility is determined solely by the U.S. Department of Veterans Affairs, we will do all we can to help you get the most out of the education benefits awarded to you.

Feel free to contact our VA Certifying Officials with any questions or concerns you may have regarding accessing and/or processing your education benefits. Learn more at Office of Military and Veteran Education Benefits (<https://www.apu.edu/militaryeducation/benefits/>).

The center is located at:

Administration West Building, Suite 111  
568 E. Foothill Blvd.  
Azusa, CA 91702  
(626) 815-3837  
[mveb@apu.edu](mailto:mveb@apu.edu)

Mailing address:

Graduate and Professional Center  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

## Military Tuition Assistance (TA)

Military Tuition Assistance (TA) (<https://www.military.com/education/money-for-school/tuition-assistance-ta-program-overview.html>) is a benefit paid to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard. Congress has given each service the ability to pay up to 100% for the tuition expenses of its members.

## Reserve Officer Training Corps (ROTC)

Azusa Pacific's Army ROTC (p. 1547) and Air Force ROTC (p. 1546) programs combine the military strengths of discipline and leadership with the university's faith-based learning community, deepening and enhancing the college experience. Cadets learn leadership skills that prepare them to join the military or civilian workforce and equip them to succeed in the most challenging circumstances. The programs brings together a tight-knit, welcoming group of scholar-leaders who value service and dedication to their country. ROTC cadets at APU regularly hold the top leadership positions in the multischool ROTC battalion that encompasses institutions throughout the Inland Empire.



# Office of Innovative Teaching and Technology

Online courses (<http://www.apu.edu/online/>) cover the same content as face-to-face courses and are taught by fully qualified APU faculty. Material presentations and class discussions are conducted online. Online courses are typically conducted asynchronously, but in some instances faculty might schedule synchronous meetings, such as office hours and discussions, using web and other conferencing tools. These are **not** correspondence courses between a professor and one student, but full classes of students interacting with one another, as well as with the professor, through weekly activities and discussions.

Most students who take online classes do so for convenience while balancing work schedules and course availability. This environment allows students who are unable to attend a campus program to participate in an online version of traditional face-to-face classes. Learning is still driven by interaction with content material, professor mentoring, and student dialogue. Online courses are designed for self-motivated and disciplined students. As in traditional classes, participation requirements and strict due dates apply. This is not a self-paced program, but rather, another way of becoming a lifelong learner wherein the responsibility for learning is shared by the student and professor.

APU offers online programs in a variety of disciplines, and you may view a complete list online (<http://www.apu.edu/online/>). Other individual online classes are offered that can be taken as part of traditional, face-to-face graduate programs. For more information about a specific online program, call (800) 825-5278. For more information about online learning at APU, contact the Office of Innovative Teaching and Technology (<http://www.apu.edu/itt/>) at [itt@apu.edu](mailto:itt@apu.edu) or (626) 387-5877.

# Office of Women's Development

The Office of Women's Development (<https://www.apu.edu/womens-development/>) provides connections, direction, education, encouragement, and support to the women of the APU community. With a commitment to Christian excellence, the office empowers women to achieve holistic development, and uses engaging educational programs to create opportunities for students to increase awareness of women's issues through leadership development, research, and service-learning, which help increase student well-being. The office presents programming that includes, but is not limited to:

- Women's Night of Worship each semester
- The Clothesline Project
- Stand Up for Your Sister
- One Smart Cookie discussion series
- Activities in collaboration with academic and student affairs departments

# The Career Center

The APU Career Center (<https://www.apu.edu/career/>) prepares students and alumni for the changing world of work through career readiness and professional development.

Through APU's career platform, Handshake (<https://apu.joinhandshake.com/login/>), students and alumni can book appointments to meet with a career consultant in person, by phone, or virtually; access career and professional resources; and receive customized internship and job notifications from thousands of companies and organizations around the globe.

# University Counseling Center

The University Counseling Center (UCC) empowers Azusa Pacific University students to realize their personal and academic potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services. UCC services include individual, couples, crisis, and group counseling, as well as educational workshops and training. All services provided by the UCC are confidential. For more information, visit the UCC website (<http://www.apu.edu/counselingcenter/>).

# University Libraries

Azusa Pacific's University Libraries include the William V. Marshburn Memorial Library (<https://www.apu.edu/library/marshburn/>) (East Campus), the Hugh and Hazel Darling Library (<https://www.apu.edu/library/darling/>) (West Campus), the James L. Stamps Theological Library (<https://www.apu.edu/library/stamps/>) (West Campus), and library collections at two of the seven regional locations—Los Angeles and San Diego—which support the academic programs at their respective locations.

Regular hours for the three main-campus libraries can be found on the hours page (<http://www.apu.edu/library/about/hours/>). Special library hours also may be set for final exam weeks, vacation breaks, and holidays. For more information about library services and resources, call the University Libraries main number, (626) 815-3847.

## Library Use

Online library resources are available through the University Libraries' main page (<https://www.apu.edu/library/>). In order to check out library materials, you will need your APU ID card.

