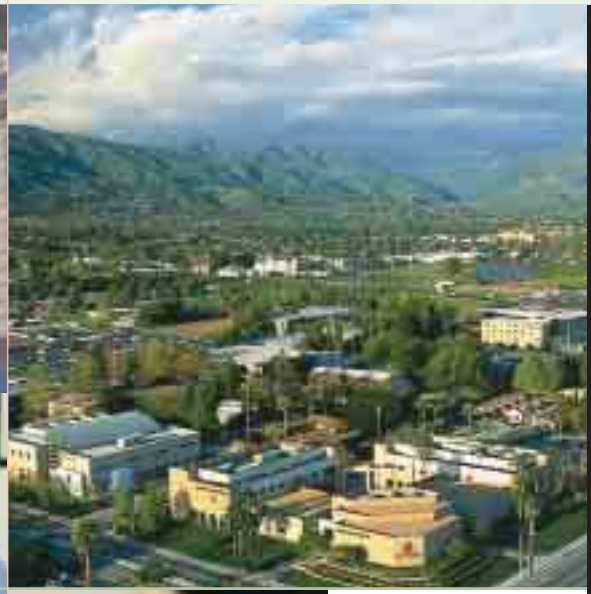
Azusa Pacific University

Graduate Catalog 2001-02



AZUSA PACIFIC
UNIVERSITY

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UNIVERSITY

901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 969-3434
(800) TALK-APU
www.apu.edu

Choosing a graduate school is a critical choice – one that will greatly influence the purpose, direction, and shape of your life and professional career.

Azusa Pacific University is a place to sharpen your intellect, hone your skills, deepen your faith, and grow as an individual. It is a warm and caring community, both exciting and dynamic.

Graduate education at Azusa Pacific University is a careful process founded on these four cornerstones: Christ, Scholarship, Community, and Service.

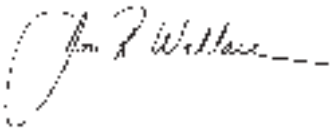
We are called to scholarship permeated by our Christian faith. We are committed to teaching excellence, juxtaposing the theoretical against the practical, for we are dedicated to the education of the whole person who lives and works in the marketplace. We value our professional offerings that equip students for specific disciplines.

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 discover and fulfill his or her great potential, and in turn, become encouragers, equippers, and enablers of others.

Service is at the heart of our outreach and missions emphases. We encourage each student to live out a calling to servant leadership.

Belief in Christ is central to all that we think and do. It is this understanding of God's love for the world and the belief that "all truth is God's truth" that informs all our pursuits: spiritual, academic, service, and community oriented.

With optimism and faith in God's grace, we are preparing to meet the challenges of the new century in our complex and troubled world. As you prepare to meet these same challenges, I pray that God will guide and go with you through these critical choices.



Jon R. Wallace, DBA
President

Graduate Degree Programs

(Emphases are indented below the appropriate major.)

College of Liberal Arts and Sciences

Master of Science in Applied Computer Science and Technology
- Client/Server Technology
- Computer Information Systems
- End-User Support
- Inter-Emphasis
- Technical Programming
- Telecommunications

Certificates
- Client/Server Technology
- Computer Information Systems
- End-User Support
- Inter-Emphasis
- Technical Programming
- Telecommunications

Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

Certificate
- Teaching English to Speakers of Other Languages

Master of Physical Therapy

School of Business and Management

Master of Business Administration

Master of Arts in Human and Organizational Development

Master of Arts in Organizational Management

Certificate
- Nonprofit Management

School of Education and Behavioral Studies

Certificate
- Cross-Cultural Language and Academic Development (C.L.A.D.)

Credentials
- Clear Credential
- Library Media Teacher
- Mild/Moderate Disabilities Specialist (Level I)
- Mild/Moderate Disabilities Specialist (Level II)
- Multiple-Subject Teaching
- Multiple-Subject Intern Teaching
- Preliminary Administrative Services (Tier I)
- Preliminary Administrative Services Intern
- School Counseling
- School Psychology
- Single-Subject Teaching
- Professional Administrative Services (Tier II)

Master of Arts in Education
- Curriculum and Instruction in Multicultural Contexts
- Pupil Personnel Services
- School Administration
- School Librarianship
- Special Education
- Teaching

Master of Arts in Educational Technology

Master of Education
- College Student Affairs
- Physical Education

Doctor of Education in Educational Leadership
- Educational Administration
- Higher Education
- Teaching and Learning

Master of Arts in Social Science
- Leadership Studies

Master of Arts in Clinical Psychology
- Marital and Family Therapy

Doctor of Psychology in Clinical Psychology
- Family Psychology

School of Music

Master of Music in Performance

Master of Music Education

School of Nursing

Accelerated ADN-BSN-MSN

Articulated RN-MSN

Master of Science in Nursing

Clinical Specialization in:
- Adult Nursing
- Combined Parent-Child Clinical Nursing and Pediatric Nurse Practitioner
- Family Nurse Practitioner
- Parent-Child Nursing
- High Risk Home Health Nursing
- Parish Nursing

Optional Additional Emphasis in:
- Nursing Administration
- Nursing Education

Post-Bachelor's Credential in:
- School Nurse Services

Post-Master's Credentials in:
- Adult Nursing
- Family Nurse Practitioner
- High-Risk Home Health Nursing
- Nursing Administration
- Nursing Education
- Parent-Child Nursing
- Parish Nursing

Haggard Graduate School of Theology

Master of Arts in Christian Education
- Youth Ministries

Master of Arts in Nonprofit Leadership and Theology

Master of Arts in Pastoral Studies
- Church Development
- Urban Intercultural Ministries

Master of Arts in Religion
- Biblical Studies
- Theology and Ethics

Master of Divinity

Doctor of Ministry

Certificates*
- Christian Spirituality and Direction
- Church Development
- Nonprofit Management

*Please refer to the School of Theology bulletin for further information

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Regarding the Catalog

This catalog is produced for the university by the Offices of Graduate Admissions, the Provost, and University Marketing and Creative Media. It contains general academic and administrative information and specific descriptions of the courses of study offered.

Because this publication is prepared in advance of the year it covers, changes in some programs inevitably occur. Though the semester/term schedule of classes is the final authority in regard to classes offered, updated information may also be found on the APU website. A schedule of classes is available prior to registration each semester/term.

Students who wish to obtain specific information about the university not contained in the catalog are advised to make a personal inquiry to the Office of Graduate Admissions, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-4570, graduatecenter@apu.edu,, or consult the university's website at www.apu.edu.

International students please contact the Office of International Student Services, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000, (626) 815-3801, iss@apu.edu.

Statement of Mission and Purpose

The Board of Trustees has adopted the following statement of mission and purpose for Azusa Pacific University:

"Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life."

Essence Statement

The essence statement of Azusa Pacific University is a philosophical description of the institution and its people – students, staff, faculty, trustees, administration, and alumni – who we are and who we are becoming. We are an institution of higher education with a tradition of Wesleyan evangelical Christianity. While acknowledging that as individuals we are at different points along the way, we are all nevertheless journeying toward the ideals described in the four perspectives that follow: Christian, Academic, Developmental, and Service.

Christian

We are Christians who:

believe that God is the origin of all things and the source of the values made known to us in His creation, in human experience, and finally and fully, in Jesus Christ.

hold the Bible as the Word of God, the basis of our faith, and the primary record by which these values are made known.

rely on the Holy Spirit to help us discover these values, understand them, and live a life consistent with them.

live as citizens of the Kingdom of God, who model its values and thereby call into question the values of the world.

confess Jesus Christ as Lord of our lives, our university, and our world, and as the final authority for our faith and life.

recognize that redemption by Jesus Christ and personal acceptance of His forgiveness are necessary for human wholeness.

show love toward God (holiness of heart) and a love toward each other (holiness of life) which express themselves in worship, self-denial, and a special concern for the oppressed, and which encourage us to abandon those distinctions that divide us.

practice community among ourselves as members of the one Body of Christ and maintain a nonsectarian openness toward all Christians.

Academic

We are scholars who:

believe that all truth is of God; therefore, we recognize the importance of each field of study both for its own significance and for its interrelationship with other areas of knowledge.

believe that God desires that we pursue excellence according to the standard of His will for us.

exhibit intellectual curiosity, flexibility, and critical openmindedness.

are able to deal with complexity and ambiguity, and to communicate effectively, weigh evidence, and make decisions.

recognize that a knowledge of history is key to understanding ourselves, our world, and our future.

have a basic understanding of Christianity, the humanities, the social sciences, and the natural sciences.

know the language, art, and customs of at least one other culture or know the cross-cultural issues within one's own discipline in order to develop understanding of, respect for, and cooperation with those of all other cultures.

promote and expand the body of knowledge related to our profession or discipline.

have a thorough command of the primary sources, methodology and research skills, major issues, vocabulary, and facts in at least one academic field of study and understand how the skills acquired in this way may be adapted to other fields of endeavor.

encourage and make provision for any person to learn at any period of life.

Developmental

We are persons who:
seek to develop a creative Christian lifestyle whose purpose flows from a commitment to God through Jesus Christ.

honor our commitments and take responsibility for our personal behavior, decisions, and continuing growth.

know from experience that self-discipline, struggle, risk, and confrontation are necessary for growth, and recognize that because of the grace of God we grow even through our failures.

have experiences in self-assessment in every dimension of our lives, in values-clarification based on biblical truths, and in planning for continuous individual growth and renewal.

understand the capabilities of our physical bodies and are committed to the lifelong nurturing of our physical selves.

Service

We are servants who:
are able to follow joyfully Jesus' example of service in the world and pour out our individual and corporate lives for others because of God's love in Christ for us.

share our faith unashamedly, disciple other Christians, participate in missionary endeavors, minister to the needs of all persons regardless of their agreement with our beliefs, and affirm the unique worth of every individual as one created by God, as one for whom Christ died, and as one who has been given individual gifts and talents to be discovered, developed, and directed toward service.

are faithful stewards of our time, talents, and resources; welcome and seek opportunities for service as a means to clarify and practice our faith and knowledge.

Statement of Faith

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

We believe that there is one God, eternally existent in three persons – Father, Son, and Holy Spirit.

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

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

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

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

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

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

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

Statement of Academic Freedom

Azusa Pacific University adheres to the 1940 "Statement of Principles" by the American Association of University Professors and includes the statement in its Faculty Handbook. It states:

> The teacher is entitled to complete freedom in the classroom in discussing his/her subject, and students should be encouraged to discuss any related controversial issues. However, the teacher should be careful to avoid dogmatic generalizations in any field.
>
> The teacher is entitled to full freedom in research and the publication of the results, subject to the adequate performance of his/her other academic duties; but research with pecuniary return must be based upon an understanding with the administration of the institution.
>
> Academic freedom carries with it responsibilities and obligations. Hence, the teacher should be accurate, restrained, and respectful of the opinions of others.

However, the "Statement of Principles" allows for some degree of limitation of academic freedom "because of religious or other aims of the institution, provided that such limitations are clearly stated in writing at the time of appointment." Azusa Pacific University adheres to this provision through the inclusion of the "Statement of Faith" within faculty application materials.

History

The school that today is Azusa Pacific University is the product of the merger of three Southern California-area Christian institutions: Azusa College, Los Angeles Pacific College, and Arlington College.

The origins of Azusa Pacific University date back to 1899, when a group of spiritual leaders from various denominations met in Whittier, California, and established a Bible college geared to training students for service and missionary endeavors. This was the first Bible college founded on the West Coast. The first class of students met on March 3, 1900, with Mary A. Hill serving as the first president.

The school moved three times in its first seven years, settling in Huntington Park in 1907. The school maintained the name of the Training School for Christian Workers until 1939, when it was changed to Pacific Bible College and four-year degrees were offered. Also in 1939, Cornelius P. Haggard, Th.D., was appointed president, serving for 36 years, until his death in 1975.

By the mid 1940s, Pacific Bible College quickly outgrew its Huntington Park campus. After much consideration, the Board of Trustees decided in late 1945 to purchase the 12-acre Maybelle Scott Rancho School for Girls in Azusa. Classes began on the new campus in 1947, and in 1956, the college's name was changed to Azusa College.

Azusa College merged in 1965 with Los Angeles Pacific College, a four-year liberal arts institution founded in 1903 by the Free Methodist Church. The college was then renamed Azusa Pacific College. Three years later, in 1968, Azusa Pacific College merged with Arlington College, founded in 1954 by the Association of Churches of God in Southern California.

After Haggard's death, Paul E. Sago, Ph.D., became the president, serving until 1989. In 1981, the college achieved university status, and in May of that year, the Board of Trustees adopted the name Azusa Pacific University. Among his many accomplishments, Sago encouraged the development and growth of off-site educational regional centers throughout Southern California, and presided over the addition of master's degree programs and development of schools within the university.

Richard E. Felix, Ph.D., became president in 1990. Felix painted a vision of a new Christian university that offered men and women an opportunity to gain their undergraduate as well as master's and doctoral degrees at a flagship Christian institution. Moving toward graduate degrees in selected disciplines meant a renewed emphasis on scholarship without compromising the school's historic Christian mission and priorities for community-building and service. Felix reframed these values as the cornerstones of the University – Christ, Scholarship, Community, and Service. Felix oversaw the construction of seven new buildings, a doubling of student enrollment, and the quadrupling of graduate programs. In addition, he was instrumental in initiating the university's first three doctoral programs. After a decade of exceptional growth and the celebration of the university's centennial, Felix announced his retirement in April 2000. Executive Vice President Jon R. Wallace, DBA, assumed the role of acting president in July 2000. He was selected unanimously by the Board of Trustees to fill the role of president, effective November 27, 2000.

Today, Azusa Pacific stands as a comprehensive Christian university of the liberal arts and professional programs that seeks to serve its diverse constituencies throughout the world. As part of that commitment, APU maintains strong ties with the Brethren in Christ Church, the Church of God, the Free Methodist Church, the Missionary Church, the Friends Church, the Wesleyan Church, and the Salvation Army. The university aims for the holistic development of its students, promoting an entrepreneurial spirit through academic excellence and outstanding cocurricular programming.

Location and Campus

Azusa Pacific University is located in the San Gabriel Valley community of Azusa, 26 miles northeast of Los Angeles. The surrounding mountains provide a rugged, wilderness-like backdrop to the campus. Situated on the 52-acre valley campus are the university administrative facilities, library, classrooms, student center, gymnasium, residence halls, and student apartments. The purchase of an additional 21 acres on Foothill Boulevard, within a quarter-mile of campus, provides the university with room to grow. The West Campus now houses the Schools of Nursing and Education and Behavioral Studies, as well as the Departments of Computer Science and Physical Therapy, the Center for Accelerated Degree Program, numerous classrooms and faculty offices, and administrative facilities. The state-of-the-art Hugh and Hazel Darling Graduate Library opened in January 1998. The 3,500-seat Richard and Vivian Felix Event Center opened in December 2000.

APU also has six regional centers throughout Southern California. Check with specific locations for programs offered.

1. Inland Empire Regional Center
Programs: Education and
Graduate Nursing
685 E. Carnegie Dr., Ste. 170
San Bernardino, CA 92408
(909) 888-9977
(800) 964-8807
inlandempire@apu.edu

High Desert Regional Branch
Program: Education
Victor Valley College
18422 Bear Valley R.d.
Victorville, CA 92392
(760) 952-1765
highdesert@apu.edu

2. Orange County Regional Center
Programs: Education, Clinical
Psychology, and Computer Science
1915 Orangewood Ave., Ste. 100
Orange, CA 92868
(714) 935-0260
(800) 272-0111
orangecounty@apu.edu

3. San Diego Regional Center
Programs: Education and Theology
2820 Camino Del Rio South, Ste. 100
San Diego, CA 92108
(619) 718-9655
(877) 210-8839 (toll free)
sandiego@apu.edu

4. Temecula Valley/Menifee Regional Center
Program: Education
Paloma Valley High School
31375 Bradley Rd.
Menifee, CA 92854
(909) 679-6413
(877) 210-8841 (toll free)
menifee@apu.edu

5. Ventura Regional Center
Program: Education
5740 Ralston Ave., Ste. 100
Ventura, CA 93003
(805) 677-5825
(877) 210-8840 (toll free)
ventura@apu.edu

6. Los Angeles Regional Center
Program: Theology
3200 Wilshire Blvd., #315
Los Angeles, CA 90010
(213) 252-0962
wilshirecenter@apu.edu

Azusa Pacific University's location affords its residents easy access to the popular mountain and beach resorts of Southern California and all of the cultural attractions of Los Angeles County. Students enjoy visiting Disneyland, Magic Mountain, Knott's Berry Farm, Universal Studios, and the major television studios. Desert resorts are less than a two-hour drive from the university. The climate is moderate, mostly warm and dry throughout the school year.

Accreditations

Azusa Pacific University is accredited by the Western Association of Schools and Colleges. The School of Nursing's programs are accredited by the National League for Nursing and the Board of Registered Nursing. The Social Work Program is accredited by the Council on Social Work Education. The C. P. Haggard School of Theology is accredited by the Association of Theological Schools. The Master of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Azusa Pacific University offers programs approved by the California Commission on Teacher Credentialing authorizing elementary and secondary school teaching. Azusa Pacific University is approved for the training of veterans under the Veterans' Bill of Rights. The university is listed with the United States Department of Justice for the training of students from foreign countries.

Accreditation documents are available in the Office of the Provost.

Libraries

Azusa Pacific's libraries include the William V. Marshburn Memorial Library (located on the East Campus), the Hugh and Hazel Darling Library (located on the West Campus), and six regional center libraries in Los Angeles, Orange County, Inland Empire, San Diego, Temecula Valley/Menifee, and Ventura. A unified catalog identifies the more than 170,000 books, media, and 1,700 serial titles. More than 630,000 microforms include the Library of American Civilization, Library of American Literature, *New York Times*, and Educational Resources Information Center collections. The university network provides access to more than 100 electronic databases, which include more than 6,000 full-text serial titles, as well as all of the material available on the Web. Regular hours for the two campus facilities are:

Monday-Thursday	8 a.m.-11 p.m.
Friday	8 a.m.-4 p.m.
Saturday	11 a.m.-6 p.m.
Sunday	2-10 p.m.

Special hours may be set for final exam weeks, vacation breaks, and holidays. The holdings of the William V. Marshburn Memorial Library include collections supporting liberal arts and sciences, religion, and business. This library includes extensive denominational collections of the Church of God (Anderson), Free Methodists, Salvation Army, and Society of Friends; a large holiness collection; and a historical music education collection.

This library houses the Media Center with state-of-the-art audio-visual equipment, providing access to a large video, CD, and cassette tape collection. It also houses InterLibrary Loan, Document Delivery Services, and the Writing Center.

The holdings of the Hugh and Hazel Darling Library include collections supporting computer science, education, nursing, and professional psychology. The library is comprised of the Stamps Rotunda, which offers a traditional library environment of book stacks and individual study carrels, and the Ahmanson Integrated Information Technology Center, which includes 75 workstations for researching the more than 100 licensed electronic resources, including more than 6,000 full-text serial titles. This center also houses 8 scholar study rooms, 12 group study rooms, 4 conference rooms, and the children's literature collection. These two main areas are joined by the ECF Academic Hall of Fame.

Each regional center library provides a core collection of holdings with an emphasis on the programs at that location. Each regional center library also include computers which provide access to all the electronic library resources and services.

Library Use

Electronic resources access is available through student ÜDEUPA accounts. The APU graduate student ID card is required for book checkout and use of media center materials. Students must complete an ID Card Request form and submit it to the Graduate Center.

University Counseling Center

The University Counseling Center (UCC) is made up of professionally trained Christian counselors committed to facilitating the emotional, psychological, social, academic, and spiritual wellness of the APU community. UCC services are available to any currently enrolled student, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential.

IMT Computer Center

The Information and Media Technology (IMT) Computer Center, located on the East Campus, is equipped with 40 PC workstations, 25 Macintosh workstations, and 3 HP Laser Jet printers operating on a

Linux-based local area network. Software available includes Microsoft Office Professional, SPSS, word processing, spreadsheets, medical programs, and databases, as well as a variety of specialty programs. The center is open seven days a week for maximum utilization by students, except during holiday periods and breaks. Lab assistants are available during all operational hours.

Computers

Azusa Pacific University encourages students to obtain their own computers for word processing, searching information databases, and surfing the Internet. The library catalog and other APU-licensed databases are available through dial-in access with a computer and modem. Faculty and other students are accessible through electronic mail on the Internet.

The following may be used as a guide for minimum standards when purchasing a computer for use in most programs at APU:

PC minimum:
PII 266
64MB RAM
2GB hard drive
56k modem or
10 ethernet
2MB video memory

better:
PII 350
64MB RAM
4GB hard drive
56k modem
10/100 ethernet
2MB video memory

best:
any new Gateway
desktop or
Toshiba laptop

Mac minimum:
266 mhz G3
64MB RAM
2GB hard drive
56k modem or
10 ethernet
2MB video memory

better:
333 mhz G3
64MB RAM
4GB hard drive
56k modem or
10/100 ethernet
2MB video memory

best:
Any new Macintosh
computer

Some programs may specify a more expanded system.

Internet Acceptable-Use Policy

Azusa Pacific University's domain name (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 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 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, communications, 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 or any other university computing resources for illegal purposes
2. Use of 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 re-establish the connection as soon as an acceptable understanding has been reached. Any disciplinary action deemed necessary will be handled through the Student Conduct Committee under the auspices of the dean of students.

Harassment Policy

Employees of the university work to assist students in the several facets of university life. At no time is it acceptable to engage in a discussion that is less than courteous and professional. It is the university's policy that if at any time an employee or student believes that he or she is being harassed (verbally or in any other manner) by anyone in a public contact or an inquiry situation, he or she should immediately end the conversation and report the matter to their supervisor, chair, or department dean. Any other issues involving harassment of any kind shall be handled in accordance with the guidelines and standards outlined in the current undergraduate student handbook. This is available in the Office of Student Life, (626) 815-3883.

Statements of Compliance

Azusa Pacific University, in compliance with Titles VI and VII of the Civil Rights Acts of 1964 and Title IX of the Educational Amendments of 1972, does not discriminate on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures. The dean of students is the campus coordinating officer for Title IX, and all inquiries should be made to the Office of Student Life, (626) 815-3883.

In compliance with Section 504 of the Rehabilitation Act of 1973, Azusa Pacific University does not discriminate on the basis of disability in the recruitment and admission of students, or in the operation of any of its programs and activities, as specified by federal laws and regulations. Persons with questions about the Rehabilitation Act may contact the dean of students.

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Graduate Admission to the University

Azusa Pacific University brings to its campus students who 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 involvement in church, school, and community activities are reviewed.

To be considered for graduate admission, the applicant must have a bachelor's degree from a regionally accredited college or university and a cumulative minimum 3.0 grade-point average (GPA). Candidates with a GPA of 2.5-2.99 may be considered for provisional admission. Those with grade-point averages below a 2.50 will need to file a petition and provide substantial evidence of possibility of success to be reviewed by the Admissions Committee.

All students graduating from non-English speaking institutions must also meet TOEFL requirements (see page 17).

Azusa Pacific University does not discriminate in its admission policies or practices on the basis of race, color, national origin, gender, age, disability, or status as a veteran in any of its policies, practices, or procedures.

To apply for graduate admission to Azusa Pacific University, students must submit an application form available from the Office of Graduate Admissions or apply online at the APU website:

Office of Graduate Admissions
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
Tel: (626) 815-4570
Fax: (626) 815-4545
Email: graduatecenter@apu.edu
Website: www.apu.edu

Application and Fee

To be considered for admission to any graduate course work, the prospective student must complete the graduate application and submit a nonrefundable $45 application fee and transcripts. Certain programs may require additional references and/or other supporting documents.

Six-Unit Option

Students are allowed to take two courses in a graduate program prior to satisfying all the admission requirements of Azusa Pacific University. A completed application, an application fee, and proof of a bachelor's degree awarded by a regionally accredited college or university with a cumulative minimum GPA that meets APU's graduate admission standards are required prior to exercising this option. Completion of pre-admission courses **does not** guarantee acceptance regardless of course outcome. Some departments and schools may specify which courses a student may take prior to admission and may allow only prerequisites to be taken.

This option is **not** applicable for international students who come to the U.S. on an I-20 or IAP-66.

A student must be admitted by the last day to register, as published in the Graduate Academic Calendar, in order to enroll in further graduate course work.

Please note that students are not eligible to receive financial aid until they are admitted to the university. Financial aid cannot be awarded retroactively for terms in which a student took classes but was not admitted to a specific program.

Transcripts

Every applicant must submit transcripts when applying. An official transcript is one which the university receives directly from that institution and bears an official seal. Transcripts must indicate a B.A. or B.S. degree for admission to the graduate program. 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 to verify that the international degree is compatible to a degree from a regionally accredited college or university in the United States. Contact the Office of Graduate 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 page 30.

Policy Regarding False Information

Students are advised that admission is contingent upon the truthfulness of the information contained in the 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 Registrar.

Change of Degree Program

Admission to graduate programs at Azusa Pacific University is degree-specific. If a graduate student changes plans and wishes to enroll in a program other than that to which he or she was accepted, then the student must submit a Change of Program form with the Office of Graduate Admissions, and international students must contact the Office of International Student Services. An admissions counselor will contact the student if further documentation or materials are required. No credit toward the new degree program will be granted before written approval has been secured.

International Graduate Admissions

The university has approximately 300 international students from 40 countries. The Office of International Student Services has a dedicated and caring staff that is committed to assisting international students as they apply to the university, once they arrive on campus and throughout their stay at Azusa Pacific.

Azusa Pacific University is authorized under federal law to enroll nonimmigrant, alien graduate students. To apply to be a graduate student at Azusa Pacific, please submit the following:

1. Application for International Graduate Admission
2. $65 nonrefundable application fee
3. Financial Affidavit of Support (included in application form) and bank statement* proving ability to pay for educational costs through personal, family, or sponsor resources
4. Official international TOEFL score report sent by ETS (See "TOEFL Requirements.")
5. Letters of recommendation (See International Graduate Admissions Application.)
6. Letter to the dean (statement of educational and professional goals)
7. Résumé
8. Official transcripts sent directly from the school attended to APU. Transcripts must be translated officially into English and include the degree that was earned by the student. (See "Transcripts," page 16.)
9. One photo

*One year's tuition may be required in advance prior to issuing the United States immigration document.

To be considered for graduate admission, the applicant must have a bachelor's degree from an officially accredited/recognized university with a minimum grade-point average (GPA) of 3.0. Applicants with a GPA of 2.75-2.9 may be considered for provisional admission.

In addition, all international applicants are expected to read and comply with the policies listed in this catalog.

International applicants please submit all application materials and direct all questions to:

Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
Tel: (626) 812-3055
Fax: (626) 815-3801
Email: iss@apu.edu
Website: www.apu.edu

TOEFL Requirements

All students graduating from non-English speaking institutions and applying to university graduate programs are required to submit a Test of English as a Foreign Language (TOEFL) test score. The graduate minimum required score varies per graduate program. Please refer to the International Graduate Application for Admission for the current requirements. In addition, students must enroll in TESL 500 English for Internationals during their first term at Azusa Pacific University regardless of TOEFL score. During the first class session an opportunity will be given to demonstrate proficiency in English. If this is met, the student can waive the class.

A student's ability to speak English well and use clear pronunciation is an important part of a graduate education. It is assumed that a student's spoken English will be at a high enough level to communicate and participate competently in classes. If, while in classes, it is determined that the student's ability to communicate and participate in English is below the necessary standard, a teacher may refer him/her to the department chair who can require him/her to enroll in a noncredit program, at the student's expense. This program will be specifically designed to enable the student to raise his/her English communication ability.

International students are required to submit a score on the Test of Written and Spoken English with their application materials. If these are not submitted prior to admission, students will be required to take a written and spoken English assessment upon arrival at the university. Students whose English skills are not adequate for graduate study in their chosen field may be required to take, either prior to or concurrently with courses in their department, course work to develop their written and/or spoken skills in English.

Conditional Admission

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 School of Intensive English at APU prior to studying in their program.

Applicants who are not able to take the TOEFL test may apply to APU's School of Intensive English (SIE). Upon arrival at the SIE, English testing will be provided to determine the level of English proficiency. Students who pass all the English testing can proceed directly into the university at the next available starting date without studying in the SIE (provided they have already been accepted to the graduate program at the university). When a student has been placed in or advanced to level 6 of the SIE, they may take one graduate class concurrent with their intensive English studies.

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Graduate 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 right university; nevertheless, applicants should have a clear understanding of expenses when making a final choice.

The Office of Graduate Student Financial Services assists students in answering questions related to financial aid and student accounts. Simply call (626) 815-4570 with any questions. Office hours are Monday-Thursday, 8:30 a.m.-7 p.m.; and Friday, 9:30 a.m.-4:30 p.m.

Cost of Attendance 2001-2002

(effective 9/1/01)

Matriculation fees

Application	$45
International Application	$65

Tuition

Computer Science	$410/unit
Education Doctoral Studies	$500/unit
Family Nurse Practitioner	$400/unit
MBA Continued Capstone	$208/unit
MBA, MAHOD, MAOM	$415/unit
Master of Physical Therapy	$380/unit
Ministry Doctoral Studies	$325/unit
Psychology Doctoral Studies	$500/unit
Student Teaching (12-unit package)	$4,280/12 units
Theology (including discounts)	$265/unit
Other Graduate Programs	$380/unit
Audit-Graduate	50 percent/unit

Mandatory Fees

Health Fee (mandatory for on-campus residents and international students on APU I-20s and IAP-66s)	$175/semester

Must be at least half time or enrolled in final classes to be eligible to purchase health coverage.

Special Fees

Independent Study	$120/unit, plus tuition
International Fee	$90/semester
Late Registration Fee	$125/term
Online fee	$120/course
MBA Capstone Proposal Fee	$140
Music – Private Lessons	$275/unit plus tuition
Nursing Fees – includes malpractice insurance	$135/course $270/semester maximum
Nurse Practitioner Clinical and Lab	(See class schedule) $200
Physical Therapy Lab Fee	$100/class
Research Account Fee	$20
Recital Fee (conducting students)	$125
Service Charge for Payment Plans	
15-Week Sessions	$80
9-Week Sessions	$40
Transcript	$5/copy
Internet Fee	$50/semester

Graduation Fees

Graduation Fee	$80
Placement File	
Set-up and 10 mailings	$60
Renewal	$55
Education Employment Opportunities Newsletter	$40/year

Payment Terms and Conditions

Late registrations incur a $125 service charge as well as the current session prices. Any student with a bachelor's degree who is pursuing a second bachelor's degree must pay undergraduate fees. A student without a posted bachelor's degree must register as an undergraduate. Past balances must be paid before a new session can be started. *International students are not eligible for payment plans. Tuition and fees must be paid in full at registration.*

1. Payment in Full

Tuition and fees are due and payable at registration.

15-Week Semester Plan

- Net balance owed plus an $80 service charge
- A 25 percent down payment is due by August for the fall and December for the spring. The remaining balance is due in three monthly payments:
  Fall: September 15, October 15, November 15
  Spring: February 15, March 15, April 15

9-Week Session Plan

- Net balance owed plus a $40 service charge
- A 50 percent down payment is due at registration. The balance is due one month later.

2. Stafford Subsidized and Unsubsidized Stafford Loan Payment Plans

Certain *verified* loans may be used to pay for school costs, but all students (including those with loans) are required to make the necessary down payment at the time of registration as follows:

- The 15-week sessions require a 25 percent down payment.
- The 9-week sessions require a 50 percent down payment.

When the Stafford Loan is received, current balances including all term charges (i.e., Fall, Fall I, and Fall II) must be paid before any refunds are given. Students who cover the total charges for the loan period with the Federal Stafford Loan will not be charged a service charge.

3. Company Reimbursement Payment Plan

If a student's employer pays for tuition, the student must obtain a Company Reimbursement/Remission form from the Office of Graduate Student Financial Services, complete it, and enclose it with the Registration form and a letter from the company authorizing the student to receive company reimbursement and detailing the company policy. A service charge will apply. Tuition, fees, and charges not covered must be paid at the time of registration.

4. Payment Plan Exceptions

Any exception to stated policy must be requested in writing (using a General Petition form obtained from the Office of Graduate Student Financial Services) and approved by the director of student financial services.

Refund Policy

Institutional Policy for Students Withdrawing from All Units

In the event a student withdraws from ALL units of a term, refunds will be made as follows:

Tuition excluding fees:
(*Fees are not refundable*)

15-Week Semester Policy

1-2 week(s)	90 percent refund
3-4 weeks	50 percent refund
5-7 weeks	25 percent refund

9-Week Session Policy

First week	90 percent refund
Second week	50 percent refund
3-4 weeks	25 percent refund

Summer and Special Terms

Refund policies for other terms or special programs will be outlined in the appropriate printed materials.

Federal Refund Policy

Policy for students completely withdrawing or dropping from a term and who have financial aid:

In the event a student withdraws or drops from all classes within a term, the Office of Graduate Student Financial Services will then calculate on a per diem basis all financial aid and refund amounts. If the net calculates to 60 percent or greater of the term, then NO adjustments will be made.

Student Employment

The Office of Student Employment is a job referral service for APU students. Employment is a vital part of college life for the many Azusa Pacific graduate students who work as a partial means of meeting college costs. Numerous part- and full-time jobs are posted on the job board outside the Career Center.

Financial Agreement

A student may not participate in graduation ceremonies, register for further sessions, or receive any diploma, grades, certificate, transcripts, or letter of recommendation until all financial obligations (excluding NDSL/ Perkins Loan) have been satisfied with a zero balance. Any diploma, grades, certificate, transcripts, or letter of recommendation shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior, or subsequent to, any default by the debtors shall not be considered a binding precedent or modification of this policy.

The university reserves the right to make any changes in costs, payment plans, and refund policies without notice.

Financial Aid Application

Application for Financial Assistance

A Free Application for Federal Student Aid (FAFSA) must be completed and sent to the address on the application. A Graduate Stafford Loan Worksheet (GSLW) must also be completed and returned to the Office of Graduate Financial Services. The FAFSA and GSLW may be obtained at the APU Graduate Center. Early application is recommended, since receipt of loans can take up to five months.

From an analysis of this confidential form, the amount of student income and assets which can be applied toward university costs is determined. An application will be considered for financial aid after the student has been granted admission to the university and the GSLW has been received.

Application Priority Date

Admitted students who have completed the FAFSA and GSLW, financial aid transcripts, loan applications, and admission process by **March 1** will receive loan processing priority over other applicants.

Financial Aid Policies

Satisfactory Progress

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.

A. Quality of Progress – "Good Academic Standing"

- Graduate students requesting aid must maintain a minimum cumulative grade-point average of 3.0.
- Grade-point averages are reviewed at the end of each semester.
- Students who fail to maintain the minimum grade-point average will be given one semester of "Aid Probation" in which they must earn a 3.0 (for that semester); otherwise, they will be suspended from the aid programs.
- Students with no previous graduate work and transfer students who have less than a 3.0 will be given one semester of "Aid Probation" and must achieve a 3.0 grade-point average to continue receiving aid.

B. Quantity of Progress – "Unit Completion Requirement"

- Graduate students must make progress toward their degree as follows:
  Full time – 18 units/year
  Part time – 10 units/year
- Unit completion is reviewed at the end of each academic year in June. Summer is considered part of the spring term for progress purposes. The following grades are considered to demonstrate satisfactory course completion: *A*, *B*, *C*, and Pass. These grades do not demonstrate course completion: *D*, *F*, No Pass, Incomplete (*I*), Withdrawal (*W*), and In-Progress.
- Repeated courses for which a satisfactory grade has been given may be counted only once for the purpose of academic progress.

- Prerequisite may be specifically prescribed by the student's academic advisor.
- Students who fail to complete the required number of units per academic year will be suspended from financial aid until the deficit units are made up. Such units can be made up in the summer and/or by petitioning for a semester of "Aid Probation." To petition, students must submit an APU General Petition form to the Office of Graduate Student Financial Services.

C. Quantity of Progress – "Maximum time Frame"

- Graduate students requesting aid are expected to complete their academic programs within a reasonable time frame (including transfer units) as follows:
  Full time – 3 academic years
  Part time – 5 academic years

  Please refer to individual departments for exceptions to this policy.
- The time frame is reviewed when the application is submitted.
- Students may petition for extended time by submitting a General Petition form to the Graduate Center.

Financial Aid Packaging

Azusa Pacific University offers financial aid in the form of employment, loans, grants, and scholarships. In order to serve the large number of students who need financial assistance, the university attempts to coordinate various elements of each student's financial aid program. This "packaging" approach may include assistance from two or more financial aid sources. The university's goal is to award all applicants the maximum scholarship, grant, and loan dollars for which they qualify, given restrictions on the availability of funds, institutional policies, and federal guidelines.

Equitable Treatment

The university shall provide fair and equitable treatment when awarding financial aid. In addition, there shall be no discrimination of any kind. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact the director of student financial services for further information.

Release of Records

It is understood that in signing the loan offer paperwork, the student grants the Office of Graduate Student Financial Services the right to release the student's grades and enrollment records to scholarship and loan agencies as needed.

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 lies with each student.

Students must notify the Office of Graduate Student Financial Services regarding changes in financial situation, marriage, loss of a job, withdrawal from school, or change of address. This can be done in writing, by phone, or in person. Send all information to the Graduate Center.

Outside Aid Resources

Students are required to report ALL resources known or expected to be available to them during the period for which they seek financial assistance. These resources include, but are not limited to: veterans' benefits, scholarships, fellowships, stipends, and unemployment earnings (including spouse's, where applicable). Failure to report these resources can result in delays in receiving aid funds for which the student may be eligible, cancellation of the award, or even the return of funds already received.

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

Overawards

Each year a number of financial aid recipients are distressed to learn that their aid package is being reduced due to an overaward. In many cases, the student was aware of funds from outside sources and failed to inform the Office of Graduate Student Financial Services. Reporting this information will save the frustration and inconvenience that may result from 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 any other printed materials.

Availability of all aid is subject to federal, state, institutional, and private funding.

Types of Financial Aid

Federal Aid

Any student who wishes to apply for federal programs must be either a U.S. citizen, permanent resident, or an eligible noncitizen.

Federal Stafford Loan

A loan program is available through many banks and credit unions from which graduate master's degree-seeking students may borrow up to $18,500 annually ($10,500 annually for credential-only students). In order to receive a subsidized Federal Stafford Loan, students must demonstrate need through completion of a FAFSA form. The interest rate is variable, and caps at 8.25 percent. Repayment begins six months after the student graduates or discontinues schooling, with public service deferment provisions available.

Unsubsidized funds up to $18,500 per year (including eligible subsidized Stafford) may also be borrowed if the student shows "no need"; however, in this case the student is responsible for the interest payment while in school. All students applying for a Federal Stafford Loan must complete a FAFSA and GSLW, and be admitted to a degree seeking program.

Borrowing under the Federal Stafford Loan programs may not exceed net educational costs (school educational costs less other financial assistance).

Alternative Loans

Students that wish to apply for alternative loans must complete a separate application, have costs greater than school budget, and be approved by the lending agency. Alternative loans must pay tuition in full before any refund will be given. Alternative loans are those monies received through any agencies or process other than the FAFSA.

State Aid

Cal Grant A and B

Students who received Cal Grant A as undergraduates have 15 months to enroll in a teacher education program to renew funding. A FAFSA must be filed and a form sent to the Student Aid Commission to continue receipt of the Cal Grant A and B.

Cal Grant T

This program is for students who did not receive Cal Grant A as an undergraduate. Recipients must be enrolled in courses that are required for the Preliminary or Level I Teaching Credential only (see the Department of Teacher Education).

The student must:

1. Be admitted (including completing the admissions interview).
2. Be enrolled in a teaching credential program: Multiple-Subject Traditional or Internship, Single-Subject, or Special Education. (Those in the Special Education Program must be admitted to the credential program, not just the master's program.)
3. Take credential courses in fall 2001. (If the student has completed the credential course work, but will take master's courses in the fall 2001, they are not eligible.)
4. Not have previously received any Cal Grants (A, B, or T).
5. Not already have a preliminary or clear credential.
6. Submit a 2001-02 FAFSA form (if not already submitted).

APLE

The Assumption Program of Loans for Education (APLE) is a competitive teacher incentive program which encourages outstanding students to become teachers and serve in critical teacher shortage areas. These areas can be changed each application year based on the projected shortage areas for California. Under the provisions of the APLE program, the California State Aid Commission may assume up to a specified amount in outstanding education loan balances in return for the participant's service as a public school teacher in California in specific teacher shortage areas.

In order to receive the full benefits of the APLE program, participants must provide four consecutive school years of eligible teaching service at a California public school. These four years begin no earlier than the first year after completion of the first credential (preliminary or clear).

This program is available to students pursuing teaching credentials who meet the following requirements:

1. Be admitted (including the admissions interview).
2. Be enrolled in a teaching credential program: Multiple-Subject Traditional or Internship, Single-Subject, or Special Education (those in the Special Education Program must be admitted to the credential program, not just the master's degree program) or have completed at least 60 semester units toward a bachelor's degree (through APU's traditional or accelerated degree completion programs).
3. Take credential courses (or continue with his/her bachelor's degree program) in fall 2001 and maintain full-time status (definition in application) during the fall 2001 semester.
4. Have not completed the course work necessary to obtain an initial teaching credential.
5. Have received or been approved to receive government loans (see details on the program application).
6. Agree to teach in the area that he/she selects on the application in a California public school for at least four consecutive years after obtaining a teaching credential.

APLE applications become available during mid-spring. The APU Department of Teacher Education will mail out applications to all eligible students as soon as they become available. They are due back to APU in June.

Students with questions regarding specific qualifications and requirements of the APLE should contact (626) 815-5376.

Graduate Fellowships

The California Student Aid Commission offers graduate fellowships to California residents for use in a California college or university. Recipients must demonstrate intent to teach at the college level. Applications are made directly to the Student Aid Commission by early March prior to enrollment in September.

Teacher Education and Administration Aid

Alumni Teacher Education Discounts

Discounts of 20 percent are given to APU alumni who are fully admitted to a Teacher Education Program. See program information sections for eligible courses.

The Center for Research on Ethics and Values

Established in connection with the Ed.D. Program, the center sponsors one to two fellowships per year involving a 50 percent reduction in tuition and a modest stipend. Recipients must be available part-time hours weekly as research associates for faculty members. Applications for these fellowships are available from the doctoral program or regional center directors.

Nursing Aid

Nursing Grants

Grant money may be available for nursing students. Please contact the School of Nursing for more information, (626) 815-5414.

Theology Aid

To be eligible for all the scholarships listed herein, students must fill out the FAFSA form available in the Haggard School of Theology or the Graduate Center. This only needs to be done once a year. For more information, contact the Haggard Graduate School of Theology, (626) 815-3049.

The James L. Stamps Foundation Scholarship

This scholarship assists the pastoral staff of small churches. It is awarded to eligible students in all master's programs.

Earl E. Grant Scholarship

This scholarship is granted to students attending classes at the San Diego Regional Center.

Walter and Mary Hartley Scholarship

This scholarship is granted to students whose area of interest is biblical studies and who have a desire to minister in overseas missions or inner city.

Lou Ann Scott Scholarship

This scholarship is awarded to an outstanding HGST student.

The Kim Scholarship

This scholarship is for Asian students at the Los Angeles Regional Center.

The Hausman Scholarship

This scholarship offers $900 and is divided between two or three students, with amounts variable.

Denominational Scholarship Funds

Several denominations provide scholarships for students who attend the School of Theology. The requests may be addressed to the following people at:

Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000

Brethren in Christ
Haggard Graduate School of Theology, (626) 812-3049

Friends Church
Kenton Walkemeyer, Ph.D., Director of Friends Center, Haggard Graduate School of Theology, (626) 815-6000, Ext. 3237

Free Methodist Church
Don Thorsen, Ph.D., Haggard Graduate School of Theology, (626) 815-6000, Ext. 3229

Church of God, Anderson
Department of Religion and Philosophy (626) 969-3434

Wesleyan Church
Gordon Coulter, Haggard Graduate School of Theology, (626) 815-6000, Ext. 3336

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Reservation of Rights

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 degree requirements, and admission standards and policies. The university further reserves the right to refuse admission to any applicant at the discretion of the deans or the Admissions Committee and to disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee.

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

This catalog and each subsequent catalog are supplemented by the rules and regulations stated in departmental publications and on the website. Where conflict exists between any of these sources, the most recent rule, regulation, or policy will be controlling.

All classes are offered subject to instructor availability and sufficient enrollment.

Course Numbering System

Courses are identified by a departmental abbreviation followed by a three- or four-digit course number. The departmental abbreviations are as follows:

College of Liberal Arts and Sciences

CS	Computer Science
TESL	Global Studies and Sociology (TESOL)
PT	Physical Therapy

School of Business and Management

BUSI	Business Administration
MAOM	Organizational Management
MHOD	Human and Organizational Development
WEB	Web and Information Technology

School of Education and Behavioral Studies

CSA	College Student Affairs
EDUC	Education
LDRS	Leadership Studies
LMT	Library Media Teacher
PE	Physical Education
PPSY	Graduate Psychology
SPED	Special Education
TEP	Teacher Education

School of Music

GMUS	Graduate Music

School of Nursing

GNRS	Graduate Nursing

Haggard School of Theology

GBBL	Biblical Studies
GMIN	Ministry
GPHL	Philosophy
GTHE	Theology
GDMN	Doctoral Ministry

The following guide may be used when reference is made to any given course: 500-699, graduate credit (may also grant doctoral credit); 700-799, doctoral; 800-899, graduate non-credit; 900-999, continuing education courses. See Undergraduate Catalog for departmental abbreviations of courses numbered 000-499.

Late Registration

Students who are unable to register during the regular period may register late. However, a $125 fee will be charged. The last day to register for each semester will be included in the class schedule and the academic calendar.

Adding and Dropping Classes

Students may add and drop classes without financial penalty until the last day to add or drop classes or independent studies by submitting an Add/Drop form. Such changes may be made only during the dates listed in the Academic Calendar.

Credit Hours

Semester credit is generally determined on the basis of the Carnegie system, which awards one unit of credit for each 50-to-55-minute class session per week. However, the nature of the course will determine the number of class-contact hours. Emphasis will be given to achieving course objectives.

Study Load

To be classified as a full-time graduate student at the master's or credential level, one must be enrolled in at least nine units per 15-week semester (or two 9-week semesters); at the doctorate level, six units. Comparable requirements for half-time status for 15-week semesters are five-eight units, and three units at the doctoratal level. With certain restrictions, students at the dissertation level are considered full time if enrolled in any one of the following courses: EDUC 794, EDUC 795, GDMN 790, GDMN 792, PPSY 731, or PPSY 741. Students enrolled in PPSY 750, PPSY 751 or PPSY 752 are also considered full-time. Students in the Ed.D. Program who work full time may not enroll in more than seven units. For exceptions to these policies, please see individual department policy. Students in the Professional Psychology Program qualify for full-time status by taking at least seven units per 15-week semester and four to six units for half-time status.

Deferment Information

In general, in order to qualify for loan deferment, a student must be enrolled as at least a half-time student. Contact your lender if you have questions regarding the terms of your loan deferment eligibility.

Students who depend on loan deferments while they are enrolled in school should register for all terms within the semester at the same time (i.e., for fall deferment, register for Fall, Fall I, and Fall II at the same time), so the deferment will become effective as quickly as possible.

Auditing

A qualified student may apply for permission to audit a class. The student must meet the regular university entrance requirements and pay the audit fee per unit. Students may not change their audit classification to obtain

credit after the last date to add/drop, or change from credit to audit after the last day to withdraw from classes.

Transfer Credit*

Appropriate transfer work may be accepted toward a master's degree. A minimum of 30 units of the degree requirements must be taken in residence at APU. In addition, transfer units may not exceed 20 percent 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.)
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 course work.

*Some exceptions to the 20 percent limit apply in the Schools of Nursing and Theology. Please refer to those sections within the catalog for specific departmental policies.

Courses for transfer must be approved by the student's department or school, as well as by the Office of the Graduate Registrar. **Students should not assume acceptance of transfer work until they receive written notification from the registrar**.

Students in doctoral programs should refer to those sections in the catalog for information regarding transfer credit.

Waivers

Some departments permit waivers of certain courses. Course waivers are processed by the student's department or school. 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 program.

Grading

Grades are based on the daily work of classroom projects and examinations. Scholarship is ranked as follows: *A*, exceptional; *B*, good; *C*, passing; *D*, unsatisfactory, no credit awarded; *I*, incomplete; *F*, failure; and *W*, withdrawal. 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 *W*	0 points
Grade *I*	Incomplete

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 the 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 available from the Office of the Graduate Registrar and obtain all necessary signatures. An extension may be granted for up to 12 weeks from the date of the request.

Petitions for extension beyond the 12 weeks are subject to review by the faculty member and the dean of the school. An incomplete not made up within the 12-week period will be automatically changed to the grade agreed upon in the "Instructor and Student Agreement" section of the Incomplete form. An incomplete submitted without the proper form will automatically become an *F*.

Academic Advising

Academic advising at Azusa Pacific University provides individual academic advising conferences, ensures successful completion of degree requirements, and promotes student development through discussion of abilities and appropriate personal and occupational choices.

While the advisor is a guide and resource person, final responsibility for meeting requirements to complete a program rests with the student.

Attendance Regulation

Class attendance is of paramount importance, and excessive absences will affect the final grade. Individual instructors define grading and attendance policies in the course instruction plan for each class.

Repeated Courses

Students may repeat courses at Azusa Pacific in which a grade of *D*, *F*, or *I* was received. Both grades remain on record, but only the new grade is calculated into the student's grade-point average. The units are counted only once.

Final Examinations

Final examinations are required in most courses. No final examination shall be given to individual students before the regularly scheduled time. An exception cannot be made to this rule without the written approval of the instructor, department chair, and school dean.

Normal Progress Toward a Degree and Time Limit for Degree

A student has a maximum of eight years to complete a master's or doctoral degree at APU, beginning from the date of initial enrollment in the degree program. A student has a maximum of 10 years to complete a Master of Divinity degree, beginning from the first date of enrollment for course work in the degree program, as determined by ATS accreditation. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements.

Independent Study

Independent studies enable students to enrich their college experience by pursuing learning in a closely supervised program and provide opportunity for individual investigation of subject areas not covered in the regular course offering. They are not to be used simply to take a scheduled course at a more convenient time.

Graduate students may receive credit for a maximum of six units of independent study to be applied to their degree program. No more than four units may be applied toward one project. A maximum of four units may be taken during one academic term. An Independent Study form and Proposal must be submitted with a Registration form to the Office of the Graduate Registrar by the last day to add or drop classes or independent studies. An independent study fee of $120 per unit will be assessed *in addition* to the regular tuition charge.

Petition Process

A petition process exists for students who seek an exception to stated university policies, procedures, and regulations. All petition forms are secured from and submitted in writing to the Office of the Graduate Registrar.

Withdrawal from Courses

Graduate students may withdraw from a class without grade penalty at any time during the first 10 weeks of the 15-week term and during the first 6 weeks of the 9-week term, starting the first day of classes. The last day to withdraw for every term is indicated in the Academic Calendar. The student must secure the appropriate form from the Office of the Graduate Registrar and obtain an approval signature from the professor. The student will receive a *W* (withdrawal) grade in the course from which he or she withdraws. A student who never attends or stops attending a course for which he or she is officially registered will receive an *F* in that course if accepted procedures for withdrawal are not followed. If the student wishes to initiate withdrawal after the deadline, he or she may do so by filing a special petition using the Academic Petition form available in the Office of the Graduate Registrar. Professor approval for withdrawal after the deadline should be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Petitions must be signed by the professor of the course in question and the department chair prior to submission to the registrar for approval. No financial adjustments will be made. (See "Refund Policy" under "Financial Information.")

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 Office of the Graduate Registrar. The student must complete the Class Withdrawal form. 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 must be submitted as well. If the student intends to return after some time, a Leave of Absence form should be submitted to keep the file active. (See "Refund Policy" under "Financial Information.")

Honorable Dismissal

To qualify for an honorable dismissal, the student must be free from university financial obligations and disciplinary action. Academic disqualification does not constitute dishonorable dismissal.

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 educational institutions shall not release educational records to nonschool employees without consent of the student. "Students" as used in this notice includes former students.

Release of Transcripts

Transcripts of Azusa Pacific University course work are available approximately six weeks after the completion of courses. Requests must be made in writing and should include the following information: student's name, location of classes taken, the last semester attended, where the transcript is to be sent, number of copies required, date of graduation (if applicable), Social Security Number, and signature. An Azusa Pacific University Transcript Request form is available for the students' convenience. A $5-per-copy fee applies. Requests take approximately 7-10 working days to process. Rush transcripts are available for an additional $10 charge. Contact the Office of the Registrar for specific information, (626) 815-6000, Ext. 3797.

Transcripts, diplomas, and/or verifications of degrees will not be released until all 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. Access will generally be granted to the record custodian, but if a delay is necessary, access must be granted no later than 45 days after the request. With some limited exceptions, students are also entitled to copies (at the student's expense) of all records to which they have access. Students further have the right, under established procedures, to challenge the factual accuracy of the records and enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific 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.

Disclosure of Student Records

With certain exceptions provided by law, Azusa Pacific University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the student's written consent. 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 addresses. 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.

The university has designated the following as directory information, which may, at the university's discretion, be released to the public without the student's consent: student's name and maiden name, address, telephone number, date and place of birth, major field of study and courses taken, participation in officially recognized activities and sports, weight and

height (members of athletic teams), dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, current class schedule, employer, church membership, photographs, and parents' names, addresses, and telephone numbers.

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 another official with record access, such release either serves a legitimate educational purpose or is not adverse to the interests and privacy of the student. However, the student may request that certain categories of directory information not be released to the public without his or her written consent. Such requests shall be submitted in accordance with the student records policy of the university.

This notice is not intended to be fully explanatory of students' rights under FERPA. The registrar maintains copies of the official Azusa Pacific University Student Records Policy, which contains detailed information and procedures with regard to these rights. Students may obtain a copy of that written policy upon request to the Office of the Registrar, Azusa Pacific University, 901 E. Alosta Ave., PO Box 7000, Azusa, CA 91702-7000. Any student alleging failure of the university to comply with FERPA may file a complaint with the Family Education Rights and Privacy Act Office (FERPA), United States Department of Education, 4511 Switzer Building, 330 C St. SW, Washington, DC 20201.

Doctoral students should refer to the section of this catalog dealing with the program of interest for specific information that may differ from general graduate policies.

Academic Integrity

The maintenance of academic integrity for a quality education is the responsibility of each student at Azusa Pacific University. Cheating or plagiarism, in connection with an academic program, is an offense for which a student may be expelled, suspended, or disciplined. Academic dishonesty is a serious offense which diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system.

Academic dishonesty includes:

1. **Cheating** – Intentionally using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
   - Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversations with others) is prohibited unless specifically authorized by the instructor.
   - Students may not allow others to conduct research or prepare any work for them without advance authorization from the instructor.
   - Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.
2. **Fabrication** – Intentional falsification or invention of any information or citation in an academic exercise.
3. **Facilitating Academic Dishonesty** – Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
4. **Plagiarism** – Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise.

See also: "Fraudulent Records Policy," "Grievance Procedure," and "Due Process."

Earthquake Procedures

In the event of an earthquake during working hours or while classes are in session, for the safety of students and others, it is requested that everyone adhere to the specific guidelines. Managers, supervisors, and faculty are responsible for the safety of their employees and the students in their classes. They must give directions to employees and students and ensure the implementation of the following guidelines:

During an earthquake:

1. Keep calm. Do not run or panic. By taking the proper precautions, the chances of being injured are reduced.
2. Stay put. Most injuries occur as people are entering or leaving buildings.
3. If the earthquake strikes when students are indoors, they should take cover under a desk, heavy table, bench, or against inside walls or doorways. Stay away from glass, windows, and overhead light fixtures. If the students are in a laboratory, they should stay away from hazardous materials that could spill and pose a change.
4. Do not use matches during or after the tremor.
5. If the earthquake occurs while students are outside, they should move away from buildings and utility wires. Move to an open area and stay there until the shaking stops.

After an earthquake:

1. Check for injuries. Do not attempt to move persons who may be seriously injured unless they are in danger of further injury.
2. If a gas leak is detected, call (626) 812-3002. Also notify the Emergency Operations Team so that an evacuation may be conducted. The team will assemble in front of the University Health Center.
3. If other utility problems are detected, notify (626) 812-3002 and the Emergency Operations Team at the Health Center immediately.
4. Evacuation of buildings is not automatic; it depends on surrounding circumstances, (i.e., gas leak, fire, or severe structural damage). Building evacuations should be conducted at the direction of Emergency Operations Team members.
5. If buildings are evacuated, stay out of them until directed by a team member to re-enter. Be prepared to locate and assist individuals with disabilities.

Graduate Student Grievance Procedures and Due Process

(The individual college or school may have specific grievance procedures which supersede these.)

I. Definitions

A. A grievance is a statement by a student that he/she was wronged by Azusa Pacific University. The grievance may be caused by a breach of contract or by a failure of Azusa Pacific University to follow its established policies and practices.

B. A student is anyone who has officially enrolled in a graduate program at Azusa Pacific University at the time the perceived wrong occurred.

C. A complaint is the formal statement of a grievance that the student files with an appropriate administrative officer.

D. An appropriate administrative officer is the dean of the relevant college or school, the chair of the relevant department, the registrar, the director of graduate admissions, or the director of student financial services.

II. Time Limits

Anyone who cannot perform some procedural step within the time limits stated in this document must make prior written request of the appropriate administrative officer for an extension before the time limit has been exceeded. Failure on the part of a complainant to observe any time limit or receive an extension shall be taken to mean that the student has abandoned his/her complaint, and no further action on the matter shall be allowed. Failure on the part of someone named and accused in a complaint to object to the complaint or to observe a time limit or receive an extension, shall be interpreted as an indication of that person's agreement with all statements in the complaint, provided he/she has been given a written copy of the complaint or grievance.

III. Legal Counsel

The presence of legal counsel is not permitted, but the student may request and receive permission to have an APU student or faculty member present at the meetings for support.

IV. Settlements Prior to a Hearing

A. If the grievance can be resolved by the mutual consent of both parties before it comes to a hearing, and the resolution requires some formal administrative action under the established policies of the university, college, or school, then the parties shall forward to the appropriate administrative officer a statement of the grievance and its proposed resolution. This statement must be approved by both parties. The appropriate administrative officer may then either approve the resolution and take the required action or order that the remainder of the grievance procedure be carried out.

B. If the proposed resolution does not require administrative action, then the resolution shall be considered the final step in the procedure, and no subsequent complaints or defenses on the matter shall be heard.

STEP 1

WHO ACTS:

Student

Meet with the person(s) immediately involved in the dispute (other party) and try to resolve the problem.

Other Party

Discuss the problem with the student.

Time Limit

The meeting between the student and the other party must take place within 10 working days after it is requested.

STEP 2

WHO ACTS:

Student

If Step 1 has not resolved the problem, refer the issue to the appropriate administrative officer. Submit a written statement of the grievance and the requested resolution.

Administrative

Consult with the parties involved. Try to resolve the issue.

Time Limit

The student must consult with the administrative officer within 10 working days after meeting with the other party, or if no meeting has been held, within 5 days after the end of the time limit in Step 1.

Appeals

Either of the parties involved in the grievance may appeal the administrative officer's decision to the associate provost of Azusa Pacific University. This appeal must be made within five days after the administrative officer has announced a decision. The associate provost's decision shall be final.

STEP 3

WHO ACTS:

Student

If Steps 1 and 2 have not resolved the problem, the student must request (in writing) a meeting to be arranged by the dean of the college or school with the other party, and the dean of the college or school.

Other Party

Meet with the student and the dean of the college or school.

Dean of the College or School

A. Meet with the student and the other party. If the problem cannot be resolved at this meeting, direct the parties involved to write a statement of the grievance and their action with respect to that grievance. Each party shall receive a copy of the opposing party's statement. The original statements shall be forwarded to the chair of the Committee on Graduate Student Grievances (CGSG).

B. Notify the chair or supervisor of the department or office of the other party, and, if appropriate, the administrator responsible for the issue under debate, that a formal grievance hearing will be held. Only the names of the parties involved shall be made known; all other details must be held in strict confidence.

Time Limit
The meeting between the dean of the college or school, the student, and the other party must take place within five working days after the student requests it. If the matter remains unresolved, the results of the meeting must be submitted to the chair of the CGSG within three days of the meeting.

Failure to File Grievance
Any student who has a complaint or grievance against the university must follow this procedure or will waive any claim against the university.

STEP 4
WHO ACTS:

CGSG
Conduct a hearing on the grievance in accordance with approved procedures and submit recommendations to the dean of the college or school and to the principles.

Time Limit
A schedule for the hearing must be set within 10 working days after the committee receives the statements of grievance from the principles along with the results of the meeting between the two parties and the dean of the college or school.

STEP 5
WHO ACTS:

Dean of the College or School
Review the documents to make sure that all steps in this procedure have been followed; then consider the recommendations of CGSG, make a decision, and send a written notification of the decision to all parties.

Time Limit
The decision of the dean of the college or school must be made within 10 working days following receipt of the documents.

Nursing students with grievances related to clinical problems should review the procedures outlined in the School of Nursing Handbook.

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 informal 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.

Standards of Conduct

In accordance with the ideals of Christian education, it is the goal of Azusa Pacific University that the campus environment promote sound academic and personal growth experiences. The administration believes it is important for each student to develop a living/learning style that is consistent with the Christian beliefs of Azusa Pacific University and reflected in both on- and off-campus behavior. Graduate students are expected to use personal discretion involving activities that may be spiritually or morally destructive. It is the intention of the university to resolve violations of established policies and standards of conduct in a way that will maintain respect for the individual.

The university may terminate, for reasonable cause, the registration of any student who violates university policies and regulations. A full printed copy of the procedures is available at the Office of Student Life. (See also "Academic Integrity" and "Fraudulent Records Policy.")

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Degree Programs

Master's degrees are offered in the following areas: business administration, human and organizational development; organizational management; education, with emphases in curriculum and instruction in multicultural contexts, college student affairs, school administration, school librarianship, pupil personnel services, special education, physical education, school librarianship, and teaching; educational technology; (numerous education credentials are also available); teaching English to speakers of other languages (TESOL); clinical psychology; music, with an emphasis in performance; music education; social science, with an emphasis in leadership studies; Christian education; nonprofit leadership and theology; pastoral studies, with concentrations in church development, and urban and intercultural ministry; and religion with concentrations in biblical studies and ethics; and theology. A Master of Divinity; Master of Science in Nursing, with clinical specialties in administration, education, adult nursing, parent-child, family nurse practitioner, high risk home health, and parish nursing; Master of Physical Therapy; and Master of Science in Applied Computer Science and Technology with emphases in client/server, computer information systems, end-user support, technical programming, telecommunications, and an inter-emphasis are also available. Doctoral programs include the Doctor of Education in Educational Leadership, Doctor of Psychology, and Doctor of Ministry.

Requirements for Graduation

All students must earn a minimum cumulative grade-point average of 3.0 in all university work attempted. Some exceptions to this policy apply to students in the Haggard Graduate School of Theology. Please refer to individual sections within the catalog for specific information. Some departments and/or schools also require a minimum cumulative grade-point average in certain courses.

Security Interest in Student Records

A student may not graduate or receive any diploma, certificate, grades, transcript, 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." Any diplomas, certificates, grades, transcripts, 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 or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.

Application for Graduation

Graduation is not automatic upon completion of all course work. Students who intend to graduate must complete an Intent to Graduate form and file it with the Office of the Graduate Registrar at least 90 days prior to degree posting, along with the current graduation fee. The graduation dates are listed in the class schedule.

A degree is granted based on the completion of all requirements prior to degree posting dates.

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. Substitutions for discontinued courses may be authorized or required by the major department or appropriate school.

"In attendance" is defined as being enrolled in at least 6 graduate units for one semester within a 12-month period. Absence due to educational leave, approved in writing, shall not be considered an interruption in attendance if such absence is for the duration of two years or less. When a student changes majors, the academic requirements applied will be determined as of the date of declaration or subsequent change.

Degree Posting Dates

The university posts graduate degrees to students' permanent records four times each year according to a predetermined schedule, regardless of the specific date all work is completed. All degree requirements must be met prior to the posting date. The posting dates for graduate students are at the end of each regular semester (fall, spring, and summer, and at the end of the Fall II). The regular semesters and terms for graduate students (with approximate posting date shown in parenthesis) are: Fall semester (December 15), Fall I term (December 15), Fall II term (January 31), Spring semester (May 1), Spring I term (May 1), Spring II term (July 30), Summer I term (July 30), Summer semester (July 30), and Summer II term (July 30). For degrees completed on dates other than these, the posting will occur on the next following posting date. Exception to this policy may be granted upon petition, after approval by the dean.

General Degree Information

Residence Requirement

Each student must complete a minimum of 30 semester units in residence at Azusa Pacific University. Individual programs may specify a higher minimum residence requirement; please see the specific program brochure for details. Courses taken at Azusa Pacific University regional centers are considered a part of courses taken in residence.

Leave of Absence

Graduate students may take a leave of absence from enrollment in classes for a period of more than one semester only with university approval. Forms are available in the Office of the Graduate Registrar and must be submitted prior to the student's absence from the university. Failure to complete the required form will result in the student having to comply with updated requirements or changes if applicable.

Change of Degree Program

Admission to graduate programs at Azusa Pacific University is degree-specific. If a graduate student changes plans and wishes to enroll in a program other than that to which he or she was accepted, then the student must submit a Change of Program form with the Office of Graduate Admissions and international students must contact the Office of International Student Services. An admissions counselor will contact the student if further documentation or materials are required. No credit toward the new degree program will be granted before written approval has been secured.

Distribution of Courses

A minimum of 18 semester units in the master's degree program must be completed in courses at the 500 level or higher. Some programs have higher minimum numbers. Please review individual degree requirements carefully.

Academic Probation and Disqualification

Satisfactory progress toward the degree is required. A student may be disqualified from further graduate work if a 3.0 grade-point average is not maintained. In the event that the grade-point average drops below the minimum level, the student may be given one enrollment period to raise it to the satisfactory level. Exceptions to this policy may be noted in department brochures.

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 departmental requirements. Please check with the department for specific requirements.

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 Hugh and Hazel Darling Library.
6. The student has two consecutive semesters to complete the thesis.
7. The final thesis must have the approval of the faculty advisor, department chair, and dean of the appropriate school or college.

Additional Master's Degree

A graduate student who already holds a master's degree from Azusa Pacific University may complete a second master's degree program by meeting all university and departmental admissions requirements and fulfilling all graduation requirements. The second degree may not simply 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 second degree is taken in the same field, two-thirds of the required courses must be different from the first degree. The student is required to submit an application form and be formally admitted to the new program; however, the application fee is waived.

Commencement

Commencement exercises are held three times a year – at the end of the fall semester for students who graduate mid-year, at the end of the spring semester for students graduating at the end of the spring semester, and at the end of the summer term for graduate students who complete their requirements during summer session. The president of the university, by the authority of the trustees and on recommendation of the faculty, awards the degrees. Details regarding the exercises are mailed to prospective participants who have submitted an Intent to Graduate form approximately four to six weeks prior to commencement. In order to participate in graduation exercises, all academic requirements must be complete or in process, and all financial obligations to the university must be met.

College of Liberal Arts and Sciences

Department of Computer Science 40
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Department of Physical Therapy 53

Department of Computer Science

Faculty

Chair; Professor:
Samuel E. Sambasivam, Ph.D.

Associate Professors: Lewis Chau, Ph.D.; Dick Eckhart, Ph.D.; Donald Johnson, Ph.D.; Lyle Reibling; Wendel Scarbrough; Carol Stoker, Ph.D.

Lecturers (part time): John Cox, John Coverdale, Tom Mendenhall, Allen Vanderbilt, Robert Woolley

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

Master of Science in Applied Computer Science and Technology

Introduction

Computer science, like engineering, is an "artificial science" that deals with "how things ought to be." This is different from "natural sciences" which are concerned with "how things are." Computer science is more concerned with design and synthesis rather than with analysis and deduction (which are the concerns of the natural sciences, such as physics, chemistry, mathematics, and biology).

With a large faculty of competent and dedicated teachers, small classes, state-of-the-art computer labs, and with current versions of industry-used software, computer science at Azusa Pacific University is challenging, professional, and intellectually stimulating, providing a gateway to many exciting careers.

Program Overview

The Master of Science in Applied Computer Science and Technology meets the need for specialists in computer science and technology at the professional level. The program provides successful graduates with a variety of technological skills in demand by organizations and businesses today. The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers. Topics include operating systems, computer modeling of management methods, multimedia, database systems, C++ programming, JAVA programming and Web development, assembly language programming, microcomputer hardware, computer trouble-shooting, client/server technology, telecommunications, computer programming, computer- aided design, systems and software engineering, artificial intelligence, information structures, computer graphics, all aspects of the Internet, desktop publishing, embedded systems, professional development, data communications, local area networks, object-oriented programming, evaluation and selection of hardware and software, graphical user interfacing, computer ethics, computer law, proposal writing, computer consulting, and end-user support.

Admission

The requirements for admission to the graduate program at Azusa Pacific University include an application for admission and verification of completion of a bachelor's degree from a regionally accredited college or university with a 3.0 grade-point average. Candidates with a grade-point average between 2.5-2.99 may be considered for provisional admission. Applicants must adhere to specific departmental application procedures and related application materials. Documentation of computer workshops, seminars, or other special courses attended should be included. These are used to evaluate interest and ability and determine if prerequisites are necessary.

Send items to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 815-3801
iss@apu.edu

Program Format and Schedules

Graduate computer science programs are offered in a nine-week semester format during the fall and spring semesters. Classes usually meet one evening per week from 5:40-10 p.m. Some classes are scheduled on Saturdays. There are five terms per year with one week between sessions. The summer term is five weeks long, and classes are held twice per week with a total of nine meetings. No classes are offered during the month of August or the last two weeks of December. Six semester units (two courses) per term is considered a full load, although some students prefer one course per term. The degree should be completed within eight years of the program starting date.

Prerequisites

The department will review each applicant's file and may assign prerequisites as deemed necessary for successful participation in this program.

1. Prerequisites (or corequisites) may be satisfied through appropriate course work or passing a waiver exam which is available in the Department of Computer Science. The following prerequisites are minimal and can be satisfied in Azusa Pacific University's evening classes:
   - A course in introductory computer concepts (met by taking CS 120 Computer Literacy or CS 205 Microcomputer Software Tools)
   - At least two computer programming languages, one of which must be C language (Computer programming course work taken more than five years ago may not be accepted unless skills and knowledge have been maintained. These programming prerequisites may be met through course work at Azusa Pacific University, preferably CS 501 Programming Logic [Visual Basic], and CS 509 Programming Internals [C Language].)
   - Excellent working knowledge of various uses of a computer, including a word processing package, a database package (e.g., Access), in-depth skill and knowledge of a spreadsheet application (e.g., Excel), and good working knowledge of a recent version of DOS and/or other operating systems (met by taking CS 505 Microcomputer Applications or CS 205 Microcomputer Software Tools)
   - Six units of mathematics including MATH 110 College Algebra and MATH 151 Applied Calculus or equivalent course work
   - Additional prerequisites as assigned by the program director based on applicant's need as determined by departmental review of applicant's records
2. Lack of prerequisites – Students who do not possess the above prerequisites may make up their deficiencies before entering the program or may enter the program provisionally, in which case prerequisites must be taken before beginning the core classes of the master's degree. Waiver examinations for each of the prerequisite courses are available in the Department of Computer Science. A nonrefundable fee will be assessed for the examination. A program of study (which may include prerequisite courses) should be developed in cooperation with a department advisor.
3. International students are required to have a TOEFL score of 600 or better. However, if the TOEFL score is below the requirement, a student may study in the School of Intensive English (SIE) at the university to prepare for entry into the master's program. (Completion of Level 6 at APU replaces the TOEFL 600 requirement.) If English is not the student's primary language, he or she may be required to take TESL 500 English for Internationals, during the first semester at Azusa Pacific University. This course may be waived under certain conditions.

Transfer Credit and Course Substitutions

Up to nine semester units of acceptable graduate transfer credit may be allowed if approved by the department and the Office of the Registrar. Also, in the event that a student demonstrates knowledge of a specific course sufficient to bypass that course, an alternate graduate course may be substituted with department approval of a relevant student petition.

Exit Interview

An exit interview is required for graduation and must be completed during the student's final term.

Program Requirements

A minimum of 39 semester units is required to complete this program with the capstone option. Otherwise, 45 units will be needed. Note: All units of credit offered at Azusa Pacific University are semester units.

Core Curriculum — 24 units

The core curriculum consists of the following eight courses:

CS 511	Operating Systems Practicum	3
CS 512	Microcomputer Hardware Technologies	3
CS 514	Computer Modeling of Management Methods	3
CS 518	Microcomputer Programming with C++ Language	3
CS 519	Database Systems	3
CS 522	Networking and Data Communications	3
CS 524	Software Engineering I	3
CS 525	Software Engineering II	3

Emphases — 16-21 units

The Master of Science in Applied Computer Science and Technology offers six different program specializations or emphases. Each emphasis requires core course work totaling 24 units, plus a concentration of either 15 units in the emphasis (including capstone project) or 21 units in the emphasis without a capstone project. These emphases are:

- Client/Server Technology
- Computer Information Systems
- End-User Support
- Inter-Emphasis
- Technical Programming
- Telecommunications

Client/Server Technology Emphasis

The client/server technology emphasis is designed for students seeking careers developing or supporting networked database applications in a client/server environment. This concentration provides the foundation for a career as an application consultant, database administrator, or a 4GL programmer, and is ideally suited for professionals converting from a traditional data processing paradigm to the latest computer information systems techniques.

This specialization integrates aspects of technical programming, software engineering, and telecommunications. Client/server technology courses focus on techniques for accessing networked SQL database engines via mixed-vendor front-end application software.

Requirements for the client/server emphasis are listed below:

Core Curriculum 24 units

Client/Server Required Course Work 12 units

CS 520	Information Structures and Algorithm Design	3
CS 532	Local Area Networks	3
CS 550	Client/Server Applications Development	3
CS 551	Front-End Design Methods	3

Client/Server Electives 9 units

CS 552	Graphical User Interfaces	3
CS 553	Right-Sizing Information Delivery Systems	3
CS 558	Topics in Client/Server	3-6
CS 560	Advanced Database Applications	3
CS 574	LAN Internals	3
CS 599	Research and Independent Study	1-6

Total 45 units

— or —

Choose the Capstone option:

CS 595	Capstone Project	3

Total 39 units

Computer Information Systems Emphasis

The computer information systems emphasis provides a solid foundation for students planning careers dealing with the technological aspects of the analysis, design, and development of computerized information systems. It prepares the student for professional involvement as a programmer, systems analyst, applications developer, information specialist, project leader, or manager.

The curriculum includes the 24-unit core, three advanced computer science courses, and four graduate courses from the School of Business and Management. These courses emphasize the potential use of technology to solve information problems and the methods and techniques of developing software solutions utilizing these technologies. The direction is primarily technological in nature with a focus on those systems commonly used in business and industry. Because most computerized information systems are closely related to the business world, these applications require an understanding of the nature and vocabulary of business practices. The four business courses have been carefully selected to provide the understanding necessary to communicate with and develop systems for business and industry.

Courses with the BUSI prefix indicate an offering within the School of Business and Management. Tuition rates may be different for these courses.

Requirements for the computer information systems track are listed below:

Core Curriculum 24 units

Computer Information Systems Required Course Work 12 units

The following MBA courses are also required for this emphasis:

BUSI 513	Financial Resource Management	3
BUSI 514	Management of Technology	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 578	Strategy and Planning	3

Computer Information Systems Electives 9 units

CS 532	Local Area Networks	3
CS 546	Applied Artificial Intelligence	3
CS 550	Client/Server Applications Development	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 566	Computer Business Systems	3
CS 568	Advanced Topics in Business Programming	3-6

Total 45 units

— or —

Choose the Capstone option:

CS 595	Capstone Project	3

Total 39 units

Prerequisites for the MBA courses

The prerequisite for this emphasis is a bachelor's degree in business, economics, or management. For the applicant whose undergraduate degree is in a nonbusiness field, the necessary fundamentals of business may be obtained through prescribed course work, including classical theories, concepts, and research studies in the functional discipline of business. This fundamental course work will be covered in an intensive manner compatible with graduate school standards. Any or all of the following prerequisite courses may be waived based on previous experience or accredited course work following department review.

BUSI 501	Math for Decision Makers	3
BUSI 502	Business Economics	3
BUSI 503	Management Practices	3
BUSI 504	Managerial Marketing	3
BUSI 505	Managerial Accounting	3
BUSI 506	Managerial Finance	3
BUSI 517	Human Resource Management	3

Total 0-21 units

End-User Support Emphasis

The end-user support emphasis prepares students for professional careers in the training and support of computer end-users. This specialization provides preparation for many new professional occupations, such as PC coordinator, computer training specialist, end-user support specialist, value-added reseller, computer sales specialist, and microcomputer applications and technology teacher.

Topics studied include computer system trouble-shooting, software and hardware problems, computer systems configuration, rapid mastery of applications programs, implementation, instructional design and delivery, installation of software, remote system support, management of computer applications and files, computer aided design, ethics, computer consulting, professional relations, networking problems, file transfers, local area network administration, desktop publishing, rapid seminar development and delivery, graphic design, and multimedia.

Requirements for the end-user support emphasis are listed below.

Core Curriculum **24 units**

End-User Support Required Course Work **9 units**

CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3
CS 540	End-User Training and Support	3

End-User Support Electives **12 units**

CS 513	Computer Systems Trouble Shooting	3
CS 534	Computer Publishing Technology	3
CS 544	Presentation Graphics and Hypermedia	3
CS 545	Topics in End-User Support	3-6
CS 546	Applied Artificial Intelligence	3
CS 552	Graphical User Interfaces	3
CS 599	Research and Independent Study in Applied Computer Science and Technology	3-6

Total **45 units**

— or —

Choose the Capstone option:

CS 595	Capstone Project	3
End-User Support Elective		3

Total **39 units**

Technical Programming Emphasis

The technical programming emphasis is designed for students preparing for professional careers in the art and science of systems programming and/or other computer programming. Students completing this emphasis gain expertise and skill in the development of nontrivial, complex, and detailed computer software systems. Topics in this emphasis include: analysis, design, and implementation of problems with solutions requiring computer programs; programming of distributed systems; problem solving; operating systems internals; low-level components of computer systems; embedded systems; real time systems; TSRs (Terminate and Stay Resident programs); time slicing; multi-tasking; analog-to-digital and digital-to-analog conversions; Motif; open-systems programming; programming tools; graphics; device drivers; windows programming; operating system internals; interrupts; task switching; task scheduling routines; asynchronous communications; and others. Multiple platforms and operating systems are utilized. Computer languages covered include 2GL, 3GL, and 4GL approaches to code development.

Requirements for the technical programming track are listed below.

Core Curriculum **24 units**

Technical Programming Required Course Work **12 units**

CS 516	Microcomputer Organization and Assembly Language Programming	3
CS 520	Information Structures and Algorithm Design	3
CS 538	UNIX Internals and Device Drivers	3
CS 564	Windows Software Development	3

Technical Programming Electives **9 units**

CS 517	Embedded Systems Programming	3
CS 546	Applied Artificial Intelligence	3
CS 551	Front-End Design Methods	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 574	LAN Internals	3
CS 587	Topics in Technical Programming	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	3-6

Total **45 units**

— or —

Choose the Capstone option:

CS 595	Capstone Project	3

Total **39 units**

Telecommunications Emphasis

The telecommunications emphasis develops theoretical and practical proficiency in this rapidly expanding field. Special attention is given to networking and other applications of telecommunications. A graduate from this emphasis should be prepared for a career in such fields as data communications, telecommunications programming, network administration, and telecommunications coordination. The telecommunications specialization encompasses data and voice communications as well as local and wide area networks. The program strives to balance hands-on installation of hardware and relevant software issues.

Requirements for the telecommunications emphasis are listed below.

Core Curriculum **24 units**

Telecommunications Required Course Work **12 units**

CS 520	Information Structures and Algorithm Design	3
CS 532	Local Area Networks	3
CS 574	LAN Internals	3
CS 577	Telecommunication Protocols	3

Telecommunications Electives **9 units**

CS 530	Advanced Technologies	3
CS 550	Client/Server Applications Development	3
CS 575	Interoperability	3
CS 578	Topics in Telecommunications	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	3-6

Total **45 units**

— or —

Choose the Capstone option:

CS 595	Capstone Project	3

Total **39 units**

Inter-Emphasis

The inter-emphasis track is a general emphasis designed for students who prefer less specialization and more elective choices for their advanced training in computer science. This includes students who want to be able to deal with a range of computer situations and desire a broad-based formal training program.

The inter-emphasis track consists of the required 24-unit core along with 9 units of required elective course work. The remaining elective courses may be selected from any of the other approved graduate computer science courses. However, six of these units must include one required course from at least two other emphases unless the capstone option is chosen. Total program requirements for the inter-emphasis track are a minimum of 39 course credits for students who complete a capstone project, or a minimum of 45 course credits without a capstone project.

Requirements for the inter-emphasis are listed below.

Core Curriculum **24 units**

Inter-Emphasis Required Course Work **9 units**

CS 520	Information Structures and Algorithm Design	3
CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3

Elective Graduate Computer Science Courses **12 units**

(not all from the same emphasis)

Total **45 units**

— or —

Choose the Capstone option:

CS 595	Capstone Project	3
Elective		3

Total **39 units**

Capstone Project

The capstone project is a significant computer science or software engineering project requiring extensive research and development, conducted under the general guidance of an approved faculty member, and conforms to departmental capstone project guidelines. The capstone project is roughly equivalent in work to a typical master's thesis, but the focus is on application, research, development, and technical standards. Projects are based on computer science and engineering implementations of the scientific method.

Students in any emphasis may choose to enroll in CS 595 Capstone Project (3 units) and complete a capstone project. The student must complete all core and required course work before enrolling in the Capstone Project. This option requires 39 units.

Graduate Certificate Programs

Introduction

Graduate Applied Computer Science and Technology Certificate programs at APU are for those with at least a bachelor's degree who desire a specialization in a specific concentration of applied computer science and technology. Students may need to complete prerequisites as assigned by the department.

Students who possess a master's degree may find that a certificate program provides an expedient path for upgrading skills or retraining. Each certificate comprises 18 units of graduate course work which may also be applied to the Master of Science in Applied Computer Science and Technology. Certificates are offered in the following areas:

- Client/Server Technology
- Computer Information Systems
- End-User Support
- Technical Programming
- Telecommunications

Client/Server Technology

This certificate provides for a career in the development of networked client/server database applications.

It is designed for those seeking a professional career (as a consultant, database administrator, or 4GL programmer) developing and supporting networked database applications utilizing the latest techniques of information management.

The graduate certificate in client/server technology covers the concepts, principles, functions, technologies, theory, and applications related to the rapidly emerging new client/server field, and includes the design, development, and maintenance of client/server systems on multiple computer platforms. Client/server courses focus on techniques for accessing networked SQL database engines via mixed vendor front-end application software.

Prerequisites

Applicants must hold a bachelor's degree and, depending on prior course work and experience, may be required to complete prerequisites as assigned by the department.

Prerequisite Courses 6 units

CS 518	Microcomputer Programming with C++ Language	3
CS 524	Software Engineering I	3

Required Courses 9 units

CS 532	Local Area Networks	3
CS 550	Client/Server Applications Development	3
CS 551	Front-End Design Methods	3

Electives 9 units

Students must complete three of the following courses:

CS 552	Graphical User Interfaces	3
CS 553	Right-Sizing Information Delivery Systems	3
CS 558	Topics in Client/Server	3-6
CS 560	Advanced Database Applications	3
CS 574	LAN Internals	3
CS 599	Research and Independent Study in Applied Computer Science and Technology	3

Total 18-24 units

Computer Information Systems

This certificate provides specialized training in the technical aspects of information management. It prepares the computer professional for a career in the management of information systems.

Prerequisites

Students must hold a bachelor's degree and satisfy prerequisites for this course work as assigned by the departmental advisors of the two departments.

Required Courses 9 units

From the School of Business and Management

Select 9 units from the following courses:

BUSI 513	Financial Resource Management	3
BUSI 514	Management of Technology	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 578	Strategy and Planning	3

Electives 9 units

Students must complete three of the following courses:

CS 532	Local Area Networks	3
CS 546	Applied Artificial Intelligence	3
CS 550	Client/Server Applications Development	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 566	Computer Business Systems	3
CS 568	Advanced Topics in Business Programming	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	3

Total 18 units

End-User Support

This certificate provides professional training for a career in end-user support.

Prerequisites

Applicants must hold a bachelor's degree. Students without prior computer courses or experience must complete prerequisites as assigned by the department.

Prerequisite Courses		9 units
CS 505	Microcomputer Applications (or equivalent)	3
CS 511	Operating Systems Practicum	3
CS 512	Microcomputer Hardware Technologies	3

Required Courses		9 units
CS 522	Networking and Data Communications	3
CS 540	End-User Training and Support	3
CS 544	Presentation Graphics and Hypermedia	3

Electives		9 units
Choose three of the following courses:		
CS 513	Computer System Trouble Shooting	3
CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3
CS 534	Computer Publishing Technology	3
CS 545	Topics in End-User Support	3-6
CS 552	Graphical User Interfaces	3
CS 599	Research and Independent Study in Applied Computer Science and Technology	3

Total 18-27 units

Technical Programming

This certificate concentrates on skills necessary for employment as technical programmers.

Prerequisites

Applicants must hold a bachelor's degree. Students without prior computer courses or experience must complete additional prerequisites (which may also have prerequisites).

Prerequisite Courses		6 units
CS 509	Programming Internals with C (C Language Programming)	3
CS 519	Database Systems	3

Required Courses		9 units
CS 516	Microcomputer Organization and Assembly Language Programming	3
CS 518	Microcomputer Programming with C++ Language	3
CS 520	Information Structures and Algorithm Design	3

Electives		9 units
Choose three of the following courses:		
CS 517	Embedded Systems Programming	3
CS 538	Unix Internals and Device Drivers	3
CS 546	Applied Artificial Intelligence	3
CS 552	Graphical User Interfaces	3
CS 560	Advanced Database Applications	3
CS 564	Windows Software Development	3
CS 574	LAN Internals	3
CS 587	Topics in Technical Programming	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	3

Total 18-24 units

Telecommunications

This certificate program provides an opportunity for professional training for a career in telecommunications. It addresses telecommunications professionals' need for continuing education and offers an entry point for computer professionals into the telecommunications field.

Prerequisites

Students must hold a bachelor's degree. Students without prior computer courses or experience must complete additional prerequisite courses as follows:

Prerequisite Courses		9 units
CS 518	Microcomputer Programming with C++ Language	3
CS 522	Networking and Data Communications	3
CS 524	Software Engineering I	3

Required Courses		6 units
CS 532	Local Area Networks	3
CS 574	LAN Internals	3

Electives		12 units
Choose four of the following courses:		
CS 530	Advanced Technologies	3
CS 550	Client/Server Applications Development	3
CS 575	Interoperability	3
CS 577	Telecommunication Protocols	3
CS 578	Topics in Telecommunications (may be repeated)	3-6
CS 599	Research and Independent Study in Applied Computer Science and Technology	3

Total 18-27 units

Course Descriptions

CS 501 Programming Logic (3)

This course focuses on the basic skills, practices, and techniques required for systematic development of computer software. It is designed for those with limited or no experience in computer programming. The course presents problem-solving methods, techniques, and tools needed for competence in a professional computer programming environment, including topics such as the logic of computer programming, problem-solving methods, structured programming, pseudo code, flowcharting, and decision tables. This graduate-level course is a prerequisite for a number of programming and other courses in the Master of Science in Applied Computer Science and Technology Program at Azusa Pacific University. This course cannot be used to satisfy the requirements for the Master of Science in Applied Computer Science and Technology, but provides critical content needed to complete the master's program. Students with strong competency in the content of this course may petition to waive it, subject to passing an appropriate waiver test.

CS 505 Microcomputer Applications (3)

This course covers the basics of MS-DOS and the use of applications software as problem-solving tools. This software includes a thorough study of leading word processing, spreadsheet systems, and other applications. This is a graduate course and prerequisite for a number of other courses in the Master of Science in Applied Computer Science and Technology Program. This course does not count as part of the required course sequence, but provides critical content needed in the master's program. Students with strong competency in the content of this course may petition to waive it, subject to passing an appropriate waiver test.

CS 509 Programming Internals with C (3)

This course teaches the internal structure of computer programs using the C programming language. Topics include program architecture and constructs, compiler functions, objects, arrays, pointers, separate compilation of program modules, data encapsulation, scope rules, exception handling, and concurrency mechanisms. The course presents tools for competence in computer programming. *Prerequisite: CS 501 or one programming language*

CS 511 Operating Systems Practicum (3)

The functions of computer operating systems, including memory management, hardware control, multi-tasking, batch-file programming, and other relevant topics are taught. Students become proficient in using current versions of several popular operating systems such as Unix, MS-DOS, Windows, Windows NT, Macintosh OS, OS/2, and others. The course includes a comparative analysis of the operating systems studied. *Prerequisite(s): CS 505 or strong working knowledge of MS-DOS and programming skill*

CS 512 Microcomputer Hardware Technologies (3)

The evaluation, selection, installation, maintenance, configuration, upgrading, interconnection, assembly, care, environment, and trouble shooting of micro-computers and auxiliary equipment are covered. This "hands-on" course does not produce computer repairers, but provides the practical knowledge about computer hardware needed by the microcomputer specialist. Also emphasized is the architecture of current microcomputers. The course includes number systems and coding schemes used in computers and an introduction to assembly language programming.