# Index

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## A

|   |      |
|---|------|
| About the Catalog .....   | 20   |
| Academic Advising .....   | 1525 |
| Academic Calendar .....   | 25   |
| Academic Grievance Policy for Undergraduate Students .....          | 1321 |
| Academic Integrity .....  | 1360 |
| Academic Integrity .....  | 1422 |
| Academic Policies .....   | 775  |
| Academic Policy Exceptions .....                                    | 1323 |
| Academic Probation and Dismissal .....                              | 1325 |
| Academic Probation and Dismissal .....                              | 1361 |
| Academic Probation and Dismissal .....                              | 1423 |
| Academic Resources .....  | 1493 |
| Academic Resources .....  | 1523 |
| Academic Scholarships .....   | 1258 |
| Academic Success Center .....                                       | 1494 |
| Academic Success Center .....                                       | 1524 |
| Academic Success Launch Program .....                               | 1526 |
| Academics .....   | 46   |
| Accessibility and Disability Resources .....                        | 1495 |
| Accessibility and Disability Resources .....                        | 1495 |
| Accessibility and Disability Resources .....                        | 1495 |
| Accessibility and Disability Resources .....                        | 1495 |
| Accreditation .....   | 774  |
| Adapted Physical Education Added Authorization .....                | 574  |
| Add and Drop Periods .....  | 1349 |
| Adding and Dropping Classes .....                                   | 1368 |
| Adding and Dropping Classes .....                                   | 1427 |
| Additional Degree or Concurrent Program Requirements .....          | 1388 |
| Additional Degree Requirements .....                                | 1389 |
| Additional Degree Requirements .....                                | 1449 |
| Additional Master's Degree or Concurrent Program Requirements ..... | 1450 |
| Administration .....  | 29   |
| Administrative Withdrawal .....                                     | 1212 |
| Administrative Withdrawal .....                                     | 1228 |
| Administrative Withdrawal .....                                     | 1212 |
| Administrative Withdrawal .....                                     | 1228 |
| Admission Deadlines .....   | 1180 |
| Admission Status .....  | 1181 |

|  |      |
|--|------|
| Admission to Particular Majors .....   | 1182 |
| Admission to the University .....  | 1183 |
| Admission to the University .....  | 1213 |
| Admission to the University .....  | 1229 |
| Admissions .....   | 1178 |
| Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate .....          | 1015 |
| Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) .....         | 1006 |
| Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) .....             | 1008 |
| Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate ..... | 1016 |
| Air Force Reserve Officer Training Corps (AFROTC) .....                      | 1546 |
| Air Force ROTC (Reserve Officer Training Corps) Scholarship .....            | 1274 |
| American Language and Culture Institute (ALCI) .....                         | 49   |
| Antidiscrimination Policy .....  | 1478 |
| Application and Fee .....  | 1214 |
| Application and Fee .....  | 1230 |
| Application for Graduation .....   | 1390 |
| Application for Graduation .....   | 1451 |
| Applied Behavioral Analysis Specialization .....                             | 811  |
| Apply for Financial Aid .....  | 1245 |
| APU Associate Degree for Transfer (ADT) .....                                | 1184 |
| APU Associate Degree for Transfer (ADT) .....                                | 1215 |
| APU Grant .....  | 1261 |
| APU Study Away Programs .....  | 1583 |
| Archived Catalogs .....  | 26   |
| Army Reserve Officer Training Corps (ROTC) .....                             | 1547 |
| Army ROTC (Reserve Officer Training Corps) Scholarship .....                 | 1275 |
| Artist Certificate .....   | 423  |
| Athletic Scholarships .....  | 1264 |
| Attendance Regulation .....  | 1327 |
| Attendance Regulation .....  | 1379 |
| Attendance Regulation .....  | 1438 |
| Auditing .....   | 1370 |
| Auditing .....   | 1429 |
| Azusa Pacific Seminary .....   | 1062 |
| Azusa Pacific University .....   | 18   |
| <b>B</b>   |      |
| B.A. in Allied Health .....  | 69   |
| B.A. in Allied Health with Business Emphasis .....                           | 71   |
| B.A. in Animation and Visual Effects .....                                   | 462  |
| B.A. in Art .....  | 436  |
| B.A. in Biblical Studies .....   | 1097 |
| B.A. in Business Management .....  | 736  |

|  |      |
|--|------|
| B.A. in Chemistry .....  | 73   |
| B.A. in Christian Ministries .....   | 1122 |
| B.A. in Cinematic Arts .....   | 466  |
| B.A. in Communication Management .....   | 244  |
| B.A. in Criminal Justice .....   | 536  |
| B.A. in Criminal Justice (Bachelor's Completion Program) .....                           | 538  |
| B.A. in Design Studies .....   | 484  |
| B.A. in Digital Media and Communication .....  | 246  |
| B.A. in Economics .....  | 738  |
| B.A. in English .....  | 123  |
| B.A. in Games and Interactive Media .....  | 469  |
| B.A. in History .....  | 177  |
| B.A. in Honors Humanities .....  | 505  |
| B.A. in Interdisciplinary Studies .....  | 1125 |
| B.A. in International Relations .....  | 179  |
| B.A. in Journalism .....   | 247  |
| B.A. in Liberal Studies with Integrated Credential .....                                 | 878  |
| B.A. in Liberal Studies/Undergraduate Education K-8 Program .....                        | 839  |
| B.A. in Mathematics .....  | 207  |
| B.A. in Mathematics with Integrated Single Subject (Math) Teaching Credential .....      | 209  |
| B.A. in Music: Music Theory .....  | 401  |
| B.A. in Music: Performance .....   | 355  |
| B.A. in Philosophy .....   | 1110 |
| B.A. in Political Science .....  | 181  |
| B.A. in Psychology .....   | 649  |
| B.A. in Psychology (Bachelor's Completion Program) .....                                 | 652  |
| B.A. in Public Relations .....   | 250  |
| B.A. in Screenwriting .....  | 470  |
| B.A. in Social Science .....   | 183  |
| B.A. in Sociology .....  | 148  |
| B.A. in Spanish .....  | 126  |
| B.A. in Theater Arts .....   | 495  |
| B.A. in Theology .....   | 1136 |
| B.A. in Youth and Family Ministries .....  | 1126 |
| B.M. in Commercial Music .....   | 315  |
| B.M. in Composition .....  | 404  |
| B.M. in Music and Worship .....  | 408  |
| B.M. in Music Education (Pre-Teacher Certification) .....                                | 414  |
| B.M. in Music Performance .....  | 358  |
| B.S. in Accounting .....   | 740  |
| B.S. in Allied Health .....  | 75   |
| B.S. in Allied Health with Integrated Single Subject (Science) Teaching Credential ..... | 77   |



|  |      |
|--|------|
| B.S. in Applied Mathematics .....  | 212  |
| B.S. in Biochemistry .....   | 80   |
| B.S. in Biology .....  | 83   |
| B.S. in Business: Economics .....  | 742  |
| B.S. in Chemistry .....  | 88   |
| B.S. in Computer Information Systems .....   | 101  |
| B.S. in Computer Science .....   | 103  |
| B.S. in Engineering .....  | 106  |
| B.S. in Entrepreneurship .....   | 744  |
| B.S. in Finance .....  | 746  |
| B.S. in International Business .....   | 748  |
| B.S. in Kinesiology .....  | 575  |
| B.S. in Marketing .....  | 750  |
| B.S. in Mathematics .....  | 215  |
| B.S. in Nursing (Traditional) Program .....  | 942  |
| B.S. in Physics .....  | 217  |
| B.S. in Psychology .....   | 655  |
| Baccalaureate Nursing Programs .....   | 924  |
| Bachelor of Business Administration (BBA) .....                                    | 752  |
| Bachelor of Science in Nursing (BSN) Upper-Division Transfer and LVN Options ..... | 938  |
| Bachelor of Social Work .....  | 681  |
| BFA in Acting for the Stage and Screen .....                                       | 497  |
| BFA in Art .....   | 439  |
| BFA in Cinematic Arts Production .....   | 471  |
| Bishop Dixon Scholarship .....   | 1262 |
| <b>C</b>   |      |
| Campus Housing .....   | 1185 |
| Campus Life .....  | 1511 |
| Campus Life .....  | 1559 |
| Campus Ministry .....  | 1512 |
| Campus Ministry .....  | 1560 |
| Catalog and Student Handbooks .....  | 27   |
| Celebrate Azusa Citizens Scholarship/Nancy Moore Scholarship .....                 | 1265 |
| Center for Academic Service-Learning .....   | 1580 |
| Center for Diversity, Equity, and Inclusive Excellence .....                       | 1588 |
| Center for Global Learning and Engagement .....                                    | 1581 |
| Center for Research in Science (CRIS) .....  | 54   |
| Center for Student Action .....  | 1561 |
| Certificate in Substance Use Disorders .....                                       | 610  |
| Certificate in TEFL .....  | 150  |
| Certificate in TESOL (Field-Based) .....   | 151  |
| Certificate in TESOL (On Campus and Online) .....                                  | 152  |

|  |      |
|--|------|
| Certificate of Distinction in Biblical Studies .....                   | 1100 |
| Certificate of Distinction in Philosophy .....                         | 1112 |
| Certificate of Distinction in Theology .....                           | 1139 |
| Certificate of Distinction in Undergraduate Social Work Research ..... | 690  |
| Certificates of Distinction .....                                      | 1329 |
| Change of Program .....  | 1216 |
| Change of Program .....  | 1231 |
| Change of Program .....  | 1362 |
| Change of Program .....  | 1424 |
| Classification of Professional Students .....                          | 1363 |
| Classification of Students .....                                       | 1330 |
| Clinical Counseling Certificate .....                                  | 813  |
| College Level Examination Program (CLEP) .....                         | 1194 |
| College of Liberal Arts and Sciences .....                             | 47   |
| College of the Arts .....  | 231  |
| Commencement .....   | 1391 |
| Commencement .....   | 1452 |
| Commuter Life .....  | 1513 |
| Commuter Life .....  | 1563 |
| Concurrent Enrollment Policy .....                                     | 1331 |
| Concurrent Enrollment Policy .....                                     | 1413 |
| Conditional Admission Based on English Level .....                     | 1217 |
| Conditional Admission Based on English Level .....                     | 1232 |
| Conditional-Incomplete Admission (CIA) .....                           | 1218 |
| Conditional-Incomplete Admission (CIA) .....                           | 1233 |
| Confirmation of Admission .....  | 1186 |
| Contact Information .....  | 1288 |
| Contact Information .....  | 1302 |
| Corporate Worship .....  | 1564 |
| Correspondence Course Credit .....                                     | 1332 |
| Correspondence Course Credit .....                                     | 1414 |
| Course Modalities and Instructional Activities .....                   | 1371 |
| Course Modalities and Instructional Activities .....                   | 1430 |
| Course Policies .....  | 1333 |
| Course Replacement and Substitution .....                              | 1392 |
| Course Replacement and Substitution .....                              | 1453 |
| Course Tutorial .....  | 1372 |
| Course Tutorial .....  | 1431 |
| Credit by Examination .....  | 1187 |
| Credit by Examination .....  | 1219 |
| Credit by Examination .....  | 1219 |
| Credit for Advanced Placement (AP) Exams .....                         | 1188 |