CS 513 Computer Systems Trouble Shooting (3)

This laboratory-based course provides students with training and knowledge relative to trouble-shooting hardware and software problems on desktop PCs and workstations. Students learn problem-solving methods that isolate and solve end-user problems on several kinds of desktop computer systems. This course is lab-centered and requires work on different problems each week. *Prerequisite: CS 512*

CS 514 Computer Modeling of Management Methods (3)

In this applied mathematics course, topics studied include: probability and statistics; applied matrix and vector concepts and operations; mathematical modeling; simulation; curve fitting; forecasting; linear and nonlinear programming; sensitivity analysis; PERT/CPM and other project management methods; mathematics of business and finance and proposals (bid preparation); queuing, game, and decision theory; integer and dynamic programming; theory of the firm; inventory analysis; and others. A basic knowledge of algebra and differential calculus is required. This is a computer-based course using popular applications software. *Prerequisites: CS 505 and calculus*

CS 516 Microcomputer Organization and Assembly Language Programming (3)

This assembly language programming class includes the architecture and organization of microcomputer systems, fundamentals of assemblers, DOS interrupt-based assembly language programming, and advanced topics in MS-DOS on the Intel 80X86 family of microprocessors. Students write several significant programs, assembled and run on Intel 80X86-based microcomputers. The course covers keyboard, screen, disk I/O, character manipulation, and screen graphics. The course also builds a solid foundation in the internal functions and features of the MS-DOS operating system. *Prerequisites: CS 511, CS 512, and programming skill*

CS 517 Embedded Systems Programming (3)

This course teaches the art, science, methods, principles, and techniques of embedded systems programming, which includes low-level programming of hardware components of a computer system. In this course, students learn how to design, code, debug, and build detailed low-level embedded application computer code using several embedded systems tools, including C++, assembly language, and others. Topics may include any and all of the following: operating systems internals, TSRs (Terminate and Stay Resident programs), time slicing, multi-tasking, analog-to-digital and digital-to-analog conversions, operating system internals, interrupts, task switching and scheduling, and asynchronous communications. *Prerequisites: CS 516 and CS 518*

CS 518 Microcomputer Programming with C++ Language (3)

This course teaches object-oriented programming using the powerful object-oriented language, C++. An in-depth presentation of the syntax, semantics, and pragmatics of C++ is augmented by several modest programming assignments and one major project. *Prerequisites: CS 509 or programming skill in the C language and at least one other programming language*

CS 519 Database Systems (3)

Students study database systems, including basic database concepts, the database environment, and relational and nonrelational database systems. Students learn to plan, build, modify, maintain, and manage databases using a powerful and popular database system. Advanced user interfaces and reports are generated from practical applications. This is a hands-on, project-driven course. *Prerequisites: CS 509 and one graduate computer science course*

CS 520 Information Structures and Algorithm Design (3)

This course includes advanced C++ programming and a study of useful information structures for computer systems programming using C and C++ programming languages. Fundamental data types and their computer implementation, arrays, pointers and linked lists, queues, stacks, numerous tree structures, graphs, networks, data search methods, sorting algorithms, and timing comparisons are included. Numerous algorithms and data structures will be programmed using the C++ language with an emphasis on proper style. This is a hands-on, project-driven course. *Prerequisite: CS 518*

CS 522 Networking and Data Communications (3)

The principles, techniques, and applications of networking and data communications are covered. Topics include state-of-the-art practical technology, wide area networks, standards, protocols, topologies, ISDN, electronic/voice mail systems, electronic bulletin boards, network performance, proposals, and case studies. Instruction may include field trips and projects. *Prerequisite: six units of computer science or department's permission*

CS 524 Software Engineering I (3)

This course is the first of two required software engineering core courses for the Master of Science in Applied Computer Science and Technology. This course provides a formal study of software engineering, including goals, concepts, techniques, documents, principles, life cycle models, and tools. This course emphasizes planning and analysis with other software topics surveyed. Students are assigned to a software engineering team to analyze and design an assigned software project. *Prerequisites: CS 518 and CS 519*

CS 525 Software Engineering II (3)

This course continues the formal study of software engineering begun in CS 524. The focus of this course is software design, program implementation, unit testing, systems testing, documentation, verification and validation, and other software engineering topics. In this course, each team of students completes the software products for their project and participates in final presentations and reviews. *Prerequisite: CS 524*

CS 530 Advanced Technologies (3)

This course examines new hardware and software technologies through a combination of classroom lectures, hands-on labs, group/individual projects, and demonstrations. Topics include applied network design, file transfer, operating system updates, and system maintenance/tuning. Special attention is given to end-user support. *Prerequisite: CS 522*

CS 532 Local Area Networks (3)

This course covers Local Area Networks (LANs), including basic concepts, topologies, physical transmission, access control, architecture, and a comparative analysis of the leading PC-based LAN implementations. The installation and management of a leading LAN system are integral components of this course. This course provides necessary training in the specialized skills required to install and manage LAN software and hardware. *Prerequisite: CS 522*

CS 534 Computer Publishing Technology (3)

This course presents the knowledge, tools, and skills needed in computer publishing, computer graphics design, and desktop publishing. It provides a strong background in microcomputer-based desktop publishing software capabilities including graphic design, page layout, and prepress operations. Students learn and use several desktop publishing software products. A number of desktop publishing projects are required in this course. *Prerequisite: six units of computer science or department's permission*

CS 538 UNIX Internals and Device Drivers (3)

This course provides an in-depth study of the Unix operating system and its internal structure with emphasis on programming at the system level using the C programming language. Each student creates and implements at least one device driver in this course. *Prerequisites: CS 511, CS 518, and CS 520*

CS 540 End-User Training and Support (3)

The course examines training alternatives, end-user learning theories and research, and other training considerations. Emphasis is on consulting and trouble shooting as key components of end-user support. This course includes efficient and effective methods of installing new applications software on computers, using the given software, and developing and presenting quality training in the use of this software. *Prerequisite: CS 544 or department's permission*

CS 544 Presentation Graphics and Hypermedia (3)

This course teaches the concepts and skills needed to create computer-based presentations using major presentation software such as Microsoft Power Point, Adobe Persuasion, Lotus Free Lance Graphics, and Asymmetric Compel. Students learn to use both Windows-based and Macintosh computers to generate these presentations. Special attention is given to the development of effective presentations using a variety of media and delivery techniques. Projects and demonstrations are required. *Prerequisite: six units of computer science or department's permission*

CS 545 Topics in End-User Support (3-6)

This course covers a different aspect of end-user training each time it is offered. Topics covered vary from term to term, but include emerging technologies such as multimedia, video editing, photo-typing, and new trends in more established technologies (e.g., hypermedia). Guest speakers may be employed to ensure that the material is as current as possible. This course may be repeated for credit. *Prerequisite: six units of computer science or department's permission*

CS 546 Applied Artificial Intelligence (3)

This course examines the concepts and practice of the analysis and design of expert systems. Students receive hands-on training in the use of expert systems tools and an introduction to AI programming languages. Topics include: AI theory, expert system analysis and design, validation of competence in expert systems, management of an expert system project, and tools/AI language comparison. *Prerequisite: CS 518 or department's permission*

CS 550 Client/Server Applications Development (3)

Client/server computing is a conceptual model. The client/server paradigm expresses an optimal balance between the use of a personal computer and the strict demand for data integrity necessary in an information society. This course is based upon selected software engineering techniques to ensure the successful implementation of applications in a client/server environment. This course teaches client/server systems theory and application. All students are expected to develop an application in the client/server environment. *Prerequisites: CS 524 and CS 532*

CS 551 Front-End Design Methods (3)

This course presents various design paradigms for the front-end (or client) component of client/server systems and provides an exploration of requirements for alternative client/server products. Projects include 3GL access to a local database and 4GL access to a networked database. Additional course work is centered on case studies which compare 4GL window-like alternatives with traditional 3GL text-mode projects. Comparison and discussion of advantages and disadvantages of various types of front-end software are included. *Prerequisites: CS 519 and CS 524*

CS 552 Graphical User Interfaces (3)

This course provides an introduction to the concepts associated with the graphic design of user interfaces and event-driven programming. Techniques for designing windows, dialogue boxes, menus, command buttons, scroll bars, list boxes, edit fields, and other graphic user interface (GUI) elements are presented. Application development tools such as compilers, linkers, and library makers are included. Advanced concepts such as custom controls, mixed-language programming, overlay structures, database programming using ISAM files, presentation graphics, online help, math packages, and others are also covered. The course uses appropriate popular software for hands-on programming practice. *Prerequisite: CS 501 or one programming language*

CS 553 Right-Sizing Information Delivery Systems (3)

This course provides analysis and application of right-sizing techniques through the comparison of one upwardly directed project and one project on downward scalability. Right-sizing techniques facilitate the migration of applications to provide improved information delivery services throughout the corporation. Proper design techniques lead to scalability (the ability to easily migrate an application between various computer platforms such as PC, RISC, and mainframe computers). *Prerequisite: CS 550*

CS 558 Topics in Client/Server (3-6)

This course focuses on current topics in client/server tools and techniques. Content varies from term to term and may be devoted to current and relevant topics such as the development of an application in a client/server environment, or cover a range of topics, including a survey of peer-to-peer networking alternatives or database tools and techniques. With departmental approval, this course may be repeated for credit. *Prerequisite: varies depending on the topic*

CS 560 Advanced Database Applications (3)

This course provides students with advanced skills in the development of medium to very large database applications in a multi-user environment using relational databases. It includes topics such as fourth generation languages (4GLs), structured query languages (SQLs), multi-user database issues, database application tuning and optimization, and user interface development. This course is designed for students who are competent in basic database systems and desire advanced capabilities in database application development in a multi-user environment. *Prerequisite: CS 524*

CS 564 Windows Software Development (3)

This course introduces the development of applications software within a windowed environment, such as Microsoft Windows or X Windows. Concepts of the programming of graphical user interfaces (GUIs) in general and technical details of a specific application programming interface (API) are presented. Using C++, students complete several modest windows programs and one integrative project. The course forms a foundation for continued, independent learning. *Prerequisite: CS 520*

CS 566 Computer Business Systems (3)

This course is designed for students without a previous background in business administration who plan to work in business applications after completing their degree program. The course provides students with an understanding of the application of computer technology to typical business functions such as accounts payable, general ledger, accounts receivable, etc. An introduction to elementary concepts of bookkeeping and accounting is included. Students complete several programming assignments which illustrate the functionality of business applications. *Prerequisite: CS 524*

CS 568 Advanced Topics in Business Programming (3-6)

This course is intended for students specializing in computer information systems and includes timely topics in this field. Specific topics, which may vary by term, include current techniques in information system analysis and design, advanced technologies for the information system specialist, artificial intelligence and the information society, evaluating information needs, security and system adequacy, and managerial issues in information systems development. *Prerequisite: varies depending on the topic*

CS 574 LAN Internals (3)

This course offers students an opportunity to learn how network software functions by using software development. The programs required in this course are designed for a target environment involving a large number of unknowns. Course time is devoted to the study of alternative developmental models. *Prerequisites: CS 518 and CS 532 or department's permission*

CS 575 Interoperability (3)

This course emphasizes the application of telecommunications technology. Students fabricate cables and use tools necessary for the physical implementation of a telecommunications network. Readings and lectures discuss the human impact of the interconnectedness possible with modern networks. Guest speakers may be utilized to discuss the complexity of interoperability (i.e., how to overcome the incompatibility between components of the network). *Prerequisite: CS 532*

CS 577 Telecommunication Protocols (3)

This course examines the internal details of network protocols. Each protocol is described in terms of the data structures used to implement it. Comparisons are made with the OSI telecommunications model. *Prerequisite: CS 522*

CS 578 Topics in Telecommunications (3-6)

This course focuses on current topics in telecommunications. Content varies from term to term and may be devoted to one important topic, such as the development of an application in a client/server environment, or cover a range of topics, including a survey of peer-to-peer networking alternatives. With department approval, this course may be repeated for credit. *Prerequisite: varies depending on the topic*

CS 587 Topics in Technical Programming (3-6)

This course explores current and advanced topics in technical programming, focusing on current technology and practices as well as developments and innovations in systems programming. This course helps meet the objectives of the technical programming specialization and may be repeated for credit. *Prerequisite: varies depending on the topic*

CS 595 Capstone Project (3)

Students are guided and assisted in the completion of the capstone project, a nontrivial individual software engineering project. The instructor reviews, advises, offers suggestions for corrections and improvements, tests, validates, and verifies the resulting products as delineated in the APU Capstone Guidelines. Students are permitted full use of the university computer lab and other department facilities. This is an 18-week course. It may be repeated for half tuition, if necessary. *Prerequisite(s): completion of all core and required courses and/or department's permission*

CS 599 Research and Independent Study in Applied Computer Science and Technology (1-6)

This optional course is not intended to replace or cover the content of a regularly scheduled course. The student selects a topic, and the instructor directs the independent study. Together, they develop a proposal that must be completed and approved before registration.

Department of Global Studies and Sociology

Faculty

Chair; Professor: Richard Slimbach, Ph.D.

Professor: Richard Robison, Ph.D.

Associate Professor: Mary Wong, Ph.D.

Instructors: Donna Burns, M.A.; Michael Chamberlain, M.A.; Donald Dorr, M.A.; Russ Frank, Ph.D.; Kim MacDonald, M.A.; Li Qing Kinnison, Ph.D.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

Master of Arts in TESOL and the Certificate in TESOL

Mission

The TESOL programs at Azusa Pacific University provide graduate students from around the world with opportunities to acquire the values, attitudes, concepts, and skills required for teaching English to diverse adult-student populations in a variety of educational contexts locally and internationally, in a manner marked by professional innovation, intercultural sensitivity, and spiritual passion.

Introduction

The Master of Arts in Teaching English to Speakers of Other Languages offers prospective and experienced teachers of English as a second or foreign language a 36-unit master's degree program comprising courses and seminars in language acquisition theory, English grammar and pronunciation, intercultural communication and sociolinguistics, language teaching methods and materials development, observation and practice in classroom teaching, language assessment, program design, and language-development research. The program prepares students to become exemplary classroom teachers committed to continued professional development within a variety of adult contexts. Graduates of the program currently serve in the United States and several foreign countries in public and adult schools, colleges, universities, private institutions, and businesses.

The 21-unit Certificate in TESOL Program is designed for post-baccalaureate students who desire specialized skills in TESOL but do not wish to pursue the graduate degree. The certificate program is ideal for supplementing and enhancing traditional ministry (e.g., translation, literacy, and friendship evangelism) within multicultural or cross-cultural environments. This program incorporates work which may lead to a Master of Arts in TESOL.

Both programs blend compassionate Christian service with strong academic preparation and practical training in language teaching. Course work is project-based and engages the student in a variety of practical tasks: formulating a working philosophy of language learning and teaching; designing instructional programs; teaching English grammar and pronunciation; organizing student interactions, activities, and tasks; understanding the influence of social and cultural differences in language development; observing students and teachers; participating in practice-teaching experiences; assessing student achievement; undertaking research projects; and integrating theoretical, practical, and experiential knowledge in a thesis or through comprehensive examinations.

Admission Requirements

Prerequisites

1. Applicants must have a bachelor's degree from a regionally accredited institution with at least a 3.0 grade-point average on a 4.0 scale. Candidates with a GPA of 2.5-2.9 may be considered for provisional admission. Although applicants for the TESOL programs are not required to have majored in English, linguistics, or education, a strong background in at least one of these areas is recommended.

2. Nonnative speakers of English must score 600 or above on the Test of English as a Foreign Language (TOEFL), or at least 250 on the computer-based TOEFL, and must pass a test of written English. Applicants who score between 550 and 600 (213-249 on the computer-based TOEFL) may be granted provisional admission, but will be required to complete TESL 500 English for Internationals (3 units) during their first semester of graduate work.

Corequisites

1. Prior to graduation, native speakers of English must verify completion within the last 10 years of a minimum of six semester units of college-level foreign language with at least a 3.0 grade-point average on a 4.0 scale, or its equivalent. Many options exist to satisfy the foreign language requirement, including formal course work, community language learning, or study abroad. Students may also establish proficiency via an exam.

2. Nonnative speakers of English scoring between 550 and 600 on the TOEFL will complete TESL 500 during their first semester of graduate work. This course enhances students' listening, speaking, reading, and writing skills as preparation for graduate study. Degree credit is not given for the course. (A student with an undergraduate degree from an accredited institution in which English is the medium of instruction and a grade-point average of at least 3.0 on a 4.0 scale may waive this requirement.)

Time Requirements

Students may begin TESOL studies in either Fall I (September) or Spring I (February).

The program is offered in a four-term format: Fall I, Fall II, Spring I, and Spring II. Full-time students typically enroll in two courses per session, and if they begin their studies in Fall I, complete the entire program in approximately six terms (one-and-a-half years). Part-time students taking one course each term can complete the program in about three years.

Admission Procedures

1. Submit a completed graduate application for admission. An online application is available at the APU website, www.apu.edu. (International students should request application materials from the Office of International Student Services.)

2. Remit the $45 nonrefundable application fee ($65 for international students).

3. Request official copies of transcripts to be sent directly to Azusa Pacific University.

4. Request three letters of recommendation as indicated in the graduate admissions materials. At least one must be from a professor or teacher acquainted with the applicant's academic work.

5. For nonnative speakers of English: Request official TOEFL scores to be sent directly to Azusa Pacific University.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 815-3801
iss@apu.edu

Once all admission materials have been received by the appropriate office, the Graduate Admissions Committee and TESOL faculty review the applicant's file. The applicant is then notified of the committee's decision.

Curricular Overview

The program leading to the Master of Arts in TESOL consists of 12 courses, including both required and elective options, totaling 36 units.

Required Courses 30 units

TESL 505	Second-Language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 525	Teaching English Pronunciation	3
TESL 535	Sociolinguistics and Language Teaching	3
TESL 545	Second-Language Pedagogy I	3
TESL 550	Second-Language Pedagogy II	3
TESL 555	Observational Practicum	3
TESL 556	Teaching Practicum	3
TESL 560	Language Program Design	3
TESL 570	Second-Language Assessment	3

Elective Courses 6 units

Students select two courses from a variety of electives. Options include:

EDUC 509	Special Topics in Education	3
TESL 530	Intercultural Communication and Language Teaching	3
TESL 589	Research Methods in TESOL	3
TESL 590	Thesis Preparation	3
TESL 599	Readings in TESOL	1-3

Total 36 units

Professional Development

Students are required to provide evidence of the following prior to completion of the program:

1. Membership in a professional organization for teachers of English as a second or foreign language, such as TESOL (Teachers of English to Speakers of Other Languages) or IATEFL (International Association of Teachers of English as a Foreign Language)

2. Attendance at a national, state, or regional conference sponsored by one of these organizations

Thesis or Comprehensive Examinations

Students may choose either to take comprehensive examinations or write a thesis to complete the program. Students who choose to write a thesis must enroll in TESL 589 as one of their electives; most will also enroll in TESL 590 as their second elective. After completing the thesis, students must provide an oral defense. Students who opt to finish the program by course work take both oral and written comprehensive examinations.

Requirements for the Certificate in TESOL

The Certificate in TESOL is earned by candidates who satisfy all prerequisites and corequisites and complete 21 units as follows:

TESL 505	Second-Language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 535	Sociolinguistics and Language Teaching	3
TESL 545	Second-Language Pedagogy I	3
TESL 550	Second-Language Pedagogy II	3
TESL 555	Observational Practicum	3
TESL 556	Teaching Practicum	3

Total 21 units

Field-based M.A./TESOL Program

The cooperative M.A./TESOL Program offered by APU and English Language Institute/China (ELIC) enables ELIC and other teachers to earn either a certificate or master's degree in TESOL while teaching in Asia. Courses are taught in an intensive format both in Asia (during the Chinese New Year break) and at Azusa Pacific (during the regularly scheduled summer session in the United States). The certificate is completed in one year, the master's degree in two and a half years. Inquiries can be made to the Department of Global Studies and Sociology or directly to ELIC, PO Box 265, San Dimas, CA 91773, (800) FON-ELIC.

Course Descriptions

TESL 500 English for Internationals (3)

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.

TESL 501 Introduction to TESOL (1)

Offered only in the field-based program, this course provides an overview of the ESL/EFL teaching field.

TESL 505 Second-Language Acquisition (3)

A study of the linguistic, psychological, and social aspects of language acquisition is offered, including the relationship of language and thought, language-learning strategies, interlanguage, transfer, and error analysis.

TESL 515 Teaching English Grammar (3)

This course surveys English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students. Students consider effective means of presenting and practicing these structures within a communicative framework.

TESL 525 Teaching English Pronunciation (3)

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 530 Intercultural Communication and Language Teaching (3)

This course explores issues related to the intercultural communication process. It considers the important role of context (social, cultural, and historical) in intercultural interactions. It examines the complex relationship between culture and communication from three conceptual perspectives: the social psychological perspective, the interpretive perspective, and the critical perspective.

TESL 535 Sociolinguistics and Language Teaching (3)

Students explore the various patterns of language use in multilingual speech communities. Factors relating to how and why languages change and sometimes displace other languages are examined. Basic sociolinguistic concepts are clarified through a wide range of authentic examples from a number of countries.

TESL 545 Second-Language Pedagogy I (3)

Language-acquisition theory is applied to the teaching of English to nonnative speakers. ESL/EFL teaching methods, with an emphasis on listening comprehension and oral communication at beginning to low-intermediate proficiency levels, are introduced.

TESL 550 Second-Language Pedagogy II (3)

A review is offered of the pedagogical literature on teaching advanced English oral and literacy skills beyond sentence level. Issues include analysis of cohesion and coherence, accent reduction, and conversational management.

TESL 555 Observational Practicum (3)

Students secure school placements where they complete a series of classroom observation tasks designed to help them consider various dimensions of their teaching and to forge more meaningful connections between theoretical knowledge about teaching and actual classroom experience.

TESL 556 Teaching Practicum (3)

Student teachers engage in practice teaching, 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. *Prerequisite: TESL 555*

TESL 560 Language Program Design (3)

Students examine the interaction between teachers, learners, curricula, classroom activities, and instructional materials in the design, development, implementation, and evaluation of ESL/EFL language programs. *Prerequisite: second-year status in program*

TESL 570 Second-Language Assessment (3)

The purposes, models, and administration of language proficiency and achievement tests used in ESL/EFL programs are studied. Students learn how to construct a series of multi-skill achievement tests. *Prerequisite: second-year status in program*

TESL 589 Research Methods in TESOL (3)

A survey of research methodology in the field of TESOL and applied linguistics is offered. Students learn how to ask scientific questions; assess the uses, strengths, and limitations of alternative research paradigms (naturalistic, experimental, and correlational); and interpret and evaluate other research studies. Course work includes developing a thesis proposal.

TESL 595 Action Research Project (3)

This course focuses on the planning, implementation, and evaluation of a self-designed action research project. Students identify an area of teaching to investigate, design a research plan, collect data, observe behavior, and reflect on the results. (This course is offered only in the field-based program.)

TESL 599 Readings in TESOL (1-3)

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.

Department of Physical Therapy

Faculty

Chair; Associate Professor:
Michael Laymon, DPTSc., PT, O.C.S.

Associate Chair; Assistant Professor:
Jan Kodat, DPTSc., PT

Professor: Jerrold Petrofsky, Ph.D., JD

Associate Professor:
Ross Biederman, DPM

Assistant Professors:
John Meyer, MPT, PT, O.C.S.;
Susan Shore, Ph.D., PT;
Ardith Williams-Meyer, M.A., PT, P.C.S.

Instructor: Anne Steinbroner, MPT, PT

Lecturers: Wendy Chung, DPTSc., PT;
Michael Holm, C.P.O.;
Denese Kaufeldt-Soliz, DPTSc., PT, G.C.S.
Kathy Kumagai, PT, N.C.S., O.C.S.;
Bruce Prins, Ph.D.;
Brad Reed, DPT, PT, O.C.S., CSCS;
James Ries, MPT, O.C.S., PT;
Teresa Rogers, MPT, PT;
Diane Whiting, M.Div., PT;
Mary Ruth Velicki, M.S., PT

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Master of Physical Therapy

Introduction

The dramatic changes that are taking place today in the health care delivery system have significantly impacted the clinical practices of professionals in every area of health care, including physical therapy. Over the last two decades, the role of physical therapy in patient care has expanded rapidly.

The academic and clinical exposure to an increasing body of knowledge and the development of a much larger number of skills in patient care have propelled today's physical therapist into a more responsible position for primary care. More than half of the states in America allow patients to refer themselves directly to a physical therapist. The therapist's ability to evaluate movement dysfunction, identify patient treatment goals, establish and implement individualized treatment programs, and make referrals to other health care professionals in settings such as hospitals, clinics, school systems, nursing homes, athletic programs, industry, and private homes create a greater range of available services. Authorities in the field of physical therapy predict more autonomy and specialization in the 21st century.

This responsibility carries with it the demand for mature, self-directed, patient-oriented professionals who are willing to work closely with physicians, nurses, counselors, occupational therapists, and speech/language pathologists in a team approach to patient evaluation and care.

Mission Statement

The Master of Physical Therapy Program at Azusa Pacific University prepares graduates to practice as competent generalist physical therapists who have a solid foundation for post-professional specialization. These graduates are guided by Christian principles, critical thinking, lifelong learning, and ethical values, support the community and the physical therapy profession by functioning as service-oriented practitioners and are pledged to excellence in total patient care, guided by a belief in human worth and dignity, and dedicated to the optimization of human health and function.

Program Objectives

In order to achieve this mission, the Department of Physical Therapy will:

1. Design and implement an entry-level physical therapy curriculum.
2. Provide resources for successful Christian-oriented leadership toward the promotion of patient health.
3. Provide educational opportunities for the scholarly advancement of core faculty/staff, clinical faculty, and PT clinicians.
4. Engage in clinical research to support, broaden, and validate the profession of physical therapy.
5. Provide physical therapy services for the medical indigent within the community as Christian educators and practitioners who are consensus-based, evidence-based, and service oriented.

Curriculum Objectives

Upon completion of this curriculum, the graduate will be able to:

1. Practice in an ethical, legal, competent, caring, and compassionate manner.
2. Participate in clinical research.
3. Serve as a patient advocate.
4. Establish a plan for lifelong learning and enrichment.
5. Contribute to the profession by participating in research, presenting at professional meetings, serving in professional organizations, and supporting the American Physical Therapy Association.
6. Support the use of technology as it applies to physical therapy.
7. Serve as political activist for physical therapy and community health issues.
8. Maintain personal and professional growth.

Career Opportunities

The physical therapist can choose from a wide selection of professional career opportunities in patient care beyond the traditional hospital and private clinic environments such as sports clinics, rehabilitation centers, business and industry, pain clinics, school systems, government agencies, home and community health care programs, academic programs, and research projects.

The confirmed need for specialization has prompted the American Physical Therapy Association to offer clinicians the opportunity to become board certified in the following specialty areas: orthopedics, neurology, cardiopulmonary, clinical electrophysiology, pediatrics, geriatrics, and sports.

Master of Physical Therapy Program

The MPT Program is a 27-month (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.

Graduates have a solid generalist perspective of patient care in a variety of professional treatment settings. Furthermore, graduates are equipped for continued study in clinical specialization and/or the pursuit of a doctoral degree.

Admission Requirements

1. The applicant must have an officially posted bachelor's degree from a regionally accredited college or university by the time he/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.
3. Selected students not given initial admission status may be assigned to an alternate list.

Prerequisite Courses

The following prerequisites must be completed by the end of the fall term before entry:

BIOLOGY: 4 courses
- Human Anatomy with lab (required)
- Cell Biology (required)
  — *or* —
- General Biology with lab
- Genetics (recommended)
- Neurobiology (recommended)
- Human Physiology with lab (required)

CHEMISTRY: 1 year with lab
- General Chemistry
- Organic Chemistry

PHYSICS: 1 year with lab (must include electro, hydro, and magnetic physics)

STATISTICS: 1 course

PSYCHOLOGY: 3 courses
- General Psychology (required)
- Abnormal Psychology (required)
- Developmental Psychology (recommended)
- Psychology of Disability (recommended)

HUMANITIES AND ARTS: 3 courses
- English Composition (required)
- English Literature
- History/Political Science/Sociology
- Music/Art Appreciation
- Philosophy/Ethics (recommended)
- Speech/Communication (recommended)

ADDITIONAL COURSES
(recommended but not required):
- Athletic Training
- Exercise Science
- Exercise Physiology
- Kinesiology/Biomechanics
- Nutrition
- Writing Course

Other Admission Criteria

- Completed Application for Graduate Admission due by November 15 for February admission. An online application is available at the APU website, www.apu.edu (International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.)
- A $45 nonrefundable application fee
- Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Applicant must also meet one of the following grade-point average (GPA) requirements:
  1. Undergraduate cumulative GPA of 3.0
  2. Science GPA of 3.0
  3. Post-baccalaureate GPA 3.0
  4. Last two years of college GPA of 3.0
- 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
- Letter to the dean describing educational goals as well as short- and long-term professional goals, including reasons for wishing to enter study in physical therapy at APU
- 300 hours of clinical experience in physical therapy setting
- Minimum cumulative GRE score of 1,500 taken within the last five years
- Computer literacy

Students admitted into the program will be required to provide a nonrefundable $500 deposit 10 days upon receipt of their acceptance letter. This will be applied to the first quarter's tuition fee.

All materials should be sent to*:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the international TOEFL with a minimum score of 550. All international students must complete international student applications which must be approved through APU's Office of International Student Services.

*Materials must be mailed by November 15 for matriculation the following February.

Requirements for the Master of Physical Therapy Program 124 units

Graduation requirements include the completion of the 124-unit program shown below with a minimum of 90 units completed at APU while maintaining a minimum cumulative 3.0 grade-point average (GPA).

Year I **62 units**

Term I (Spring I – 9 weeks)

PT 501	Research I	1
PT 506	Seminar I	2
PT 519	Human Physiology 1A	2
PT 520	Functional Anatomy I	5
PT 529	PT Clinical Skills 1A	3

Term II (Spring II – 9 weeks)

PT 502	Professional Relationships	2
PT 521	Human Physiology 1B	1
PT 522	Functional Anatomy II	5
PT 530	PT Clinical Skills IB	3
PT 535	PT Clinical Skills II	3

Term III (Summer – 6 weeks)

PT 524	Pathology I	3
PT 549	Practicum	2
PT 558	Research II	2
PT 536	PT Clinical Skills III	1

Term IV (Fall I – 9 weeks)

PT 525	Pathology II	3
PT 531	PT Clinical Skills IV	4
PT 534	PT Clinical Skills V	4
PT 550	Neuroscience I	3

Term V (Fall II – 9 weeks)

PT 527	Pharmacology	3
PT 532	PTDDT I	4
PT 541	Exercise Physiology	3
PT 551	Neuroscience II	3

Year II **54 units**

Term VI (Spring I – 9 Weeks)

PT 533	PTDDT III	4
PT 542	PTDDT V	4
PT 557	PTDDT II	3

Term VII (Spring II – 9 Weeks)

PT 538	PTDDT IV	3
PT 552	Prosthetics and Orthotics	2
PT 553	Pediatrics	4
PT 554	Special Populations	3

Term VIII (Summer – 8 weeks)

PT 540	Wellness and Nutrition	3
PT 545	PTDDT VI	2
PT 555	Seminar II	2
PT 568	Research III	1

Term IX (Fall I – 6 weeks)

PT 560	Affiliation A	6

Term IX (Fall I – 6 weeks)

PT 561	Affiliation B	6

Term X (Fall II – 6 weeks)

PT 562	Affiliation C	6

Term X (Fall II – 6 weeks)

PT 503	Bioethics	2
PY 556	PTDDT VII	3

Year III **10 units**

Term XI (Spring I – 6 weeks)

PT 563	Affiliation D	6

Term XII (Spring II – 5 weeks)

PT 559	Administration	3
PT 570	Research IV	1

Total **126 units**

Course Descriptions

PT 501 Research I (1)

(*15 contact hours*)

The first of four research courses, this course introduces the student to the concepts of physical therapy research. A survey of the major physical therapy research methods is conducted. The course prepares the student to critically review and utilize professional literature.

PT 502 Professional Relationships (2)

(*30 contact hours*)

This course introduces the role of the physical therapist as a professional health educator. Emphasis is placed on the relationships between patient and therapist, therapist and other health care professionals, and group interactions. Interviewing skills are discussed.

PT 503 Bioethics (2)

(*30 contact hours*)

The course examines the major ethical issues affecting the physical therapist and the health care profession. Through class and small-group discussions, the student examines his/her own moral values.

PT 506 Seminar I (2)

(*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 519 Human Physiology 1A (2)

(*15 contact hours*)

This is the first of two courses which studies normal human physiological function. the course provides an introduction to applied physiological concepts in electrophysiology, cell, cardiac, and neuromuscular function across the lifespan. *Concurrent with PT 529*

PT 520 Functional Anatomy I (5)

(*150 contact hours*)

This is the first of a two-semester intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy utilizing lectures, classroom demonstrations, human cadaver dissections, dissection videos, computer anatomic modeling software, radiographs, magnetic resonance imagining, tomography, radionucleotide bone scans, and hands-on functional demonstrations. Kinesiology will be studied from a functional and clinical approach. Emphasis is on the head, neck, upper extremity, thorax, and brain and spinal cord structures.

PT 521 Human Physiology 1B (1)

(*30 contact hours*)
This is the second of two courses which examine normal human physiological function. This course provides an introduction to applied physiological concepts in respiration, acid-base balance, metabolism, kidney function, and blood circulation across the lifespan.

PT 522 Functional Anatomy II (5)

(*150 contact hours*)
This is the second of a two-semester intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy utilizing lectures, classroom demonstrations, human cadaver dissections, dissection videos, computer anatomic modeling software, radiographs, magnetic resonance imagining, tomography, radionucleotide bone scans, and hands-on functional demonstrations. Kinesiology is studied from a functional and clinical approach. Emphasis is on the pelvis, hip, knee, ankle, and foot.

PT 524 Pathology I (3)

(*45 contact hours*)
This is the first of two courses which examine human pathology. Specific areas of study include an introduction to the general response to injury, pain mechanisms, musculoskeletal pathology, and neurological pathology.

PT 525 Pathology II (3)

(*45 contact hours*)
This is the second of two courses which examine human pathology. Specific areas for this course include circulatory, pulmonary, integumentary, endocrine, urinary, and immune systems.

PT 527 Pharmacology (3)

(*45 contact hours*)
This course is an introduction to pharmacology. Emphasis is on drugs commonly encountered during rehabilitation. Side effects that alter physical performance and drug effects influenced by exercise are studied.

PT 529 PT Clinical Skills IA (3)

(*75 contact hours*)
This is the first in a series of five courses designed to examine basic evaluation and clinical skill of the physical therapist. This clinical skills course focuses on objective techniques of the upper extremity and axial skeleton for range of motion (ROM), muscle testing (MMT), general neurological screening, draping, and palpation. Postural evaluation and correction are addressed. Biomechanics are studied from a functional and clinical approach. Basic documentation is discussed and applied. Information is reiterated with laboratory activities, homework and practical examination using a problem-solving approach. Principles of therapeutic exercise and body mechanics are introduced. *Concurrent with PT 520*

PT 530 PT Clinical Skills IB (3)

(*75 contact hours*)
A continuation of PT Clinical Skills 1A, this clinical skills course focuses on objective techniques of the lower extremity and axial skeleton for range of motion (ROM), muscle testing (MMT), general neurological screening, draping, and palpation. Gross muscle test for the whole body is completed. Biomechanics of normal gait are studied from a functional and clinical approach. Bed mobility and transfer training are introduced. Incorporation of evaluation skills continues including documentation. Measurement, selection, and adaptation of assistive devices are performed. Information is reiterated with laboratory activities, homework, and practical examination using a problem-solving approach. *Concurrent with PT 522*

PT 531 PT Clinical Skills IV (4)

(*90 contact hours*)
This is the fourth in a series of clinical skills courses this course continues to develop skills in the areas of the subjective and objective evaluation relative to orthopedic-specific pathology, histology, and inflammatory responses. The Australian approach to the subjective portion of the evaluation is discussed. The objective portion continues by incorporating palpation, postural findings, range of motion, and muscle testing developed in PT Clinical Skills IA and IB with special tests and joint play. Joint and soft tissue mobilization are introduced. General types of therapeutic exercise are demonstrated.

PT 532 PTDDT I (4)

(Orthopedics I – *90 contact hours*)
This course addresses differential diagnoses and treatment of orthopedic patients. Examination of the lumbar spine, pelvis, hip, knee, and ankle/foot are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation are addressed specifically per diagnosis.

PT 533 PTDDT III (4)

(Orthopedics II – *90 contact hours*)
This course further addresses differential diagnoses and treatment of orthopedic patients. Examination of the cervical spine, temporomandibular joint (TMJ), thoracic spine, shoulder, elbow, and wrist/hand are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation are addressed specifically per diagnosis.

PT 534 PT Clinical Skills V (4)

(*90 contact hours*)
The last in the clinical skills series, this course examines the neurophysiologic rationale for treatment approaches commonly used in physical therapy treatment for the neurologically impaired patient. Emphasis is placed on integration and development of hands-on skills in a laboratory setting.

PT 535 PT Clinical Skills II (3)

(*60 contact hours*)
This is the second in a series of clinical skills courses one of two courses that discusses the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on physical agents in relation to treatment. The course material is presented in a didactic and problem-solving manner, supplemented with virtual reality computer simulation and laboratory experience.

PT 536 PT Clinical Skills III (1)

(*45 contact hours*)
The third in the series of clinical skills courses, this course discusses the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on electrotherapeutics agents in relation to treatment. The course material is presented in a didactic and problem-solving manner, supplemented with virtual reality computer simulation and laboratory experience.

PT 538 PTDDT IV (3)

(General Medicine – *75 contact hours*)
This course provides the student with experience in the management of the general medicine patient with acute, chronic, and terminal disease. 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 540 Wellness and Nutrition (3)

(*45 contact hours*)
This course presents promotion of optimal heath and disease prevention by incorporating the concepts of wellness and nutrition with education and prevention programs for individuals, groups, and communities. Trends such as eating disorders and alternative medicine in relation to wellness and nutrition are addressed.

PT 541 Exercise Physiology (3)

(*75 contact hours*)
This course relates bioenergetics, neuromuscular concepts, hormonal responses, performance aids, and environmental and age influences to physical performance.

PT 542 PTDDT V (4)

(Neuro Rehabilitation – *90 contact hours*)
This course focuses on developing the skills used for functional evaluation, diagnosis, and treatment management of the neurologically impaired adult. Major areas investigated include spinal cord injury, stroke, and traumatic brain injury.

PT 545 PTDDT VI (2)
(Multiple System Dysfunction – *30 contact hours*)
Group and individual problem solving occurs using case studies involving complex, multiple systems dysfunction. This course prepares the student to manage patients with dysfunctions in two or more preferred practice patterns of musculoskeletal, neuromuscular, cardiopulmonary, and integumentary across the lifespan.

PT 549 Practicum (2)
(*80 contact hours*)
This two-week, full-time clinical exposure allows students to observe and practice basic evaluation techniques under the direction and supervision of a licensed physical therapist. Emphasis is placed on the student's ability to communicate, develop professional behaviors, and practice basic evaluation skills from PT 529, PT 530, and PT 531.

PT 550 Neuroscience I (3)
(*60 contact hours*)
This is the first of two courses of in-depth anatomical and physiological study of the nervous system and neuromuscular function which serves as a foundation for PT 534 and PT 542. The peripheral nervous system is emphasized. Case studies are incorporated.

PT 551 Neuroscience II (3)
(*60 contact hours*)
A continuation of Neuroscience I, this course covers the anatomy and physiology of higher levels of the central nervous system. Further study of lesions and correlation with neurologic symptoms and neurologic diagnostic tests is included. Students assess several case studies.

PT 552 Prosthetics and Orthotics (2)
(*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 553 Pediatrics (4)
(*90 contact hours*)
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 held at a developmental center allow students to evaluate, develop a plan of care, and manage children under faculty supervision.

PT 554 Special Populations (3)
(*45 contact hours*)
This course addresses physical therapy management of special populations such as geriatrics, women's health, industrial medicine, athletes, and other special interest groups for physical therapy care. The student is responsible for designing physical therapy management for each area considered.

PT 555 Seminar II (2)
(*30 contact hours*)
The clinical performance instrument (Blue MACS) is reviewed. Each student is responsible to revise evaluations given a specific diagnosis. Written and oral communication skills are refined. Expectations of clinical behavior are discussed.

PT 556 PTDDT VII (3)
(Clinical Case Studies – *45 contact hours*)
Students present one case study from their clinical rotations and justify physical therapy diagnosis and course of treatment. The student also instructs an inservice on a specific evaluation or treatment approach learned in the clinic, incorporating lecture and lab into instruction. The students analyze their performance and are evaluated by their instructor and peers.

PT 557 PTDDT II (3)
(Cardiopulmonary – *75 contact hours*)
This course presents basic theories leading to decision-making skills in cardiopulmonary rehabilitation. Presentation of case studies reinforce management of the cardiopulmonary patient. Practical application of theoretical concepts is emphasized.

PT 558 Research II (2)
(*30 contact hours*)
The second in the research series, this course examines statistical methods used in physical therapy research. Development of an individual research proposal is completed and submitted to the research advisor, research committee, and IRB.

PT 559 Administration (3)
(*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 560 Affiliation A (6)
(*240 contact hours*)
This is the first of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this first session is on the student's abilities to practice in a safe and professional manner, communication, basic evaluation skills, and assuming clinical responsibilities.

PT 561 Affiliation B (6)
(*240 contact hours*)
This is the second of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this second session is on time management, physical evaluation skills, goal setting, and basic physical therapy treatment skills.

PT 562 Affiliation C (6)
(*240 contact hours*)
This is the third of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this third session is on the student's abilities to develop and implement complete treatment plans.

PT 563 Affiliation D (6)
(*240 contact hours*)
This is the final of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis is on the student's abilities to perform as a physical therapist at entry level.

PT 568 Research III (1)
This course is comprised of guided research conducted by the student.

PT 570 Research IV (1)
This course is the culmination of the research series in which the research conducted by the student is presented.

School of Business and Management

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School of Business and Management

Faculty

Dean; Professor:
Ilene L. Smith-Bezjian, DBA

Chair, MBA Program; Assistant Professor,
Gary Lemaster, M.S., M.Ed.

Chair, MAHOD Program; Associate Professor:
Orlando Griego, Ph.D.

Associate Professors: Jau-Lian Jeng, Ph.D.;
Constance Rossum, Ph.D.;
Bill McCarty, Ph.D.;
Patricia Skalnik, DBA

Assistant Professors:
Roger Conover, M.A.;
Stanley Deal, M.S.;
Ronald Jewe, MBA, M.Div.;

Instructors: Wan Chang Hamachi, MBA
Pamela Penson, MBA;
Paul Verdugo, M.S.

Introduction

Azusa Pacific University's graduate programs in business and management provide advanced professional education that can lead to or enhance a career in a variety of settings, including business, government agencies, and nonprofit organizations. Careers in such areas become more demanding each day. As a result, business leaders need a wide range of management skills. A firm grounding in these skills is provided by courses grouped around selected, broad overviews of organizational activity.

The School of Business and Management (SBM) offers the following graduate degrees: Master of Business Administration (MBA); Master of Arts in Human and Organizational Development (MAHOD); and Master of Arts in Organizational Management (MAOM). These programs are all experience-based, offering students the most relevant and marketable education possible.

The SBM also offers a Graduate Certificate in Nonprofit Management (six courses) that can be applied toward selected B.A./M.A. programs.

The SBM is a member of the Association of Collegiate Business Schools and Programs (ACBSP) and the American Assembly of Collegiate Schools of Business (AACSB).

APU graduates are successful because they possess the tools that empower them to take action, assume leadership roles, and define their niche within the competitive business sector.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

Master of Business Administration

Introduction

The MBA degree provides students with the opportunity for broad professional development. The program develops student skills within the general functional areas of business. This occurs through a reality-centered classroom experience enhanced by collaboration with the business community. Students participate in real-life business situations not just textbook lectures with a case study or simulation game.

To qualify for the Master of Business Administration Program, students must hold an undergraduate business degree from a regionally accredited college or university. Applicants whose undergraduate degrees are in a nonbusiness field may need to satisfy the requirements of six preparatory courses which provide necessary business fundamentals.

Prerequisite Courses		**18 units**
BUSI 501	Math for Decision Makers	3
BUSI 502	Business Economics	3
BUSI 503	Management Practices	3
BUSI 504	Managerial Marketing	3
BUSI 505	Managerial Accounting	3
BUSI 506	Managerial Finance	3

These six courses may be taken at another accredited institution. They can also be waived, if taken previously at an accredited school, upon the review and approval of the graduate business chair.

Consideration will also be given for work experience, if a person has at least five years of significant work experience which has provided a knowledge of the fundamentals of business management, preferably managing people, projects, products, data, and budgets.

Core Courses **36 units**

The following 12 core courses (36 units) are required of all MBA students:

BUSI 510	Current Issues in Business and Management	3
BUSI 513	Financial Resource Management	3
BUSI 514	Management of Technology	3
BUSI 515	Applied Research and Analysis	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 521	Managerial Economics	3
BUSI 527	Strategic Marketing	3
BUSI 529	Leadership and Managerial Ethics	3
BUSI 532	Ethical Issues in Nonprofit Management	3
BUSI 541	Management for the Worldwide Organization	3
BUSI 578	Strategy and Planning	3
BUSI 581	The Christian Business and Professional Leader	3
BUSI 583	Integrated Decision Making	3

Total **36 units**

MBA for Christian Business and Professional Leaders

Weekend Off-Campus Format

Weekend MBA students are exhilarated to be back in the classroom, among their professional and intellectual peers, where they can share the challenge of learning new methods and means for managing the opportunities God has given them. They have the joy of knowing they are joining other Christians in changing their corner of the world – one organization at a time.

Friday evenings Theoretical Constructs	6-10 p.m.
Saturday mornings Managerial Perspectives	8:30-11:30 a.m.
Saturday lunches Pastoral Perspectives	11:30 a.m.-1:30 p.m.
Saturday afternoons Application and Practice	1:30-4:30 p.m.

Core Courses **36 units**

Twelve core courses are required for weekend MBA students. The courses are the same as for the on-campus MBA students and are listed to the left.

Graduate Certificate in Nonprofit Management

The Graduate Certificate in Nonprofit Management (GCNM) is a nondegree, professional certification in Nonprofit Management developed jointly by the Haggard Graduate School of Theology and the School of Business and Management. It carries graduate credit that can be applied to selected graduate degree programs. The GCNM equips community leaders in ministry, education, and other public and social sectors with the management tools needed to achieve personal and organizational excellence with a results-focused, Christian worldview.

MBA students can earn the GCNM by taking BUSI 532, BUSI 561, BUSI 562, BUSI 563, BUSI 564, and BUSI 569.

Program Benefits

- Provides a solid theological and philosophical framework and historical perspective, as well as management tool competency.
- Taught by professors experienced in the nonprofit sector and supplemented by knowledgeable guest lecturers – practitioners who have demonstrated results.
- Instructs students in the use of the Drucker Foundation Self-Assessment Tool for Nonprofit Organizations, a strategic planning process based on the principles of Peter F. Drucker and developed in 1993 by APU professor Constance Rossum, Ph.D.

For more information, contact MBA Program chair, Gary Lemaster, M.S., M.Ed., (626) 815-3837.

Core Courses

BUSI 532	Ethical Issues in Nonprofit Management	3
BUSI 561	Fund Development: Planning, Implementing, and Evaluation	3
BUSI 562	Effective Nonprofit Leadership and Management	3
BUSI 563	Public Accounting: Legal and Financial Issues in Nonprofit Management	3
BUSI 564	Strategic Marketing for Nonprofits	3
BUSI 569	Nonprofits in America: History, Philosophy, and Tradition	3

Transfer Credit

Up to six semester hours of credit may be transferred into this program. The units must come from a regionally accredited graduate program. A grade of *B* or better is required, and the work must have been completed within the last five years. The School of Business and Management will validate its assimilation in current program courses.

Calendar

Azusa Pacific University's School of Business and Management conducts a year-round schedule. The academic year is divided into nine-week sessions. Students have the option of a one-year, full-time, concentrated program which comprises a curricular design of 12 months of academic work. Fewer units in each semester are permissible. However, the university requires completion of a graduate degree within five years of enrollment.

To be classified as a full-time graduate student, one must be enrolled in at least nine units each two 9-week session (i.e., Fall I and Fall II). New students are accepted each 9-week semester. The application deadline is approximately four weeks before the start of any session. International students contact the Office of International Student Services for application deadlines, (626) 812-3055 or iss@apu.edu.

Class Times and Size

Each on-campus class meets one night per week except for summer. Classes are held from 5:40-10 p.m. to accommodate working professionals, unless otherwise noted. The average class size is 20.

Students benefit from personal attention and opportunities to build meaningful relationships with professors and peers with diversified backgrounds.

Admission Requirements

1. A bachelor's degree from a regionally accredited college or university
2. A minimum grade-point average of 3.0 (Students with a grade-point average 2.5-2.99 may be considered for provisional enrollment. Those students will be allowed to demonstrate their ability to continue graduate work by achieving a grade-point average of 3.0 or better.)
3. Five years of significant work experience or scores from either the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE), or the Miller Analogies Test (MAT) (Scores that are more than five years old are unacceptable.)
4. Potential as a scholar (An assessment of students' total qualifications – the rigor of their undergraduate studies, academic performance, extensive work experience, and personal references – is made.)

The applicant should send the following to:

Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu

1. A completed Graduate Application for Admission (also available online at the APU website, www.apu.edu)
2. A $45 nonrefundable application fee (International students pay $65 U.S. dollars.)
3. Official copies of transcripts
4. GMAT, GRE, or MAT scores (if a student has fewer than five years of work experience)
5. Three letters of recommendation
6. Typewritten letter to the dean describing educational and professional goals
7. Résumé or vita of work experience

After all admission materials have been received by the Graduate Center, the Graduate Admissions Committee reviews the applicant's file. The student is notified of the committee's decision in approximately two weeks.