|  |      |
|--|------|
| Credit for International Baccalaureate (IB) Program .....          | 1191 |
| Credit Hour Policy .....   | 1479 |
| <b>D</b>   |      |
| DANTES Subject Standardized Tests (DSST) .....                     | 1540 |
| Deans' List .....  | 1334 |
| Declaring or Changing a Minor .....                                | 1365 |
| Deferment Information .....  | 1380 |
| Deferment Information .....  | 1439 |
| Degree Posting .....   | 1393 |
| Degree Posting .....   | 1454 |
| Department of Advanced Studies .....                               | 827  |
| Department of Art .....  | 425  |
| Department of Biblical and Religious Studies .....                 | 1091 |
| Department of Biology and Chemistry .....                          | 55   |
| Department of Cinematic Arts .....                                 | 449  |
| Department of Clinical Psychology .....                            | 509  |
| Department of Commercial Music .....                               | 289  |
| Department of Communication Studies .....                          | 232  |
| Department of Criminal Justice .....                               | 529  |
| Department of Design .....   | 478  |
| Department of Doctoral Studies .....                               | 1037 |
| Department of Educational Leadership .....                         | 777  |
| Department of Elementary and Secondary Education .....             | 833  |
| Department of Engineering and Computer Science .....               | 93   |
| Department of English and Modern Languages .....                   | 110  |
| Department of Entry-Level Master of Science in Nursing .....       | 950  |
| Department of Global Studies, Sociology, and TESOL .....           | 134  |
| Department of Healthcare Administration and Leadership .....       | 1026 |
| Department of Higher Education .....                               | 541  |
| Department of History and Political Science .....                  | 164  |
| Department of Kinesiology .....                                    | 559  |
| Department of Leadership and Organizational Psychology .....       | 594  |
| Department of Marriage and Family Therapy .....                    | 604  |
| Department of Master of Science in Nursing Advanced Practice ..... | 981  |
| Department of Mathematics, Physics, and Statistics .....           | 195  |
| Department of Music Performance .....                              | 324  |
| Department of Music Studies .....                                  | 370  |
| Department of Nursing Education .....                              | 1028 |
| Department of Philosophy .....                                     | 1104 |
| Department of Physical Therapy .....                               | 615  |
| Department of Practical Theology .....                             | 1116 |
| Department of Psychology .....                                     | 631  |

|   |      |
|---|------|
| Department of Public Health .....                                       | 1030 |
| Department of RN to BSN .....   | 926  |
| Department of School Counseling and School Psychology .....             | 785  |
| Department of Social Work .....   | 670  |
| Department of Special Education .....                                   | 859  |
| Department of Theater Arts .....  | 489  |
| Department of Theology .....  | 1132 |
| Department of (Traditional) Undergraduate Baccalaureate Program .....   | 941  |
| Department of Upper-Division BSN Transfer .....                         | 929  |
| Determining Degree Requirements .....                                   | 1394 |
| Determining Degree Requirements .....                                   | 1455 |
| Directory Information .....   | 1487 |
| Disability Grievance Policy for Students .....                          | 1480 |
| Disability Grievance Policy for Students .....                          | 1480 |
| Disability Grievance Policy for Students .....                          | 1480 |
| Disclosure of Student Records .....                                     | 1488 |
| Diversity .....   | 1587 |
| Division of Religion and Philosophy .....                               | 1089 |
| Division of Teacher Education .....                                     | 814  |
| Doctor of Ministry (D.Min.) .....                                       | 1076 |
| Doctor of Nursing Practice (DNP) .....                                  | 1054 |
| Doctor of Physical Therapy .....  | 623  |
| Doctoral Programs in Higher Education .....                             | 548  |
| Doctoral-Level Certificate in Strengths-Oriented Higher Education ..... | 550  |

## E

|   |      |
|---|------|
| Ed.D. in Educational Leadership .....   | 781  |
| Ed.D. in Higher Education Leadership .....  | 551  |
| Educational Specialist (Ed.S.) in School Psychology with Embedded M.A. in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology .....  | 798  |
| Educational Specialist (Ed.S.) in School Psychology: Applied Behavior Analysis with Embedded M.A. in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology .....                                   | 802  |
| Educational Specialist (Ed.S.) in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded M.A. in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology ..... | 806  |
| ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) .....   | 969  |
| ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) .....   | 971  |
| ELM-MSN: Family Nurse Practitioner (FNP) .....  | 972  |
| ELM-MSN: Healthcare Administration and Leadership .....   | 973  |
| ELM-MSN: Nursing Education .....  | 974  |
| ELM-MSN: Pediatric Nurse Practitioner–Primary Care (PNP-PC) .....   | 975  |
| ELM-MSN: Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialty .....   | 976  |
| ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) .....  | 977  |
| ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner–Primary Care (PNP-PC) .....   | 979  |
| English Proficiency in the Classroom .....  | 1366 |

|   |      |
|---|------|
| English Proficiency in the Classroom .....  | 1425 |
| English Proficiency Requirements .....  | 1220 |
| English Proficiency Requirements .....  | 1234 |
| Enrollment .....  | 1367 |
| Enrollment .....  | 1426 |
| Entry-Level Master of Science in Nursing (ELM) .....  | 967  |
| Exploring Program .....   | 1527 |
| <b>F</b>  |      |
| Faculty Development .....   | 1172 |
| Faculty Emeriti .....   | 31   |
| False Information .....   | 1197 |
| False Information .....   | 1222 |
| False Information .....   | 1235 |
| Family Nurse Practitioner (FNP) .....   | 1009 |
| Family Nurse Practitioner (FNP) Certificate .....   | 1018 |
| Federal Aid .....   | 1253 |
| Final Examinations .....  | 1381 |
| Final Examinations .....  | 1440 |
| Final Examinations and Waiver Examinations .....  | 1335 |
| Financial Agreement .....   | 1243 |
| Financial Agreement .....   | 1289 |
| Financial Agreement .....   | 1303 |
| Financial Aid .....   | 1244 |
| Financial Aid Application .....   | 1290 |
| Financial Aid Application .....   | 1304 |
| Financial Aid Policies .....  | 1246 |
| Financial Aid Policies .....  | 1291 |
| Financial Aid Policies .....  | 1305 |
| Financial Information .....   | 1241 |
| Financial Information for Graduate Students .....   | 1301 |
| Financial Information for Professional Students .....   | 1287 |
| Financial Information for Undergraduate Students (Azusa) .....  | 1242 |
| First-Year Seminar .....  | 1528 |
| Foreign Language Achievement Testing Service (FLATS) .....  | 1542 |
| Foreign Language Placement and Proficiency Assessments .....  | 1533 |
| Forensics Scholarships .....  | 1266 |
| Freshman Applicants .....   | 1198 |
| <b>G</b>  |      |
| GEN1 Scholars Program .....   | 1529 |
| General Education Information for Transfer Students .....   | 1152 |
| General Education Program .....   | 1147 |
| General Education Requirements for Professional Undergraduate Students (Regional Campus and Online) ..... | 1155 |

|   |      |
|---|------|
| General Education Requirements for Traditional Undergraduate Students ..... | 1159 |
| General Enrollment Information .....  | 1378 |
| General Enrollment Information .....  | 1437 |
| General University Information .....  | 28   |
| Good Academic Standing .....  | 1336 |
| Good Academic Standing .....  | 1383 |
| Good Academic Standing .....  | 1444 |
| Grade Appeal Policy .....   | 1337 |
| Grade Change Process .....  | 1384 |
| Grade Change Process .....  | 1445 |
| Grade-Point Average Requirement .....                                       | 1395 |
| Grade-Point Average Requirement .....                                       | 1456 |
| Grading .....   | 1338 |
| Grading .....   | 1385 |
| Grading .....   | 1446 |
| Graduate Academic Policies and Procedures .....                             | 1421 |
| Graduate Admissions .....   | 1227 |
| Graduate and Professional Center .....                                      | 1505 |
| Graduate and Professional Spiritual Life .....                              | 1518 |
| Graduate and Professional Student Engagement .....                          | 1517 |
| Graduate and Professional Student Success Resources .....                   | 1492 |
| Graduate Courses Taken by Undergraduate Students .....                      | 1339 |
| Graduate Courses Taken by Undergraduate Students .....                      | 1373 |
| Graduate Courses Taken by Undergraduate Students .....                      | 1432 |
| Graduation Requirements and Commencement .....                              | 1341 |
| Graduation Requirements and Commencement .....                              | 1387 |
| Graduation Requirements and Commencement .....                              | 1448 |
| Grievance and Appeal Procedures .....                                       | 1400 |
| Grievance and Appeal Procedures .....                                       | 1459 |
| <b>H</b>  |      |
| Health Insurance .....  | 1519 |
| Health Services .....   | 1568 |
| Healthcare Administration and Leadership .....                              | 1020 |
| High School Nongraduates .....  | 1199 |
| Homeschooled Students .....   | 1200 |
| Honor Societies .....   | 1503 |
| Honors at Commencement .....  | 1396 |
| Honors College .....  | 500  |
| Honors Course Equivalency .....   | 1171 |
| <b>I</b>  |      |
| Incomplete Grades .....   | 1344 |
| Independent Study .....   | 1374 |

|  |      |
|--|------|
| Independent Study .....  | 1433 |
| Institutional Aid .....  | 1256 |
| Instructor Drop Policy .....   | 1350 |
| Integrated Bachelor's/Credential Program .....   | 875  |
| Intercollegiate Athletics .....  | 1590 |
| International Admissions .....   | 1223 |
| International Admissions .....   | 1236 |
| International Center .....   | 1520 |
| International Center .....   | 1569 |
| International Student Placement Assessment .....   | 1534 |
| International Students .....   | 1201 |
| International Students and Scholars .....  | 1570 |
| International Students and Scholars (ISS) .....  | 1202 |
| International Undergraduate Admission .....  | 1203 |
| Internet Acceptable Use Policy .....   | 1483 |
| <b>L</b>   |      |
| Late Enrollment .....  | 1375 |
| Late Enrollment .....  | 1434 |
| Late Registration .....  | 1351 |
| Leaves of Absence .....  | 1418 |
| Leaves of Absence .....  | 1474 |
| Living-Learning Communities (LLC) and Learning Communities (LC) .....  | 1530 |
| LP and Timothy Leung School of Accounting .....  | 754  |
| <b>M</b>   |      |
| M.A. in Art Education .....  | 442  |
| M.A. in Clinical Psychology: Marriage and Family Therapy (MFT) .....   | 611  |
| M.A. in Education: Educational and Clinical Counseling with an Embedded Pupil Personnel Services Credential in School Counseling ..... | 794  |
| M.A. in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling .....              | 792  |
| M.A. in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential .....                        | 863  |
| M.A. in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential .....                      | 865  |
| M.A. in Education: Learning and Technology and Multiple Subject Teaching Credential .....  | 847  |
| M.A. in Education: Learning and Technology and Single Subject Teaching Credential .....  | 849  |
| M.A. in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential .....                              | 867  |
| M.A. in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential .....                            | 869  |
| M.A. in Education: Teaching and Multiple Subject Teaching Credential .....   | 851  |
| M.A. in Education: Teaching and Single Subject Teaching Credential .....   | 853  |
| M.A. in Educational Technology .....   | 831  |
| M.A. in English .....  | 128  |
| M.A. in Leadership .....   | 601  |
| M.A. in Modern Art History, Theory, and Criticism (Online) .....   | 443  |
| M.A. in Music Entrepreneurial Studies .....  | 323  |
| M.A. in Pastoral Studies (MAPS) .....  | 1081 |