International Applicants

All international applicants should request application materials from the Office of International Student Services. International applicants must provide the following stipulations:

1. A university application for admission
2. The $65 nonrefundable application fee
3. Official copies of transcripts and official TOEFL test scores
4. Scores from the GMAT, GRE, or MAT
5. Letters of recommendation
6. Typewritten letter to the dean describing educational and professional goals
7. Résumé or vita of work experience

In addition, international applicants must:

1. Meet all the regular admission requirements for the chosen graduate program.
2. Submit an affidavit of support and a bank statement proving financial ability to pay for educational costs.
3. Be proficient in English, as evidenced by a TOEFL (Test of English as a Foreign Language) score of 600 or above. (Applicants who do not meet this requirement may be accepted as conditional students. They will be required to enroll in the APU School of Intensive English, or a similar program elsewhere, to upgrade their language and analytical skills to the required level.)
4. Enroll in TESL 500 English for Internationals during their first semester at APU, unless their undergraduate degree is from an institution in which the language of instruction is English. (Those who pass the pretest in the first meeting of this class are excused from further attendance; those who remain will refine their English skills in listening, speaking, reading, and writing. In addition to TESL 500, the Department of Global Studies and Sociology offers numerous courses and workshops in skill building and writing competence that directly support international students in the MBA Program.)

International applications should be sent to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3081
iss@apu.edu

After all admission materials have been received by the Office of International Student Services, the Graduate Admissions Committee reviews the applicant's file. The student is notified of the committee's decision in approximately two weeks.

Transcripts

Applicants are responsible for requesting official transcripts from the institution where their bachelor's degree is posted. Applicants should also request any transcript deemed necessary to compute the minimum grade-point average or satisfy any program prerequisite. The transcript and other documents submitted as part of the application become the property of the university and cannot be returned to the applicant or forwarded to another college or university.

Master of Arts in Human and Organizational Development

Introduction

Today's business environment is marked by global competition for a variety of limited resources. Of primary concern for these organizations is how to develop and implement programs that will ensure a skilled and motivated workforce. This is critical as employees understand that continued training and education is essential to their job security and professional advancement. Professionals within the field of organizational development (OD) are working toward accomplishing this objective by developing their own set of skills, knowledge, and abilities that will enable them to meet this challenge. In essence, OD professionals must bring with them a unique set of competencies focused on developing human potential and leadership, and promoting ongoing development in the workforce.

Organizational development represents an investment in human potential. It is a deliberate, ongoing effort by an organization to improve employee competency levels and job performance. The OD field of has grown swiftly in recent years as organizations of all sizes and types employ OD professionals to develop a competitive workforce. Furthermore, OD professionals serve in a wide variety of roles as organizational development consultants, classroom instructors, training and development specialists, instructional designers, career developments, employment interviews, and compensation analysts.

MAHOD Program

The Master of Arts in Human and Organizational Development (MAHOD) Program at Azusa Pacific University prepares OD professionals for roles as organization leaders and agents of change. The program is targeted toward college graduates pursuing a career in the OD field, experienced OD professionals who want to expand their skills and enhance their career potential, and working managers and professionals in leadership roles where skills in developing and leading people have become critical to their organizations' success.

The MAHOD curriculum follows guidelines for professional competency developed by the American Society for Training and Development (ASTD) and the National Society for Performance and Instruction (NSPI). The core courses introduce students to the terminology, theories, and methodologies which form the foundation of the OD field. Specialized courses acquaint students with advanced concepts and professional practice.

The MAHOD degree includes 36 units of study, field experience, and individual professional development. It requires completion of 10 three-unit core courses and 2 three-unit elective courses.

MAHOD Core Courses 30 units

MHOD 500	Foundations of Human Resource Development	3
MHOD 512	Adult Development in Organizational Settings	3
MHOD 521	Organization Development and Change	3
MHOD 550	Instructional Design and Training Methods	3
MHOD 551	Leadership in Organizations	3
MHOD 561	Group Dynamics and Conflict Management	3
MHOD 570	Improving Quality and Productivity	3
BUSI 515	Applied Research and Analysis	3
BUSI 517	Human Resource Management	3
BUSI 578	Strategy and Planning	3

All core courses may be taken in any order except MHOD 500 Foundations of Human Resource Development. This course must be taken near the beginning of the program.

MAHOD Elective Courses 6 units
(select two)
(Electives are chosen with the MAHOD Program director's approval from the suggested list below or from courses offered in other graduate programs.)

MHOD 501	Organizational Design and the Psychology of Work Behavior	3
MHOD 520	Career Development Systems	3
BUSI 514	Management of Technology	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 529	Leadership and Managerial Ethics	3
BUSI 541	Management for the Worldwide Organization	3
BUSI 542	Managing Cultural Differences	3

Total 36 units

Class Scheduling for the Working Professional

Azusa Pacific University's School of Business and Management conducts a year-round schedule. The academic year is divided into nine-week sessions. Students have the option of a one-year, full-time, concentrated program which comprises a curricular design of 12 months of academic work. Fewer units in each semester are permissible. However, the university requires completion of a graduate degree within five years of enrollment.

To be classified as a full-time graduate student, one must be enrolled in at least nine units per session. New students are accepted each session. The application deadline is approximately four weeks before the start of any session.

For more information, contact MAHOD Program Chair, Orlando Griego, Ph.D., (626) 815-3820.

Class Times and Size

Classes are held either one night per week from 5:40-10 p.m. to accommodate working professionals, or on weekends with classes meeting Friday evenings, 5:30-9:30 p.m. and Saturdays, 8 a.m.-3 p.m. The average class size is 20.

Students benefit from personal attention and opportunities to build meaningful relationships with professors and peers with diversified backgrounds.

Field Experience

Each MAHOD student is required to complete field experience consisting of no fewer than 300 hours of supervised involvement within an organizational setting relevant to the organizational development field. The field experience may include an internship; a part-time, full-time, or volunteer position; a practicum; or some combination thereof. Most students satisfy this requirement by continuing to work full or part time while pursuing their MAHOD studies.

Individual Professional Development

OD practitioners with well-developed, values-based philosophies are better prepared to function as leaders in their profession. For this reason, MAHOD students are required to attend no fewer than three nongraded, not-for-unit-credit, personal development events dealing with some aspect of spiritual/ethical/philosophical foundations for practice as OD professionals. These events must be approved by the director of the MAHOD Program and may include on-campus colloquia or off-campus seminars, speakers, conferences, training sessions, or travel.

Transfer Credit

Up to six semester hours of credit may be transferred into this program. The units must come from a regionally accredited graduate program. A grade of *B* or better is required, and the work must have been completed within the last five years. The School of Business and Management will validate its assimilation of current program courses.

Admission Requirements

Admission requirements to the MAHOD program include:

1. An application for admission (An online application is accessible at the university website, www.apu.edu.)
2. A $45 nonrefundable application fee (International students pay $65 U.S. dollars.)
3. A bachelor's degree from a regionally accredited college or university
4. A minimum undergraduate grade-point average of 3.0 (Students with a grade-point average of 2.5-2.99 may be considered for admission on a provisional basis. Such students are allowed one semester to demonstrate their ability to perform at the graduate level by earning a grade-point average of 3.0 or better.)
5. Official copies of transcripts
6. GMAT, GRE, or MAT scores (if a student has fewer than five years work experience)
7. Five years of significant work experience or scores from either the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE), or the Miller Analogy Test (MAT) (Scores that are more than five years old are unacceptable.)
8. Three letters of recommendation
9. Typewritten letter to the dean describing educational and professional goals
10. Résumé or vita of work experience

The applicant should send application materials to:

Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu

After all admission materials have been received by the Graduate Center, the Graduate Admissions Committee reviews the applicant's file. The student is notified of the committee's decision in approximately two weeks.

All aspects of the applicant's file are considered as a basis for admission – rigor of the undergraduate curriculum, academic performance as an undergraduate student, work experience, personal references, and personal goal statement.

International Applicants

See requirements listed under the MBA section of this catalog.

Academic Advising

MAHOD students meet with the program director to discuss scheduling classes and selecting electives based on personal interests and circumstances. Academic advising provides an opportunity to continuously monitor students' progress and individualize their programs of study. All graduate students are required to maintain a minimum cumulative grade-point average of 3.0 on a 4.0 scale for duration of the program.

Course Descriptions

Business

BUSI 501 Math for Decision Makers (3)
Students review mathematics that applies to decision making related to business problems. The course prepares students to build elementary decision models, provides them with sufficient understanding of mathematical language and notation, and enables them to communicate with technical specialists. Selected topics in traditional mathematics such as sets, probabilities, functions, linear equations vectors, matrices, and forecasting techniques are covered.

BUSI 502 Business Economics (3)
The curriculum deals with economic models and the decision-making process as they affect business firms. The theories of the firm and market structures are studied: the firm in pure competition, production decisions and resources utilization, entry and exit decisions, the process of general equilibrium, and the firm in other market situations such as monopolistic competition and imperfect factor markets. Other topics include new approaches to the theory of the firm and the revenue-maximizing model of the firm.

BUSI 503 Management Practices (3)
Students focus on the management process; emphasis is placed on pertinent concepts for those in managerial positions. Thorough understanding of those issues is a prerequisite to many advanced techniques and clarifies the relevance of behavioral research in the field. The course has a strategy orientation, defining a company's concrete goals. Implementation of the company strategy – the "make it happen" character of management – is studied.

BUSI 504 Managerial Marketing (3)
The basic functions of marketing and the development of the concepts of the marketing process, mix, and environment are emphasized. The course takes a planning approach using problems, case studies, and readings which place the student in the role of marketing manager. Preparation of a research project or marketing plan is an essential part of the course.

BUSI 505 Managerial Accounting (3)
This course offers an intense study of the fundamentals of financial accounting, which establishes a concentration base for the management decision process. Students examine cost behavior and decision making; planning, control, and reporting; and budgeting procedures. The course stresses manufacturing operations and covers service, merchandising, and nonprofit organizations.

BUSI 506 Managerial Finance (3)
Course work provides an understanding of basic financial tools, relevant financial theory, and institutional behavior. Students gain insight into how the financial manager executes decision processes related to complex financial problems of the firm.

BUSI 507 Human Resources Management (3)
Human resource objectives and organizational requirements are identified. Emphasis is placed on executive decision making in dealing with formal employee/employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are studied.

BUSI 510 Current Issues in Business and Management (3)
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.

BUSI 513 Financial Resource Management (3)
This course examines the role of accounting in the total information system of an organization, while focusing on the decision-making processes pertaining to the acquisition of financial resources from external markets and the effective utilization and control of these resources within a business organization.

BUSI 514 Management of Technology (3)
This course surveys a variety of topics dealing with technology: how to think strategically about technology; organizational design and controls; business process design through technology; an overview of hardware and software platforms, databases, and networking; Internet; and computer-supported cooperative work.

BUSI 515 Applied Research and Analysis (3)
Students study research methodology as it relates to needs for research-derived information. Emphasis is placed 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.

BUSI 516 Organizational Behavior and the Future (3)

This course examines how people are individually and collectively directed toward the accomplishment of a well-defined set of common goals. It sharpens skills for dealing with problems on the human side of enterprise. Students increase current capabilities in changing and redesigning organizations to successfully compete in the 21st century.

BUSI 517 Human Resource Management (3)

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.

BUSI 519 Research Design and Program Evaluation for Nonprofits (3)

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 521 Managerial Economics (3)

The process of solving management problems by economic analysis is explored. Classification of the economic basis for business policies and key economic concepts that can serve as a framework for business decisions are covered. Specific attention is given to analysis of financial institutions and instruments.

BUSI 526 Capital Formation (3)

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. The 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: instructor's permission*

BUSI 527 Strategic Marketing (3)

This course emphasizes marketing strategies that establish a match between the firm and its environment. Issues such as what businesses the firm may enter and how the selected field, product, or service may succeed in a competitive environment are examined. The development of strategies for existing and future relationships in terms of several well-defined target markets are analyzed.

BUSI 529 Leadership and Managerial Ethics (3)

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.

BUSI 532 Ethical Issues in Nonprofit Management (3)

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 541 Management for the Worldwide Organization (3)

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.

BUSI 542 Managing Cultural Differences (3)

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)

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 545 International Marketing (3)

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.

BUSI 548 International Business Strategy (3)

Key managerial problems encountered in global operations are included. Students learn to apply tools and theories to complex international business problems through a series of case studies. *Prerequisite: BUSI 541*

BUSI 555 Integrated Decision Making in Nonprofits (3)

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)

This course examines the principles and methods of fundraising that respond to one's understanding of what donors, finders, 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)

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)

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)

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 565 Integrated Marketing Communications (3)

This course provides an introduction to the field of strategic marketing. The course texts, outside readings, videos, case studies, and class exercises are designed to focus on understanding three areas of effectiveness: 1) what makes an organization effective; 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 567 Investments Management (3)

This course provides managers and practitioners with an overview of the field of advertising as an integral part of the marketing mix. While advertising is its primary focus, the course examines advertising and promotion from an integrated marketing communications (IMC) perspective that includes public relations, even marketing, crisis marketing, corporate and issue advertising, direct response, and the Internet. In light of the increasing globalization of business, international advertising is integrated throughout the course, along with ethics and social responsibility.

BUSI 569 Nonprofits in America: History, Philosophy, and Tradition (3)

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 578 Strategy and Planning (3)

This course covers how to convert the vision of executive intuition into definitive plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation. Strategy support systems are used to assist in making the transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking.

BUSI 581 The Christian Business and Professional Leader (3)

This course examines the need for Christian business leaders to become transformational leaders as they orient others to the necessity of continuous change and improvement.

BUSI 583 Integrated Decision Making (3)

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 599 Readings in Business (1-3)

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.

Human and Organizational Development

MHOD 500 Foundations of Human Resource Development (3)

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.

MHOD 501 Organizational Design and the Psychology of Work Behavior (3)

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.

MHOD 512 Adult Development in Organizational Settings (3)

Theories of human growth and development as a foundation for understanding the developmental challenges facing individuals during their lifespans are introduced. Specific implications and applications are made related to how human growth and development is effected by and affects organizational life.

MHOD 520 Career Development Systems (3)

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.

MHOD 521 Organizational Development and Change (3)

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.

MHOD 550 Instructional Design and Training Methods (3)

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.

MHOD 551 Leadership in Organizations (3)

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.

MHOD 561 Group Dynamics and Conflict Management (3)

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.

MHOD 570 Improving Quality and Productivity (3)

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.

MHOD 599 Readings in Human and Organizational Development (1-3)

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.

Web and Information Technology

WEB 571 Website Design and Development

This course examines fundamental principles of website design, emphasizing considerations of functionality, information architecture, and usability. The course also introduces the students to prototyping tolls used to develop and communicate website designs.

WEB 572 Emergent Information Technologies

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

This course presents the relational database model and explains a process for relational database design. This course 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

This course description 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 are reviewed. The importance of creating a customer relationship management (CRM) is emphasized. The significance of strategic management is paramount to have 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.

Center for Accelerated Degree Programs

Faculty

Director; Professor: Fred Garlett, Ed.D.

Professor: Roxanne Lulofs, Ph.D.

Associate Professor: Cathy Heffernan, M.Ed.

Assistant Professor: Richard Durfield, Ph.D.

Master of Arts in Organizational Management

Introduction

As the business world becomes more competitive, success takes more than just hard work. The choices one makes today will have repercussions well into the 21st century. The Master of Arts in Organizational Management (MAOM) is a nontraditional graduate business degree. It has been crafted specifically for working professionals. It is intended primarily for those who have professional skills and are now in need of advanced people and organizational management skills for promotion and advancement and/or career change.

The classes provide the learner with strength in the qualitative areas of organizational life. MAOM Program graduates understand the requirements and functions of leadership and ethics. Such students have a contemporary, global vision for multicultural matters, research, strategic planning, management, and decision making.

The MAOM Degree

The program leading to the MAOM degree is a 20-month, 30-unit, lock-step program with teams of 16-24 students who complete the course work together.

The MAOM Team Program

This lock-step program consists of 10 courses totaling 30 units. Each course meets one evening per week for eight weeks, from 6-10 p.m. The student takes two classes each semester. The following proforma schedule lists the required courses:

MAOM 504	Managerial Marketing	3
MAOM 508	The Manager as Communicator	3
MAOM 514	Information Systems for Managers	3
MAOM 516	Organizational Behavior and Communication	3
MAOM 517	Human Resource Management	3
MAOM 529	Leadership and Managerial Ethics	3
MAOM 542	Managing Cultural Differences	3
MAOM 561	Group Conflict and Dynamics	3
MAOM 570	Improving Quality and Productivity	3
MAOM 578	Strategy and Planning	3
Total		**30 units**

Each student should check with the Center for Accelerated Degree Programs for the sequence of courses required, (626) 815-5301.

NOTE: There are no transfer courses allowed in this program.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

Admission Requirements

The student entering the MAOM Program is required to:

1. Hold a bachelor's degree from a regionally accredited college or university.
2. Possess an grade-point average of 3.0 or better. (Students with an undergraduate grade-point average of 2.5-2.99 may be considered for admission on a provisional basis. Such students will be allowed one semester to demonstrate their ability to continue graduate work by achieving a grade-point average of 3.0 or better.)

All aspects of the applicant's file are considered – rigor of the undergraduate curriculum, academic performance as an undergraduate student, work experience, personal references, and personal goal statement. The above items and a $45 application fee should be sent to:

Center for Accelerated Degree Programs
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-5301
Fax (626) 815-5417
cadp@apu.edu

Course Descriptions

MAOM 504 Managerial Marketing (3)

Students review the basic functions of marketing and the development of marketing process, marketing mix, and marketing environment. A planning approach using problems, case studies, and readings places the student in the role of marketing manager. Preparation of a research project or marketing plan is an essential part of the course.

MAOM 508 The Manager as Communicator (3)

Proficiency in communication is a necessary part of good management. Many authors in the field have argued that the manager's job is essentially that of communicator. The objectives of this course are to increase the student's awareness and understanding of the difficult variables which impact the communication process (including leadership, verbal and nonverbal messages, perception, and attitudes), and broaden the student's skills in communication, especially in the areas of listening, decision making, conflict management, and interviewing.

MAOM 514 Information Systems for Managers (3)

This course introduces students to computers in a business context. As a manager, the student needs a basic understanding of the use of the computer as a tool in solving operational and managerial problems. While productivity tools and microcomputers are used, the emphasis is on users of computers rather than development of computer specialists. Topics include: the management of computer resources; fundamentals of computers, including the hardware and software available to computer users; word processing and management information systems; and common and specialized computer applications in business.

MAOM 516 Organizational Behavior and Communication (3)

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

MAOM 517 Human Resource Management (3)

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.

MAOM 529 Leadership and Managerial Ethics (3)

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

MAOM 542 Managing Cultural Differences (3)

This course includes a study of the skills, capabilities, and knowledge managers must have to successfully perform in the growing context of local, regional, and global cultures. It examines the roles managers play, the broad activity areas they must influence, and the techniques which will enhance their effectiveness.

MAOM 561 Group Conflict and Dynamics (3)

This course helps the student understand small-group behavior. It uses experienced-based methods, cases, reading material, and stimulation, 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.

MAOM 570 Improving Quality and Productivity (3)

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.

MAOM 578 Strategy and Planning (3)

Planning is a process of setting missions, goals, and objectives and determining what should be done to accomplish them. It is a decision-making activity through which managers act to ensure the future success of their organizations and work units. To be effective, plans must be illuminated by strategy which sets critical direction and guides the allocation of resources.

School of Education and Behavioral Studies

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Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Level I Track 1 100
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NOTE: Italics indicates combined credential and master's degree programs.

Departments of Education

Dean: Alice V. Watkins, Ph.D.

Associate Dean: Roger Harrell, Ed.D.

Faculty

Department of Teacher Education

Chair, Department of Teacher Education; Program Director, Single-Subject Teaching Credential Program; Professor: Nancy Brashear, Ph.D.

Program Director, Special Education; Associate Professor: David Colachico, Ed.D.

Coordinator of Multiple-Subject Internship Teaching Credential Program; Associate Professor: Judith Hetzel, Ed.D.

Program Director, Multiple-Subject Teacher Credential Program; Associate Professor: Gregory Kaiser, Ph.D.

Director of Accelerated Degree in Human Development Program; Assistant Professor: Dan Watkins, M.S.

C.L.A.D. Coordinator; Associate Professor: Ivy Yee-Sakamoto, Ph.D.

Associate Professors: LuAnn Craik, Ph.D.; Sheryl O'Sullivan, Ed.D.

Assistant Professors: Elizabeth Aitkens, Ph.D.; Manuel Arellano, M.A.; Wayne Bacer, Ed.D.; Chinaka Domnwachukwa, Ph.D.; Paul Flores, M.Div.; Teresa Stoops, Ed.D.

Department of Advanced Studies in Education

Chair, Department of Advanced Studies in Education; Program Director, Master of Arts in Education, School Librarianship and Library Media Credential Program; Professor: Maria Pacino, Ed.D.

Program Director, Master of Arts in Educational Technology; Assistant Professor; Kathleen Bacer, Ed.D.

Program Director, Master of Arts in Education: Teaching, and Curriculum and Instruction in Multicultural Contexts; Associate Professor: Daniel Doorn, Ph.D.

Director of Master of Education in Physical Education; Professor: Frank Landsford, Ed.D.

Professor: Katy Lux, Ph.D.

Associate Professor: Kathryn Scorgie, Ph.D.

Assistant Professors: Gerald Boerner, M.A.; Joanne Gilbreath, Ed.D.; Candice Frederick, Ph.D; Julia Harper, Ph.D.; Joseph Mintah, Ed.D.; Sean Rochelle, Ed.D.; Jacob Rodriguez, Ph.D.

Department of School Counseling and School Psychology

Chair, Department of School Counseling and School Psychology; Program Director, Pupil Personnel Services, and School Counseling and School Psychology Credentials; Associate Professor: Barbara Wynne-Sorenson, Ph.D.

Assistant Professors: Betty Joy Davis, Ed.D.; Randy Fall, M.S.; Susan Elizabeth Lees, M.A.; Martin Quisenberry, M.A.; Diane Saurenman, Ed.D.

Department of Educational Administration

Chair, Department of Educational Administration; Professor: Lillian Wehmeyer, Ph.D.

Program Director, Doctor of Education in Educational Leadership; Associate Professor: Thomas Godley, Ed.D.

Director, Master of Arts in Education: School Administration and Educational Administration; Tier I Credential Programs; Professor: Daniel Elliott, Ed.D.

Director, Professional Administrative Services Credential (Tier II) Program; Associate Professor: Marcia McVey, Ed.D.

Director, Center for Research on Ethics and Values; Professor: Beverly Hardcastle Stanford, Ph.D.

Professors: Chip Anderson, Ph.D.; Patricia Bonner, Ph.D.

Associate Professors: Ronald Folard, Ph.D.; Edgar Gill, Ph.D.; Gail Houghton, Ph.D.; Ken Jones, Ed.D.; Daniel Lawson, Ph.D.; Jay Reed, Ed.D.; Robert Vouga, Ed.D.

Assistant Professor: Ying Hong Jiang, Ph.D.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

Teaching Credential Programs

Teacher Education Overview

Azusa Pacific University offers programs approved by the California Commission on Teacher Credentialing (CCTC) which authorize service for elementary, secondary, and special education classrooms.

The primary goal of the Department of Teacher Education is to provide the training and experience needed to qualify for California Multiple-Subject, Single-Subject, and Special Education Teaching credentials. Azusa Pacific University's Teacher Education Program, accredited by the CCTC since 1963, is committed to helping produce K-12 classroom teachers:

- *who are competent* – able to effectively educate and lead in the cultural, socio-economic, and linguistic diversity of today's educational environment
- *who are compassionate* – committed to the care and enhancement of the individuals they teach and lead
- *who are people of character* – able to contribute to the moral and ethical development of the students and families whom they serve

The Department of Teacher Education is the management unit responsible for the liberal studies bachelor's degree and the Bachelor of Arts in Human Development, which are CCTC-approved Multiple-Subject programs. Graduates of the Teacher Education Program are employed in elementary and secondary schools throughout California and other states. Azusa Pacific University graduates have been successful in obtaining jobs in public, Christian, and other private schools. Studies indicate that employment opportunities in teaching will continue to increase. This is true for both elementary and secondary teaching, particularly in the areas of math, science, Spanish, and English, as well as bilingual and special education. Every spring, APU hosts a Teacher Interview Day in which local public school districts, private schools, and APU students participate.

When the credential courses are combined with selected courses required for a Master of Arts in Education with an emphasis in Teaching or Special Education, both the teaching credential and a master's degree may be obtained. The credential program courses must be completed prior to beginning master's course work. For K-12 educators who hold a completed credential from other institutions, the Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts offers an opportunity to seek professional development and advanced teaching skills.

Credential students with a posted bachelor's degree from APU may be eligible for an alumni discount. All teaching credential courses listed are eligible for the APU alumni discount unless specified otherwise.

Program requirements are subject to change according to the California Commission on Teacher Credentialing and Graduate Education policies.

Single-Subject Teaching Credential

Department Chair; Program Director:
Nancy Brashear, Ph.D.
(626) 815-5370
brashear@apu.edu

Azusa Pacific University's Single-Subject Teaching Credential Program prepares teachers for positions at the secondary (7-12) level. The program, approved by the California Commission on Teacher Credentialing (CCTC), comprises specific education and methods courses, accompanied by practical classroom application in middle and high schools. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program, giving students the invaluable advantage of a personalized education. For undergraduate students in prerequisite education courses, service learning is a primary focus with students participating in K-12 schools in local school districts.

To further prepare themselves as highly marketable educators, students are encouraged to obtain a supplementary authorization. This optional addition to the credential program provides the course work necessary for educators to teach an additional subject area if called upon to do so. (For requirements and criteria regarding supplemental authorizations, please attend an information meeting.)

Current students as well as alumni of this program are also invited to attend APU's Annual Teacher Interview Day. This exciting event gathers representatives from more than 50 districts on campus to interview with students on a one-on-one basis. This networking opportunity is an excellent venue for students to practice interviewing skills, learn about various districts in which they may desire to serve, and often secure a job placement.

Complete details regarding admission and specific program requirements, advising, and general information about APU's Teacher Education credential programs are discussed at mandatory teacher education information meetings. Students should apply to the appropriate teacher education credential program one term prior to commencing professional education courses. The Single-Subject Teaching Credential Program is offered at the following locations:

Azusa
Inland Empire
Orange County
Temecula Valley/Menifee
Ventura

Admission Requirements

(Submit all documents to the Graduate Center.)

1. Attendance at a mandatory teacher education information meeting to receive initial group advising
2. Completed Application for Graduate Admission
3. International students have a separate application procedure. Please contact the Office of International Student Services, at (626) 812-3055 or email iss@apu.edu.
4. A $45 nonrefundable application fee
5. Two copies of official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
6. Bachelor's degree from a regionally accredited institution

7. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
8. Three recommendation forms that assess competence and character (Appropriate recommendations include those who have ***supervised*** the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors. Please use the required forms provided in the Application for Graduate Admission, letters optional.)
9. Letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Written communication skills will be assessed along with content.)
10. Résumé or Statement of Experience, including most relevant work and volunteer experience
11. Proof of Certificate of Clearance (Submit photocopy of Emergency Permit or Certificate of Clearance application to the Graduate Center.)
12. Proof of successful passage of the CBEST or proof of paid registration for the next CBEST (Proof of successful completion must be submitted no later than the date of Application for Student Teaching.)
13. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550. For more information, please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.
14. After all above materials have been received by the Office of Graduate Admissions, the Department of Teacher Education review the file and notify the applicant by mail to call and schedule an admissions interview. Please come dressed professionally. All applicants must be interviewed before admission will be granted. In addition to the previously mentioned requirements, the following characteristics also are considered:
    - Evidence of good character and personality attributes and attitudes that are appropriate to professional service
    - Good mental and physical health

For Intern/M.A. program applicants only

In addition to all items stated above:

- Proof of satisfactory completion of a CCTC-approved multiple-subject liberal studies waiver program or a passing score on the Multiple-Subject Assessment for Teachers Exam (MSAT); or proof of paid registration for the next MSAT
- Proof of fulfillment of U.S. Constitution competency by approved course work or exam

All materials should be sent to:

Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:

Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Step-by-Step to Becoming a Teacher:

1. Complete Preprofessional Course Requirements

- Human Growth and Development – early childhood through adolescence (EDUC 572 or PSYC 290)
- U.S. Constitution (American Government) POLI 150 or U.S. Constitution Test passage
- Foundations of Education or Introduction to Teaching (EDUC 400 or EDUC 300)
- Teaching and Cultural Diversity or Diversity in the Classroom (EDUC 504 or EDUC 405)

Appropriate substitutes may be approved by the department with submission of a course work waiver application, course description and/or syllabus, and official transcripts. This waiver application will be considered only after full admission is granted.

2. Single-Subject Matter Requirement

- Satisfactory completion of a CCTC-approved single-subject waiver program in art, business, English, mathematics, music, physical education, science, social science, Spanish, or health science

— or —

- Passing score on the appropriate PRAXIS series Single-Subject Specialty Area Test(s) and Single-Subject Assessment for Teachers exam (SSAT)

3. Single-Subject (7-12) Professional Course Requirements

TEP 420	Secondary Teaching Strategies	3
TEP 421	Field Experience I, 7-12	1
TEP 440	Secondary Curriculum and Procedures	3
TEP 441	Field Experience II, 7-12	1
TEP 560	First and Second Language and Literacy, 7-12	3
TEP 561	Language Acquisition Field Experience, 7-12	1

4. Admission to Student Teaching

The Application for Student Teaching for the Single-Subject Program must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. Students must attend a mandatory Student Teaching Information Meeting in October or March and

receive the Student Teaching Application at that time. Members of the education faculty then evaluate the candidate's suitability for the profession in light of all evidence available. The criteria includes such qualities as academic aptitude, emotional stability, interpersonal relations, initiative, and oral and written communication.

Admission to student teaching is also dependent upon:

A. Subject-matter competence according to state and program guidelines by:

- Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed (If an applicant has verified completion of at least 4/5^{ths} subject matter course work, he or she may be eligible for student teaching, if all other necessary requirements have been met. Remaining subject matter courses or passage of appropriate PRAXIS and/or SSAT exams must be completed before applying for the Preliminary Credential.)

— or —

- Proof of passage of all required PRAXIS and/or SSAT exams

B. Satisfactory completion of all required preprofessional and professional education course requirements

C. Any remediation that may be required for grades lower than *B* in any course leading to student teaching

D. Successful completion and verification of CBEST passage, receipt of results of Certificate of Clearance, and verification of negative results from a TB skin test

A student hired to teach on a paid contract must provide a photocopy of the teaching contract and official verification of the teaching assignment on school letterhead to the appropriate director for approval. It is highly suggested that this approval be attained before the contract is signed if the assignment is to be used for the purposes of student teaching. The assignment must be concurrent to the 18-week student teaching semester, which occurs in the fall or spring. All contracted student teaching assignments must be approved by the program director prior to student teaching.

In addition, a student hired to teach on a contract in a private school must provide proof that the school is WASC accredited, has at least 25 percent ethnic diversity represented, has class sizes that are comparable to the public schools (15-30 students per class), and uses the California State Frameworks as the guideline in the classroom. This assignment must be approved by the program director prior to student teaching.

Student Teaching Assignment
(18 weeks, full time)

TEP 580	Student Teaching Seminar, 7-12	3
TEP 581	Student Teaching, 7-12	9

5. Applying for the Credential

- ***Preliminary Credential***

Apply for the Preliminary Credential upon completion of all above criteria. The Preliminary Credential is valid for five years and is nonrenewable.

- ***Professional Clear Credential***

Apply for this credential after completion of requirements for Preliminary Credential plus the following:

A. Completion of 30 post-baccalaureate, education-related units (may include Teacher Education credential course work)

B. EDUC 500 Technology and the K-12 Educator 3

C. EDUC 530 Introduction to Individual Differences 3

D. Health Education (must include substance abuse and nutrition)

E. CPR, "Community," "Level B," or "Level C" current certification

- C.L.A.D. Certificate
(See page 84 for requirements.)

Life-long Learner

Consult with program director, Dan Doorn, Ph.D., to determine which 21 units of post-baccalaureate work from the Preliminary, Clear, and C.L.A.D. programs may be applied to the Master of Arts in Education: Teaching, (626) 815-5371.

Multiple-Subject Teaching Credential

Program Director: Greg Kaiser, Ph.D.
(626) 815-5370
gkaiser@apu.edu

Azusa Pacific University's Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K-8). The program, approved by the California Commission on Teacher Credentialing (CCTC), approaches education from a Christian perspective, emphasizing the critical need for ethics, compassion, and teaching competency in the classroom. As the third largest credential-granting private institution in California, APU produces graduates who are comprehensively equipped and heavily recruited throughout the school districts of California and other states. For undergraduate students in prerequisite education courses, service learning is a primary focus with students participating in K-12 schools in local school districts.

Increasing the visibility of its current students and alumni, APU hosts the Annual Teacher Interview Day, gathering representatives from more than 50 districts on campus to interview with students on a one-on-one basis. This networking opportunity is an excellent venue for students to practice interviewing skills, learn about various districts in which they may desire to serve, and often secure a job placement.

Complete details regarding admission and specific program requirements, advising, and general information about APU's Teacher Education credential programs are discussed at mandatory teacher education information meetings. Students should apply to the appropriate teacher education credential program one term prior to commencing professional education courses. The traditional Multiple-Subject Program is offered at Azusa and the Ventura Regional Center.

Program requirements are subject to change according to the California Commission on Teacher Credentialing and Graduate Education policies.

Admission Requirements

(Submit all documents to the Graduate Center.)

1. Attendance at a mandatory teacher education information meeting to receive initial group advising.
2. Completed Application for Graduate Admission.
3. International students have a separate application procedure. Please contact the Office of International Student Services, at (626) 812-3055 or email iss@apu.edu.
4. A $45 nonrefundable application fee
5. Two copies of official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
6. Bachelor's degree from a regionally accredited institution.
7. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
8. Three recommendation forms that assess competence and character (Appropriate recommendations include those who have **supervised** the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors. Please use the required forms provided in the Application for Graduate Admission, letters optional.)
9. Letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Written communication skills will be assessed along with content.)
10. Résumé or Statement of Experience, including most relevant work and volunteer experience
11. Proof of Certificate of Clearance (Submit photocopy of Emergency Permit or Certificate of Clearance application to the Graduate Center.)
12. Proof of successful passage of the CBEST or proof of paid registration for the next CBEST (Proof of successful completion must be submitted no later than the date of Application for Student Teaching.)
13. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
14. After all above materials have been received by the Office of Graduate Admissions, the Department of Teacher Education reviews the file and notify the applicant by mail to call and schedule an admissions interview. Please come dressed professionally. All applicants must be interviewed before admission will be granted. In addition to the previously mentioned requirements, the following characteristics also are considered:
    - Evidence of good character and personality attributes and attitudes that are appropriate to professional service
    - Good mental and physical health

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
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Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Step-by-Step to Becoming a Teacher

1. Complete Preprofessional Course Requirements

- Human Growth and Development – early childhood through adolescence (EDUC 572 or PSYC 290)
- U.S. Constitution (American Government) POLI 150 or U.S. Constitution Test passage
- Foundations of Education or Introduction to Teaching (EDUC 400 or EDUC 300)
- Teaching and Cultural Diversity or Diversity in the Classroom (EDUC 504 or EDUC 405)

Appropriate substitutes may be approved by the department with submission of a course work waiver application, course description and/or syllabus, and official transcripts. This waiver application will be considered only after full admission is granted.

2. Multiple-Subject Matter Requirement

- Satisfactory completion of a CCTC-approved multiple-subject liberal studies waiver program

— or —

- Passing score on the Multiple-Subject Assessment for Teachers exam (MSAT)

3. Multiple-Subject (K-8) Professional Course Requirements

Full-time student teaching prerequisites

TEP 410	Methods and Curriculum I, K-8	3
TEP 411	Field Experience I, K-8	1
TEP 430	Methods and Curriculum II, K-8	3
TEP 431	Field Experience II, K-8	1
TEP 550	First and Second Language and Literacy, K-8	3
TEP 551	Language Acquisition Field Experience, K-8	1

4. Admission to Student Teaching
The Application for Student Teaching for the traditional Multiple-Subject Program must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. Students must attend a mandatory Student Teaching Information Meeting in October or March and receive the Student Teaching Application at that time. Members of the education faculty then evaluate the candidate's suitability for the profession in light of all evidence available. The criteria includes such qualities as academic aptitude, emotional stability, interpersonal relations, initiative, and oral and written communication.

Admission to student teaching is also dependent upon:

A. Subject-matter competence according to state and program guidelines by:

- Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed
  — or —
- Proof of passage of MSAT exam

B. Satisfactory completion of all required preprofessional and professional course requirements

C. Any remediation that may be required for grades lower than *B* in any course leading to student teaching

D. Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, and verification of negative results from a TB skin test

A student hired to teach on a paid contract must provide a photocopy of the teaching contract and official verification of the teaching assignment on school letterhead to the appropriate director for approval. It is highly suggested that this approval be attained before the contract is signed if the assignment is to be used for the purposes of student teaching. The assignment must be concurrent to the 18-week student teaching semester, which occurs in the fall or spring. All contracted student teaching assignments must be approved by the program director prior to student teaching.

In addition, a student hired to teach on a contract in a private school must provide proof that the school is WASC accredited, has at least 25 percent ethnic diversity represented, has class sizes that are comparable to the public schools (15-30 students per class), and uses the California State Frameworks as the guideline in the classroom. This assignment must be approved by the program director prior to student teaching.

Student teaching assignment
(18 weeks, full time)

TEP 570	Student Teaching Seminar, K-8	3
TEP 571	Student Teaching, K-8	9

5. RICA
Multiple-Subject students are required to pass the Reading Instruction Competence Assessment (RICA) exam before applying for a Preliminary Credential.

6. Applying for the Credential

- *Preliminary Credential*
  Apply for the Preliminary Credential upon completion of all above criteria. The Preliminary Credential is valid for five years and is nonrenewable.

- *Professional Clear Credential*
  Apply for this credential after completion of the requirements for the Preliminary Credential plus the following:

  A. Completion of 30 post-baccalaureate, education-related units (may include teacher education credential course work)

  B. EDUC 500 Technology and the K-12 Educator 3

  C. EDUC 530 Introduction to Individual Differences 3

  D. Health Education (must include substance abuse and nutrition)

  E. CPR, "Community," "Level B," or "Level C" current certification

- *C.L.A.D. Certificate*
  (See page 84 for requirements.)

Life-long Learner

Consult with program director, Dan Doorn, Ph.D., to determine which 21 units of post-baccalaureate work from the Preliminary, Clear, and C.L.A.D. programs may be applied to the Master of Arts in Education: Teaching, (626) 815-5371.

Multiple-Subject Internship Teaching Credential and Master of Arts in Education: Teaching

Program Coordinator, Multiple-Subject Internship Credential:
Judith Hetzel, Ed.D.
(626) 815-5438
jhetzel@apu.edu

Program Director, M.A. in Education: Teaching:
Dan Doorn, Ph.D.
(626) 815-5371
ddoorn@apu.edu

Students holding an accredited bachelor's degree may be eligible for APU's innovative Master of Arts in Education: Teaching and Multiple-Subject Internship Teaching Credential. Designed for beginning teachers with a limited teaching background and preparation, the 40-unit program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 60 California districts cooperate in the program, meeting the needs of public school teachers on emergency permits or intern credentials.

The program is tailored to the working professional, offering classes at district sites and satellite centers. Upon completion, the graduate will earn both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Teaching degree. After completing the remaining two C.L.A.D. Certificate courses (along with the language requirement), students will be qualified to apply for the C.L.A.D. Certificate. All candidates must attend a mandatory information meeting prior to enrolling. For more information, please contact a program director. The master's degree is earned after the student has met subject matter competency and all requirements for the Preliminary Credential.

The Multiple-Subject Internship Teaching Program is offered at Azusa and the Inland Empire, Orange County, San Diego, and Temecula Valley/Menifee regional centers.

NOTE**:** Students with an incomplete bachelor's degree and a minimum of 60 transferable units may qualify for APU's Human Development bachelor's degree completion

program, an accelerated program which prepares students for admission to the Multiple-Subject Off-Campus Internship Credential/Master of Arts in Education: Teaching Program. Please contact Accelerated Degree Programs for more information at (626) 815-5301.

Admission Requirements

(Submit all documents to the Graduate Center.)

1. Attendance at a mandatory teacher education information meeting to receive initial group advising.
2. Completed Application for Graduate Admission.
3. International students have a separate application procedure. Please contact the Office of International Student Services, at (626) 812-3055 or email iss@apu.edu.
4. A $45 nonrefundable application fee.
5. Two copies of official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
6. Bachelor's degree from a regionally accredited institution.
7. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
8. Three recommendation forms that assess competence and character (Appropriate recommendations include those who have ***supervised*** the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors. Please use the required forms provided in the Application for Graduate Admission, letters optional.)
9. Letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Written communication skills will be assessed along with content.)
10. Résumé or Statement of Experience, including most relevant work and volunteer experience
11. Proof of Certificate of Clearance (Submit photocopy of Emergency Permit or Certificate of Clearance application to the Graduate Center.)
12. Proof of successful passage of the CBEST or proof of paid registration for the next CBEST (Proof of successful completion must be submitted no later than the date of Application for Student Teaching.)
13. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
14. Proof of satisfactory completion of a California Commission on Teacher Credentialing (CCTC)-approved multiple-subject liberal studies waiver program or a passing score on the Multiple-Subject Assessment for Teachers Exam (MSAT); or proof of paid registration for the next MSAT
15. Proof of fulfillment of U.S. Constitution competency by approved course work or exam
16. After all above materials have been received by the Office of Graduate Admissions, the Department of Teacher Education reviews the file and notify the applicant by mail to call and schedule an admissions interview. Please come dressed professionally. All applicants must be interviewed before admission will be granted. In addition to the previously mentioned requirements, the following characteristics will also be considered:
    A. Evidence of good character and personality attributes and attitudes that are appropriate to professional service
    B. Good mental and physical health

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
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(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Step by Step to Becoming a Teacher

1. Successful Completion of Pre-Intern Course Work:

TEP 505	Clinical Experience in Classroom Management	3
TEP 515	Clinical Experiences in Teaching Reading and Writing	3
TEP 525	Clinical Experience in Teaching Math	3
TEP 535	Clinical Experience in Teaching Science	3
TEP 565	Pre-Intern Teaching/ Field Experience, K-8★	2

(*completed through contract teaching or host teacher field experience*)

2. Successful Completion of
U.S. Constitution Requirement (by test or course work), verification of passage of CBEST, receipt of results of Certificate of Clearance, and verification of negative results from a TB skin test

3. Subject Matter Requirement Met by:
- Satisfactory completion of CCTC-approved multiple-subject liberal studies waiver program
  — or —
- Passing score on the Multiple-Subject Assessment for Teachers exam (MSAT)

4. Remediation of Grades Lower than *B* in Any Course

Students who have not completed subject-matter (liberal studies or MSAT), may not advance to Intern Teaching Experience or the remaining methods courses (TEP-prefixed). PLEASE MAKE COMPLETION OF THE SUBJECT MATTER REQUIREMENT A PRIORITY. Those who feel confident they can prepare for the MSAT while taking courses, may continue with the following schedule (see #7).

5. Application for Intern Credential must include:

- Full-time public-school contract
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval from the director of the intern program)
- Application fee will be paid by the university

6. Intern Teaching/Student Teaching

The Application for Student Teaching for the Multiple-Subject Internship Program must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **August 1**, for the fall semester. This application is available from the Intern Center Mentor. Members of the education faculty then evaluate the candidate's suitability for the profession in light of all evidence available. The criteria includes such qualities as academic aptitude, emotional stability, interpersonal relations, initiative, oral and written communication, subject matter competency, and other requirements listed on the application.

Admission to student teaching is also dependent upon:

A. Subject-matter competence according to state and program guidelines by:
   - Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed.

   — or —

   - Proof of passage of MSAT exam.

B. Satisfactory completion of TEP 505, TEP 515, TEP 525, TEP 535, and TEP 565.

C. Any remediation that may be required for grades lower than *B* in courses listed in B above.

D. Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, and verification of negative results for a paid TB skin test.

A student hired to teach on a paid contract must provide a photocopy of the teaching contract and official verification of the teaching assignment on school letterhead to the appropriate director for approval. It is highly suggested that this approval be attained before the contract is signed if the assignment is to be used for the purposes of student teaching. The assignment must be concurrent with the 18-week student teaching semester, which occurs in the fall or spring. All contracted student teaching assignments must be approved by the program director prior to student teaching.

Once the student is cleared of all requirements for Intern Teaching/Student Teaching, he/she must register for:

TEP 545	Clinical Experience with Integrating the Humanities	3
TEP 550	First and Second Language and Literacy, K-8**	3
TEP 575	Intern Teaching/ Student Teaching, K-8*	2

7. Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity**	3
EDUC 571	Curriculum Foundations ***	3
EDUC 572	Advanced Educational Psychology***	3
EDUC 573	History and Philosophy of Education***	3

8. Applying for the Credential

- ***Preliminary Credential***

A. Successful completion of all above course work and requirements listed in #1-8

B. Remediation of grades lower than *B* in any course

C. Passage of Reading Instruction Competence Assessment (RICA)

- ***Clear Credential***

A. Completion of all requirements for the Preliminary Credential

B. Completion of 30 post-baccalaureate, education-related units (may include all above course work)

C. EDUC 500 Technology and the K-12 Educator 3

D. EDUC 530 Introduction to Individual Differences 3

E. Health Education (must include substance abuse and nutrition)

F. CPR, "Community," "Level B," or "Level C" current certification

- ***C.L.A.D. Certificate***

(See page 84 for requirements.)

* These courses do not count toward the Master of Arts in Education degree.
** These courses count toward the C.L.A.D. Certificate.
*** All above courses except those so denoted are eligible for the APU alumni discount.

Step-by-Step-to Completing the Master of Arts in Education: Teaching

Contact Dan Doorn, Ph.D., at (626) 815-5371 for additional advising and requirements and see details on page 95.

1. Students in this program must maintain a portfolio throughout the methods courses and advanced education courses.

2. Complete these additional courses:

EDUC 574	Current Issues in Education***	3
EDUC 589A	Research for Educators, Beginning Process***	2
EDUC 589B	Research for Educators Finish Reporting***	1

***All above courses except those so denoted are eligible for the APU alumni discount.

To earn the M.A. in Education: Teaching degree, students must meet all requirements for the Preliminary Credential comprising MSAT and RICA passage and completion of all M.A. including all above course work, growth assessment essay, content-focused essay, and orals.

Teacher candidates must meet subject matter requirements (e.g., pass MSAT) and pass the Reading Instruction Competence Assessment (RICA) prior to applying for their first credential (e.g., Preliminary or Clear Credential).

NOTE: Internship program students without a teaching contract will complete 80 hours of verified field work during TEP 565 (first semester in the program). If not hired on a

contract by the second semester, the student must submit an Intern/Student Teaching Application in order to be cleared for student teaching. This application must be submitted to the Department of Teacher Education (Azusa) by **November 1**, for the spring semester, or by **April 1**, for the fall semester. If fully cleared, the student will register for TEP 575. Clearance includes requirements such as passage of CBEST and MSAT (or multiple-subject matter competency); U.S. Constitution; fingerprint clearance; negative TB test results; completion of 80 field work hours; TEP 505, TEP 515, TEP 525, and TEP 535. Students anticipating being offered a teaching contract for the third semester may postpone registration for and participation in TEP 575 and concurrent courses TEP 545 and TEP 550. Please submit a letter requesting postponement two weeks prior to the beginning of the appropriate semester.

Mild/Moderate Disabilities (K-12) Specialist Credential, Level I, Track 1

Program Director: David Colachico, Ed.D.
(626) 815-5430
davidc@apu.edu

The current shortage of special education teachers creates a growing demand for educators with this credential. APU now offers a fifth-year credential in Special Education for the teaching of mild/moderate disabled students (K-12). The program is offered in two distinct tracks to accommodate educators from various points of entry. The Level I credential offers Track 1 for those with no teaching contract; Track 2 is for the current contracted teacher. Students must see an advisor for proper placement in tracks within this credential program.

Course content is application oriented, enabling students to take what they learn in the evening and use it in their classroom the next day. Classes are small (15-20 students) and conveniently offered at locations throughout Southern California. Courses may be presented via picture television between Azusa and selected sites and may be the precursor to a larger format of distance learning. This cutting-edge technology typifies the Azusa Pacific program and the innovative approach of its faculty and staff.

Those who successfully complete the program and earn the Mild/Moderate Disabilities Credential are granted five years within which they must enroll in Level II of the specialist program to clear their credential. The Level II Credential is renewable. In this program, candidates will develop an induction plan under the supervision of their school district and an APU advisor.

Program requirements are subject to change according to the California Commission on Teacher Credentialing and Graduate Education policies.

Admission Requirements

(Submit all documents to the Graduate Center.)

1. Attendance at a mandatory teacher education information meeting to receive initial group advising
2. Completed Application for Graduate Admission
3. International students have a separate application procedure. Please contact the Office of International Student Services, at (626) 812-3055 or email iss@apu.edu.
4. A $45 nonrefundable application fee
5. Two copies of official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
6. Bachelor's degree from a regionally accredited institution
7. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
8. Three recommendation forms that assess competence and character (Appropriate recommendations include those who have ***supervised*** the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors. Please use the required forms provided in the Graduate Application, letters optional.)
9. Letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Written communication skills will be assessed along with content.)
10. Résumé or Statement of Experience, including most relevant work and volunteer experience
11. Proof of Certificate of Clearance (Submit photocopy of Emergency Permit or Certificate of Clearance application to the Graduate Center. Track II applicants must submit copy of current teaching contract.)
12. Proof of successful passage of the CBEST or proof of paid registration for the next CBEST (Proof of successful completion must be submitted no later than the date of Application for Student Teaching.)
13. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.
14. After all above materials have been received by the Office of Graduate Admissions, the Department of Teacher Education reviews the file and notify the applicant by mail to call and schedule an admissions interview. Please come dressed professionally. All applicants must be interviewed before admission will be granted. In addition to the previously mentioned requirements, the following characteristics also are considered:
    A. Evidence of good character and personality attributes and attitudes that are appropriate to professional service
    B. Good mental and physical health

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International applicants send forms to:
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Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Mild/Moderate Level I, Track 1: Step-by Step to Becoming a Teacher

1. Complete Preprofessional Course Requirements

- Human Growth and Development – early childhood through adolescence (EDUC 572 or PSYC 290)
- U.S. Constitution (American Government) POLI 150 or U.S. Constitution Test passage
- Teaching and Cultural Diversity or Diversity in the Classroom (EDUC 504 or EDUC 405)

2. Subject Matter Requirement

- Satisfactory completion of a CCTC-approved waiver program

— or —

- Passing score on MSAT or PRAXIS/SSAT
- Passing score on the Reading Instruction Competence Assessment (RICA)

3. Mild/Moderate Level I Professional Requirements

A. Level I, Track 1

TEP 410	Methods and Curriculum I, K-8	3
TEP 411	Field Experience I, K-8	1
TEP 550	First and Second Language and Literacy, K-8	3
TEP 551	Language Acquisition Field Experience, K-8	1
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Interventions in Behavior Disorders	3
SPED 539	Field Experience	1

Appropriate substitutes may be approved by the department with submission of a course work waiver application, course description and/or syllabus, and official transcripts. This waiver application will be considered only after full admission is granted.

4. Admission to Student Teaching

The student teaching application for the Special Education program must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. Students must attend a mandatory Student Teaching Information Meeting in October or March and receive the student teaching application at that time. Members of the education faculty then evaluate the candidate's suitability for the profession in light of all evidence available. The criteria includes such qualities as academic aptitude, physical/health difficulties, emotional stability, interpersonal relations, initiative, and oral and written communication.

Admission to student teaching is also dependent upon:

A. Subject-matter competence according to state and program guidelines by:

- Official verification of completion of an approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed (If an applicant has verified completion of at least 4/5^{ths} single-subject matter course work, he or she may be eligible for student teaching, if all other necessary requirements have been met. Remaining subject matter courses or passage of appropriate PRAXIS and/or SSAT exams must be completed before applying for the Preliminary Credential.)

— or —

- Proof of passage of MSAT (multiple subject) or PRAXIS and/or SSAT (single-subject) exams

B. Satisfactory completion of all required preprofessional and professional course requirements

C. Any remediation that may be required for grades lower than *B* in any course leading to student teaching

D. Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, and verification of negative results from a TB skin test

Student Teaching Assignment

18-weeks, full time

TEP 570	Student Teaching Seminar, K-8	3

— or —

TEP 580	Student Teaching Seminar, 7-12	3

— and —

TEP 571/581	Student Teaching, K-12 Special Education	6

Mild/Moderate Level I, Track 2: Step-by Step to Becoming a Teacher

1. Complete Preprofessional Course Requirements

- Human Growth and Development – early childhood through adolescence (EDUC 572 or PSYC 290)
- U.S. Constitution (American Government) POLI 150 or U.S. Constitution Test passage
- Teaching and Cultural Diversity or Diversity in the Classroom (EDUC 504 or EDUC 405)

2. Subject Matter Requirement

- Satisfactory completion of a CCTC-approved waiver program

— or —

- Passing score on MSAT or PRAXIS/SSAT

— or —

- Passing score on the Reading Instruction Competence Assessment exam

3. Professional Requirements

EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 562	Supervised Field Experience: Exceptional and Nonexceptional Individuals	3
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3

SPED 537	Theories and Interventions in Behavior Disorders	3
SPED 540	Methods and Curriculum of Mild/Moderate in the Regular Classroom	3
SPED 563	Supervised Field Experience: Mild to Moderate	3
TEP 550	First and Second Language and Literacy, K-8	3

Level II

Those who successfully complete the program and earn the Level I Credential are granted five years within which they must enroll in Level II of the specialist program to clear their credential. The Level II credential is renewable. In this program, candidates develop an induction plan under the supervision of their district and APU. Upon completion of all requirements in the Level I Preliminary credential program, all students are required to develop an Induction Plan which becomes the roadmap for moving to the next level credential, the Specialist in Mild to Moderate Disabilities. This is completed at a meeting scheduled with APU, the employing school district, and the student. Please contact the program director, David Colachico, Ed.D., at (626) 815-5430, for more information.

Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate

Coordinator: Ivy Yee-Sakamoto, Ph.D.
(626) 815-6000, Ext. 5529

The Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate Program is designed to meet the needs of second-language children in California by equipping teachers with the tools to understand the process of language and academic development, and the sensitivity and specific skills necessary to facilitate learning in a multicultural classroom. Teachers who complete the 12 units of California Commission on Teacher Credentialing-approved courses at APU, covering the three domains of knowledge and teaching competencies, and who meet the state foreign language requirement, are not required to take the state examination for the C.L.A.D. certificate. Those interested in continuing to pursue their Bilingual Cross-Cultural Language and Academic Development (B.C.L.A.D.) Certificate for a specific language should contact the program director for more information.

Application Requirements

(Not necessary for APU Teaching Credential students choosing to continue on in this program.)

Students should check with their credential or master's program department about how to include the C.L.A.D. certificate within their chosen program. The following are the application requirements for the C.L.A.D. Certificate Program:

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Contact the Office of International Student Services at (626) 812-3055 or iss@apu.edu.
3. A $45 nonrefundable application fee
4. A posted bachelor's degree from a regionally accredited institution
5. A photocopy of a current California teaching credential, or proof of being in the process of earning a California teaching credential, an emergency permit, or Certificate of Clearance

Course Requirements		12 units
EDUC 501	Language Structure, Acquisition, and Development*	3
EDUC 502	Methods of Bilingual, English Language Teaching	3
EDUC 503	School Practicum in English Language Development	3
EDUC 504	Teaching and Cultural Diversity*	3
Total		**12 units**

*Students in APU's Teacher Credential Program may substitute TEP 550 or TEP 560 for EDUC 501, and EDUC 405 for EDUC 504.

When it is time to apply for the C.L.A.D. certificate, students may contact the C.L.A.D. certificate or regional center coordinator for an application form and guidelines on applying directly to the California Commission on Teacher Credentialing in Sacramento for the C.L.A.D. Certificate.

Each course runs nine weeks and meets one night per week, from 4:45-9:30 p.m.

All four courses of the C.L.A.D. certificate (12 units) may be applied toward a Master of Arts in Education degree program.

Courses may be taken in any order.

Foreign Language Requirement

Students must meet the California foreign language requirement for obtaining the C.L.A.D. Certificate. There are multiple ways to do so. The three most common ways are:

1. Completion of six semester units at a college/university in a foreign language (including American Sign Language) with an average grade of *C* or better
2. Completion of 90 hours of approved language training through a school district or institute with an average grade of *C* or better
3. Three years of one foreign language in high school, with an average grade of *B* or better

A listing of the alternatives is available at the graduate and regional centers.

Advanced Credentials

Library Media Teacher Credential

Program Director: Maria Pacino, Ed.D.
(626) 815-5480
mpacino@apu.edu

The Library Media Teacher (LMT) Credential Program at Azusa Pacific University is a cutting-edge program which prepares candidates for the specialized and comprehensive role of school librarianship in California's pluralistic schools and communities.

Azusa Pacific University will prepare library media teachers as educational leaders who are experts in technology, literacy, and diversity.

Recent changes in California public education – such as the 1998 California Public School Library Act – focus on literacy, multiculturalism, and technology. Interest in school library media centers has resurfaced along with the need for qualified library media teachers who will organize information, support school

curriculum, help develop literacy programs, and assist in technology management. Consequently, there is a high demand for librarians throughout the state.

The Library Media Teacher Credential Program at Azusa Pacific University has been approved by the Western Association of Schools and Colleges (WASC) and the California Commission on Teacher Credentialing (CCTC). This highly innovative program is offered totally online, except for a one-week summer institute which provides for a face-to-face teaching and learning experience.

The Library Media Teacher Credential authorizes the holder to instruct pupils in the choice and use of library materials; plan and coordinate school library programs with the instructional programs of a school district; select materials for school and district libraries; coordinate or supervise library programs at the school district or county level; plan and conduct a course of instruction for those pupils who assist in the operation of school libraries; supervise classified personnel assigned to the school library duties; and develop procedures for and management of the school and district libraries.

Application Requirements

- A $45 nonrefundable application fee
- Official transcripts from all institutions leading to, and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- A bachelor's degree from a regionally accredited institution
- A minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
- Three letters of recommendation that address the candidate's competence and character (Appropriate recommendations include those who have supervised the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors.)
- A letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching/learning experience; the most rewarding and challenging aspects of working with children in school library media centers; special skills in literacy development, reading, and multicultural literature; technology skills; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Communication skills will be assessed along with content.)
- Résumé or Statement of Experience, including most relevant work and volunteer experience
- A valid prerequisite California teaching credential that requires a program of professional preparation including student teaching
- Access to an approved computer and Internet provider
- Proficiency in online use
- Candidates for the Library Media Teacher Credential Program must have met all requirements for a credential in California which includes subject matter competency, CBEST, RICA, and any other requirement
- Completed application form (or go to www.apu.edu/info/apps/app-grad.pdf and download a PDF of the application to complete) mailed to:
  Graduate Center
  Azusa Pacific University
  901 E. Alosta Ave.
  PO Box 7000
  Azusa, CA 91702-7000
  (626) 815-4570
  Fax: (626) 815-4545
  graduatecenter@apu.edu
- International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or iss@apu.edu.

In addition to regular application requirements for graduate admissions, please:

- Mark application for the Library Media Teacher Credential Program.
- Look for a letter from the Office of Graduate Admissions after receiving the application form. Included will be directions for registering for the applicant's first courses.

Registration Procedures

After receiving the letter from Graduate Admissions:

- Go to http://online.apu.edu and click on "Apply/Register."
- Use the student ID number included in the letter and complete the registration process by selecting online courses.
- Within 24 hours (on business days), a confirmation email regarding registration will be sent. Print the email, complete the financial information, and mail with a credit card number or check to Azusa Pacific University.

Registration is finalized when payment is received. Status in the online course will then be changed from "Pending" to "Paid," and complete access to the course will be granted.

Course Requirements

LMT 500	School Library Media Management	3
LMT 505	Selection, Evaluation, and Management of Learning Resources	3
LMT 510	Learning Resources for Elementary Schools	3
LMT 515	Learning Resources for Secondary Schools	3
LMT 520	Organization and Cataloging of Learning Materials/Resources	3
LMT 525	Information Retrieval and Reference Services	3
LMT 530	School Library – Classroom Partnerships	3
LMT 535	Library Media Technologies	3
LMT 540	Current Topics in School Media Centers	3
LMT 550	Field Experiences for the Library Media Teacher/Capstone	3
Total		**30 units**

Pupil Personnel Services Credential: School Counseling

Credential only

Program Director: Barbara Wynne Sorenson, Ph.D.
(626) 815-5424
bsorenso@apu.edu

Candidates for the School Counseling Credential fulfill all the requirements for the Master of Arts in Education with an emphasis in Pupil Personnel Services plus an additional six units of fieldwork. The program is application-oriented and emphasizes techniques that help young students make the decision to stay in school. Students in this program explore the various support agencies available to school counselors and their students. Parent programs and substance abuse programs are researched to determine their availability within the community and for their innovative methods for caring for today's youth and their families. Problem-solving skills, discipline procedures, and crisis and routine intervention are explored in depth with hands-on activities to support theory. The fieldwork courses provide the opportunity to work side-by-side with a practicing school counselor, offering the benefits of on-the-job-training. This credential program requires a final comprehensive exam. (See page 95 for master's degree requirements.) The School Counseling Program is offered at the following locations:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley/Menifee
Ventura

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 815-3055 or email iss@apu.edu.
3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
7. Three recommendation forms submitted by supervisors who have current knowledge of applicant's academic ability and potential for service within the credential area
8. Letter to the dean describing educational goals as well as short- and long-term professional goals
9. Résumé or Statement of Experience
10. Valid California teaching credential, emergency permit, or Certificate of Clearance
11. Successful completion of the CBEST
12. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- The equivalent of EDUC 300 or EDUC 400 Foundations of Education
- PSYC 290 Child Growth and Development and/or its equivalent

Course Requirements

(Prerequisites exist; please pursue academic advising with the program director before registering.)

Concentration Courses 27 units

EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532	Counseling Exceptional Individuals and Their Parents	3
EDUC 533	Basic School Counseling*	3
EDUC 550	Issues in School Counseling*	3
EDUC 552	Pupil Personnel Services Management and Career Development	3
EDUC 572	Advanced Educational Psychology	3
EDUC 582	Schools and the Law	3
EDUC 583	Intervention through Consultation	3

*Prerequisites for EDUC 550
**Prerequisites for EDUC 583

Credential Courses 6 units

EDUC 562	Supervised Field Experience: Exceptional and Nonexceptional Individuals (225 hours)	3
EDUC 564	Supervised Field Experience: Pupil Personnel (225 hours)	3

Total 33 units

A 15-unit residency requirement exists

A written comprehensive examination covering the content of the concentration is also required. All credential candidates must obtain passing scores on the CBEST before they may apply for credentials.

A needs assessment is made for each candidate. Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous paid experience as a school counselor and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing to the director of the Pupil Personnel Services Program.

Pupil Personnel Services Credential: School Psychology

Credential Only

Program Director: Barbara Wynne Sorenson, Ph.D.
(626) 815-5424;
bsorenso@apu.edu

This 60-unit credential program builds upon the skills gained in the School Counseling Credential Program with a broader scope and more advanced subject matter. With this credential, one is qualified to serve as school psychologist and make psychological assessments, identify learning disabilities, and recommend placement for students in special education programs. Because the first half of this program is nearly identical to the School Counseling Program, those pursuing the credential in school psychology may earn their school counseling credential as well. Both credential programs require a final comprehensive exam. The School Psychology Program is offered at the following locations:

Azusa
Inland Empire
Orange County
Temecula Valley/Menifee

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 815-3055 or email iss@apu.edu.
3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
7. Three recommendation forms submitted by supervisors who have current knowledge of applicant's academic ability and potential for service within the credential area
8. Letter to the dean describing educational goals as well as short- and long-term professional goals
9. Résumé or Statement of Experience
10. Valid California teaching credential, emergency permit, or certificate of clearance
11. Successful completion of the CBEST
12. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- The equivalent of EDUC 300 Introduction to Teaching as a Profession, K-12 or EDUC 400 Foundations of Education
- PSYC 290 Child Growth and Development and/or its equivalent

Course Requirements

(Prerequisites exist; please pursue academic advising before registering.)

Concentration Courses		**27 units**
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532	Counseling Exceptional Individuals and Their Parents	3
EDUC 533	Basic School Counseling*	3
EDUC 550	Issues in School Counseling*	3
EDUC 552	Pupil Personnel Services Management and Career Development	3
EDUC 572	Advanced Educational Psychology	3
EDUC 582	Schools and the Law	3
EDUC 583	Intervention through Consultation	3

*Prerequisites for EDUC 583

Advanced Courses		**27 units**
EDUC 558	Advanced Human Growth and Development	3
EDUC 630	Human Learning Abilities and Disabilities	3
EDUC 631	Young Children Assessment and Intervention	3
EDUC 632	Intellectual Assessment	3
EDUC 633	Multicultural and Bilingual: Assessment and Intervention	3
EDUC 634	Intervention and Prevention	3
EDUC 635	Role and Function of the Psychologist	3
EDUC 636	Research and Evaluation in School Psychology	3
EDUC 637	Child Psychopathology: Assessment and Treatment	3

Supervised Field Experience		**6 units**
EDUC 668	Field Experience I (300 hours)	3
EDUC 669	Supervised Field Experience: School Psychology (240 hours)	3

Total **60 units**

A 30-unit residency requirement exists

Any student who does not work in a multicultural school must obtain experience at a site where such an opportunity exists.

For the school psychology credential, students must complete a minimum of 300 fieldwork

hours for EDUC 668 and 240 hours for EDUC 669. Evaluation forms are added to students' files upon completion of the field experience. Official transcripts verify that credit has been earned.

A written comprehensive examination covering the content of the concentration is also required. All credential candidates must obtain passing scores on the CBEST before they may apply for credentials.

Preliminary Administrative Services Credential (Tier I)

Credential only

Program Director: Dan Elliott, Ed.D.
(626) 815-5369
delliott@apu.edu

The Preliminary Administrative Services Credential Tier I Program is designed for students who already hold a master's degree in education. These students may complete the emphasis in school administration and the supervised fieldwork and be eligible for the Preliminary Administrative Services Credential (Tier I). Students not holding a master's degree should enroll in the combined program leading to the Tier I Credential with a Master's degree in School Administration or Educational Technology, described elsewhere in this catalog.

Leading the field, APU is among the largest centrally based, credential-granting institutions in the state. One of the primary reasons students are drawn to the program is its unique focus on developing effective instructional leaders dedicated to a compassionate, competent, and caring Christian approach to education. APU's faculty model this commitment as practicing administrators and field work mentors involved in the daily operation of many Southern California school districts. The Tier I Program is offered at the following locations:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley/Menifee
Ventura

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Contact the Office of International Student Services at (626) 815-3055 or email at iss@apu.edu.
3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's and master's degrees from regionally accredited institution(s)
6. Minimum graduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three recommendation forms submitted by principals or district administrators who have current knowledge of applicant's academic ability and potential for service in school administration
8. Letter to the dean describing educational as well as short- and long-term professional goals
9. Résumé or Statement of Experience, verifying with supervisor signatures at least three years of full-time service under a California "basic" credential (i.e., Teaching, Pupil Personnel Services, Library, School Nurse, etc.)
10. Valid California teaching, services, or designated subject credential
11. Successful completion of the CBEST
12. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

All materials should be sent to:
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Azusa Pacific University
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Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
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Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- Candidates with a master's degree that did not include course work equivalent to EDUC 571 Curriculum Foundations may be required to take that course.
- Candidates without previous course work in mainstreaming of special needs students are required to take EDUC 530 Introduction to Individual Differences.
- Candidates are required to show either proficiency in educational uses of computers or completion of EDUC 500 Computer Education for Teachers or its equivalent prior to registering for EDUC 516 Technology for the School Administrator.

Laptop Requirements

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and have access to the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services, (626) 815-4570.

Course Requirements

No required sequence except as noted*.

Concentration Courses 21 units

EDUC 516	Technology for the School Administrator*	3
	*Must have completed the equivalent of EDUC 500	
EDUC 575	Educational Research and Program Evaluation	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction*	3
	*Must have completed the equivalent of EDUC 571	
EDUC 585	Seminar in School Personnel Management	3
EDUC 586	School Site Leadership	3

Field Experience 6 units

(Each course lasts the duration of a 15-week semester.)

EDUC 565	Supervised Field Experience in School Administration I	3
EDUC 566	Supervised Field Experience in School Administration II	3

Total for those who possess a master's degree in education and meet prerequisites up to 27 units

Additional Credential Requirement

Comprehensive Exam

Candidates for the Preliminary Administrative Services Credential must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

Preliminary Administrative Services Internship Credential (Tier I)

Internship Credential only

Program Director: Dan Elliott, Ed.D.
(626) 815-5369
delliott@apu.edu

The Preliminary Administrative Services Credential Internship Program meets a unique need within today's school districts by allowing candidates whose districts desire to employ them immediately as administrators to complete their credential course work while simultaneously filling the administrative position. Candidates do so under supervision of the university and the nominating district and must enroll in the field experience courses during the first two semesters of the program.

Candidates who already possess a master's degree in education may complete the concentration in school administration and the supervised field experience and be eligible for the Preliminary Administrative Services Credential (Tier I). Students not holding a master's degree should enroll in the combined program leading to the Tier I Credential with a master's degree in School Administration or Educational Technology, described elsewhere in this catalog. Interns participate in the administrative credential courses along with other candidates, bringing with them the invaluable experiences they encounter daily in the field. The timely and relevant course work is immediately applicable and an excellent resource for the problem solving and decision making required in their current positions. Faculty who are practicing administrators and field work mentors enrich the learning experience and offer a strong ethical approach to educational leadership. The Internship Tier I Program is offered at the following locations:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley/Menifee
Ventura

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Contact the Office of International Student Services at (626) 815-3055 or email iss@apu.edu.
3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's and master's degrees from regionally accredited institution(s)
6. Minimum graduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three recommendation forms submitted by principals or district administrators who have current knowledge of applicant's academic ability and potential for service in school administration
8. Letter to the dean describing educational goals as well as short- and long-term professional goals
9. Résumé or Statement of Experience, verifying with supervisor signatures at least three years of full-time service under a "basic" credential (i.e., Teaching, Pupil Personnel Services, Library, School Nurse, etc.)
10. Contract or letter verifying administrative offer of employment and Terms and Agreements form signed by the superintendent or designee
11. Letter from the employing district superintendent or designee nominating the student for the internship credential and expressing a willingness to participate in the process
12. Valid California teaching, services, or designated subject credential
13. Successful completion of the CBEST
14. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

All materials should be sent to:

Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
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Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
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www.apu.edu

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Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- Candidates with a master's degree that did not include course work equivalent to EDUC 571 Curriculum Foundations may be required to take that course.
- Candidates without previous course work in mainstreaming of special need students are required to take EDUC 530 Introduction to Individual Differences.
- Candidates are required to show either proficiency in educational use of computers or completion of EDUC 500 Computer Education for Teachers or its equivalent prior to registering for EDUC 516 Technology for the Administrator.

Laptop Requirements

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and have access to the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services, (626) 815-4570.

Course Requirements

No required sequence except as noted by the asterisk (*). The program of study must verify that students are only enrolled in one course per term during the two semesters of supervised internship field experience.

Concentration Courses 21 units

EDUC 516	Technology for the School Administrator*	3
	*Must have completed the equivalent of EDUC 500	
EDUC 575	Educational Research and Program Evaluation	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction*	3
	*Must have completed the equivalent of EDUC 571	
EDUC 585	Seminar in School Personnel Management	3
EDUC 586	School Site Leadership	3

Field Experience 8 units
(Each course lasts the duration of a 15-week semester.)

EDUC 560	Supervised Administrative Internship Field Experience I	4
EDUC 561	Supervised Administrative Internship Field Experience II	4

Total for those who possess a master's degree in education and prerequisites up to 29 units

Additional Internship Credential Requirements

Comprehensive Exam
Candidates for the Preliminary Administrative Services Internship Credential must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

Professional Administrative Services Credential (Tier II)

Credential only

Program Director: Marcia McVey, Ed.D.
(626) 815-5420
mmcvey@apu.edu

The Professional Administrative Services Credential (Tier II) Program is an advanced training program designed for students who hold a Preliminary Administrative Services Credential (Tier I) and are in full-time administrative positions. The program prepares candidates to assume higher-level administrative positions and/or become more proficient site administrators. Emphasis is placed on the application of knowledge through in-depth and diverse experiences which are based upon the standards for the credentials. Collaboration and joint planning between the university and the employing school district provide a program tailored to meet the specific needs and career goals of each student.

Candidates who have received the Preliminary Administrative Services Credential (Tier I) and are employed in an administrative position have one year in which to declare (apply for admittance into a Tier II Program) their intention to enter a program of study which will result in the Professional Administrative Services Credential (Tier II). Once employed in an administrative position, candidates have a period of five years to obtain the credential; there is no need to reapply every two years. The Tier II Program is offered at the following locations:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley/Menifee
Ventura

Application Requirements

For the Tier II Credential-only Program

1. Completed Application for Graduate Admission
2. Completed supplementary application for the Tier II program
3. International students have a separate application procedure. Contact the Office of International Student Services at (626) 815-3055 or email iss@apu.edu.
4. A $45 nonrefundable application fee
5. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
6. Bachelor's and master's degree from a regionally accredited institution
7. Minimum graduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
8. Three recommendation forms submitted by school administrators who have current knowledge of the applicant's academic ability and potential for service in school administration

9. Letter to the dean describing educational goals as well as short- and long-term professional goals
10. Résumé or Statement of Experience
11 Verification by supervisor and district signatures of appointment to a full-time administrative position requiring the Tier I Credential
12. Valid Preliminary Services Credential (Tier I)
13. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

All materials should be sent to:

Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:

Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Course Requirements 24 units

EDUC 600	Budgeting and Managing Information Systems in K-12 Education – Human and Fiscal Resources★	3
EDUC 610	Human Diversity and Social Context★	3
EDUC 615	Politics and Policy Analysis in Education★	3
EDUC 620	Administration and Supervision in K-12 Education★	3
EDUC 661	Professional Field Experience I, Induction★	2
EDUC 662	Supervised Field Experience II	4
EDUC 663	Supervised Field Experience III	4
EDUC 664	Professional Field Experience IV, Assessment★	2

Total 24 units

★May be applied toward the Doctor of Education in Educational Leadership Program at APU.

Credit for waiver of up to eight units of electives may be granted where appropriate training is received through CSLA, ACSA Principal's Academy, or other approved professional training programs, including specially designed weekend seminars sponsored by Azusa Pacific University.

Students enrolling in EDUC 661 Professional Field Experience I, Induction, and EDUC 664 Professional Field Experience IV, Assessment, should register for two units in each of these university courses. Students enrolling in Tier II courses for the first time are required to register for EDUC 661. They must enroll in EDUC 664 concurrently or immediately after the last semester in which they take a Tier II course.

Students may apply for the credential upon successful completion of the program and by providing a statement with supervisor and district signatures to verify at least two years of appropriate full-time administrative experience requiring the Tier I Credential.

Students seeking admission to the doctoral program in educational leadership may apply 12 or 16 units if a practicing administrator (see courses marked with an asterisk) of the completed Tier II courses toward the doctoral degree. The Tier II Credential and Ed.D. degree may be earned separately or in combination, as described on subsequent pages.

Master of Arts Degrees

Introduction

The master's degree programs in education provide opportunities for educators to experience personal and professional growth and development. Six concentrations are available for candidates who wish to earn a Master of Arts in Education. The curriculum for each concentration has been developed in consultation with practitioners.

Five of the master's concentrations are associated with credentials in the state of California. Candidates who already possess a master's degree may complete only the concentration and fieldwork to qualify for the advanced credential. Two credentials go beyond the master's degree: the School Psychologist Credential and the Professional Administrative Services Credential (Tier II). The Master of Arts in Education consists of a core of 9 units of advanced work in the foundation areas of education, a concentration of 21-24 planned units of course work geared to a specific curriculum area, and 6 units of electives, fieldwork, or transfer units for a total of 36-39 units for the degree.

In an attempt to provide unity, coherence, and monitoring for the program, a number of special program components are required. For each core class, the student is required to pass a written examination on the course content. Near the end of the program, the student prepares a final assessment of the growth that has taken place during the program of study and participates in an oral presentation and/or comprehensive examination which reviews significant learning experiences and evaluates the work done in the program.

Areas of Concentration 21 units

Teaching
Curriculum and Instruction in Multicultural Contexts
Pupil Personnel Services
School Administration
School Librarianship
Special Education

Options 6 units

Approved elective or transfer courses, supervised field experience, or thesis (by special permission)

Total 36 units

Additional Master's Degree Requirements

Growth Assessment

Near the conclusion of some degree programs, students submit written growth assessments which demonstrate their learning and development and include tentative plans for continued growth in their post-degree lives. The growth assessment paper is considered prerequisite preparation for the final oral evaluation and should be submitted eight weeks prior to the scheduled oral evaluation.

Portfolio

Students are encouraged to maintain a portfolio chronicling their study at Azusa Pacific University. This portfolio may include the growth assessment, graduate reading records, class projects and papers, and other materials relevant to the degree program. Such a portfolio demonstrates a visible representation of growth during the program and may be used in preparing for the final oral presentation.

Core Examination
The core courses are a central part of each master's degree course sequence. These courses provide students with the educational foundation and a broad base understanding in the areas of curriculum, instruction, educational psychology, and the history and philosophy of education.

Students are required to take a written core examination at the completion of each core course to assess content knowledge and writing skills. The student must pass the core examination in order to pass the course.

If a student is found to be deficient in written communication skills, the professor will notify the student and the School of Education and Behavioral Studies regarding the assessment. If the written communication skills are deficient, a remediation program will be recommended. Upon successful completion of the recommended written communication skills program a second examination will be provided. Only one retake is allowed.

Students who have taken an equivalent graduate core course at another accredited university within the eight-year course obsolescence period may request a waiver of the requirement. An additional elective course may be required for the completion of the degree.

Oral Evaluation Interview
Some master's degree programs require a final oral evaluation interview. Each concentration (except physical education) requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate students' growth and learning.

For the physical education concentration, students participate in oral comprehensive examinations with at least two faculty members, during which students are tested regarding the content of the courses in the concentration.

Written Comprehensive Examination
For certain degree and credential concentrations, a written comprehensive examination covering the content of the concentration is required.

Thesis/Project Alternative
The student must either complete a master's thesis as prescribed in the Azusa Pacific University graduate catalog, propose a major-field study project, create and implement a district-wide program, or submit other such comprehensive accomplishments. The student should demonstrate in the thesis comprehensive understanding of the major competencies covered in the program courses, as would otherwise be assessed by the comprehensive examination.

Master of Arts in Education: Special Education

Program Director: David Colachico, Ed.D.
(626) 815-5430
davidc@apu.edu

Students seeking career advancement and a specialization in special education may consider the Master of Arts in Education with an emphasis in Special Education. This program helps educators deepen their understanding of special needs students and the challenges they face. With a strong Christian emphasis, the program equips candidates with a compassionate, caring approach to education which transcends culture, disability, and age level. It is this invaluable quality that distinguishes APU students from their counterparts in the industry, making them highly marketable and eagerly recruited.

Because the Mild/Moderate Disabilities (K-12) Credential course work is embedded within the master's program, most students opt to pursue both. Those choosing the credential alone are required to complete six units of supervised fieldwork. Those choosing to obtain the master's degree alone may substitute six units of approved electives for the fieldwork. The Special Education Program is offered at the following locations:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley/Menifee
Ventura

Application Requirements

1. Attendance at a mandatory teacher education information meeting to receive initial group advising
2. Completed Application for Graduate Admission
3. International students have a separate application procedure. Please contact the Office of International Student Services, (626) 815-3055 or email iss@apu.edu.
4. A $45 nonrefundable application fee
5. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
6. Bachelor's degree from a regionally accredited institution
7. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
8. Three recommendation forms submitted from three professionals who can assess personality and character such as: an individual who has ***supervised*** the applicant's leadership and/or paid or unpaid teaching experience with children in public and/or private settings, an employer who directly supervised the applicant, or a faculty/academic reference (References from neighbors, friends, pastors, and relatives are not appropriate unless they have served as supervisors.)
9. Letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies, or abilities; extra-curricular activities; previous residence or travel experiences (Written and communication skills will be assessed along with content.)
10. Résumé or Statement of Experience
11. Valid teaching credential, emergency permit, Certificate of Clearance, or five years of verified private school teaching experience

12. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.

13. After all above materials have been received by the Office of Graduate Admissions, the Department of Teacher Education reviews the file and notify the applicant by mail to call and schedule an admissions interview. Please come dressed professionally. All applicants must be interviewed before admission will be granted. In addition to the previously mentioned requirements, the following characteristics also are considered:
    A. Evidence of good character and personality attributes and attitudes that are appropriate to professional service
    B. Good mental and physical health

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- Three units of prerequisite course work may be waived for each year of verified, full-time teaching experience.

Course Requirements

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3
Concentration Courses		**21 units**
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories of Intervention in Behavior Disorders	3
SPED 540	Mild to Moderate Disabilities in Regular Education	3
TEP 550	First and Second Language and Literacy, K-12	3
Electives or transfer credit		**9 units**
Extension courses are not viable.		
Total		**39 units**

Additional Master's Degree Requirements

Growth Assessment
Near the conclusion of their degree programs, students submit written growth assessments which demonstrate their learning and development and include tentative plans for continued growth in their post-degree lives.

Core Examination
As part of each core class, students are required to take a written examination that assesses knowledge and writing skills. If any core examination is not passed, the candidate can retake it at the next regularly scheduled retake session. Only one retake is allowed. If a student is found to be deficient in communication skills, the professor notifies both the student and the School of Education and Behavioral Studies regarding the assessment. Students who have taken a comparable graduate core course at another university may ask for a waiver of the requirement. An additional elective course must be taken for the degree.

Oral Evaluation Interview
Each master's degree program requires a final oral evaluation interview. Each concentration (except physical education) requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate students' growth and learning.

Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts

Program Director: Dan Doorn, Ph.D.
(626) 815-55371
ddoorn@apu.edu

Designed for K-12 teachers who possess a state credential or have significant experience in private schools, this program provides varied opportunities to acquire new curriculum knowledge and instructional strategies to better serve the personal, social, academic, and literacy development needs of all K-12 students interacting in diverse multicultural classrooms. The program is designed for teachers to explore several key educational issues and practices:

- designing effective and creative learning contexts for students
- assessing students' authentic learning experiences
- supporting students' communication of their learning
- building a spirit of caring and collaboration among diverse communities of learners
- responding thoughtfully to new emerging challenges and problems for learners.

Course work will support teachers in pursuing project-based inquiries, valuing the process of reflective teaching, developing their own literate voices, strengthening a life-long commitment to learning and researching in the classroom, and taking on new leadership and advocacy roles for students, families, and other educators in culturally diverse communities.

Application Requirements:

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.
3. A $45 nonrefundable application fee

4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
8. Letter to the dean describing educational goals as well as short- and long-term professional goals
9. Résumé or Statement of Experience
10. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of prerequisites may be waived.

Course Requirements

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Required Concentration Courses		**15 units**
EDUC 508	Assessment and Evaluation in Multicultural Classrooms	3
EDUC 541	Emerging Literacy, K-12	3
	—or—	
EDUC 505	Advanced Literacy Development	3
EDUC 554	Instructional Principles and Practices	3
EDUC 574	Current Issues in Education*	3
EDUC 589A	Research for Educators Beginning Process**	2
EDUC 589B	Research for Educators Finish Reporting	1

Recommended Elective Courses		**up to 12 units**
EDUC 507	Family, Community, and School Connections	3
EDUC 509	Special Topics in Education	3
EDUC 510	Creative and Collaborative Leadership	3
EDUC 555	Comparative Education: A Global Perspective	3
EDUC 558	Advanced Human Growth and Development	3
EDUC 582	Schools and the Law	3
EDUC 501	Language Structure Acquisition and Development**	3
EDUC 502	Methods of Bilingual, English Language Teaching**	3
EDUC 503	School Practicum in English Language Development**	3
EDUC 504	Teaching and Cultural Diversity**	3

Other education electives or approved transfer units	**3-6 units**
Total	**36 units**

*Note that EDUC 589A is a prerequisite for EDUC 589B and must be taken last in the program.
**Course for C.L.A.D. Certificate. Individuals who need to earn the C.L.A.D. Certificate may request approval from the program director to substitute some or all of the C.L.A.D. courses in place of required/elective program courses. Based on the student's transcript of recent credential courses, the director will advise students which specific courses are needed for 6, 9, or all 12 units in meeting the C.L.A.D. Certificate requirements.

Master of Arts in Education: Teaching

Program Director: Dan Doorn, Ph.D.
(626) 815-5371
ddoorn@apu.edu

This degree is designed for APU credentialed students who have received a Preliminary Credential through APU within the last five years. These candidates have already completed 12-18 of the units required for the Master of Arts in Education: Teaching Program which capitalizes on the strengths of the APU teacher preparation programs.

Novice teachers find the program to be an ideal forum for testing new ideas and sharing experiences with other novices. Veteran educators engage in a stimulating learning environment characterized by discovery, inquiry, and the ethic of caring. All students become anchored in their pedagogy and participate in action research. With an emphasis on immediately applicable course work, candidates in this program are able to make significant contributions to their districts through such activities as serving on committees, enhancing their schools' curricula, and promoting strong child advocacy programs.

All information stated is subject to changes made by the California Commission on Teacher Credentialing and Graduate Education policy. The Master of Arts in Education: Teaching Program is offered at the following locations:

Azusa
Inland Empire
Orange County
Temecula Valley/Menifee
Ventura

Plans for future expansion of this program include the San Diego Regional Center.

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.
3. The $45 application fee not required
4. Official transcripts on file in the Graduate Center
5. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
6. One recommendation form submitted by a current supervisor who has knowledge of applicant's academic ability and potential
7. Letter to the dean
8. Résumé or Statement of Experience

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- This program is for APU credentialed students only.
- An APU Department of Teacher Education Clearance for Student Teaching or copy of Student Teaching Evaluation
- For specific information on completing and clearing the credential, please contact the program director.

Course Requirements

Emphasis Elective Courses 21 units
(21 units from the list below, according to credential requirements)

TEP 410	Methods and Curriculum I, K-8*	3
TEP 420	Secondary Teaching Strategies**	3
TEP 430	Methods and Curriculum II, K-8*	3
TEP 440	Secondary Curriculum and Procedures**	3
TEP 550	First and Second Language and Literacy, K-8*	3
TEP 560	First and Second Language and Literacy, 7-12**	3
EDUC 400	Foundations of Education, K-12***	3
EDUC 500	Technology for the K-12 Educator***	3
EDUC 502	Methods of Bilingual, English Language Teaching***	3
EDUC 503	School Practicum in English Language Development***	3
EDUC 504	Teaching and Cultural Diversity***	3
EDUC 530	Introduction to Individual Differences***	3

*Required Multiple-Subject Teaching Credential course
**Required Single-Subject Teaching Credential course
***Electives for both Multiple- and Single-Subject Credential students

Substitutions may be made upon approval from the program director.

Core Courses 9 units

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Required Emphasis Courses 6 units
(to be taken when approved)

EDUC 574	Current Issues in Education*	3
EDUC 589A	Research for Educators, Beginning Process*	2
EDUC 589B	Research for Educators Final Reporting	1

Total 36 post-baccalaureate units

Master of Arts in Education: Teaching degree can only be posted after the student has filed for a Preliminary Credential.

*EDUC 589A is a prerequisite for EDUC 589B and along with EDUC 574 should be taken last in the program.

Master of Arts in Education: Pupil Personnel Services

Program Director: Barbara Wynne Sorenson, Ph.D.
(626) 815-5424
bsorenso@apu.edu

Today's classroom environment encompasses a wide array of cultural backgrounds, social levels, and learning abilities. This, coupled with the countless pressures, options, and information barraging young students, often clouds the importance and value of school. The Master of Arts in Education with an emphasis in Pupil Personnel Services equips educators with an advanced understanding of these issues and a deeper insight into the myriad forces that impact young students. Teachers with this degree are better able to communicate with their students and facilitate the education process.

While the master's degree without the corresponding credential does not qualify one to serve as a school counselor or school psychologist, it does offer career advancement opportunities and a highly marketable specialty. Those desiring to obtain a credential as well (90 percent choose this option) must complete six units of fieldwork in addition to the requirements for the master's degree. Upon completing the master's program, candidates must present a final growth assessment. The content summarizes a topic which the student has chosen to study in depth, describes the student's personal and professional growth, projects the student's plan to apply knowledge toward future growth, and provides program evaluation feedback. The Pupil Personnel Services Program is offered at the following locations:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley/Menifee
Ventura

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 815-3055 or email iss@apu.edu.

3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
7. Three recommendation forms submitted by supervisors who have current knowledge of applicant's academic ability and potential for service within the credential area
8. Letter to the dean describing educational goals as well as short- and long-term professional goals
9. Résumé or Statement of Experience
10. Valid California teaching credential, emergency permit, or Certificate of Clearance
11. Successful completion of the CBEST or evidence of paid registration for the CBEST (Proof of successful completion must be provided before completing fieldwork.)
12. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisite(s)

- The equivalent of EDUC 300 Introduction to Teaching as a Profession, K-12 or EDUC 400 Foundations of Education and PSYC 290 Child Growth and Development

Course Requirements

(Prerequisites exist; please obtain academic advising before registering.)

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3
Concentration Courses		**21 units**
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532	Counseling Exceptional Individuals and Their Parents	3
EDUC 533	Basic School Counseling*	3
EDUC 550	Issues in School Counseling**	3
EDUC 582	School and the Law	3
EDUC 583	Intervention Through Consultation	3

*Prerequisites for EDUC 550
**Prerequisites for EDUC 583

Electives or transfer credit **6 units**

Extension courses are not viable.

Total **36 units**

Master of Arts in Education: School Administration

Program Director: Dan Elliott, Ed.D.
(626) 815-5369
delliott@apu.edu

Azusa Pacific University's Master of Arts in Education with an emphasis in School Administration Program prepares students to serve as effective, innovative educational administrators. Graduates emerge well-equipped to fulfill leadership roles such as faculty mentor, curriculum planner, facilitator, or department chair. All course work throughout the program reflects four integrative themes: collaborative leadership and decision making for effective culturally diverse schools; instructional system design/ management; care and enhancement of individuals; and moral/ ethical development of students and staff. Given this foundation, APU graduates are heavily recruited throughout California school districts.

Most students combine this degree with the Preliminary Administrative Services Credential (Tier I), which is also offered at APU as described on subsequent pages. Those desiring only the master's degree may substitute six units of approved electives for the fieldwork required in the credential program. The School Administration Program is offered at the following locations:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley/Menifee
Ventura

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Contact the Office of International Student Services at (626)815-3055 or email iss@apu.edu.
3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)

7. Three recommendation forms submitted by persons who have current knowledge of applicant's academic ability and potential for service in school leadership
8. Letter to the dean describing educational goals as well as short- and long-term professional goals
9. Résumé or Statement of Experience
10. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of undergraduate prerequisites may be waived.
- Candidates are required to show either proficiency in educational uses of computers or completion of EDUC 500 Technology and the K-12 Educator or its equivalent prior to enrolling in EDUC 516 Technology for the School Administrator.

Laptop Requirements

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and have access to the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services, (626) 815-4570.

Course Requirements

No required sequence except as noted*.

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Concentration Courses		**21 units**
EDUC 516	Technology for the School Administrator*	3
	*Must have completed the equivalent of EDUC 500	
EDUC 575	Educational Research and Program Evaluation	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction*	3
	*Must have completed the equivalent of EDUC 571	
EDUC 585	Seminar in School Personnel Management	3
EDUC 586	School Site Leadership	3

Electives or transfer credit 6 units

Extension courses are not viable.

Total 36 units

Additional Master's Degree Requirements

Comprehensive Exam

Candidates for the Master of Arts in Education with an emphasis in School Administration must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

Growth Assessment

Candidates for the Master of Arts in Education with an emphasis in School Administration, upon completing the course work, must submit an Intent to Graduate form. This form triggers the sending of the Growth Assessment document to the candidate. The candidate completes the packet assessing his/her accomplished growth during the program. Included are the possible questions from which the candidate may select two in preparation for the exit oral presentation.

Exit Oral Presentation

At the conclusion of the program, candidates complete a growth assessment and prepare for an exit oral presentation on a topic from the approved orals list.

Thesis Option

Candidates seeking the master's degree with an emphasis in school administration may elect to complete a master's thesis/project in lieu of the comprehensive examination and oral presentation. Students meet with the program director to obtain preliminary approval and plan course work to complement their research for the thesis. Once approved, students enroll in EDUC 591 Thesis during their final semester. The thesis or project enables the student to conduct meaningful research or program development. The program director is available to advise students who may be considering the thesis or project option rather than the comprehensive exam. A thesis advisor from the full-time faculty will be designated by the program director to work with the student. Students may request specific full-time faculty to be their thesis advisor.

Master of Arts in Education: School Librarianship

This Library Media Teacher Program is for credentialed teachers who wish to earn both a Library Media Teacher Credential as well as a Master of Arts degree in the same field. The master's degree can be obtained with only three more courses beyond the required credential courses. Library media teachers serve as school and district librarians and media specialists. This program is accredited by CCTC.