|  |      |
|--|------|
| M.A. in Physical Education and Single Subject Teaching Credential .....                    | 579  |
| M.A. in Physical Education with an Added Authorization in Adapted Physical Education ..... | 581  |
| M.A. in School Librarianship with an Embedded Teacher Librarian Services Credential .....  | 1143 |
| M.A. in Screenwriting .....  | 473  |
| M.A. in Strategic Communication .....  | 252  |
| M.A. in Teaching English to Speakers of Other Languages (TESOL) (Field-Based) .....        | 153  |
| M.A. in Teaching English to Speakers of Other Languages (TESOL) (On Campus) .....          | 155  |
| M.A. in Teaching English to Speakers of Other Languages (TESOL) (Online) .....             | 157  |
| M.A. in TESOL Program (Christ's College Cooperative) .....                                 | 159  |
| M.A. in User Experience Design .....   | 487  |
| M.A. (Theological Studies) .....   | 1079 |
| M.M. in Composition .....  | 419  |
| M.M. in Conducting .....   | 365  |
| M.M. in Performance .....  | 367  |
| M.S. in Applied Statistics and Analytics .....   | 219  |
| M.S. in Athletic Training .....  | 583  |
| M.S. in Athletic Training (Summer 2020 Cohort) .....                                       | 587  |
| M.S. in Biotechnology .....  | 90   |
| M.S. in Child Life .....   | 658  |
| M.S. in Child Life (Advanced Standing) .....   | 660  |
| M.S. in College Counseling and Student Development .....                                   | 553  |
| M.S. in Counseling Psychology with Specialization in Children and Adolescents .....        | 661  |
| M.S. in Organizational Psychology .....  | 602  |
| M.S. in Physical Education .....   | 591  |
| M.S. in Research Psychology and Data Analysis .....  | 662  |
| Major and Minor Policies .....   | 1345 |
| Master of Business Administration (MBA) .....  | 757  |
| Master of Business Management (MBM) .....  | 761  |
| Master of Divinity (M.Div.) .....  | 1085 |
| Master of Divinity (M.Div.): Biblical Studies .....  | 1087 |
| Master of Music Education .....  | 420  |
| Master of Professional Accountancy (MAcc) .....  | 755  |
| Master of Public Administration .....  | 185  |
| Master of Public Health (MPH) .....  | 1035 |
| Master of Science in Nursing (MSN) with Credentials .....                                  | 999  |
| Master of Science in Nursing with Single Specialties .....                                 | 1005 |
| Master of Social Work .....  | 691  |
| Math and Physics Center .....  | 1550 |
| Math and Physics Fellowship .....  | 1267 |
| Math Placement Assessment .....  | 1500 |
| Math Placement Assessment .....  | 1535 |
| Mexico Outreach .....  | 1562 |



|  |      |
|--|------|
| MFA in Visual Art .....  | 445  |
| Mild/Moderate Disabilities Education Specialist Credential ..... | 871  |
| Military Credit Policy .....                                     | 1415 |
| Military Resources .....   | 1591 |
| Miller Analogies Test (MAT) .....                                | 1536 |
| Minimum Unit Requirement .....                                   | 1397 |
| Minor in Accounting .....  | 764  |
| Minor in Adapted Physical Activity .....                         | 593  |
| Minor in Alcohol and Drug Counseling .....                       | 665  |
| Minor in Alcohol and Drug Counseling (Professional) .....        | 666  |
| Minor in Ancient Languages .....                                 | 1101 |
| Minor in Art .....   | 447  |
| Minor in Art History .....                                       | 448  |
| Minor in Biblical Studies .....                                  | 1102 |
| Minor in Biology .....   | 91   |
| Minor in Business Administration (Professional) .....            | 765  |
| Minor in Business Management .....                               | 766  |
| Minor in Chemistry .....   | 92   |
| Minor in Christian Ministries .....                              | 1129 |
| Minor in Classics .....  | 187  |
| Minor in Communication Studies .....                             | 253  |
| Minor in Computer Information Systems .....                      | 108  |
| Minor in Computer Science .....                                  | 109  |
| Minor in Creative Writing .....                                  | 130  |
| Minor in Criminal Justice (Professional) .....                   | 540  |
| Minor in Cultural Engagement .....                               | 1130 |
| Minor in Design Studies .....                                    | 488  |
| Minor in Economics .....   | 767  |
| Minor in English .....   | 131  |
| Minor in Entrepreneurship .....                                  | 768  |
| Minor in Environmental Studies .....                             | 160  |
| Minor in Ethnic Studies .....                                    | 224  |
| Minor in Finance .....   | 769  |
| Minor in Games and Interactive Media .....                       | 475  |
| Minor in History .....   | 189  |
| Minor in Honors Humanities .....                                 | 507  |
| Minor in Humanities .....  | 226  |
| Minor in International Health Nursing (Traditional BSN) .....    | 948  |
| Minor in International Relations .....                           | 191  |
| Minor in Journalism .....  | 254  |
| Minor in Leadership .....  | 603  |
| Minor in Liberal Studies .....                                   | 846  |