The Library Media Teacher Credential Program at Azusa Pacific University is a cutting-edge program which prepares candidates for the specialized and comprehensive role of school librarianship in California's pluralistic schools and communities. Azusa Pacific University will prepare library media teachers as educational leaders who are experts in technology, literacy, and diversity.

Candidates for the LMTP are multiple-subject and/or single-subject credentialed teachers who, as school library media specialists, will develop, implement, and evaluate programs and services for school library media centers. The Library Media Teacher Credential authorizes the holder to instruct pupils in the choice and use of library materials; to plan and coordinate school library programs with the instructional programs of a school district; to select materials for school and district libraries; to coordinate or supervise library programs at the school district or county level;to plan and conduct a course of instruction for those pupils who assist in the operation of school libraries, to supervise classified personnel assigned to the school library duties; and to develop procedures for and management of the school and district libraries.

Recent changes in California public education – such as the 1998 California Public School Library Act – focus on literacy, multiculturalism, and technology. The interest in school library media centers has resurfaced along with the need for qualified library media teachers who will organize information, support school curriculum, help develop literacy programs, and assist in technology management. Consequently, there is a high demand for librarians throughout the state.

The Library Media Teacher Program at Azusa Pacific University has been approved by the Western Association of Schools and Colleges (WASC) and the California Commission on Teacher Credentialing (CCTC). This highly innovative program is offered totally online, except for a one-week summer institute which provides for a face-to-face teaching and learning experience.

Application Requirements

1. A completed Application for Graduate Admission
2. A $45 nonrefundable application fee
3. International students have a separate application procedure. Please contact the Office of International student services at (626) 812-3055 or email iss@apu.edu. Those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the international TOEFL with a minimum score of 550.
4. Official transcripts from all institutions leading to, and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. A bachelor's degree from a regionally accredited institution
6. A minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three letters of recommendation that address the candidate's competence and character (Appropriate recommendations include those who have **supervised** the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors.)
8. A letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching/learning experience; the most rewarding and challenging aspects of working with children in school library media centers; special skills in literacy development, reading, and multicultural literature; technology skills; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Written and communication skills will be assessed along with content. Please use the form provided herein and attach additional sheets if necessary.)
9. Résumé or Statement of Experience, including most relevant work and volunteer experience
10. Proof of Credential of Clearance
11. Proof of successful passage of the CBEST, or proof of paid registration for the next CBEST
12. Access to an approved computer and Internet provider
13. Proficiency in Online use (See #8.)
14. Candidates for the Library Media Teacher Credential Program must have met all requirements for a credential in California which includes subject matter competency, CBEST, RICA, and any other requirement.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
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Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

In addition to regular application requirements for graduate admissions, please mark application for the M.A. in Education: School Librarianship

Master's Course Requirements — 9 units

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Credential Course Requirements — 30 units

LMT 500	School Library Media Center Management	3
LMT 505	Selection, Evaluation, and Management of Learning Resources	3
LMT 510	Learning Resources for Elementary Schools	3
LMT 515	Learning Resources for Secondary Schools	3
LMT 520	Organization and Cataloging of Learning Materials	3

LMT 525	Information Retrieval and Reference Services	3
LMT 530	School Library-Classroom Partnerships	3
LMT 535	Library Media Technologies	3
LMT 540	Current Topics in School Media Centers	3
LMT 550	Field Experiences for the Library Media Teacher	3
Total		**39 units**

Master of Arts in Educational Technology

Program Director: Kathleen Fletcher Bacer, Ed.D.
(626) 815-5490, (626) 815-5355;
kbacer@apu.edu

Computers are no longer luxuries in the classroom – they are necessities. Technology has become as basic a requirement as books, paper, and pencils. Students are poised and ready for this new frontier, but how prepared are their teachers? The demand is high for educators and administrators with expertise in technology. Designed for emerging teachers eager to meet the challenge of the 21st century, Azusa Pacific University's Master of Education with an emphasis in Educational Technology prepares a new breed of teacher. Students in the program gain firsthand experience about the integration of technology and the classroom through hands-on activities. The focus moves beyond merely accessing the Internet, offering practical techniques to develop cross-cultural literacy and communicate with the world at large.

The program includes a functional analysis of computers, evaluation of educational software and computer hardware, curriculum and lab design, networking, telecommunications, instructional application of integrated software, desktop publishing, instructional design and development, current trends in educational technology, and much more. Administrators, veteran educators, and novice teachers can all benefit from this cutting edge degree. With a team of faculty members who are leaders in the field of technology, course work is always relevant and immediately applicable. Those seeking to serve as site or district-level mentors, coordinators of technology, or leaders in innovative teaching methods are invited to enroll in this exciting program.

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Please contact the Office of International Student Services at (626)812-3055 or email iss@apu.edu.
3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be sent directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
8. Letter to the dean describing educational goals as well as short- and long-term professional goals
9. Résumé or Statement of Experience
10. Intent to purchase or proof of ownership of a designated laptop computer and required software
11. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

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PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- Twelve semester units of graduate course work in education
- For each year of verified, full-time teaching experience, three units of prerequisites may be waived.

Laptop Requirements

In order to maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and access the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services, (626) 815-5440.

Required Laptop Specifications Minimum Requirements:
400mhz, 64 ram (more recommended), 6 GB hard drive, 2 expansion slots, 10x CD (20x recommended), 56k modem, ethernet, multimedia capability; Zip drive, USB, and firewire highly recommended. PCs will need a 10/100 base-T ethernet card and Win 98 or ME.

Students may purchase a PC or Macintosh as long as it meets the minimum requirements. Call the Bookstore for current price information.

Azusa Pacific University Bookstore is open Monday-Thursday, 8:30 a.m.-8 p.m..; or Friday-Saturday, 8:30 a.m.-4:30 p.m.

Required Software
Software is required for each course. Upon acceptance into the program, a student receives a list of software required per course. The APU Bookstore has all software available for purchase.

For more complete information and advising, contact program director, Kathleen Fletcher Bacer, Ed.D., at (626) 815-5355 or kbacer@apu.edu.

Course Requirements

Core Courses		9 units
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Concentration Courses		21 units
Choose 21 units from the following:		
EDUC 500	Technology and the K-12 Educator	3
EDUC 512	Instructional Applications of Integrated Software	3
EDUC 513	Operating Systems/Networking	3
EDUC 514	Educational Video and Multimedia	3
EDUC 515	Emerging Trends in Educational Technology	3
EDUC 516	Technology for the School Administrator	3
EDUC 517	Telecommunications	3
EDUC 518	Global Learning/ Cross-Cultural Classroom	3
EDUC 519	Educational Desktop Publishing	3
EDUC 523	Educational Applications of Hypermedia	3
EDUC 524	Instructional Design and Development	3
EDUC 526	Practicum in Educational Applications of Technology*	3
EDUC 527	Special Topics in Educational Technology	3

Approved electives or transfer credit available	6 units

Extension courses are not viable.

Total	36 units

*EDUC 526 must be taken at the end of the course work and includes a research-based multimedia portfolio which must be completed to meet the requirements of the degree.

Students may take up to two classes per nine-week term.

Master of Education: Physical Education

Program Director: Frank Lansford, Ed.D.
(626) 815-5457
flansford@apu.edu

Azusa Pacific's Master of Education in Physical Education provides the skills, knowledge, and insight necessary for those seeking to serve at the high school or community college levels. Throughout the program, students develop a deeper understanding of the human body, analyzing movement, muscle structure, kinesiology, and proper nutrition, and exploring effective techniques for incorporating this knowledge into everyday practice. Complementing these skills, the student learns invaluable methods for reducing the risk of liability, gaining hands-on experience in athletic training and sports medicine. Preparation for and prevention, identification, and treatment of injuries is emphasized and integrated into each student's required development of an emergency medical plan.

The philosophy of coaching and leading in the field of physical education is covered significantly. Providing students with a strong balance between theory and practice, the program focuses on the importance of self-knowledge for those in leadership roles, requiring each student to submit a personal philosophy paper detailing personal ambitions, motivations, beliefs, approaches, and perspectives and how they apply to coaching or teaching physical education. From this background and knowledge, students are better able to evaluate players' actions and learning styles, parents' concerns, and individual personality types.

The program further prepares candidates by emphasizing the research of the sociology of sport, determining how society has affected athletics and vice versa. Solution-oriented round-table discussions tackle current issues such as violence in sports (including the violent spectator phenomena), drugs in sports and the anabolic steroid controversy, racism, and gender equity. These and other volatile topics provide students the opportunity to develop sound research and critical thinking skills in preparation for roles of leadership among today's youth and young adults. This program is offered at the following locations:

Azusa
Inland Empire
Orange County
San Diego
Temecula Valley/Menifee
Ventura

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Contact the Office of International Student Services at (626) 815-3055 or iss@apu.edu.
3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
8. Letter to the dean
9. Résumé or Statement of Experience
10. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
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Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education, or a baccalaureate degree or concentration in Physical Education (Any of APU's education courses are viable for this credit.)
- For each year of verified, full-time teaching or coaching experience, three units of prerequisites may be waived.

Course Requirements

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Concentration Courses		**21 units**
Choose 21 units from the following:		
PE 550	Sociology of Sport	3
PE 551	Theory and Analysis of Physical Education and Athletic Programs	3
PE 560	Sports Medicine	3
PE 561	Counseling and Guidance in Physical Education, Athletics, and Recreation	3
PE 565	Physical Education, Athletics, and the Law	3
PE 575	Advanced Principles of Physical Conditioning	3
PE 576	Current Professional Problems	3
PE 577	Administration of Physical Education and Athletic Programs	3
PE 578	Psychology of Coaching	3

Approved electives or transfer credit available	**6 units**
Extension courses are not viable	
Total	**36 units**

Additional Master's Degree Requirements

Growth Assessment
Near the conclusion of their degree programs, students submit written growth assessments which demonstrate their learning and development and include tentative plans for continued growth in their post-degree lives.

Portfolio
Students are encouraged to maintain a portfolio chronicling their study at Azusa Pacific University. This portfolio may include the growth assessment, graduate reading records, class projects and papers, and other materials relevant to the degree program. Such a portfolio represents growth during the program and may be used in preparing for the final oral presentation.

Core Examination
As part of each core class, students are required to take a written examination that assesses knowledge and writing skills. If any core examination is not passed, the candidate can retake it at the next regularly scheduled retake session. Only one retake is allowed. If a student is found to be deficient in communication skills, the professor notifies both the student and the School of Education and Behavioral Studies regarding the assessment. Students who have taken a comparable graduate core course at another university may ask for a waiver of the requirement. An additional elective course must be taken for the degree.

Oral Evaluation Interview
Each master's degree program requires a final oral evaluation interview. Each concentration (except physical education) requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate students' growth and learning. For the physical education concentration, students participate in oral comprehensive examinations with at least two faculty members, during which students are tested regarding the content of the courses in the concentration.

Written Comprehensive Examination
For certain degree and credential concentrations, a written comprehensive examination covering the content of the concentration is required. Others use a content-focused essay.

Thesis/Project Alternative
The student must either complete a master's thesis as prescribed in the Azusa Pacific University Graduate Catalog, propose a major-field study project, create and implement a district-wide program, or submit other such comprehensive accomplishments. The student should demonstrate in the thesis comprehensive understanding of the major competencies covered in the program courses, as would otherwise be assessed by the comprehensive examination.

Combined Programs

Combined Master of Arts Degrees and Credential Programs

Azusa Pacific University recognizes the need to provide quality academic programs for graduate students with divergent professional goals and differing educational needs. The degree and credential programs are designed for a limited number of individuals eager to pursue a Master of Arts degree and a credential program concurrently.

The combined degree and credential programs are restrictive and faculty advisement and an admissions interview are required prior to enrollment in the program.

The combined program is not appropriate for an individual serving on an emergency credential with an urgent need to complete a preliminary credential in one year. A combined program may require more than one academic year.

Application requirements for the combined programs mirror those listed for the equivalent master's-only option. Please consult that section of the catalog.

Master of Arts in Education: Teaching and Multiple-Subject Teaching Credential

Program Director, Master of Arts in Education: Teaching
Dan Doorn, Ph.D.
(626) 815-5480
ddoorn@apu.edu

Program Director, Multiple-Subject Teaching Credential
Greg Kaiser, Ph.D.
(626) 815-5430
gkaiser@apu.edu

The benefits of a master's degree for teachers are clear: advanced skills and abilities, career advancement, and monetary compensation. Realizing this, many students choose to obtain their master's degree while completing the credential work. To serve these students, APU offers its new program conveniently combining the Master of Arts in Education: Teaching and the Multiple-Subject Teaching Credential into one program.

Dovetailing with the Master of Arts in Education: Teaching is the Multiple-Subject Teaching Credential. Approved by the California Commission on Teacher Credentialing (CCTC), this credential prepares teachers for positions at the elementary and middle school levels (K-8). The course work includes specific education and methods courses focusing on practical classroom application. The distinctly Christian perspective leads to a strong foundation of ethics in the classroom. This, coupled with individualized instructor attention, produces teachers uniquely equipped to educate students headed for a competitive workforce.

The Master of Arts in Education: Teaching is an invaluable foundation in the field of teaching. Novices and veterans benefit equally from the stimulating idea exchanges inherent in this program. The focus is on immediately applicable course work and up-to-date, relevant information that prepares 21st century educators for success in a diverse world. Students in this program can expect to gain solid training that translate into highly marketable skills such as committee service, curricula enhancement, and the development of child advocacy programs.

Required Credential Courses **30 units**

EDUC 400	Foundations of Education, K-12	3
EDUC 504	Teaching and Cultural Diversity	3
TEP 410	Methods and Curriculum I, K-8	3
TEP 411	Field Experience I, K-8	1
TEP 430	Methods and Curriculum II, K-8	3
TEP 431	Field Experience II, K-8	1
TEP 550	First and Second Language and Literacy, K-8	3
TEP 551	Language Acquisition Field Experience, K-8	1
TEP 570	Student Teaching Seminar, K-8	3
TEP 571	Student Teaching, K-8	9

Required M.A. Courses **15 units**

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3
EDUC 574	Current Issues in Education	3
EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

Total **45 units**

Master of Arts in Education: Teaching and Single-Subject Teaching Credential

Program Director, Master of Arts in Education: Teaching
Dan Doorn, Ph.D.
(626) 815-5480
ddoorn@apu.edu

Department Chair; Program Director, Single-Subject Teaching Credential Nancy Brashear, Ph.D.
(626) 815-5370
brashear@apu.edu

The increasing numbers of students seeking both a Single-Subject Teaching Credential and a Master of Arts in Education: Teaching inspired the inception of APU's new combined degree program. Designed for those pursuing a credential and master's degree concurrently, this option conveniently joins both programs for the most efficient path to a tailored education. Teacher candidates should work toward completion of their teaching credential requirements prior to completion of remaining M.A. requirements.

Dovetailing with the Master of Arts in Education: Teaching is the Single-Subject Teaching Credential. Approved by the California Commission on Teacher Credentialing (CCTC), this credential prepares teachers for positions at the secondary level (7-12). The course work includes specific education and methods courses focusing on practical classroom application. The distinctly Christian perspective leads to a strong foundation of ethics in the classroom. This, coupled with individualized instructor attention, produces teachers uniquely equipped to educate students headed for a competitive workforce.

The Master of Arts in Education: Teaching is an invaluable foundation in the field of teaching. Novices and veterans benefit equally from the stimulating idea exchanges inherent in this program. The focus is on immediately applicable course work and up-to-date, relevant information that prepares 21st century educators for success in a diverse world. Students in this program can expect to gain solid training that translate into highly marketable skills such as committee service, curricula enhancement, and the development of child advocacy programs.

Required Credential Courses **30 units**

EDUC 400	Foundations of Education	3
EDUC 504	Teaching and Cultural Diversity	3
TEP 420	Secondary Teaching Strategies	3
TEP 421	Field Experience I, 7-12	1
TEP 440	Secondary Curriculum and Procedures	3
TEP 441	Field Experience II, 7-12	1
TEP 560	First and Second Language and Literacy, 7-12	3
TEP 561	Language Acquisition Field Experience, 7-12	1
TEP 580	Student Teaching Seminar, 7-12	3
TEP 581	Student Teaching, 7-12	9

Required M.A. Courses **15 units**

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3
EDUC 574	Current Issues in Education	3
EDUC 589A	Research for Educators: Beginning Process	2
EDUC 589B	Research for Educators: Finish Reporting	1

Total **45 units**

Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Level I, Track 1

Program Director: David Colachico, Ed.D.
(626) 815-5430; (626) 815-5425
davidc@apu.edu

Understanding the challenges of special needs students and creating an optimum learning environment for them requires focused study under experienced professionals. Those with a master's degree in addition to their credential are better equipped to serve these students. To facilitate this, APU combines the foundations of the Master of Arts in Education: Special Education with the Mild/Moderate Disabilities Specialist Credential Level I, Track 1 for those seeking to enter the field of special education with a clear advantage.

The Mild/Moderate Disabilities Specialist Credential Level I, Track 1 is designed for those with no teaching contract. Because the course work for this credential is embedded in the Master of Arts in Education: Special Education (with the addition of six supervised fieldwork units), many students opt to pursue both the degree and the credential simultaneously. Those who do render themselves highly marketable and eagerly recruited. Students who complete Level I, Track 1 are granted five years in which they must enroll in Level II to clear their credential.

The Master of Arts in Education: Special Education provides the tools to make solid contributions in the special needs classrooms. The instruction and course work come from a distinctly Christian perspective, leading to a compassionate, caring, and ethical approach to teaching.

Level II

Those who successfully complete the program and earn the Level I Credential are granted five years within which they must enroll in Level II of the Specialist Program to clear their credential. The Level II Credential is renewable. In this program, candidates develop an induction plan under the supervision of their district and APU.

Upon completion of all requirements in the Level I Preliminary Credential program all students are required to develop an Induction Plan which will become the roadmap for moving to the next level credential, the Specialist in Mild to Moderate Disabilities. This is completed at a meeting scheduled with APU, the employing district, and the student.

Required Credential Courses — 42 units

Level I, Track I is designed for candidates who are not currently employed as a teacher by a school district.

TEP 410	Methods and Curriculum I, K-8	3
TEP 411	Field Experience I, K-8*	1
TEP 550	First and Second Language and Literacy, K-8	3
TEP 551	Language Acquisition Field Experience, K-8	1
TEP 570	Student Teaching Seminar, K-8**	3
— or —		
TEP 580	Student Teaching Seminar, 7-12**	3
TEP 571	Student Teaching, K-8	9
— or —		
TEP 581	Student Teaching, 7-12	9
EDUC 504	Teaching and Cultural Diversity	3
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Interventions in Behavior Disorders	3
SPED 539	Field Experience***	1
Elective	(see advisor)	3

*Corequisite with TEP 410
**Corequisite with TEP 571 or TEP 581
***Corequisite with SPED 536

Required M.A. Courses — 9 units

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Total — 51 units

Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Level I, Track 2

Program Director: David Colachico, Ed.D.
(626) 815-5430
(626) 815-5425
davidc@apu.edu

With years of practical field experience, APU professors offer valuable expertise to those pursuing a career in special education. Those seeking their credential in this field gain a distinct advantage when they earn the corresponding master's degree as well. Facilitating the process, APU now offers a new combined program coupling the Master of Arts in Education: Special Education with the Mild/Moderate Disabilities Specialist Credential Level I, Track 2. The combination renders the graduate more marketable and better prepared to communicate with and educate special needs students.

The Mild/Moderate Disabilities Specialist Credential Level I, Track 2 is designed for currently contracted teachers. Because much of the course work for this credential is embedded in the Master of Arts in Education: Special Education, many students opt to pursue both the degree and the credential simultaneously. Those who do render themselves highly marketable and eagerly recruited. In this program, candidates develop an induction plan under the supervision of their school district and an APU advisor. Students who complete Level I, Track 2 are granted five years in which they must enroll in Level II to clear their credential.

The Master of Arts in Education: Special Education provides the tools to make solid contributions in the special needs classrooms. The instruction and course work come from a distinctly Christian perspective, leading to a compassionate, caring, and ethical approach to teaching.

Level II

Those who successfully complete the program and earn the Level I Credential are granted five years within which they must enroll in Level II of the Specialist Program to clear their credential. The Level II Credential

is renewable. In this program, candidates develop an induction plan under the supervision of their district and APU. For more information, please contact, David Colachico, Ed.D., program director, at (626) 815-5430.

Combined Master of Arts Degrees and Credential Programs

Azusa Pacific University recognizes the need to provide quality academic programs for graduate students with divergent professional goals and differing educational needs. The degree and credential programs are designed for a limited number of individuals eager to pursue a Master of Arts degree and a credential program concurrently.

The combined degree and credential programs are restrictive and faculty advisement and an admissions interview are required prior to enrollment in the program.

The combined program is not appropriate for an individual serving on an emergency credential with an urgent need to complete a Level I credential in one year. A combined program may require more than one academic year.

Required Credential Courses **30 units**

Level I, Track 2 is designed for candidates employed as a teacher by a school district.

TEP 550	First and Second Language and Literacy, K-8	3
— or —		
TEP 560	First and Second Language and Literacy, 7-12	3
EDUC 504	Teaching and Cultural Diversity	3
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 562	Field Experience: Exceptional and Nonexceptional Individuals	3
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories of Intervention in Behavior Disorders	3
SPED 540	Mild to Moderate Disabilities in Regular Education	3
SPED 563	Field Experience: Mild to Moderate	3

Required M.A. Courses **9 units**

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3
Total		**39 units**

Master of Arts in Education: Pupil Personnel Services and Pupil Personnel Services Credential: School Counseling

Program Director: Barbara Wynne-Sorenson, Ph.D.
(626) 815-5424
bsorenso@apu.edu

Azusa Pacific's new combined degree and credential program pairs the Master of Arts in Education: Pupil Personnel Services and the Pupil Personnel Services Credential: School Counseling for a more efficient path to an advanced school counseling career. Because the master's degree alone does not qualify one to serve as a school counselor or school psychologist, many opt to obtain the credential as well. This program conveniently couples the two.

The Master of Arts in Education: Pupil Personnel Services equips candidates with in-depth understanding of the numerous issues and pressures facing young students today. With a solid background in this area, candidates are better able to communicate with students of all cultures, social levels, and learning abilities.

The master's degree coupled with the Pupil Personnel Services Credential: School Counseling significantly increases one's marketability. Six additional field units beyond the required course work for the master's immerses the candidate into the world of school counseling, emphasizing practical techniques to help young students stay in school. Candidates explore problem-solving skills, discipline procedures, and crisis and routine intervention are explored, and work side-by-side with practicing school counselors. This combination program produces well-rounded, yet highly specialized professionals.

Prerequisites

1. Admission to graduate education and the Department of School Counseling and School Psychology (Consult graduate catalog for all admission requirements.)
2. Twelve semester units of undergraduate or graduate course work in education (For each year of verified, full-time teaching experience, three units of prerequisites may be waived.)
3. The equivalent of EDUC 300 Introduction to Teaching as a Profession, K-12, or EDUC 400 Foundations of Education and PSYC 290 Child Growth and Development

Course Requirements

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3
Required Courses		**30 units**
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532	Counseling Exceptional Individuals and Their Parents	3
EDUC 533	Basic School Counseling	3
EDUC 550	Issues in School Counseling	3
EDUC 552	Pupil Personnel Services Management and Career Development	3
EDUC 562	Supervised Field Experience: Exceptional and Nonexceptional Individuals	3
EDUC 564	Supervised Field Experience: Pupil Personnel	3
EDUC 582	Schools and the Law	3
EDUC 583	Intervention Through Consultation	3
Total		**39 units**

Master of Arts in Education: Pupil Personnel Services and Pupil Personnel Services Credential: School Psychology

Program Director: Barbara Wynne-Sorenson, Ph.D.
(626) 815-5424
bsorenso@apu.edu

Azusa Pacific's new combined degree and credential program pairs the Master of Arts in Education: Pupil Personnel Services and the Pupil Personnel Services Credential: School Psychology for a broader, more marketable approach for school psychologists.

The Master of Arts in Education: Pupil Personnel Services equips candidates with in-depth understanding of the numerous issues and pressures facing young students today. With a solid background in this area, candidates communicate more effectively with students of all cultures, social levels, and learning abilities.

The Pupil Personnel Services Credential: School Psychology qualifies one to serve as a school psychologist at the district level, responsible for overseeing several schools. School psychologists make psychological assessments, identify learning disabilities, and place students in special education programs. Because the first half of this program nearly duplicates the School Counseling Program, with the addition of one course (EDUC 568), those pursuing the credential in school psychology may earn their School Counseling Credential as well.

Course Requirements

Core Courses		**9 units**
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3
Required Courses		**57 units**
EDUC 530	Introduction to Individual Differences	3
EDUC 531	Tests, Measurements, and Instructional Planning	3
EDUC 532	Counseling Exceptional Individuals and Their Parents	3
EDUC 533	Basic School Counseling	3
EDUC 550	Issues in School Counseling	3
EDUC 552	Pupil Personnel Services Management and Career Development	3
EDUC 582	Schools and the Law	3
EDUC 583	Intervention Through Consultation	3
EDUC 558	Advanced Human Growth and Development	3
EDUC 630	Human Learning Abilities and Disabilities	3
EDUC 631	Young Children: Assessment and Early Intervention	3
EDUC 632	Intellectual Assessment	3
EDUC 633	Multicultural and Bilingual: Assessment and Intervention	3
EDUC 634	Intervention and Prevention	3
EDUC 635	Role and Function of the School Psychologist	3
EDUC 636	Research and Evaluation in School Psychology	3
EDUC 637	Child Psychopathology: Assessment and Treatment	3
EDUC 668	Field Experience I	3
EDUC 669	Supervised Field Experience: School Psychology	3
Total		**66 units**

Master of Arts in Education: School Administration and Preliminary Administrative Services Credential (Tier I)*

Program Director: Dan Elliott, Ed.D.
(626) 815-5369
delliott@apu.edu

Educators desiring to serve in administrative roles find APU's combined Master of Arts in Education in School Administration with the Preliminary Administrative Services Credential (Tier I) Program an ideal path toward their goal. (The credential-only program is described on earlier pages of this catalog.) The master's program coupled with the Tier I Credential qualifies graduates to serve as effective instructional leaders in administrative roles. The program emphasizes a strong Christian approach and incorporates four integrative themes into all course work: collaborative leadership and decision making for effective culturally diverse schools; instructional system design/management; care and enhancement of individuals; and moral/ethical development of students and staff.

This solid foundation is largely responsible for the program's growth and success since 1985. Today, APU is among the largest centrally based, credential-granting institutions in the state. The success is also a result of the rigorous standards of the program's faculty. As practicing administrators and fieldwork mentors involved in the daily operation of many Southern California school districts, these professors stand poised to offer relevant, insightful instruction and firsthand experience. Consequently, APU graduates are heavily recruited to serve in districts throughout the state. This program is offered at the following locations:

Azusa
High Desert
Inland Empire
Orange County
San Diego
Temecula Valley/Menifee
Ventura

*Students must apply and be admitted to both the M.A. and the Tier I programs.

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 815-3055 or iss@apu.edu.
3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three recommendation forms submitted by principals or district administrators who have current knowledge of applicant's academic ability and potential for service in school administration

8. Letter to the dean describing educational goals as well as short- and long-term professional goals
9. Résumé or Statement of Experience, verifying with supervisor signatures at least three years of full-time service under a "basic" credential (i.e., Teaching, Pupil Personnel Services, Library, School Nurse, etc.)
10. Valid California teaching, services, or designated subject credential
11. Successful completion of the CBEST
12. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

Internship candidates must also submit:

13. Contract or letter verifying administrative offer of employment, and Terms and Agreements form signed by the superintendent or designee
14. Letter from the employing district superintendent or designee nominating the student for the internship credential and expressing a willingness to participate in the process

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of undergraduate prerequisites may be waived.
- Candidates without previous course work in mainstreaming of special needs students are required to take EDUC 530 Introduction to Individual Differences.
- Candidates without introductory skills in educational use of computers are required to either show proficiency or complete EDUC 500 Technology and the K-12 Educator or its equivalent prior to registering for EDUC 516 Technology for the School Administrator.

Laptop Requirements

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and have access to the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services, (626) 815-4570.

Course Requirements

No required sequence except as noted.

For internship students, the program of study must verify enrollment in only one course per term during the two semesters of supervised internship field experience.

Core Courses **9 units**
(not required for those who possess a master's degree in education)

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Concentration Courses **21 units**

EDUC 516	Technology for the School Administrator*	3
	*Must have completed the equivalent of EDUC 500	
EDUC 575	Educational Research and Program Evaluation	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction*	3
	*Must have completed the equivalent of EDUC 571	
EDUC 585	Seminar in School Personnel Management	3
EDUC 586	School Site Leadership	3

Field Experience **6 units**
(Each course lasts the duration of a 15-week semester.)

EDUC 565	Supervised Field Experience in School Administration I	3
EDUC 566	Supervised Field Experience in School Administration II	3

— Or, for Internship candidates —
(Each course lasts the duration of a 15-week semester.)

EDUC 560	Supervised Administrative Internship Field Experience I	4
EDUC 561	Supervised Administrative Internship Field Experience I	4

Total for those who possess another master's degree in education and meet core requirements **27-29 units**

Total for those who do not possess a master's degree in education **36-38 units**

Additional Master's Degree Requirements

Comprehensive Exam

Candidates for the Preliminary Administrative Services Credential combined with the Master of Arts in Education with an emphasis in School Administration must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

Growth Assessment

Candidates for the Master of Arts in Education with an emphasis in School Administration and Preliminary Administrative Services Credential (Tier I), upon completing the course work, must submit an Intent to Graduate form. This form triggers the sending of the Growth Assessment document to the candidate. The candidate completes the packet assessing his/her accomplished growth during the program. Included are the possible questions from which the candidate may select two in preparation for the exit oral presentation.

Exit Oral Presentation

At the conclusion of the program, candidates complete a growth assessment and prepare for an exit oral presentation on a topic from the approved orals list.

Thesis Option
Candidates seeking the master's degree with an emphasis in school administration may elect to complete a master's thesis/project in lieu of the comprehensive examination and oral presentation. Students meet with the program director to obtain preliminary approval and plan course work to complement their research for the thesis. Once approved, students enroll in EDUC 591 Thesis during their final semester. The thesis or project enables the student to conduct meaningful research or program development. The program director is available to advise students who may be considering the thesis or project option rather than the comprehensive exam. A thesis advisor from the full-time faculty will be designated by the program director to work with the student. Students may request specific full-time faculty to be their thesis advisor. The student will register for 591 Thesis in lieu of the second semester of field experience unless one semester of field experience has been waived for some other reason.

Master of Arts in Educational Technology and Preliminary Administrative Services Credential (Tier I)

Program Directors:
Kathleen Fletcher Bacer, Ed.D.
(626) 815-5480, (626) 815-5355
kbacer@apu.edu

Dan Elliott, Ed.D.
(626) 815-5369
delliott@apu.edu

Growing demand from districts for administrators trained to provide leadership in educational technology led to development of this combined program. Candidates who complete this 54-unit sequence will earn both the Master of Arts in Educational Technology degree and the entry-level Preliminary Administrative Services Credential (Tier I). Although the credential will authorize initial employment in any administrative position, a graduate of this combined program will be uniquely prepared for positions such as that of coordinator or director of educational technology at a school site or district office. (Candidates may also pursue either program separately, as described elsewhere in this catalog.)

Students in the program gain firsthand experience with integration of technology and the classroom. The focus moves beyond Internet access to cross-cultural literacy and communication with the world at large. The program includes functional analysis of computers' evaluation of educational software and computer hardware, curriculum and lab design, networking, telecommunications, instructional application of integrated software, desktop publishing, instructional design and development, and current trends in educational technology.

From a leadership perspective, the program emphasizes a Christian approach and incorporates four integrative themes into all course work: collaborative leadership and decision making for effective, culturally diverse schools; instructional system design and management; care and enhancement of individuals; and moral/ethical development of students and staff.

Application Requirements

1. Completed Application for Graduate Admission
2. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 815-3055 or email iss@apu.edu.
3. A $45 nonrefundable application fee
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all postbaccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three recommendation forms submitted by principals or district administrators who have current knowledge of the applicant's academic ability and potential for service in school administration
8. Letter to the dean describing educational goals as well as short- and long-term professional goals
9. Résumé or Statement of Experience, verifying with supervisor signatures at least three years of full-time service under a "basic" credential (i.e., Teaching, Pupil Personnel Services, Library, School Nurse, etc.)
10. Valid California teaching, services, or designated subject credential
11. Successful completion of the CBEST
12. Intent to purchase or proof of ownership of a designated laptop computer and required software
13. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

- Twelve semester units of undergraduate course work in education
- For each year of verified, full-time teaching experience, three units of undergraduate prerequisites may be waived.
- Candidates without previous course work in mainstreaming of special needs students are required to take EDUC 530 Introduction to Individual Differences.

Laptop Requirements

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop

labs allow students to plug into docking stations and have access to the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services, (626) 815-4570.

Required Laptop Specifications
Minimum Requirements:
400mhz, 64 ram (more recommended), 6 GB hard drive, 2 expansion slots, 10x CD (20x recommended), 56k modem, ethernet, multimedia capability; Zip drive, USB, and firewire highly recommended. PCs will need a 10/100 base-T ethenet card and Win 98 or ME.

Students may purchase a PC or Macintosh as long as it meets the minimum requirements. Call the Bookstore for current price information.

Azusa Pacific University Bookstore is open Monday-Thursday, 8:30 a.m.-8 p.m..; or Friday-Saturday, 8:30 a.m.-4:30 p.m.

Required Software
Software is required for each educational technology course. Upon acceptance into the program, a student receives a list of software required. The APU bookstore has all software available for purchase.

For more complete information contact the program directors, Kathleen Fletcher Bacer and Dan Elliott (see above) or contact the University Bookstore.

Course Requirements

Core Courses **9 units**

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	History and Philosophy of Education	3

Educational Technology Courses **18 units**
Choose 6 courses from the following.

EDUC 512	Instructional Applications of Integrated Software	3
EDUC 513	Operations Systems/Networking	3
EDUC 514	Educational Video and Multimedia	3
EDUC 515	Emerging Trends in Technology	3
EDUC 517	Telecommunications	3
EDUC 518	Global Learning/Cross-Cultural Classrooms	3
EDUC 519	Educational Desktop Publishing	3
EDUC 523	Instructional Applications of Hypermedia	3
EDUC 524	Instructional Design and Development	3
EDUC 527	Special Topics in Educational Technology	3

Preliminary Administrative Services Courses **21 units**

EDUC 516	Technology for the Administrator	3
EDUC 575	Educational Research and Program Evaluation	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction	3
EDUC 585	Seminar in School Personnel Management	3
EDUC 586	School Site Leadership	3

Field Experience **3 units**

EDUC 565	Administrative Field Experience I	3

Comprehensive Portfolio for Educational Technology **3 units**
These 3 units are in lieu of EDUC 566 Supervised Field Experience in School Administration II. EDUC 526 includes a research-based multimedia portfolio which must be completed to meet the require- ments for the master's degree. EDUC 526 must be taken at the end of the course work in Educational Technology.

EDUC 526	Practicum in Educational Applications of Technology	3

Comprehensive Examination Requirement
Candidates for the Preliminary Administrative Services Credential combined with the Master of Arts in Educational Technology must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

Doctor of Education in Educational Leadership

The aim of the programs in educational leadership is to develop individuals who will be distinguished for their visionary leadership, scholarly practice, and exemplary character. The faculty has expanded on the qualities set forth in the program's purpose statement as follows.

Visionary Leadership
The faculty envisions its graduates as innovative, visionary leaders. These leaders are competent in and committed to creating educational environments that are simultaneously challenging and supportive for students, employees, and communities. They use their skills, insights, and convictions to examine the educational organization in their care; analyze, reflect upon, and evaluate that organization; and imagine and shape its future. Such leaders are bold, yet reflective; creative, yet practical; perceptive and patient; just and compassionate.

Scholarly Practice
The faculty envisions its graduates as scholar-practitioners who integrate theoretical knowledge with practical decision making. These graduates identify theory and research findings from relevant disciplines and apply that knowledge to problems and needs in a range of educational settings. Such scholar-practitioners are grounded in relevant technologies and substantive professional content, trained in skills of inquiry, capable of independent and critical thought, and dedicated to improving their own professional practice, as well as that of other educators.

Exemplary Character
The faculty envisions its graduates as individuals of high moral and ethical character who probe the deeper questions regarding the meaning of human existence. They dedicate themselves to a perpetual quest for truth as they face the contradictions inherent in the world. Therefore, the program will lead students to explore Christian beliefs, values, and practices as they apply to educational leadership in a diverse society.

Application Requirements

The following materials are required of applicants to the Ed.D. Program. Each application is evaluated as a whole. Please seek advisement for additional requirements for those who wish to pursue the Professional Administrative Credential (Tier II) in combination with the Ed.D.

1. Completed Application for Graduate Admission
2. A $45 nonrefundable application fee (not required of students previously admitted to a graduate program at Azusa Pacific)
3. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (This is not required of students for whom Azusa Pacific already has such records. To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. A student's sealed copies will not be considered official.)
4. A master's degree in education or a closely related field from a regionally accredited institution
5. Minimum graduate GPA of 3.5 on a 4-point scale (Provisional admission may be granted to individuals who do not meet this criterion, if competency can be shown.)
6. Evidence of satisfactory completion of graduate course work in the corequisite areas listed for each emphasis (Corequisites not completed prior to admission must be taken during the first year of doctoral study.)
7. Three recommendations on doctoral forms, one completed by the applicant's supervisor and all from persons who can attest to the applicant's potential for doctoral study and leadership
8. Form(s) signed by the employer to document five years of relevant professional experience (Ed.D. students who lack appropriate experience but meet the other admissions criteria may be admitted provisionally and, subsequently, complete experiences to broaden their base of practical experience.)
9. A current professional résumé
10. Letter to the dean, double-spaced, describing the student's educational goals, short- and long-term professional goals, professional activities, and areas of interest for a total of five to seven pages
11. A writing sample that demonstrates the student's ability to write cogently and use research and professional literature effectively in developing ideas and arguments (e.g., a master's thesis, a scholarly article published in a journal, a comprehensive course paper, or a major district report)
12. Results of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last 10 years and sent directly from the testing agency to the Graduate Center
13. For international students who have graduated from a college or university where English was not the principal language, a minimum TOEFL score of 600 is required. Results of the Test of Spoken English and the Test of Written English are recommended. If the latter results are not submitted prior to admission, students may be required to follow procedures described under Admission Policies in this catalog. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.
14. Other evidence of potential for leadership as the candidate desires

Tier II candidates must also submit:

15. Completed supplementary application for the Tier II program

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Interview and Computer Requirements
Upon invitation, doctoral applicants complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and ascertain, at least initially, the applicant's potential for success in educational leadership.

Finally, though not an admission requirement *per se*, students must own or have ready access to a computer during their tenure in the program. The university bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms.

Admission Decisions

The university reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, the program Admissions Committee specifies the additional requirements necessary for full admission and the time limit for completing them. Failure to meet these requirements may result in dismissal from the program.

The university reserves the right to refuse admission to any applicant at the discretion of the deans or the Admissions Committee and to disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee.

Resources that Support the Program

Among the resources that support the programs in advanced educational leadership is the Graduate Center, described elsewhere in this catalog. Other resources are the faculty, the university's Christian perspective, the Center
for Research on Ethics and Values, research fellowships, library and online services, the Career Center, and the students themselves.

Faculty
Faculty members hold doctorates from nationally recognized universities and have extensive experience as practicing leaders in education. While maintaining high academic standards, Azusa Pacific University is committed to meeting the special needs of individual students. To this end, faculty and program directors are readily available to confer with students. Students are assigned a faculty advisor upon admission.

Christian Perspective

The university's Statement of Mission and Purpose declares that the goal of the university is to seek to advance the work of God in the world through academic excellence in liberal arts and in professional programs of higher education that encourage students to develop a Christian perspective of truth and life. Although the university does not require its graduate students to espouse a Christian worldview or sign a statement of faith or conduct, all faculty and staff hold a Christian commitment and seek to impart to students professional, ethical, and moral standards in keeping with Christian principles. The programs in advanced educational leadership include course work specifically designed to encourage and challenge students, regardless of their individual beliefs, to think deeply about critical professional issues and consider these issues within the context of a Christian worldview.

Center for Research on Ethics and Values

The Center for Research on Ethics and Values was founded concurrently with the opening of the doctorate in education. The center is committed to the promotion of research and scholarship that can enhance the moral, ethical, and spiritual development of children, youth, and young adults. Faculty research is facilitated; the center also hosts conferences for faculty and students in keeping with its mission.

Research Fellowships and Financial Aid

Federal Stafford loans and personal bank loans are available to all graduate students through the Office of Graduate Student Financial Services. Since some papers can be submitted prior to admission, students are advised to contact that office early in the admissions process.

In addition, the university offers a limited number of fellowships to doctoral students able to act as research associates to doctoral faculty. These fellowships are available to students who enroll in at least 9 units per semester and devote 18 hours per week to their assignment. The fellowship involves a modest stipend and 50 percent reduction in tuition.

Library and Online Services

The Hugh and Hazel Darling Library, nearly 49,000 square feet in size, was opened in 1998. The library provides rich printed, audiovisual, and online resources for graduate students in education. Its collection of books, journals, microfiche documents, audiovisual materials, and databases continues to expand. Housed in the library are 180 computer carrels and 220 workstations. Online access is provided to approximately 100 licensed electronic databases, as well as the Internet and the Statistical Package for the Social Sciences (SPSS). Most of these resources are also accessible from students' homes via modem. For more information, see p. 11 of the catalog.

The Darling Library also offers a workroom for production of audiovisual and computer presentations. In addition, students have access to the William V. Marshburn Memorial Library, which houses materials in business management and other related disciplines, and the Academic Computer Center. The university has equipped a number of classrooms with computers, video/data projectors, and online access to university resources and the Internet.

Interlibrary loan is available for materials not in the Azusa Pacific collections. In addition, doctoral students may receive reimbursement for a library card obtained at an appropriate research library.

Career Center

The university maintains a Career Center to assist students in identifying and applying for appropriate positions. For a reasonable fee, students may establish a placement file that is handsomely assembled and sent to prospective employers on request.

The Department of Educational Administration sponsors an Administrative Placement Workshop each spring. Faculty are also available to review application papers with students and provide individual career guidance.

Community of Students

Students themselves bring diverse backgrounds and perspectives that provide a rich resource for classroom discussions and projects. Professional collegiality is also supported in the required Proseminar course, which sets the foundation for the program. Each Proseminar class elects a representative to the Student Input Group, which meets periodically with the program director. Email serves to facilitate exchange of information and ideas among students and between students and faculty.

Other opportunities to develop community among students include the annual conference in connection with the EDUC 704/705 class (Christian Perspectives and Moral/Ethical Issues in Educational Leadership), when students interact with a leader in this field. Another sharing opportunity comes when students meet in a symposium to present the papers that grow out of the EDUC 704/705 class. All students are expected to attend at least two conferences and two symposia during their time at the university. Finally, all students are invited to attend the sessions at which graduates present their dissertation research to their invited guests – family and colleagues – and the Azusa Pacific community.

Course of Study

Overview

The conceptual framework for the program in advanced educational administration consists of the Seven Learner Goals adopted by the Departments of Education. In addition, the Tier II Program conforms to California requirements for the Professional Administrative Services Credential, and the Ed.D. Program is guided by the standards of the Interstate School Leadership Licensure Consortium (ISLLC). The program emphasizes knowledge and skills of leadership and inquiry necessary for advanced positions in educational leadership.

Combined Ed.D. and Tier II Program

The Ed.D. alone requires a total of 60 units. The Ed.D. combined with the Tier II credential requires a total of 64 units. Both courses of study include first-year and comprehensive examinations and successful completion of the dissertation. Both programs accept up to 12 units at the master's level, subject to transfer limitations described below. Please seek academic advising for opportunity to pursue a combined credential option.

Of the 60 units for the Ed.D. alone, 48 are normally taken in residence at Azusa Pacific. Students who earned the Tier II elsewhere should enter the Ed.D. Program and petition to transfer up to 12 units of academic work from their Tier II Program, subject to transfer limits below. Acceptance of the transfer units automatically reduces the residency requirement at Azusa Pacific to 36 units.

Emphases

Within the Doctor of Education in Educational Leadership, whether pursued alone or in combination with the Tier II, students may pursue an emphasis in educational administration, teaching and learning, or higher education. The Educational Administration emphasis prepares graduates for advanced leadership roles, primarily in elementary and secondary education, including administrative positions at the district, county, state, and federal levels. The Teaching and Learning emphasis supports teachers who aspire to provide leadership from the classroom, as a mentor, or through involvement with faculty teams and committees. This emphasis is also appropriate for an individual planning to work as a leader in professional development or curriculum administration, or as a teacher educator. The Higher Education emphasis equips graduates desirous of leadership roles in colleges and universities.

If none of these emphases meets a student's goals, he or she may also opt for a personalized course of study designed to meet his or her individual educational interests and professional needs. Students may also petition for program changes or adaptations, explaining how the modification will better enable them to attain the goals of the program while also facilitating their development as leaders and servants.

Instruction

The nature of doctoral study is such that students are guided in critically analyzing the theoretical and research literature pertinent to the degree's base of knowledge as well as their particular areas of interest. Emphasis is placed on in-depth analysis and synthesis of ideas, identification of those ideas worthy of application to practice, and exploration of processes and competencies critical to such implementation. Candidates are encouraged to make the transition from the role of a pupil to that of a scholar. In this process they are expected to give thoughtful consideration to application of principles of academic integrity, set forth earlier in this catalog, as they apply to academic inquiry and professional practice.

Program goals are accomplished through a seminar approach that focuses on class participation and discussion, as well as individual and group presentations. Within this format, the instructor, rather than acting as the imparter of knowledge, serves as a seminar facilitator and colleague – assisting students in focusing discussion and ensuring that the necessary in-depth analysis, synthesis, and application occur. Where appropriate, transfer of learning to practice is facilitated through case studies, ethical dilemmas, in-basket exercises, role play, simulation, and real-world applications. A three-unit course calls for 39 class hours per semester, exclusive of breaks, and at least 9 hours of preparation per week.

Corequisites

All doctoral applicants must present at admission or complete within the first year of study successful graduate work in specified courses. Azusa Pacific equivalent courses are indicated for each corequisite. Courses taken elsewhere must be similar to the courses named.

Students in both the educational administration and the teaching and learning emphases must complete corequisites in history and philosophy of education (comparable to EDUC 573), curriculum foundations (EDUC 571), educational psychology (EDUC 572), and educational research and statistics (EDUC 575).

Higher education students also complete corequisite courses in history and philosophy of education (comparable to CSA 581 at APU) and educational research and statistics (comparable to CSA 575). The third and fourth corequisites in higher education may be selected from the following: psychology (EDUC 572), student development (CSA 552), law (CSA 543), sociology of education (CSA 562), teaching/learning (CSA 571), counseling (CSA 563 or CSA 583), administration (CSA 553, CSA 591, MHOD 521, or MHOD 561), or finance (EDUC 600 or BUSI 506). Courses listed in parentheses are APU equivalents to the corequisites.

Master's-level and Tier II Transfer Units

Up to 12 units at the master's level may be transferred toward the 60 units required for the Ed.D. degree. Such courses must be relevant to the student's doctoral studies. Graduate transfer units (except those for the Tier II) must have been acceptable toward a graduate degree at a regionally accredited institution.

Academic Tier II courses, equivalent to Azusa Pacific courses EDUC 600, EDUC 610, EDUC 615, and EDUC 620 must have been part of a state-approved credential program at a regionally accredited university. Supervised field experience units are not accepted toward the Ed.D. only. Please seek academic advisement for the program combining the Tier II with the Ed.D.

All transfer units must have been earned with a grade of *B* or better and ordinarily within the preceding 10 years. In some cases, experienced educational leaders may petition for an extension of the 10-year limit, with justification on a course-by-course basis.

Master's-level Courses 12 units maximum

Students who bring in less than 12 transfer units at the master's level may, within that maximum, include relevant master's courses in their course of study. Most often, these are courses taken to satisfy corequisite requirements. Corequisites may also be met by examination; of the 12 applicable master's-level units, six may be earned in this way.

Tier II Courses 12 units maximum for Ed.D.-only (electives)

In the Ed.D. Program, courses EDUC 600, EDUC 610, EDUC 615, and EDUC 620 are available as electives. Courses EDUC 661 and EDUC 664 do not count toward the total of 60 units for the Ed.D. degree, but may be included in a combined Tier II Ed.D. course of study. Consult the program director for details.

Tier II Courses

EDUC 600	Budgeting and Managing Information Systems in K-12 Education – Human and Fiscal Resources	3
EDUC 610	Human Diversity and Social Context	3
EDUC 615	Politics and Policy Analysis in Education	3
EDUC 620	Administration and Supervision in K-12 Education	3
EDUC 661	Professional Field Experience I, Induction	2
EDUC664	Professional Field Experience IV, Assessment	2

Students who earned the Tier II Credential prior to admission for doctoral study should apply for the Ed.D.-only Program. Subject to the same limits as for transfer units, they may apply the core units of academic course work from that program (EDUC 600, EDUC 610, EDUC 615, and EDUC 620 or equivalent) toward the 60 required for the Ed.D.-only Program.

Required Courses 15 units

The following courses are required courses. EDUC 794 and EDUC 795 do not count toward the unit requirement. EDUC 794 is a student's first semester of work with his or her dissertation committee. EDUC 795 is repeated until the dissertation has been successfully defended. Registration in these courses provides access to faculty, the library, and related services.

EDUC 700	Proseminar in Doctoral Study in Education	3
EDUC 704/705	Christian Perspectives and Moral/Ethical Issues in Educational Leadership	2,1
EDUC 740	Intermediate Statistics and Data Analysis	3
EDUC 741	Research Design	3
EDUC 790	Doctoral Seminar in Research Studies	2-3
EDUC 794/5	Dissertation Research	3,3

Research Options 0-9 units

One or more of the following courses may be required, as determined by the student in consultation with his or her faculty advisor. These courses typically precede course EDUC 790.

EDUC 742	Qualitative Research	3
EDUC 743	Program Evaluation in Education	3
EDUC 746	Advanced Data Analysis	3

Emphasis Courses 12 or more units

Candidates must complete at least 12 units in the chosen emphasis area. Students who opt for a personalized course of study, rather than an emphasis, plan in conjunction with the faculty advisor a program based on the student's educational and career objectives.

Educational Administration Emphasis

(at least 12 units from the following)

EDUC 714	Theories of Organization in Educational Settings	3
EDUC 716	Leadership Theories and Strategies	3
EDUC 718	Forecasting and Strategic Planning	3
EDUC 720	Innovation and Reform in Educational Organizations	3
EDUC 722	Legal Aspects of Education	3
EDUC 726	Schooling and Social Theory	3
EDUC 736	Seminar: Instruction in K-12 Environments	3

Teaching and Learning Emphasis

(at least 12 units from the following)

EDUC 726	Schooling and Social Theory	3
EDUC 730	Theories and Models of Learning	3
EDUC 731	Achievement Motivation	3
EDUC 733	Advanced Curriculum Development	3
EDUC 736	Seminar: Instruction in K-12 Environments	3
EDUC 737	Teaching and Learning in Higher Education	3
EDUC 739	Professional Development and Adult Learning	3
EDUC 760	Adult Development	3
EDUC 762	Issues in Child and Adolescent Development	3

Higher Education Emphasis

(at least 12 units from the following)

NOTE: This emphasis meets on a nontraditional schedule involving three weeks on campus each July and two weeks each January for three years. At each session, students conclude the courses begun six months earlier and start two new courses. Seat time is the same as in the traditional schedule.

EDUC 706	Student Development in Higher Education	3
EDUC 719	Financing Higher Education	3
EDUC 723	Higher Education and the Law	3
EDUC 727	The Social Context of Higher Education	3
EDUC 737	Teaching and Learning in Higher Education	3

Elective Courses

As needed to equal at least 60 units for the Ed.D.-only

As needed to equal at least 64 units for the combined program

All emphasis courses, Tier II core courses, and research options are available as electives to all doctoral students. Students may also petition for approval to take courses in another 600-level (within the 12-unit maximum) or doctoral program at Azusa Pacific. All exceptions must be justified in terms of the student's educational and career objectives.

Other elective options are listed below.

EDUC 798	Special Topics in Educational Leadership	1-3
EDUC 799	Readings in Educational Leadership and Administration	1-3

Ed.D. graduates and students who have completed the 60 or 64 units required for graduation may elect additional 700-level courses within the program (except EDUC 794 or EDUC 795) at half tuition.

First-Year Review and Guided Inquiry Project

To evaluate success in meeting program goals and uphold the mission and objectives of the university and the School of Education and Behavioral Studies, the program design includes an extensive array of procedures for quality control and assessment. These include a first-year review when students have completed 12 units in the program, among which are at least 6 units at the 700 level. The first-year review calls for a self-assessment and a written qualifying exercise. The student's academic performance is also reviewed. Continuation in the program is contingent upon a successful first-year review.

Upon passing the first-year review, the student undertakes a Guided Inquiry Project. A faculty mentor and committee oversee the project, which may be a student-choice paper, an applied research project, or preparation of materials for a course in higher education. Upon successful completion of the Guided Inquiry Project and at least 42 units, including EDUC 740 and 741, the student may enroll in EDUC 790.

Advancement to Candidacy

Following successful completion of all course work and the Guided Inquiry Project, including approval of the dissertation proposal, and upon recommendation by appropriate advisors, students are advanced to candidacy status.

Dissertation

The final step in the doctoral program is to design, implement, and write a report of a research study. Standards and procedures for the dissertation are defined by the doctoral faculty and are provided to students in a Dissertation Handbook.

The student defends the dissertation in a meeting with the faculty committee and a reader who is not a faculty member in the Tier II or doctoral program at Azusa Pacific. This reader is appointed by and reports independently to the dean of the School of Education and Behavioral Studies. Subsequently, the student participates in a public presentation of the research.

Residence and Study Load

Doctoral students are expected to complete 12 units per year. Three units per semester constitute part-time enrollment; six units are equivalent to full time. Except by petition, full-time students may not enroll in more than 12 units per semester, nor may students who are employed full time carry more than 7 units per semester exclusive of Tier II fieldwork.

Advisement

For advisement with respect to the overall program, each doctoral student is assigned a faculty advisor at the time of admission. The student and advisor jointly develop a program plan specifying the sequence of courses to be completed. This plan is to be filed with the director of the Ed.D. Program by the time the student completes the first 9 units of doctoral study. Students meet at least annually with the faculty advisor. When the dissertation chair is selected, he or she typically assumes the role of faculty advisor as well.

Grading and Grade-Point Average

Throughout higher education, and particularly at the doctoral level, it is hoped that commitment to learning outweighs the pursuit of grades. Nonetheless, grading and the grade-point average continue to play a crucial role in students' careers. For doctoral students the grade of *B* is considered average; a *C* grade is minimally acceptable. Courses graded *C-* and below may not be applied toward doctoral degree requirements.

A doctoral student whose cumulative grade-point average falls below 3.0 is placed on academic probation. Students who are on probation for more than a total of two terms throughout their doctoral study may be dismissed from the Ed.D. Program.

A doctoral student whose grade-point average falls between 3.0 and 3.2 is required to meet with his or her advisor to identify academic skills that may need to be strengthened and to plan appropriate action.

Policies regarding incompletes and withdrawals are those set forth in the Academic Policies 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 the Ed.D. Program and the dean of the School of Education and Behavioral Studies in advance of the semester for which the leave is requested.

Students who fail to return to enrolled status at the end of an approved period of leave will be considered no longer in pursuit of an advanced degree and must reapply for admission to the university if they choose to continue their education at a later time.

Typically, leaves of absence do not extend the total time available to students for completing the Ed.D. degree; however, extensions of the time limit may be granted at the discretion of the director of the Ed.D. Program and the dean of the School of Education and Behavioral Studies.

Time to Degree Completion

By California law, Tier II candidates must complete the credential within five years of beginning their first administrative position. Doctoral students are permitted eight years from the date of initial enrollment to complete all requirements for the Ed.D. degree. Extensions beyond the eight-year limit may be granted at the discretion of the director of the Ed.D. Program and the dean of the School of Education and Behavioral Studies. Students needing an extension due to unusual circumstances must make their request in writing, stating the reasons for the extension and the expected date of degree completion. The maximum time extension that may be granted is two additional years.

Course Descriptions

Education

EDUC 300 Introduction to Teaching as a Profession, K-12 (4)

This course provides an overview of and orientation to the role of the professional educator for those interested in teaching as a career. The emphasis is on development of professional self-awareness, including the historical, philosophical, psychological, sociological, and cultural perspectives through which the teaching profession can be viewed. Included are a variety of guest speakers who introduce different careers in education. With an earned grade of *B* or higher, students may use this course to replace EDUC 400 as a preprofessional course requirement prior to taking the Professional Education Program courses. Includes 15-20 hours of service learning field experience in the Teacher Assistant Program in school settings.

EDUC 400 Foundations of Education, K-12 (3)

This course focuses on the art and profession of teaching. Students study the historical, philosophical, political, and legal foundations of education in America in order to gain a greater knowledge and appreciation of the field. Review of relevant concepts and theories in psychology and human development and the application of them to the lives of students as they grow from elementary to high school and the teaching/learning conditions and dynamics in classrooms are included. Students reflect on being a teacher, extending and evaluating personal philosophy of education, and exploring their position on major issues, concerns, and challenges in schools today and for the future. *Prerequisite: PSYC 290*

EDUC 405 Diversity in the Classroom (3)

This course focuses on the examination of the interaction of the student's cultural background with ethical, 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 to schools. Meets general studies upper-division intensive writing requirement. Includes service learning hours in educational settings. This is a C.L.A.D.-approved course.

EDUC 496 Education and Professional Ethics (3)

This senior seminar course prepares students to understand and express a Christian perspective on issues critical to the education profession. 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. Prerequisites: senior standing, completion of the majority of the units required for God's Word and the Christian Response; and completion of the majority of course work in the major

EDUC 499 Readings in Education (1-3)

EDUC 500 Technology and the K-12 Educator (3)

This course is designed for K-12 educators and focuses on the appropriate use of technology to facilitate the teaching and learning process. The course builds on the CCTC Level I Technology Proficiencies that are met in the preliminary credential programs. Instructional methods explored utilize a variety of technology for collaboration and communication. This course covers 1) designing, optimizing, and analyzing technology-enriched lessons and learning environments, 2) the use of computer applications to manipulate and analyze data, 3) determining the authenticity, reliability, and bias of data gathered, 4) the use of technology-enhanced curriculum for developing information literacy and problem-solving skills, 5) the use of technology as a tool for student assessment and parent communication, and 6) the acquisition and use of technology resources at the site and district level. This course is approved by the California Commission on Teacher Credentialing to meet the technology requirements for the Professional Clear Credential (Level II Proficiencies).

EDUC 501 Language Structure, Acquisition, and Development (3)

This course explores the structures of English used in communicating meaning, theoretically sound models of second-language learning and teaching, and the distinctive factors which affect first- and second-language acquisition. Requirements include gathering oral and written language examples and a mini-case study of a second-language learner.

EDUC 502 Methods of Bilingual, English Language Teaching (3)

This course examines models and methods of bilingual education and explores theories and methods of teaching in and through English as a second language for limited-English-proficient students in grades K-12. The course presents basic approaches to assessing language and content area development of bilingual students.

EDUC 503 School Practicum in English Language Development (3)

This course offers collaborative opportunities to pursue classroom-based action plans for testing adaptations in learning conditions and teaching strategies for English language development students. Students explore approaches in Specially Designed Academic Instruction in English (SDAIE) across the curriculum with second-language learners.

EDUC 504 Teaching and Cultural Diversity (3)

This course examines the interaction between students' racial, cultural, linguistic, gender, class, religious, and ability backgrounds and the wider educational and social community settings. Participants explore culturally responsive teaching strategies that support and enhance educational success for students of diversity.

EDUC 505 Advanced Literacy Development (3)

This course explores exemplary models of literacy development for elementary and secondary level students who are advancing in their reading and writing processes and learning to value narrative, informational, and poetic language uses across a widening range of literacy functions. Students examine and experience process-sensitive approaches to readers' and writers' workshops, booksharing circles, writing across the curriculum, content-area reading, and other structured formats which engage maturing readers/writers more fully in using written language to construct meaning in their lives. Included in the course are investigations into multiple literacies, reflective self-assessment, cross-age literacy programs, and other social, collaborative contexts for literacy growth.

EDUC 507 Family, Community, and School Connections (3)

This course explores strategies for building stronger school ties with family members and people in the wider community. Students examine the needs and designs of exemplary family-community-school interaction programs, which enhance language, literacy, and academic learning for bilingual children and their families. Participation in a community-based project or a service agency program is required.

EDUC 508 Assessment and Evaluation in Multicultural Classrooms (3)

This course reviews the uses, demands, and limitations of formal, standardized testing practices and builds on theoretical principles of teachers assessing more fully their own students' growth in academic knowledge and communication abilities. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and other authentic approaches to assessing the development of language, literacy, and academic concepts. Students also explore ways to assess and improve their own instructional programs and teaching.

EDUC 509 Special Topics in Language Development (3)

Students study specific current topics, trends, technologies, or innovative programs in the field of bilingual/English language development. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing language, literacy, or academic learning opportunities for bilingual students.

EDUC 510 Creative and Collaborative Leadership (3)

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.

EDUC 512 Instructional Applications of Integrated Software (3)

The educational uses of integrated software packages are studied. The student receives hands-on experience with one or more integrated software packages such as Appleworks, Microsoft Works, or Lotus Symphony. Projects utilizing spreadsheets, word processing, and databases in education are required. Prerequisite: EDUC 500 or instructor's consent

EDUC 513 Operating Systems/Networking (3)

Students study the principles, theories, and applications of computer networking. Topics include hardware, software, standards, transmission vehicles, local area networks, protocols, network interfacing and performance, types of networks, case studies, and design of a local area network. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 514 Educational Video and Multimedia (3)

This course covers the use of video and interactive multimedia for instruction. Topics addressed include the use of video cameras, video editing equipment, titling software, various methods of video and graphic digitizing, laserdisc players, barcode readers, and interactive computer-assisted instruction (CAI). Projects include producing a video, using hypermedia authoring software to create interactive multimedia software, and writing a hardware acquisition grant. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 515 Emerging Trends in Technology (3)

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. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 516 Technology for the School Administrator (3)

This course offers an overview of the use of technology in the administrative and instructional processes for the school administrator. Software to handle various administrative tasks routinely and provide better information for school management is featured. Needs assessment, hardware and software selection, classroom applications of various

technologies, and other vital areas of technology implementation are also covered. This course facilitates a discussion of the role school administrators can play in leading others to a better understanding of the potential of educational technology and reducing the "computer phobia" that some classroom teachers may experience. *Prerequisites: EDUC 500 and the ability to use word processing, database, and spreadsheet programs*

EDUC 517 Telecommunications (3)

Students study the principles, theory, and application of telecommunications. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 518 Global Learning/Cross-Cultural Classroom (3)

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.

EDUC 519 Educational Desktop Publishing (3)

Students learn the educational uses of desktop publishing software. Projects such as handouts, newsletters, and student desktop publishing activities are required. Techniques, uses, curriculum integration, and vocabulary of desktop publishing are the primary focus. *Prerequisite: EDUC 512 or instructor's consent*

EDUC 523 Educational Applications of Hypermedia (3)

The basics of Hypermedia are studied. Students are introduced to an authoring program. Topics include the mechanics of the programs and their use for the development of class presentations, computer-assisted instruction (CAI), and multi-media projects. Integration of Hypermedia with school curriculum is emphasized. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 524 Instructional Design and Development (3)

Development of computer-assisted instruction (CAI) is covered. An authoring program is used to develop CAI lessons. Instructional systems design, storyboarding, flowcharting, screen design, CAI evaluation, tutorials, drill and practice, simulations, instructional games, and feedback use are an integral part of the course. *Prerequisite(s): EDUC 500 and EDUC 523, or instructor's consent*

EDUC 526 Practicum in Educational Applications of Technology (3)

The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Educational Technology Program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive portfolio, and an oral defense to conclude the requirements for the master's degree. This course must be taken at the end of the course work. *Prerequisite: all course work completed*

EDUC 527 Special Topics in Educational Technology (3)

The current technologies, trends, or topics in educational computing are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into the classroom or computer laboratory. Different topics may be taken and repeated for credit. *Prerequisite: EDUC 500 or instructor's consent*

EDUC 530 Introduction to Individual Differences (3)

Students are introduced to individuals with exceptional needs, cultural differences, socio-economic disadvantages, and sexual biases, in order to achieve awareness of and 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. This course is approved by the California Commission on Teacher Credentialing to meet the computer requirements for a Clear Teaching Credential.

EDUC 531 Tests, Measurements, and Instructional Planning (3)

Students study the validity and reliability of current tests, interpretation of test results, and their application to the instructional planning analysis of norm- and criterion-referenced measurement and development of objective-based programs.

EDUC 532 Counseling Exceptional Individuals and Their Parents (3)

Varied counseling theories and techniques are examined. Students analyze the psychological processes and emotional stages of parenting children with disabilities and the effects of disabilities on exceptional individuals. The course emphasizes the role of the teacher, the school counselor, and other school personnel in therapeutic relationships with exceptional individuals and their parents.

EDUC 533 Basic School Counseling (3)

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 basic skills for the school counselor and other school personnel in therapeutic relationships with exceptional and nonexceptional individuals, parents, teachers, and administration. *A prerequisite for EDUC 550 and EDUC 583*

EDUC 541 Emerging Literacy, K-12 (3)

This course focuses on the emerging literacy needs of K-12 students who are at beginning or minimal levels of processing reading and writing effectively for meaning, including English language learners with distinctive literacy development needs. Students examine sound socio- psycholinguistic insights into the nature and development of reading and writing processes and explore the critical conditions, which help learners become more strategic, self-aware readers and writers. Included in the course are investigations into structuring balanced literacy experiences, guided reading and writing, literacy-enriched environments, quality reading materials, meaningful records of growth, and other practices which increase students' pleasure, value, and success in their literate lives.

EDUC 542 Bilingual Methods for Primary Language Instruction (3)

This course covers bilingual instructional strategies for teaching in students' primary language and English. Students review procedures for selecting, adapting, and using primary language materials; and they evaluate the effectiveness and relevancy of such materials for students.

EDUC 543 The Chicano/Hispanic and Education (3)

Students study the cultural origins and characteristics of Chicano/Hispanic people in California and the U.S., gaining insights into their major historical periods and events, migration and immigration, and demography and contributions. Issues of intra- and intercultural relationships are examined.

EDUC 546 Resource Specialist Communication Skills (3)

Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

EDUC 548 Staff Development and Parent Education Techniques (3)

Techniques are discussed for planning and providing staff development and in-service education for administrators, teachers, and paraprofessionals in the implementation of special education legislation and provision of services. The course includes methods of development and implementation of parent-education workshops.

EDUC 550 Issues in School Counseling (3)

This course focuses on four areas: school consultation, theory, and practice; multicultural counseling within a school setting; peacemaking within classrooms and schools (e.g., peer mediation, classroom techniques); and crisis/trauma prevention, intervention, and postvention. Both experiential and didactic instructional methods are used. *Prerequisite: EDUC 533*

EDUC 552 Pupil Personnel Services Management and Career Development (3)

Orientation to the concepts and procedures of pupil personnel ethics and management systems is offered. Emphasis is placed on information and the understanding of occupational and career education trends and theories, which transcend cultural and gender stereotypes.

EDUC 553 Personalized Learning (3)
This course assists the teacher with creating "learning centers" in the classroom. Included are ways to organize one's self, materials, and rooms; how to schedule centers; current learning regarding center theories and types; suggestions for the construction of centers; center terminology; and center commitment and tracking techniques.

EDUC 554 Instructional Principles and Practices (3)
This courses examines ways teachers can more effectively organize time, space, resources, students, and activities that embody standards of sound practices while creating a strong sense of community collaboration among learners and genuinely student-centered classrooms. Course investigations focus on integrative units, grouping strategies, multiple modes of learning representation, workshop formats, reflective assessment, and other promising approaches which nurture motivation and inquiry and provide authentic learning experiences for culturally, academically, and linguistically diverse students. Students also explore models of peer coaching, teacher study groups, and other processes that enhance reflective teaching.

EDUC 555 Comparative Education: A Global Perspective (3)
This course examines philosophical, theoretical, and practical basis of educational systems across the world: organization, administration, policy, and practice. The roles of education practitioners, students, parents, and community members are discussed. Students also examine the role of nation-states in developing educational systems and the mission of education in global societies.

EDUC 558 Advanced Human Growth and Development (3)
An overview of the human development theories (with an emphasis on the psychosocial model of Erik Erikson) is provided. Special consideration is given to the conditions and influences that shape children's lives, the helps and hazards to their growth, their sources of identity, and the significance of family, school, and culture in their development.

EDUC 560 Supervised Administrative Internship Field Experience I (4)
This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 561 Supervised Administrative Internship Field Experience II (4)
This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

EDUC 562 Supervised Field Experience: Exceptional and Nonexceptional Individuals (3)
Students are provided with on-site experiences, including exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E&P meetings, and provision of counseling and/or consultation as appropriate to students, staff, and parents.

EDUC 564 Supervised Field Experience: Pupil Personnel (3)
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.

EDUC 565 Supervised Field Experience in School Administration I (3)
This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 566 Supervised Field Experience in School Administration II (3)
This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

EDUC 567 Supervised Field Experience: Resource Specialist (3)
Students receive supervised resource specialist experiences at selected sites. Emphasis is on interaction with various staffs, working with parents, and implementation of the 94-142 Public Law and A.B. 3075 mandates.

EDUC 570 Sociology of Education (3)
Education is viewed from a sociological perspective, and professional educators study and discuss the educational implications of cultural concepts, social stratification, roles, and the place of the school and the teacher in the social structure.

EDUC 571 Curriculum Foundations (3)
Professional educators employ knowledge gained from psychology, sociology, and subject-matter disciplines in assessing educational needs and planning and implementing a balanced educational program in elementary or secondary schools.

EDUC 572 Advanced Educational Psychology (3)
Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

EDUC 573 History and Philosophy of Education (3)
A survey of the historical and philosophical ideas that guide educational theory and practice today is offered. Emphasis is on concept clarification and practical application of ideas in current educational settings.

EDUC 574 Current Issues in Education (3)
Students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. They study current trends in curriculum, teaching practice, and school organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

EDUC 575 Educational Research and Program Evaluation (3)
Students apply statistical techniques, including descriptive and inferential statistics, to the problems of education. Underlying logical principles and concepts are emphasized.

EDUC 580 Organization and Administration of American Education (3)
The organization of public schools in the U.S. is studied. Special attention is given to patterns of public school governance and methods of bringing about improvement within the school setting. Included is a study of organizational theory as a basis for educational administration.

EDUC 581 Curriculum Leadership (3)
Curriculum improvement is investigated through advanced study of underlying design, principles, and practice in its development. Survey, inquiry, collaboration, application, and critical analysis build leadership skills that contribute to curriculum quality for classroom teachers, mentors, administrators, and in-service presenters. Emphasis is on research, implementation, and evaluation in planning and decision making.

EDUC 582 Schools and the Law (3)
The student acquires knowledge of federal, state, and local laws; court cases; and legal opinions, and their applicability to the schools. Included are legal principles relating to youth conduct, contracts, liability, tort, employer-employee relations, equality of educational opportunity, and control of education.

EDUC 583 Intervention Through Consultation (3)
This course examines (1) the strengths and weaknesses of several prominent models of consultation as they relate both to setting requirements and the individual consultant's style of functioning; (2) the roles of consultant, consultee, and client systems; and (3) the consultative role and techniques contrasted with those involving supervision, assessment, teaching, and counseling/therapy. A collaborative model of consultation is emphasized. Further areas of emphasis include, but are not limited to, the following: types of consultative intervention, evaluation of consultation, relevant research, legal, and ethical issues, consultation with minority groups, resistance to consultation, and specific communication skills and staff development.
Prerequisites: EDUC 533 and EDUC 550

EDUC 584 Supervision of Curriculum and Instruction (3)
Students develop skills in all aspects of planning, including practice, task analysis, setting objectives, and the development of plans related to objectives. Systematic and unstructured decision-making procedures are also studied.

EDUC 585 Seminar in School Personnel Management (3)
The role of the leader is studied. Skills are developed in dealing with subordinates. Principles of human dynamics and motivation are applied to problem situations. Special attention is given to handling conflict situations, dealing with controversial issues, working with ethnic groups, dealing with the power structure, and building trust.

EDUC 586 School Site Leadership (3)
Students study school-site leadership, including inter- and intra-organizational planning and long- and short-term decision making. School climate, conflict resolution, stress management, needs assessment, and site-level funding and budgeting are also covered.

EDUC 589A Research for Educators: Beginning Process (2)
This advanced course enables teachers to become more informed users and designers of educational research. Teachers begin the process of planning and implementing their own classroom or school-based inquiry. Through activities integrated in their own research process, teacher learn more about how to locate, value, and synthesize other relevant research; select and employ appropriate types of qualitative or quantitative methods of data gathering and analyze a variety of descriptive data. Teachers complete the process in EDUC 589B.

EDUC 589B Research for Educators: Finish Reporting (1)
This course is a sequel to EDUC 589A, enabling teachers to complete their own research inquiry process and submit a final research report. Teachers work independently and conference with a faculty member and peers in order to review fully their data gathering, analyses, and results; and to revise and edit effectively their completed research reports.
Prerequisite: EDUC 589A

EDUC 590 Seminar in Research Methods (3)
The organization, development, research, and writing of a thesis, including analysis and criticism of other theses, are emphasized.

EDUC 591 Thesis (4)

EDUC 599 Readings in Education (1-3)

EDUC 600 Budgeting and Managing Information Systems in K-12 Education – Human and Fiscal Resources (3)
School revenues, apportionments, budgetary procedures, costs, and business management are studied. The focus is on finance, budgeting, resource allocation, and personnel in the context of the state/local systems and their linkages to the quality of the instructional and broader school programs.

EDUC 610 Human Diversity and Social Context (3)
The theoretical and practical basis of educational administration in multicultural situations; the organization and administration of multicultural education, including multi-ethnic and multilingual programs; and translation of policy into practice are the focus of study.

EDUC 615 Politics and Policy Analysis in Education (3)
This course includes an analysis of administrative interaction with federal, state, and local forces, particularly school boards and interest groups, and the implications of public relations and administrative action.

EDUC 620 Administration and Supervision in K-12 Education (3)
Students study the role and responsibilities of leadership personnel in administration and supervision of elementary and secondary schools and evaluation of curricular, instructional, and staff effectiveness; management of staff development as part of the change process; and knowledge of communication and planning models in the school setting.

EDUC 630 Human Learning Abilities and Disabilities (3)
Theoretical models of learning are explored, focusing on assessment of learning abilities and disabilities and implementation strategies for enhancing learning. The focus is on the assessment of academic learning, diagnosing learning problems, and developing, implementing, and evaluating remedial interventions.

EDUC 631 Young Children: Assessment and Intervention (3)
This course equips school psychologists to assess the needs of and make intervention recommendations for infants, toddlers, preschoolers, and young school-age children. Attention is given to drawing together information from multiple sources to arrive at a comprehensive picture of the child and his or her environment.

EDUC 632 Intellectual Assessment (3)
This course develops competence in understanding and assessing school-age children's and adults' intellectual abilities. Emphasis is on the multifaceted nature of human intelligence, research, and theories regarding the development and measurement of human intellectual ability, and on the construction, uses, and limitations of assessment tools and methods.

EDUC 633 Multicultural and Bilingual: Assessment and Intervention (3)
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.

EDUC 634 Intervention and Prevention (3)
Learning, behavior, and social problems are viewed from behavioral, cognitive, ecosystemic, and family systems perspectives. The student learns to select, design, implement, and evaluate prevention, intervention, and postvention programs and techniques within a multicultural context.

EDUC 635 Role and Function of the School Psychologist (3)
Major theories and models of educational evaluation are surveyed. Consultation theories are considered to help students acquire the knowledge and skills necessary for a productive consultation relationship with school staff, parents, and community agency representatives.

EDUC 636 Research and Evaluation in School Psychology (3)

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.

EDUC 637 Child Psychopathology: Assessment and Treatment (3)

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 in school settings most commonly encountered in the delivery of psychological services.

EDUC 661 Professional Field Experience I, Induction (2)

Students are required to enroll in EDUC 661 Professional Field Experiences I, Induction upon admission to the Tier II Program.

EDUC 662 Supervised Field Experience II (1-4)

EDUC 663 Supervised Field Experience III (1-4)

EDUC 664 Professional Field Experience IV, Assessment (2)

EDUC 668 Field Experience I (3)

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 exceptional students, consulting with teachers and parents, and supervising of counseling services.

EDUC 669 Supervised Field Experience: School Psychology (3)

Through on-site supervision, students experience directly the role and function of school psychologists. This includes conducting student assessment, writing reports, consulting with staff and parents, designing prevention, intervention and postvention strategies, working with exceptional students, completing progress evaluations, and interacting with community agencies.

Educational Leadership/Doctoral

EDUC 700 Proseminar in Doctoral Study in Education (3)

The proseminar presents an introduction to Azusa Pacific University, its mission, facilities, faculty, and programs. It proceeds to an overview of doctoral study: program requirements, instructional approaches, and professional and personal implications. Students begin to examine Christian perspectives, ethical considerations, and the interplay of theory, research, and practice through reflection-in-action. They have intensive experience in locating and evaluating the literature of the field; they explore scholarly writing and possible dissertation topics.

EDUC 704/705 Christian Perspectives and Moral/Ethical Issues in Educational Leadership (2,1)

Students critically analyze values, morals, and ethics in educational leadership and administration, especially in the public sector. The nature of value claims, value judgments, value propositions, and beliefs is explored, as well as techniques and tools to analyze, clarify, and evaluate them within educational contexts. Students participate in two annual conferences hosted by the Center for Research on Ethics and Values, investigating the published materials of the scheduled speaker each year. Students develop presentations of moral and ethical applications for educational leaders. *Prerequisite: EDUC 573 or equivalent*

EDUC 706 Student Development in Higher Education (3)

This course examines multiple dimensions of adult development as they relate to college students. The focus is on learning how student development theory is constructed, critically evaluating existing theory, developing models for applying theory, and gathering data about current student populations to further advance the evolution of adult developmental theory.

EDUC 714 Theories of Organization in Educational Settings (3)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations. The primary knowledge base for this course is drawn from the fields of organization theory, development, and behavior. Students are required to apply this knowledge base as they identify, diagnose, and develop effective solutions for interpersonal, structural, and organizational problems experienced in a variety of contemporary educational institutions.

EDUC 716 Leadership Theories and Strategies (3)

This course explores the topic of leadership, both generically and as practiced in contemporary public and private education environments. Various theoretical and practical perspectives relative to the nature of leadership are incorporated. In particular, students examine strategies pertaining to the process of selecting leaders and the development of leadership among administrators and faculty. The concepts of stewardship and servant leadership are incorporated throughout the course. *Recommended prerequisite: EDUC 620 or equivalent*

EDUC 718 Forecasting and Strategic Planning (3)

Students examine procedures for tracking, analyzing, and projecting demographic data internal and external to an educational institution or system. They conduct an environmental scan (situation audit) of educational research and practice, technology, governance, economics, politics, belief systems, and other relevant factors within a school or school systems, its surrounding community, and the world as these factors may affect the lives of students and the process and content of education. Additional topics include examination and evaluation of alternative futures and the theory and application of futurist methodologies in strategic planning, medium- and short-range plans, contingency plans, and control and feedback systems.

EDUC 719 Financing Higher Education (3)

This course is intended to provide prospective college and university administrators with a working knowledge of strategies, techniques, issues, and practices related to college and university budget development and implementation. Attention is given to the formulation of various budgetary strategies: presentation strategies for multiple constituencies; development and execution of the university budget, including various revenue sources and review of expenditure patterns; and how strategies vary among types of institutions. Students have the opportunity to engage in financial analysis and modeling and to explore the current issues in the financing of higher education.

EDUC 720 Innovation and Reform in Educational Organizations (3)

This course focuses on the substance and process of change in educational programs at three levels of magnitude: changes that modify programs within current educational systems (innovation), design and development of future generations of programs within current educational systems (innovation), and creation and design of systemic change in education, including instructional systems, administrative systems, and governance systems (reform). Students analyze educational innovations and reform movements of the past and present, examine theories of change and the forces that encourage and discourage innovation, and apply their knowledge to practical settings.

EDUC 722 Legal Aspects of Education (3)

General areas of law that impact school administrators are addressed. These include, but are not limited to, sources of law and the courts, the law and students, educational personnel and the law, desegregation and its effects, school finance issues and the administrator, and school district liability. Analysis of court decisions and procedures for research in law libraries are integral parts of the course.

EDUC 723 Higher Education and the Law (3)
This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

EDUC 726 Schooling and Social Theory (3)
This course examines the sociological dynamics of educational institutions. Theories of sociology are applied to deepen understanding of the roles played by individual and groups within and outside school settings to perpetuate or to change patterns of human interaction. This course raises issues related to justice, excellence, diversity, socialization of new teachers, and other topics that call for contemplation. Such understanding should heighten students' ability to intervene as needed.

EDUC 727 The Social Perspectives of Higher Education (3)
This course explores the ways in which the social and cultural dynamics of American society affect institutions of higher education and selected issues that reflect sociocultural change in the American society and American higher education. In addition, the course examines the student, faculty, and administrative cultures of colleges and universities.

EDUC 730 Theories and Models of Learning (3)
A critical appraisal is made of theories of learning applied to a range of educational settings. The early connectionist theories of Thorndike, Guthrie, Hull, and Skinner and cognitive theories including Gestalt and those of Tolman and Bandura are explored. Other topics include metacognition, cognitive styles, constructivism, brain-based learning, and the nature of intelligence. Models of learning focus on instructional conditions and variables that impact school learning, such as Vygotsky's zone of proximal design. *Prerequisite: EDUC 572 or equivalent*

EDUC 731 Achievement Motivation (3)
This course provides an overview of the topic of motivation in elementary and secondary school classrooms. It focuses on theories of achievement motivation and how the classroom environment shapes and influences students' motivation. The course examines different theories of achievement motivation, including attribution, perceived control, self-efficacy, intrinsic and extrinsic motivation, and goal theory, as well as how different student characteristics (e.g., age, gender, ethnicity) and classroom characteristics (e.g., teacher expectations, teacher behavior, classroom organization) may be related to students' motivation. *Prerequisite: EDUC 572 or equivalent*

EDUC 733 Advanced Curriculum Development (3)
Theoretical approaches to development and implementation of curricula in elementary, secondary, and higher education settings are studied. The course emphasizes critical analysis, curriculum inquiry, and theorizing, based on current literature in the field. *Prerequisite: EDUC 571 or equivalent*

EDUC 736 Seminar: Instruction in K-12 Environments (3)
Students examine philosophical positions and personal religious beliefs in relationship to learning theories, instructional methods, curriculum design, architectural and environmental factors, and the use of time, space, and personnel. They synthesize a personal philosophy with regard to each area, then incorporate the elements into a set of coherent and internally consistent models for leadership to develop learning and instructional programs in K-12 schools. It is recommended that this course be taken toward the end of the doctoral course sequence.

EDUC 737 Teaching and Learning in Higher Education (3)
The ultimate purpose of higher education is student learning. This course explores the academic enterprise through an examination of the teaching-learning experience in the context of higher education. Emphasis is placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, and outcomes assessment.

EDUC 739 Professional Development and Adult Learning (3)
This course examines theories related to the purposes, aims, and distinct characteristics of adult learning and motivation for learning. Included are Knowles's andragogy and self-directed learning, Maslow's theory of perspective transformation, McClusky's theory of margin, and Cross' characteristics of adult learners and chain-of-response models. Theories are applied to the ongoing professional development of teachers through staff development and organized learning activities. Current approaches to K-12 staff development are considered. *Prerequisite: EDUC 572 or equivalent*

EDUC 740 Intermediate Statistics and Data Analysis (3)
The intermediate course in statistics and data analysis addresses statistical methodologies and their applications in analyzing data from empirical research. Computer applications with SPSS statistical software are emphasized. Qualitative research methodologies are introduced. *Prerequisites: EDUC 575 or equivalent, EDUC 700, and a passing score on the review examination*

EDUC 741 Research Design (3)
This course provides an introduction to research design and its application to educational programs. Emphasis is given to developing knowledge and skill in research design and in assessing the technical adequacy of research. *Prerequisites: EDUC 575 or equivalent, and EDUC 700*

EDUC 742 Qualitative Research in Education (3)
In this doctoral-level course, 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 observation, interviewing, and document analysis, and the skills of data management, analysis, and interpretation are studied and practiced.

EDUC 743 Program Evaluation in Education (3)
This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. Students come to understand the issues and problems that threaten validity and reliability in program evaluations. Students learn to be thoughtful consumers of evaluations as well as producers of 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 and design a program evaluation. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741*

EDUC 746 Advanced Data Analysis (3)
The student explores advanced techniques of data analysis, including application of computer software. Although emphasis is placed on multivariate quantitative techniques, strategies for analyzing qualitative data are also included. Multivariate statistical tools include factor analysis, multiple regression, path analysis, and discriminant analysis. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 743 (recommended)*

EDUC 760 Adult Development (3)
In this course, students examine theories, research, and issues in the field of adult development. Emphasis is placed on exploring the cultural, interpersonal, and spiritual domains of adulthood. Students apply the insights gained to their personal, social, and professional lives, integrating selected and focused reflections on their own development across the lifespan.

EDUC 762 Current Issues in Child and Adolescent Development (3)
In this course, students examine current theories, research, and issues in child and adolescent development. Emphasis is placed on exploring the intellectual, emotional, and spiritual domains of development, with a focus on school-aged children and youth aged 5 to 18. Teachers, administrators, psychologists, counselors, and all others who involve

themselves in the lives of the young update their knowledge, extend their understanding, and consider viable options so that they can better provide the settings, care, and guidance needed to enhance the lives and development of children and youth.

EDUC 790 Doctoral Seminar in Research Studies (2-3)

During this course, students identify a research topic and develop a dissertation proposal. 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 discuss selection of the dissertation chair and committee and develop an action plan for completing the dissertation. Except by approval of the program director, students may not enroll in EDUC 790 until they are within 20 units of completing, or in their last two semesters of course work other than the dissertation. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; and successful completion of guided inquiry project*

EDUC 794 Dissertation Research (3-6)

Students work with their dissertation committee to conduct a doctoral level research project in educational leadership. Students enroll for at least three units of dissertation credit and must reenroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisites: EDUC 740/741 and EDUC 790*

EDUC 795 Dissertation Research (3-6)

Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for at least three units of dissertation credit and must reenroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisites: EDUC 794*

EDUC 798 Special Topics in Educational Leadership (1-3)

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 six units applied toward the Ed.D; each course must address a different topic.

EDUC 799 Readings in Education Leadership and Administration (1-3)

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 Ed.D. program director.

Library Media Teacher

LMT 500 School Library Media Management (3)

In this overview of the management of the school library media center, the library media teacher focuses on those elements that differ from responsibilities of a classroom teacher. The course examines planning, budgeting, marketing, community relations, policy development, legal concerns, facilities supervision of staff and students, and program evaluation. Professional ethics, organizations, and self-development, together with the power of access to information in society are emphasized.

LMT 505 Selection, Evaluation, and Management of Learning Resources (3)

This course focuses on the study of collection management in school library media centers. Students investigate criteria, tools, procedures, and policies for the analysis, selection, and evaluation of book and non-book materials. The characteristics of different media and their appropriateness are examined.

LMT 510 Learning Resources for Elementary Schools (3)

The course focuses on reading and examining print and non-print materials for elementary school students. There are opportunities for designing specific school media center programs, which use fiction and non-fiction books and other learning resources which enrich literacy in pluralistic democracies. Students apply analytical criteria for using anti-bias, inclusive materials of instructional merit which foster life-long learning.

LMT 515 Learning Resources for Secondary Schools (3)

The course focuses on reading and examining print and non-print materials for secondary school students. There are opportunities for designing specific school media center programs which use fiction and non-fiction books and other learning resources which enrich literacy in pluralistic democracies. Students apply analytical criteria for using anti-bias, inclusive materials of instructional merit which foster life-long learning.

LMT 520 Organization and Cataloging of Learning Materials/Resources (3)

Students examine the theory and practice of bibliographic control, including the study of cataloging with machine-based representation of OCLC with knowledge of MARC, AACR2, and subject analysis using LCSH, Dewey, and LC classification for learning materials and resources in the school media center. In addition, students study the principles of online systems and microcomputer-based technical processing.

LMT 525 Information Retrieval and Reference Services (3)

The library media teacher learns to model and teach information skills, including location, retrieval, and evaluation of learning resources, as well as critical thinking. This course presents a 21st-century search procedure that systematically and thoroughly integrates print, non-print, and electronic forms of information. The reference interview is emphasized as a vehicle for demonstrating to faculty and students both a sensitivity to diversity and client-centered care. The LMT is expected to integrate information literacy instruction with all curricular disciplines. The course includes advanced online search techniques.

LMT 530 School Library – Classroom Partnerships (3)

This course focuses on the role of the Library Media Teacher in the curriculum. Students apply curriculum and instructional design models to supporting and partnering with classroom teachers. Included is the role of the LMT as instructional leaded, equipped to lead professional development activities and to collaborate in planning, teaching, and evaluating multi-resource units and courses. The LMT is also competent in assembling and creating instructional materials, as well as in assisting colleagues and students to do so. Communication and human relations skills are integrated throughout the course.

LMT 535 Library Media Technologies (3)

In this course, students gain the ability to apply basic principles for the evaluation, selection, and curriculum applications of computers, video, videodisc, CD-ROM, audiovisual and other technologies appropriate for use in the school library media center. Students build practical skills in a variety of computer applications such as networking and the Internet, operating systems, multimedia design, and desktop publishing and analyze currently available software and hardware. Opportunities for the production of graphic, photographic, and audio learning materials are provided. *Prerequisites: Beginning skills with word processing and database management programs*

LMT 540 Current Topics in School Media Centers (3)

In this course, students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in school media services today. They study current trends in curriculum, teaching/librarianship practices, and school media organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

LMT 550 Field Experiences for the Library Media Teacher/Capstone (3)

The course offers practical field experiences in school media centers. Students have an opportunity to link theoretical content with practice, and observe library media teachers practicing their craft and

engage in activities which reinforce the role of library media teachers as information specialist, instructional leader, teacher, as well as skills administrative leadership, management and organization, communication, diversity, human relations, literature and literacy, access to information, and professionalism. At the end of the program, students attend a one-week institute on the APU campus.

Physical Education

PE 550 Sociology of Sport (3)
The evolution of sports and its role in American culture are studied. The ideals and problems represented in the interacting social forces of educational institutions, proprietary enterprises, and self-identification of athletics are thoroughly investigated.

PE 551 Theory and Analysis of Physical Education and Athletic Programs (3)
Students study the historical basis for physical education and athletics. Emphasis is placed on the theory of movement and its effect on creative physical education. Team and individual sports are investigated.

PE 560 Sports Medicine (3)
Students study sports injuries and accidents and the physiological and kinesiological problems which cause them. Rehabilitation techniques, as well as preventive theory, are discussed.

PE 561 Counseling and Guidance in Physical Education, Athletics, and Recreation (3)
Students are introduced to the field of guidance for physical education teachers, coaches, and recreation leaders. The psychological principles of counseling and techniques to help youth with their problems are studied.

PE 565 Physical Education, Athletics, and the Law (3)
This course focuses on the legal responsibilities of coaches and physical educators. The material is also applicable to those who teach sport skills in other recreational settings. It is designed to teach legal responsibilities concerning risk, nuisance, negligence, liability, current legislation, insurance, and other relevant legal implications.

PE 575 Advanced Principles of Physical Conditioning (3)
Theoretical and scientific concepts underlying physical conditioning of strength and endurance development are studied. Students analyze research, techniques, and application to conditioning programs in specific athletic events. Various weight training programs, diet, and nutrition are also examined.

PE 576 Current Professional Problems (3)
Students identify and analyze problems unique to the physical education and athletic professions. Emphasis is placed on a general overview of issues germane to professional tensions arising within an educational setting. A pragmatic approach to problem solving is employed.

PE 577 Administration of Physical Education and Athletic Programs (3)
Management theories and techniques that apply to the administration of physical education and athletic programs are examined. Organizational behavior concepts are explored. Technical, human, and conceptual skills related to the organization are discussed. Philosophy, program development, operations, budgeting, personnel, and staff development are addressed.

PE 578 Psychology of Coaching (3)
Coaching is approached through an in-depth study of player and coach personality traits, motivation, communication, discipline, team building, testing and problems unique to today's athletes.

PE 599 Readings in Physical Education (1-3)
This course is an independent study, arranged with a faculty member on the physical education staff.

Special Education

SPED 509 Technology in Special Education (3)
Students in this course introduces the use of media and technology and its impact on the delivery of services for students with disabilities. Devices (hardware and software) that may be used to adapt computers to the needs of the disabled child are considered such as audiovisual production equipment, commercial instructional materials, and augmentative communication devices as well as other devices that may be necessary to provide an appropriate education for students with disabilities.

SPED 535 Counseling, Collaboration, and Consultation (3)
This course assists students in developing skills necessary for successful communication and collaboration and teamwork with administrators, teachers, paraprofessionals, and parents in providing services to individuals with exceptional needs.