|  |      |
|--|------|
| Minor in Marketing .....   | 770  |
| Minor in Mathematics .....   | 221  |
| Minor in Music .....   | 421  |
| Minor in Nutrition (Traditional BSN) .....   | 949  |
| Minor in Philosophical Apologetics .....   | 1113 |
| Minor in Philosophy .....  | 1114 |
| Minor in Physics .....   | 222  |
| Minor in Political Science .....   | 192  |
| Minor in Practical and Professional Ethics .....   | 1115 |
| Minor in Prelaw .....  | 193  |
| Minor in Psychology .....  | 667  |
| Minor in Psychology (Professional) .....   | 668  |
| Minor in Public Administration .....   | 194  |
| Minor in Public Relations .....  | 255  |
| Minor in Religious Studies .....   | 1103 |
| Minor in Screen Studies .....  | 476  |
| Minor in Screenwriting .....   | 477  |
| Minor in Sociology .....   | 161  |
| Minor in Spanish .....   | 133  |
| Minor in Statistics .....  | 223  |
| Minor in TESOL .....   | 163  |
| Minor in Theater Arts .....  | 499  |
| Minor in Theology .....  | 1140 |
| Minor in Vocational Development .....  | 228  |
| Minor in Worship Leadership .....  | 422  |
| Minor in Youth and Family Ministries .....   | 1131 |
| Moderate/Severe Disabilities Education Specialist Credential .....   | 873  |
| MSN and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC) .....                    | 1000 |
| MSN and Pediatric Nurse Practitioner–Primary Care (PNP-PC) and School Nurse Services Credential (SNSC) ..... | 1002 |
| MSN in Healthcare Administration and Leadership .....  | 1027 |
| MSN in Nursing Education .....   | 1029 |
| MSN with School Nurse Services Credential (SNSC) .....   | 1004 |
| Multi-Ethnic Leadership Scholarship .....  | 1268 |
| Multiple Subject Teaching Credential .....   | 855  |
| Music Scholarships .....   | 1269 |
| <b>N</b>   |      |
| Need-Based Awards .....  | 1260 |
| Normal Progress Toward a Degree and Time Limit for Degree .....  | 1398 |
| Normal Progress Toward a Degree and Time Limit for Degree .....  | 1457 |
| Notification of Admission .....  | 1205 |
| Notification of Rights Under FERPA .....   | 1484 |
| Nursing Education .....  | 1021 |

**O**

|   |      |
|---|------|
| Office of Innovative Teaching and Technology .....          | 1592 |
| Office of Research and Grants .....                         | 1504 |
| Office of Research and Grants .....                         | 1551 |
| Office of Women's Development .....                         | 1593 |
| Oncology Nurse Practitioner Post-Master's Certificate ..... | 1022 |
| Other Global Learning Opportunities .....                   | 1586 |
| Outside Aid and Alternative Loans .....                     | 1273 |

**P**

|   |      |
|---|------|
| Part-time Applicants .....  | 1206 |
| Participatory/Other Awards .....  | 1263 |
| Payment Plan .....  | 1281 |
| Payment Terms and Conditions .....  | 1293 |
| Payment Terms and Conditions .....  | 1307 |
| Pediatric Clinical Nurse Specialist (CNS) Certificate .....   | 1023 |
| Pediatric Nurse Practitioner–Primary Care (PNP-PC) .....  | 1010 |
| Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate .....                                      | 1024 |
| Petition Process .....  | 1403 |
| Petition Process .....  | 1462 |
| Ph.D. in Higher Education .....   | 556  |
| Ph.D. in Nursing .....  | 1057 |
| Ph.D. in Rehabilitation and Movement Science .....  | 627  |
| Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance .....                   | 629  |
| Placement Assessment .....  | 1532 |
| Policies and Procedures .....   | 1315 |
| Policy Search .....   | 1316 |
| Post-9/11 APU Yellow Ribbon Award .....   | 1270 |
| Post-Bachelor's Credentials .....   | 1012 |
| Post-Master's Certificate Programs .....  | 1014 |
| Preprofessional Programs .....  | 229  |
| Proctoring Services .....   | 1538 |
| Professional Courses Taken by Traditional Undergraduate Students .....                                    | 1340 |
| Professional Undergraduate Academic Policies and Procedures .....   | 1358 |
| Professional Undergraduate Admissions .....   | 1211 |
| Proficiency Exams and Placement Assessments .....   | 1207 |
| Program Application Requirements .....  | 1237 |
| Program Expectations .....  | 776  |
| Progress Toward Degree .....  | 1347 |
| Psy.D. in Clinical Psychology .....   | 518  |
| Psychiatric Mental Health Nurse Practitioner (PMHNP) .....  | 1011 |
| Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate .....                                    | 1025 |
| Pupil Personnel Services Credential in School Social Work and Child Welfare and Attendance Services ..... | 709  |

|  |     |
|--|-----|
| Pupil Personnel Services: School Counseling Credential ..... | 797 |
| Pupil Personnel Services: School Psychology Credential ..... | 810 |

## R

|  |      |
|--|------|
| Readmission and Reenrollment .....             | 1208 |
| Reapplication After Academic Dismissal .....   | 1326 |
| Refund Policy .....                            | 1294 |
| Refund Policy .....                            | 1308 |
| Refund Policy and Withdrawal Information ..... | 1282 |
| Regional Locations .....                       | 34   |
| Registering for Classes .....                  | 1348 |
| Release of Transcripts .....                   | 1489 |
| Repeated Courses .....                         | 1352 |
| Repeated Courses .....                         | 1376 |
| Repeated Courses .....                         | 1435 |
| Reservation of Rights .....                    | 1224 |
| Reservation of Rights .....                    | 1238 |
| Residence Life .....                           | 1572 |
| Residence Requirement .....                    | 1399 |
| Right of Access .....                          | 1490 |
| RN to BSN Degree Completion Program .....      | 928  |

## S

|   |      |
|---|------|
| School Nurse Services Credential (SNSC) .....   | 1013 |
| School of Behavioral and Applied Sciences ..... | 508  |
| School of Business and Management .....         | 713  |
| School of Education .....                       | 771  |
| School of Music .....                           | 256  |
| School of Nursing .....                         | 890  |
| School of Theology .....                        | 1061 |
| School of Visual and Performing Arts .....      | 424  |
| Security Interest in Student Records .....      | 1463 |
| Security Interests in Student Records .....     | 1404 |
| Service Animals .....                           | 1497 |
| Service Animals .....                           | 1497 |
| Service Animals .....                           | 1497 |
| Service Animals .....                           | 1497 |
| Single Subject Teaching Credential .....        | 857  |
| Standards of Conduct .....                      | 1405 |
| Standards of Conduct .....                      | 1464 |
| State Aid .....                                 | 1277 |
| State Authorization .....                       | 1377 |
| State Authorization .....                       | 1436 |
| Stauffer Fellowships .....                      | 1271 |

|   |      |
|---|------|
| Step 1: Admission .....                                   | 886  |
| Step 2: Clinical Practice Clearance .....                 | 888  |
| Step 3: Credential Application .....                      | 889  |
| Steps to a Credential .....                               | 885  |
| Student Affairs .....                                     | 1506 |
| Student Affairs .....                                     | 1554 |
| Student Center for Reconciliation and Diversity .....     | 1589 |
| Student Employment .....                                  | 1284 |
| Student Government Association .....                      | 1573 |
| Student Legal Rights .....                                | 1485 |
| Student Records Policy .....                              | 1486 |
| Student Success Resources .....                           | 1491 |
| Study Load .....  | 1353 |
| Study Load .....  | 1382 |
| Study Load .....  | 1441 |
| Sunsetted Programs .....                                  | 1173 |
| Support Services .....                                    | 712  |
| <b>T</b>  |      |
| Teacher Librarian Services Credential .....               | 1145 |
| TELACU Scholarship .....                                  | 1276 |
| Testing and Proctoring Services .....                     | 1499 |
| Testing and Proctoring Services .....                     | 1531 |
| Testing Services .....                                    | 1539 |
| The Career Center .....                                   | 1594 |
| Theater Scholarships .....                                | 1272 |
| Thesis .....  | 1458 |
| Time to Completion .....                                  | 1175 |
| Traditional Undergraduate Student Success Resources ..... | 1522 |
| Transcripts .....   | 1225 |
| Transcripts .....   | 1239 |
| Transfer Applicants .....                                 | 1209 |
| Transfer Credit .....                                     | 1412 |
| Transfer Credit .....                                     | 1471 |
| Transfer Work .....                                       | 1354 |
| TRIO Student Support Services and Upward Bound .....      | 1543 |
| Tuition and Fees .....                                    | 1285 |
| Tuition and Fees .....                                    | 1295 |
| Tuition and Fees .....                                    | 1309 |
| Tutoring Services .....                                   | 1501 |
| Tutoring Services and Supplemental Instruction (SI) ..... | 1544 |
| Types of Financial Aid .....                              | 1252 |
| Types of Financial Aid .....                              | 1296 |

|                              |      |
|------------------------------|------|
| Types of Financial Aid ..... | 1310 |
|------------------------------|------|

## U

|  |      |
|--|------|
| Undergraduate Academic Policies and Procedures ..... | 1320 |
| Undergraduate and International Admissions .....     | 1571 |
| Undergraduate (Azusa) Admissions .....               | 1179 |
| Undergraduate Community Expectations .....           | 1574 |
| Undergraduate Student Financial Services .....       | 1286 |
| University Counseling Center .....                   | 1595 |
| University Libraries .....                           | 1141 |
| University Libraries .....                           | 1596 |
| University Structure .....                           | 36   |
| University-Wide Policies .....                       | 1477 |
| University-Wide Student Success Resources .....      | 1575 |

## V

|                                    |      |
|------------------------------------|------|
| Veterans' Education Benefits ..... | 1210 |
| Veterans' Education Benefits ..... | 1226 |
| Veterans' Education Benefits ..... | 1240 |

## W

|                                      |      |
|--------------------------------------|------|
| Waivers .....                        | 1355 |
| Waivers .....                        | 1416 |
| Waivers .....                        | 1472 |
| Welcome .....                        | 19   |
| Withdrawal .....                     | 1417 |
| Withdrawal .....                     | 1473 |
| Withdrawal from Courses .....        | 1356 |
| Withdrawal from Courses .....        | 1419 |
| Withdrawal from Courses .....        | 1475 |
| Withdrawal from the University ..... | 1357 |
| Withdrawal from the University ..... | 1420 |
| Withdrawal from the University ..... | 1476 |
| Writing Center .....                 | 1502 |
| Writing Center .....                 | 1545 |
| Writing Placement Assessment .....   | 1537 |
| Writing Program .....                | 1552 |