SPED 536 Diagnosis of Mild to Moderate Disabilities (3)
Students study learning disabilities and educational retardation theories concentrating on assessment, diagnosis, and remediation of deficits in behavioral skills and underlying abilities.

SPED 537 Theories and Interventions in Behavior Disorders (3)
Students examine interdisciplinary theories and intervention strategies as they relate to the education of children with behavior disorders.

SPED 538 Special Education Issues: Mild to Moderate Disabilities (3)
This course provides original analysis of important conceptual and practical issues that face professionals involved in educating individuals with disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed heighten concern for educational outcomes for all students, and to examine the challenges from alternative practices such as school choice, transitional services, and inclusion creates for the professional and student in the field of special education.

SPED 539 Field Experience (1)
This course offers practical field experience related to the content of the corequisite course. Corequisite: SPED 536

SPED 540 Mild to Moderate Disabilities in Regular Education (3)
This course helps the prospective teacher candidates to organize their classroom to make education equitable for all students. Special practices that enable all students to achieve to the best of their abilities are delineated.

SPED 547 Implementation of Special Education Legislation (3)
An overview of special education legal mandates is provided to students as articulated in 94-142 Public Law and A.B. 3075. Students also study techniques of conducting pupil identification, planning IEP meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures.

SPED 563 Field Experience: Mild to Moderate (3)
Students are provided with on-site experience including diagnoses of learning deficiencies, assessment of learning-disabled pupils' basic skills, identification of learning disorders, and development of remediation and intervention plans including individual education programs.

Teacher Education

TEP 410 Methods and Curriculum I, K-8 (3)
This course offers an introductory study of the content and methods of three elementary school subject areas: mathematics, science, and physical education. *Prerequisites: MATH 110 or equivalent; and admission to the Teacher Education Program; corequisite: TEP 411*

TEP 411 Field Experience I, K-8 (1)
Practical field experience related to the content of the corequisite course is provided. *Corequisite: TEP 410*

TEP 420 Secondary Teaching Strategies (3)
Various strategies of instruction commonly used in secondary schools are explored. Students have opportunities to plan instructional experiences and evaluate their use. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 421*

TEP 421 Field Experience I, 7-12 (1)
The course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 420*

TEP 430 Methods and Curriculum II, K-8 (3)
The content and methods of language arts, social studies, music, and art in the schools are examined. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 431*

TEP 431 Field Experience II, K-8 (1)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 430*

TEP 440 Secondary Curriculum and Procedures (3)
The content and methods of secondary education are examined. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 441*

TEP 441 Field Experience II, 7-12 (1)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 440*

TEP 500 Special Topics in Education (1-3)
Note: Please consult teacher education faculty for a list of courses required for the Intern Credential Program.

TEP 505 Clinical Experiences in Classroom Management (3)
This course addresses the basic technique necessary to run a well-managed classroom. Included are general methods for effective teaching, how to maintain appropriate student success, how to identify and work with special-needs children, and how to assess, grade, and otherwise evaluate students. Additionally, visits are made to grade-level appropriate classrooms to critique the overall effectiveness of a variety of learning environments.

TEP 515 Clinical Experiences in Teaching Reading and Writing (3)
This course affords beginning teachers opportunities to both examine and experience the conditions necessary for language development and to explore how these relate to literacy learning. Observation of and interaction with children are introduced as powerful tools for examining and understanding the importance and structure of a balanced literacy program, as well as the reciprocal relationship between reading and writing.

TEP 525 Clinical Experiences in Teaching Mathematics (3)
This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, and problem solving.

TEP 535 Clinical Experiences in Teaching Science (3)
This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science applications.

TEP 545 Clinical Experiences with Integrating the Humanities (3)
Students are introduced to creating as a centerpiece for moral and civic education, ways to connect the social sciences and the arts through thematic teaching, and a wide use of quality children's literature. Emphasis is on a meaning-centered, thinking, and diverse humanities curriculum.

TEP 550 First and Second Language and Literacy, K-8 (3)
This course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical-thinking skills, in all curriculum areas. Students are introduced to second-language acquisition accompanied by practice in using SDAIE and ELD teaching strategies. This course also helps students prepare to take the RICA Exam. This is a C.L.A.D.-approved course. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 551*

TEP 551 Language Acquisition Field Experience, K-8 (1)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 550*

TEP 560 First and Second Language and Literacy, 7-12 (3)
This course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills (listening, speaking, reading, and writing), as well as critical-thinking skills, in all curriculum areas. An introduction to second-language acquisition is accompanied by practice in using SDAIE and ELD strategies form a substantial portion of class content. Students gain practical experience through enrollment in a corequisite course, TEP 561. This is a C.L.A.D.-approved course. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 561*

TEP 561 Language Acquisition Field Experience, 7-12 (1)
This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 560*

TEP 565 Pre-Intern Teaching I/ Field Experience, K-8 (2)
Credit is given for a first semester (18 weeks) of full-time supervised teaching in a public school or for the completion of 80 hours of field experiences by the teacher candidate in this program not employed as full-time public school teachers. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site. *Corequisite: TEP 505, TEP 515, TEP 525, and TEP 535*

TEP 570 Student-Teaching Seminar, K-8 (3)
The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Prerequisite: admission to student teaching; corequisite: TEP 571*

TEP 571 Student-Teaching, K-8 (9)
Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite: TEP 570*

TEP 575 Intern Teaching/ Student Teaching, K-8 (2)
Credit is given for a second semester (18 weeks) of full-time supervised teaching in public schools as an intern teacher under contract or as a student teacher under the supervision of master teachers (student teaching under master teacher supervision option available only for students attending an APU off-campus regional center). The intern or student teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and the school site. An "Intern Teaching/Student Application," which includes such requirements as verification of subject matter competency e.g., passing MSAT score), must be submitted and approved before the supervised term begins. *Corequisites: TEP 545, TEP 550, and at least one of the following during the next term: TEP 504, TEP 571, TEP 572, or TEP 573 (all of which required for the Preliminary Multiple Subject Credential)*

TEP 580 Student-Teaching Seminar, 7-12 (3)
The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Corequisite: TEP 581*

TEP 581 Student Teaching, 7-12 (9)
Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment *Corequisite: TEP 580*

Department of College Student Affairs and Leadership Studies

Faculty

Chair; Professor: Dennis Sheridan, Ph.D.

Professor: David McIntire, Ed.D.

Associate Professor: Grace Barnes, Ph.D.

Assistant Professor: Carol Lombard, Ph.D.

Master of Education in College Student Affairs

Introduction

For more than 25 years, Azusa Pacific University has been a leader in providing graduate education for those preparing for service in the field of college student affairs. Not only is the M.Ed. in College Student Affairs Program one of only three in the state of California which meets the standards established by the Council for the Advancement of Standards of the American College Personnel Association and the National Association of Student Personnel Administrators, it is unique among Christian colleges and universities.

The College Student Affairs Program is designed primarily for persons interested in working with students in a college or university environment. Individuals in this program balance academic and experiential learning in the fields of student affairs, higher education, and the social sciences. Candidates are involved in field experiences at Azusa Pacific and other university campuses in Southern California.

The purpose of this program is to provide degree candidates with the competencies and skills necessary to succeed in the field of college student affairs through the building of a theoretical basis, a comprehensive overview of academic and student affairs programs, and supervised experience in the profession.

Upon completion of the program, graduates are prepared to appraise the nature, characteristics, and needs of college students; analyze and implement student affairs programs in relation to those needs and the institution's objectives; and evaluate the effectiveness of student affairs practice.

Program Options

The graduate program in College Student Affairs is delivered in two distinct formats. The residential graduate program is designed as a two-year program for students attending graduate school fulltime. Classes are held on a weekly basis utilizing the university's nine-week term schedule. Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.

The summer track for working professionals is a nontraditional delivery format designed for students who are already employed in college student affairs. Students pursuing this option attend intensive class sessions during a two-week period in the summer. Course assignments and projects are then completed independently during the subsequent academic year. Students in the summer track require three years to complete their degree.

Career Opportunities

Opportunities available to graduates include professional careers in the field of student affairs, such as residence life, career development and placement, campus ministries, admissions, special services, counseling and testing, academic support services, student financial services, and records.

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. An undergraduate grade-point average of at least 3.0 on a 4-point scale
3. Evidence of at least 12 semester units of undergraduate course work in the social sciences or education
4. Three personal and professional references

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

Requirements

The College Student Affairs Program consists of a total of 39 semester units of course work. Of this total, at least 33 must be taken in residence. Up to six semester units of appropriate work may be transferred into the program. The course work is divided into three major components: foundational studies, professional studies, and integration.

Foundational studies are those which explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assisting students in the assessment of their personal leadership skills. *Professional studies* are those which 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 field work, the comprehensive examination, and the Capstone Project.

Foundational Studies 12 units

CSA 551	History and Philosophy of College Student Affairs	3
CSA 575	Quantitative Analysis in College Student Affairs	3
CSA 581	Foundations of Higher Education	3
LDRS 501	Foundations of Personal Leadership Development	3

Professional Studies 21 units

CSA 543	Legal and Ethical Issues in College Student Affairs	3
CSA 552	The Process of Adult Development	3
CSA 553	Administration in College Student Affairs	3
CSA 562	Today's College Students	3
CSA 563	Counseling I: The Helping Relationship	3
CSA 583	Counseling II: Counseling Issues and Practice	3
CSA 592	Program Evaluation and Research Methods	3

Integration and Supervised Practice 3 units

CSA 595	Capstone Project in College Student Affairs	3

600 hours of supervised field placement in two practice areas

Electives 3 units
(select one)

CSA 571	Designing Learning Experiences and Environments	3
CSA 591	Organizational Behavior and Development in Higher Education	3
CSA 599	Readings in College Student Affairs	3
GMIN 516	Dynamics of Christian Formation	4
LDRS 574	Servant Leadership	3
LDRS 597	Current Issues in Leadership	3
MHOD 520	Career Development Systems	3
MHOD 521	Organizational Development and Change	3
MHOD 561	Group Dynamics and Conflict Management	3

Total 39 units

Fieldwork

All students are required to complete a minimum of 600 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

Azusa Pacific University provides a number of graduate assistantships for students enrolled in the College Student Affairs Program. A student who receives a graduate assistantship is required to enroll in six units of graduate course work in the program each semester. Graduate assistants are expected to work 20 hours per week, for which they receive a stipend and a 50-percent tuition scholarship.

Capstone Project

During the final semester, students are required to complete a professional portfolio which contains evidence of competence in various aspects of student affairs practice. The presentation of the portfolio should be before a committee of three student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project.

Advisory Committee

The graduate program in College Student Affairs is enriched by an advisory committee of student affairs practitioners who meet annually to review the program curriculum, evaluate program effectiveness, and recommend changes in the program. The following individuals voluntarily serve on the College Student Affairs Graduate Program Advisory Committee:

Dr. Edward "Chip" Anderson
Professor of Higher Education
Azusa Pacific University and University of California, Los Angeles

Dr. Kay Goddard
Professor
Student Development in Higher Education Graduate Program
California State University, Long Beach

Dr. David Guthrie
Director of the Graduate Program in Higher Education
Geneva College, Beaver Falls, Pennsylvania

Ms. Susan Hunter Hancock
Dean of Students
Pacific Oaks College, Pasadena, California

Mr. Randy Harrell
Dean of Students
Chowan College,
Murfreesboro, North Carolina

Mr. Dave Leonard
Dean of Students
Whittier College

Ms. Carol Lundberg
Azusa Pacific University

Dr. Sharyn Slavin Miller
Associate Vice President for Student Affairs
California Institute of Technology,
Pasadena, California

Dr. Fran Newman
Adjunct Professor
Azusa Pacific University

Mr. Ray Rood
President
Human Technologies International, Inc.
Glendora, California

Dr. Terry Franson
Vice President for Student Life
Azusa Pacific University

Master of Arts in Social Science with an emphasis in Leadership Studies

Introduction

The Master of Arts in Social Science with an emphasis in Leadership Studies is designed for experienced professionals who hold positions of leadership. The program is appropriate for those interested in understanding how the process of human growth and development influences and enhances organizational life and productivity and how to manage personal and organizational change processes. The nature of the degree is interdisciplinary, intercultural, international, and organizational. The degree program provides an action-research emphasis for informed decision making and organizational development.

Requirements

Students pursuing the Master of Arts degree with an emphasis in Leadership Studies must complete 39 semester units of course work. Up to six units may be transferred into the program by petition. The interdisciplinary nature of the program provides the student with a general background of eight core courses (24 units) in leadership and leadership-related topics along with the opportunity to select a personal emphasis of study consisting of four courses (12 units) chosen by the student. Growth contracting, orientation meetings, faculty advising, and a final celebration help provide cohesiveness to the student's experience. A final Capstone Project in leadership studies (3 units) allows the student to design and complete field research studies. The project provides creative application of learning to the individual's organization.

Core Courses 27 units

CSA 592	Program Evaluation and Research Methods (online)	3
LDRS 501	Foundations of Personal Leadership Development	3
LDRS 516	Mentoring and Developing Leaders of the Future	3
LDRS 520	Understanding Vocation in a Changing World	3
LDRS 534	Leader as an Agent of Change	3
LDRS 542	Leading Across Cultures	3
LDRS 574	Servant Leadership	3
LDRS 597	Current Issues in Leadership (topical)	3
—or—		
CSA 571	Designing Learning Experiences and Environments	3
LDRS 595	Capstone Project in Leadership Studies	3-6

Possible Personal Concentration 12 units

Business
College Student Affairs
Computer Science
Counseling
Cross-Cultural Education/Credential
Human and Organizational Development
Nonprofit Leadership
Theology/Ministry

Other Possible Electives 12 units

(in place of or part of concentration)

BUSI 516	Organizational Behavior and the Future	3
BUSI 529	Ethics in a Changing Organizational Environment	3
CSA 552	The Process of Adult Development	3
CSA 563	Counseling l:The Helping Relationship	3
EDUC 510	Creative and Collaborative Leadership	3
EDUC 515	Emerging Trends in Educational Technology	3
LDRS 599	Independent Study: Readings in Leadership Studies	3
MHOD 512	Adult Development in Organizational Environments	3
MHOD 521	Organizational Development and Change	3
MHOD 551	Leadership in Organizations	3
MHOD 56l	Group Dynamics and Conflict Management	3

Total 39 units

Some courses available through Operation Impact or possible future mini-series programs.

Schedule of Classes

Year I: Fall I

LDRS 501	Foundations of Personal Leadership Development	3

Year I: Fall II

LDRS 520	Understanding Vocation in a Changing World	3

Year I: Spring I

LDRS 534	Leader as an Agent of Change	3

Year I: Spring II

LDRS 574	Servant Leadership	3

Summer Term

Personal concentration, electives offered on campus, Operation Impact, or possible future mini-series programs.

Year II: Fall I

LDRS 542	Leading Across Cultures	3

Year II: Fall II

LDRS 516	Mentoring and Developing Leaders for the Future	3

Year II: Spring I

CSA 592	Program Evaluation and Research Methods	3

Year II: Spring II

LDRS 597	Current Issues in Leadership	3

Summer Term

Personal concentration, electives offered on campus, Operation Impact, or possible future mini-series program

LDRS 595	Capstone Project in Leadership Studies*	3-6

*May be taken during any term.

Admission Procedures

All materials should be submitted to the Graduate Center. A minimum grade-point average of 3.0 in cumulative graduate course work is required. Students with a grade-point average of 2.5-2.99 may be considered for provisional admittance pending. A grade-point average of 3.0 for the first 12 units of study must be maintained.

1. Completed Application for Graduate Admission
2. A $45 nonrefundable application fee
3. International students have a separate application procedure. Contact the Office of International Student Services (626) 812-3055 or iss@apu.edu. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.

4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. Bachelor's degree from a regionally accredited institution
6. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
7. Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
8. Letter to the dean describing educational goals as well as short- and long-term professional goals and addressing such topics as future career objectives, educational and professional goals, current interests, and reason for applying to the program
9. Résumé or Statement of Experience

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Operation Impact Program

Azusa Pacific University's Operation Impact Program provides continued educational support internationally to leaders of mission organizations, businesses, and nonprofit enterprises by delivering the Master of Arts in Social Science with an emphasis in Leadership Studies Program to sites throughout the world.

The program consists of two-week intensive sessions usually held between June and August during which the student enrolls in up to four courses. The intensive sessions are followed by year-long study projects contracted for each course. These projects, like the classes themselves, relate directly to each student's occupational responsibilities. Students may earn up to 12 units of credit each year.

Contact the department for the list of courses offered in each country, (626) 815-5485.

Course Descriptions

College Student Affairs

CSA 543 Legal and Ethical Issues in College Student Affairs (3)
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.

CSA 551 Introduction to College Student Affairs (3)
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.

CSA 552 The Process of Adult Development (3)
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.

CSA 553 Administration in College Student Affairs (3)
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.

CSA 562 Today's College Students (3)
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 assessment methods and policy/program implications.

CSA 563 Counseling: The Helping Relationship (3)
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.

CSA 571 Designing Learning Experiences and Environments (3)

Students are exposed to a dual study of theory and research pertaining to human learning and the design of effective learning experiences and environments. Needs analysis, specification of objectives, program design, implementation and evaluation, theory to practice dysfunctions, and exploration of contextual variables in practice are addressed.

CSA 575 Quantitative Analysis in College Student Affairs (3)

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 CSA 592 Program Evaluation and Research Methods.*

CSA 581 Foundations of Higher Education (3)

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.

CSA 583 Counseling: Counseling Issues and Practice (3)

Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to culturally diverse student populations, including prejudice, substance abuse, promiscuity, suicide, cults, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

CSA 591 Organizational Behavior and Development in Higher Education (3)

Students undertake an investigation of the effective functioning of individuals and groups within higher education organizations. Emphasis is on applying conceptual knowledge to major organizational problems and issues such as productivity, conflict, decision making, job stress and satisfaction, task accomplishment and accountability, and leadership and organizational adaptation and change.

CSA 592 Program Evaluation and Research Methods (3)

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.

CSA 595 Capstone Project in College Student Affairs (3-6)

During the final semester, students design, conduct, evaluate, and present a substantive program or research project in some area of student affairs practice which synthesizes the theoretical and practical dimensions of the program. An oral presentation of the project is made before a committee of at least three student affairs professionals who evaluate and reflect upon the effectiveness of the project.

CSA 599 Readings in College Student Affairs (3)

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.

Leadership Studies

LDRS 501 Foundations of Personal Leadership Development (3)

This course encourages students to become aware of, understand, and accept themselves and others as whole persons with potential. It provides an opportunity to develop one's personal philosophy of wellness related to the body, mind, and spirit; recognize the concepts and diversity of wellness; and incorporate one's philosophy and knowledge as a wellness agent within organizational and leadership roles to facilitate wholeness in others.

LDRS 516 Mentoring and Developing Leaders for the Future (3)

This course will focus on the process and practice of leadership development both for individuals and groups of people within organizations and communities for future sustainability. Models, systems, and programs will be presented. Mentoring and empowerment concepts will lead to real life applications of these skills.

LDRS 520 Understanding Vocation in a Changing World (3)

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 their lives. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students will 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 will also learn to design career programs for organizational settings.

LDRS 534 Leader as an Agent of Change (3)

The leadership role is one of the most important roles in the group structure. The course begins with an examination of some of the defining problems regarding leadership and continues with a study of different leadership styles and the contexts in which each style is most effective.

LDRS 542 Leading Across Cultures (3)

Many courses provide knowledge of the cultural differences that exist in nations, organizations, and communities. Sometimes the knowledge of the differences becomes a barrier: preventing many leaders from being active and effective. It is one thing knowing cultural differences, it is another thing to develop the skills to harness the differences to stay in "business". The course introduces an ethno-leadership theory, a model, with a how-to-approach for leading across cultures. It is designed to investigate leadership values underlying national, organizational and community behaviors that are crucial to effective leadership in a given context.

LDRS 574 Servant Leadership (3)

This course explores biblical, historical, and contemporary theories, models, and perspectives of leadership and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal setting, self-management, understanding of leadership styles, preferences, and the learning process; and leadership empowerment and the stewardship of human resources. The objective of the course is to encourage the discovery and utilization of one's leadership knowledge, skills, and attitudes as one influences others wherever one lives, works, and serves, with an emphasis on servant-leadership values. Offered concurrently as an undergraduate and graduate course.

LDRS 595 Capstone Project in Leadership (3-6)

Field research enables learners to identify, develop, and study an area of interest. The study involves problem analysis and a literature review; the development, testing, and evaluation of a new idea, program, concept, etc.; and the submission of a summary of the process for publication or presentation. The project provides an opportunity to utilize the learning and skills acquired in the graduate program.

LDRS 597 Current Issues in Leadership (3)

Current topics are chosen for discussion, research, and decision making relevant to the College of Student Affairs and Leadership Studies programs.

LDRS 599 Independent Study: Readings in Leadership Studies (3)

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

Department of Graduate Psychology

Faculty

Chair; Director of the Psy.D. Program; Professor: Mark Stanton, Ph.D.

Director, M.A. Program; Professor: David Brokaw, Ph.D.

Director of Clinical Training; Associate Professor: Sheryn Scott, Ph.D.

Professor of Marital and Family Therapy: George Larsen, Ed.D.

Professor: Marv Erisman, Ph.D.

Associate Professors: Michael Donahue, Ph.D.; Beth Houskamp, Ph.D.

Assistant Professors: Linda Matthews, Ph.D.; Doris Mok, Ph.D.; Theresa Tisdale, Ph.D.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

Master of Arts in Clinical Psychology: Marital and Family Therapy

Introduction

The School of Education and Behavioral Studies offers several graduate programs through the Department of Graduate Psychology.

The Master of Arts in Clinical Psychology with an emphasis in Marital and Family Therapy is intended for individuals who wish to develop a sound 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 wishing to practice at the master's level, this program meets the current requirements for California licensure as a marital and family therapist. For others who want to pursue a doctoral degree, this program meets most prerequisite requirements for Psy.D. programs in clinical psychology.

Application Procedures

Applicants to the Master of Arts in Clinical Psychology Program should apply four to six months in advance of the desired enrollment date (students may begin in either the fall or spring). To ensure fall enrollment, applications must be submitted by June 15. However, if by action of either the applicant or the department, the application process is not completed prior to the projected enrollment date, the applicant may enroll in a maximum of six units of department course work. While enrolled in the limited term of study, the student must complete the admission process and any unfulfilled undergraduate prerequisites. Continued enrollment beyond the limited term of study will require proof of acceptance by the Graduate Center.

Prerequisites

In order to be admitted into the program, students must do following:

- 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 3.0 grade-point average on a 4-point scale. (At the discretion of the university, a higher professional degree such as an MD or DC may be accepted as a substitute for the bachelor's degree.) A limited number of applicants with a grade-point average between 2.70 and 2.99 may be admitted provisionally, at the department's discretion, by providing adequate supportive documentation including a statement of explanation and/or 12 units of upper-division, post-B.A. course work with grades of *B* or better (extension courses excluded).
- Satisfy two undergraduate prerequisites for full admission into the master's degree program. These courses are 1) Abnormal Psychology, and 2) Human Growth and Development or General Psychology, both of which must have been taken within the previous eight years and completed with a grade of *B* or better.
- International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are also encouraged to submit results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since 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. Students must meet standards appropriate to graduate-level study or they will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until they achieve the required language skills. Students who do not meet that limit are subject to dismissal from the program.
- In addition, departmental application procedures must be completed. All materials should be submitted to:
  Graduate Center
  Azusa Pacific University
  901 E. Alosta Ave.
  PO Box 7000, Azusa
  CA 91702-7000
  (626) 815-4570
  (800) 815-5278
  Fax (626) 815-4545
  graduatecenter@apu.edu
  www.apu.edu

- Send international applications to:
  Office of International Student Services
  Azusa Pacific University
  901 E. Alosta Ave.
  PO Box 7000
  Azusa, CA 91702-7000 USA
  (626) 812-3055
  Fax (626) 969-7180
  iss@apu.edu
  www.apu.edu

Application Materials

- Completed Application for Graduate Admission (An online application is accessible at the university website, www.apu.edu.)
- A $45 nonrefundable application fee
- Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
- Bachelor's degree from a regionally accredited institution
- Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals having a GPA of 2.7 or above if competency can be shown.)
- Three recommendation forms submitted by professionals who have current knowledge of applicant's academic or clinical ability and potential (e.g., professors, clergy, supervisors, employers)
- Written essay covering the following areas:
  1. Brief background information which would help another person get to know you as a unique person
  2. Why you have chosen to pursue an M.A. in psychology at this time in your life
  3. Why you are applying to Azusa Pacific University for you your M.A.
  4. The experiences you have had that prepare you for a clinical psychology program
  5. Strengths and weaknesses that would affect your performance as a therapist;
  6. Your professional goals
- Final interview
- International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 600 and are also encouraged to submit the results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since 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. The student must meet standards appropriate to graduate-level study or they will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until they achieve the required language skills. Students who do not meet language and writing standards are subject to dismissal from the program.
- International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.

Final Interview

After all records have been submitted, each application will be processed and carefully reviewed. Final candidates for the program will be invited to interview with one or more faculty members, but should keep in mind that an interview does not assure admission. The Department of Graduate Psychology reserves the right to determine in its sole discretion whether a candidate in suitable for admission to the M.A. program. Applicants receive written notice of their status within several weeks following the final review by the university.

Course Work

The degree must be completed in a minimum of two years and a maximum of four. Under special circumstances, a student may be granted a fifth year to complete the degree. A three-year course of study is recommended for most working students. The M.A. Program is comprised of 60 units of course work. A maximum of 12 units of selected course work, 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 Marital and Family Therapy.
- Acceptable for California MFT licensing requirements.

The California MFT licensing board requires that each applicant for licensure complete training in child abuse (7 hours) and alcoholism/chemical dependency (1 unit) as part of a master's degree program. This training is offered once annually in a workshop format.

Personal and Group Psychotherapy*

During the first or second year 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.

*The California Board of Behavioral Sciences will accept up to 100 psychotherapy hours taken by graduate students or interns and triple-count them toward the 3,000 hours of professional experience required for MFT licensure.

Faculty Recommendation

At the conclusion of each of the first two semesters of study, the progress and suitability of each student is reviewed by members of the faculty in the Department of Graduate Psychology. Continuation of course work beyond each of the first two semesters is based on faculty recommendation.

Academic Probation

Continuous satisfactory progress toward the M.A. degree is required of all students in the program. Students are placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or if they obtain a grade of *C+* or lower in their course work. Students may be disqualified from further graduate work if a cumulative 3.0 grade-point average is not maintained or if they obtain a total of two grades of *C+* or lower in their course work. Course grades below a *C-* do not count toward degree requirements, and such courses will need to be repeated.

Clinical Placement

Students develop therapeutic skills through required hours of direct clinical experience. Students in the two-year program normally do so in a 12-18 month clinical placement; and students in the three-year program, in a 24-30 month placement.

While students are responsible for securing a placement site, assistance is provided by site directors, the clinical placement coordinator, and in the Introduction to Clinical Practice courses. In addition, students receive support 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 requirements in California. To ensure the highest quality in clinical placements, the director of clinical training, the site directors, and/or the clinical placement coordinator maintain contact with the off-site supervisors and evaluate the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the psychology program.

Students are required to obtain 150 hours of direct client experience. 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.

Comprehensive Examination

Each student must successfully complete a comprehensive examination. Students who plan to graduate in the spring or summer must take the test in January, and those scheduled to graduate in the winter take the exam in September. The selection of courses included in the examination depends on the date of graduation. Any failed sections are retested six weeks after the initial exam. A second failure will require an oral defense of the failed sections before a faculty committee.

Program Locations

The Department of Graduate Psychology offers its master's degree program on APU's West Campus as well as in the Orange County Regional Center. Information may be obtained by contacting the program director or the local site administrator.

Campus Program – Department of Graduate Psychology
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000
(626) 815-5008

Orange County Regional Center
1915 Orangewood Ave., Ste. 100
Orange, CA 92668
(714) 935-0260

Course Requirements

Foundational Course Work 12 units

PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 563	Psychopathology	3
PPSY 572	Research Methodology	3

Professional Course Work 39 units

PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 512	Legal, Ethical, and Moral Issues in Therapy	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 557	Marital Therapy	3
PPSY 561	Child and Adolescent Therapy	3
PPSY 571	Family Therapy	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	Introduction to Clinical Practice: Group Skills	2
PPSY 585	Psychobiology and Psychopharmacology	3
PPSY 595	Special Topics: Substance Abuse	1
PPSY 597	Clinical Placement I	3
PPSY 593	Clinical Placement II	3

Interdisciplinary Course Work 9 units

PPSY 533	Theological Foundations, Spiritual Formation, and Psychotherapy	3
PPSY 531	Ethical Foundations of Psychotherapy	3
PPSY 534	Integrative Therapy, Clinical Process, and Moral Maturity	3

Specialized Training
Child Abuse Workshop 7 hours

Total 60 units

Course Descriptions

PPSY 510 Psychotherapy and Cultural Diversity (3)

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the practice of psychotherapy in a pluralistic society. 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 do so. An introduction to the distinctives of several cultural groups is provided.

PPSY 512 Legal, Ethical, and Moral Issues in Therapy (3)

This course introduces students to the moral foundations, ethical responsibilities, and California laws essential to the practice of clinical psychology and marital and family therapy. Ethical codes and the resolution of moral dilemmas are studied from the perspective of the Judeo-Christian ethical tradition. The study of family law includes the legal rights and obligations of spouses, children, and grandparents; divorce settlements and mediation; and custody and visitation rights. The study of law related to clinical psychology and practice of marital and family therapy comprises confidentiality, privilege, limitations, and all reporting requirements imposed on the therapist by statute and case law. Consideration is also given to the moral, ethical, and legal responsibilities of trainees, interns, and supervisors.

PPSY 531 Ethical Foundations of Psychotherapy (3)

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

PPSY 533 Theological Foundations, Spiritual Formation, and Psychotherapy (3)

This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflect on frameworks of meaning in spiritual development, and engage in clinical perspectives that are beneficial in therapeutic practice. *Prerequisite: PPSY 531*

PPSY 534 Integrative Therapy, Clinical Process, and Moral Maturity (3)

Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical, sociological, and psychological perspectives to the clinical setting. *Prerequisites: PPSY 533 and PPSY 531*

PPSY 551 Theories of Personality and Psychotherapy (3)

This course surveys the basic theoretical orientations used by current practitioners, focusing on theories used in treatment of individuals within a system. Established schools of thought and their immediate descendants and alternative theoretical approaches are presented through lectures, videotapes, readings, reflection, and experiential learning.

PPSY 552 Human Sexuality and Sex Therapy (3)

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. 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 marital and sex therapy.

PPSY 557 Marital Therapy (3)

A study of the psychotherapeutic theories utilized in the clinical assessment and treatment of marital dysfunction is covered in this course. Models of a healthy marriage are also studied. Reading specific books and journal articles, as well as conducting a psychological assessment of couples, is required.

PPSY 558 Advanced Developmental Psychology (3)

This course utilizes a lifespan perspective to consider individual development as it occurs within the family and family development as composed of individuals. Biological, psychological, social, and moral development are studied. Psychoanalytic, cognitive, and ecological systems models of development are presented. Special attention is given to the transition points at which the greatest individual and family tension occurs, examining the process of change and adaptation. Clinical application of the material is stressed. *Prerequisite: Human Development or equivalent*

PPSY 561 Child and Adolescent Therapy (3)

This course provides an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities is presented, offering the student an opportunity to develop a knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of developmental aspects, family dynamics, and the social environment is addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

PPSY 563 Psychopathology (3)

This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). *Prerequisite: Abnormal Psychology or equivalent*

PPSY 571 Family Therapy (3)

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.

PPSY 572 Research Methodology (3)

This course surveys the major social science research methods, preparing students to design and implement a testable research proposal and to review and utilize professional literature.

PPSY 577 Psychological Assessment (3)

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing devices. Emphasis is placed on developing skills in interviewing, understanding and interpreting test data and reports, and gaining knowledge of referral questions, as well as writing integrated reports and providing feedback to examinees.

PPSY 580 Introduction to Clinical Practice: Basic Skills (3)

This course introduces the student to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and medical/psychiatric consultation and referral. Activities include reading, observation, role playing, and student audio/videotaped clinical practice. A grade of *B-* or higher must be achieved.

PPSY 581 Introduction to Clinical Practice: Advanced Skills (3)

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 Introduction to Clinical Practice: Group Skills (2)

This course is designed as an adjunct to students' clinical placement and supervision experiences. As such, the course will provide students with a forum for discussing their clinical caseload and their interaction with placement supervisors. In addition, the course will provide an introduction to the theory and practice of group psychotherapy. *Prerequisites are PPSY 580, PPSY 581, and placement at a clinical site*

PPSY 585 Psychobiology and Psychopharmacology (3)

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 593 Advanced Clinical Placement (1)

This elective course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The course emphasizes the enhancement of clinical skills and the application of theory to clinical issues. The primary purpose of this course is to provide an opportunity for students to discuss the clinical caseload, and to provide departmental oversight of clinical placement experience.

PPSY 595 Special Topics (1-6)

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. Among these topics are the Substance Abuse course, offered annually, and topics having to do with contemporary approaches to integration and counseling. The unit values of these courses range from one to six unit credits, depending upon the specific contact hours and workload involved in the course.

PPSY 597/598 Clinical Placement I, II (3,3)
During the final year of study, students participate weekly in a practice class, clinical field placement, and supervision session. In the classroom, students discuss and practice the clinical application of psychological theories to clients seen in their field placement. Students receive feedback from instructors and other students in response to role playing and audio/videotaped client sessions. In the clinical placement, students develop their skills through direct treatment of individuals, couples, families, and children. In the individual/group supervision session, students discuss their clinical placement case load with their on-site supervisor. These courses represent the classroom portion of students' clinical experience. The clinical placement begins after a student has completed 12 semester units, but no later than the first week of the final year of study. All application and approval forms for a clinical placement must be filed with the Department of Graduate Psychology no later than 30 days prior to the first week of the student's involvement in a clinical field placement. Students must obtain an approved clinical placement as a prerequisite to registering for Clinical Placement I, II. Student violations of professional ethics codes are sufficient grounds for dismissal from the program. *Prerequisites: PPSY 512, PPSY 580, and PPSY 581* (*Master of Science in Nursing students should consult the School of Nursing for separate prerequisites*.)

PPSY 599 Clinical Placement III: Advanced Clinical Consultation (1)
This course is designed as an adjunct to students' clinical placement and supervision experience. The course emphasizes the enhancement of clinical skills and the application of theory to clinical issues. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload and provide departmental oversight of their clinical placement experience. *Prerequisites: PPSY 580, PPSY581, PPSY597, PPSY598, current placement in ca clinical site*

Doctor of Psychology in Clinical Psychology: Family Psychology

Introduction

The Doctor of Psychology (Psy.D.) in Clinical Psychology with an emphasis in Family Psychology is a professional doctorate. The Psy.D. is becoming the recognized degree in psychology for practitioners. The Psy.D. retains a commitment to provision of a comprehensive education in psychological science as the foundation for any training in psychology, yet emphasizes the service orientation of a clinical degree in which training and supervision comprise a substantial part of the curriculum. The Psy.D. at Azusa Pacific University is identified as a practitioner-scholar program. The intent is that APU graduates actively apply the science of psychology to the practice of psychology.

The Psy.D. curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

Program Goals

The Doctor of Psychology Program at Azusa Pacific University:

- Seeks to educate and train students to be "practitioner-scholars" so they are equipped to provide quality psychological services to their communities based upon the findings of research and the science of psychology.
- Approaches the knowledge of psychology from a Christian perspective and trains students to exemplify the servanthood of Christ in their practice of psychology.
- Provides an integrative sequence of courses so students may understand the interrelationship between ethics, psychology, and theology.
- Emphasizes family psychology, the distinctive focus on the interaction between individual, interpersonal, and environmental aspects of human behavior.
- Recognizes the diversity of human experience and enables students to respond to the variety of human needs.
- Encourages individual growth and development as part of the educational experience so students develop congruence and authenticity as they balance the demands of professional and personal life.

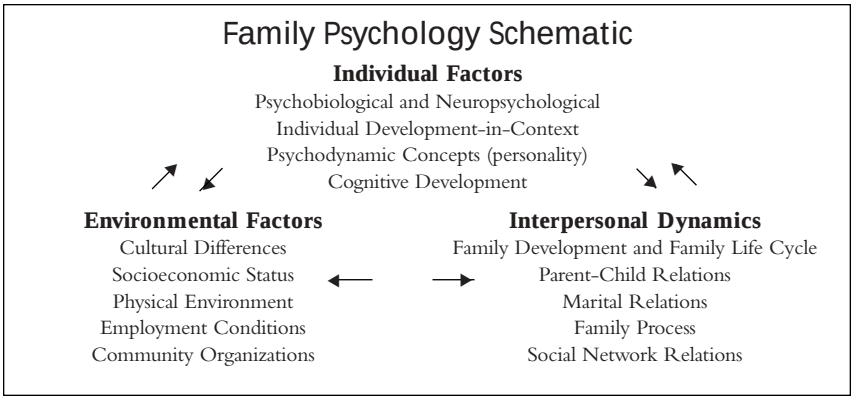
The Discipline of Family Psychology

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 (see diagram below).

A doctoral program in Clinical Psychology with an 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. By the end of the program, students will think systematically and apply systemic analysis to clinical situations.

In an era when it is increasingly difficult for people to navigate their way through the complex world in which they live, a Doctor



of Psychology in Clinical Psychology with an emphasis in Family Psychology will best prepare students to provide psychological services.

Interdisciplinary Studies

APU has a strong Christian heritage and commitment to integrating evangelical Christian principles into the educational programs. The Psy.D. in Clinical Psychology with an emphasis in Family Psychology has a sequence of three courses in interdisciplinary studies which integrate ethics, theology, philosophy, and psychology.

The interdisciplinary courses in the master's degree have become an important part of that degree. Psy.D. applicants who have not completed the M.A. courses in Interdisciplinary Studies must complete a summary course in Interdisciplinary Foundations, which is offered annually in a concentrated format, prior to their second year in the Psy.D. Program.

The Psy.D. curriculum comprises nine additional units of interdisciplinary course work. Students may also choose elective courses in interdisciplinary studies. While Psy.D. students are not required to sign any form of doctrinal statement as part of their participation in the program, the provision of these courses will prepare students to provide therapy to persons who want Christian values guiding their decision-making process.

The Psy.D. Program

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 APU Psy.D. curriculum reflects concern for the development of six core competencies in psychology: research and evaluation, relationship, assessment, intervention, consultation, and management and supervision. The six professional competency areas may be defined briefly:

1. 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 in order for psychologists to develop in this area.

2. Relationship is the capacity to develop and maintain a constructive working alliance with clients. This competency is informed by psychological knowledge of self and others. In the development of the relationship competency, special attention should be given to the diversity of persons encountered in clinical practice. Curriculum design should include 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 and direct observation and feedback by peers and experts is essential in the development of this competency.

3. 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.

4. 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 should include knowledge of a broad diversity of clients and teaching materials, practicum client populations, teachers, and supervisors. Service systems should reflect diversity. The issues of power and authority are particularly relevant to this competency.

5. 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 tasks in consultation and education as part of their course work or internship.

6. 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 behavior, theoretical models of supervision, and awareness of diversity. Self-management processes and structures should be provided for students. Demonstrated competence in supervision should include the development of receptivity to supervision and the acquisition of skills in providing supervision.*

*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.

Prerequisites

Students may enter the Psy.D. in one of two categories: 1) with an existing master's degree in Clinical Psychology or while enrolled in a master's program in Clinical Psychology, OR 2) directly from completion of a bachelor's degree or with a master's degree that is not in Clinical Psychology.

1. Students with an existing M.A. in Clinical Psychology or a closely related discipline (e.g., Counseling Psychology, Marital and Family Therapy, or Social Work) and students who are in the final year of a master's program in Clinical Psychology or a closely related discipline will be admitted to the Psy.D. in the spring to begin the program in September of that year. These applicants must have completed the prerequisite courses listed to the right, or their equivalent, prior to commencing Psy.D. studies. If an applicant's master's degree did not contain all the prerequisite courses, a limited number of courses may be completed while in the admission process or concurrently with Psy.D. studies, by agreement with the director of the Psy.D. Program.
2. Students applying to the Psy.D. directly from a bachelor's degree program and students with a master's degree that is not in psychology or a closely related discipline will be admitted to the Psy.D. Program in the spring, followed by a one-year Pre-Psy.D. track in which the following sequence of prerequisite courses and a clinical practicum are completed in order to commence the Psy.D. Program. A limited number of graduate courses deemed equivalent to the prerequisite courses may be transferred to satisfy these requirements. Upon completion of the one-year track, the student will automatically become a member of the Psy.D. Program the following September. These students may apply for a master's degree en route to the Psy.D. after the completion of the first year of the Psy.D. (on the four-year track). This admission process parallels programs in clinical psychology that only admit students to a continuous-from-the-bachelor's doctoral program.

Prerequisite Courses to the Psy.D.:

(All must be master's-level courses)
Child Abuse
(seven hours; suitable for licensure)
Family Therapy
(introductory/overview)
Human Sexuality/Sex Therapy
Introduction to Clinical Practice
Introduction to Psychological Testing
Psychopathology
Psychotherapy and Cultural Diversity
Theories of Psychotherapy

Admission with an Existing Master's Degree in Clinical Psychology or while Enrolled in a Master's Program in Clinical Psychology

Applicants must:

1. Submit a completed Application for Graduate Admission. An online application form is accessible on the university website, www.apu.edu. The preferred application deadline is February 15. Students who apply prior to this date will be given consideration for our initial admission. The extended application deadline is June 15. Students who apply during this period will be considered on a case-by-case basis for admission if positions are available.
2. Submit a nonrefundable $45 application fee.
3. Provide one copy of official transcripts of all previous collegiate course work. (To be considered official, transcripts must be sent directly to APU from the registrar's office of each institution attended.)
4. Possess an M.A. in Clinical Psychology (or a closely related discipline) from a regionally accredited college or university with a minimum GPA of 3.5 on a 4.0 scale, or be in the final year of a master's degree in psychology or a closely related discipline from a regionally accredited college or university with a minimum current GPA of 3.5 on a 4.0 scale (these applicants must commit to completing the master's degree in Clinical Psychology prior to July 15 of the current year and must maintain a minimum 3.5 GPA in the M.A. program, as evidenced on their final transcript for the M.A.). All master's degrees must include the courses specified as prerequisite to Psy.D. admission or the applicant must complete those courses during the application year (a limited number of master's courses may be remediated while enrolled in the Psy.D. Program). Students who do not satisfy these requirements may have their Psy.D. admission revoked.
5. Submit two academic references and one clinical reference (e.g., from a clinical supervisor).
6. Submit a curriculum vita (résumé) and respond to questions regarding professional interest.
7. Provide a specification of intent to pursue the four- or five-year program sequence.
8. Submit Miller Analogies Test (MAT) scores or Graduate Record Exam (GRE) scores. The applicant may choose the test of his/her preference. Scores on the MAT or GRE will be used as one consideration of the application. No mandatory score has been established. Verbal ability is important to success in the Psy. D. Program. Information on the administration of these tests is available from the Department of Graduate Psychology.
9. Submit GRE Writing Assessment Scores. This test is separate from other GRE examinations and is widely available at computerized testing locations.
10. International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are encouraged to submit the results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since 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. The student must meet standards appropriate to doctoral-level study or he/she will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English, until the required language skills are achieved. Students who do not meet this standard are subject to dismissal from the program.
11. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.

Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission, and for faculty evaluation of student skills. International applicants who are finalists will be interviewed by telephone by one or more members of the admissions committee.

An interview does not assure admission. The Department of Graduate Psychology reserves the right to determine, in its sole discretion, whether a candidate is suitable for admission to the Psy.D. Program. Applicants will receive written notice of their status within several weeks following the final review by the university.

Admission Directly from a Bachelor of Arts Program or with a Master's Degree not in Psychology

Applicants must:

1. Submit a completed Application for Graduate Admission. The application deadline is February 15. Students who apply prior to this date will be given consideration for our initial admission. The extended application deadline is June 15. Students who apply during this period will be considered on a case-by-case basis for admission if positions are available.
2. Submit a nonrefundable $45 application fee.
3. Possess a bachelor's degree from a regionally accredited college or university with a minimum overall GPA of 3.0 on a 4.0 scale and 3.5 for the last two years of the degree. Applicants in the final year of their bachelor's degree must be currently at the GPA specified and their final transcript with degree posted must demonstrate maintenance of the GPA specified or admission may be revoked. A second option is that applicants possess a master's degree in a field other than psychology from a regionally accredited college or university with a minimum GPA of 3.5 on a 4.0 scale. Applicants in the final year of their master's degree must be currently at the GPA specified and their final transcript with degree posted must demonstrate maintenance of the GPA specified or admission may be revoked.
4. Submit three academic references.
5. Submit a curriculum vita (résumé) and respond to questions regarding professional interest.
6. Commit to completing the APU Pre-Psy.D. track during the following academic year and to beginning the Psy.D. curriculum the subsequent September. Students who do not satisfy these requirements may have their admission to the Psy.D. revoked. Provide a specification of intent to pursue the four- or five-year Psy.D. Program sequence.
7. Submit Miller Analogies Test (MAT) scores or Graduate Record Exam (GRE) scores. The applicant may choose the test of his/her preference. Scores on the MAT or GRE will be used as one consideration of the application. No mandatory score has been established. Verbal ability is important to success in the Psy.D. Program. Information on the administration of these tests is available from the Department of Graduate Psychology.
8. Submit GRE Writing Assessment Scores. This test is separate from other GRE examinations and is widely available at computerized testing locations.
9. Submit a TOEFL score (minimum 600) if English is not the primary language. International applicants are also encouraged to submit Test of Written English (TWE) and Test of Spoken English (TSE) scores. Since written and verbal English 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. The student must meet standards appropriate to doctoral-level study or he/she will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until the required language skills are acquired. Students who do not meet this standard are subject to dismissal from the program.

Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission, and for faculty evaluation of student skills.

An interview does not assure admission. The Department of Graduate Psychology reserves the right to determine, in its sole discretion, whether a candidate is suitable for admission to the Psy.D. Program. Applicants will receive written notice of their status within several weeks following the final review by the university.

International applicants who are finalists will be interviewed by telephone by one or more members of the admissions committee.

All materials should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
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Pre-Psy.D. Required Courses

Fall

PPSY 531	Ethical Foundations of Psychotherapy	3
PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 563	Psychopathology	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3

January

CERT	Child Abuse Seminar	7 hours

Spring

PPSY 533	Theological Foundations, Spiritual Formation, and Psychotherapy	3
PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 540	Assessment I	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 594	Clinical Practicum	3

Summer

PPSY 534	Integrative Therapy, Clinical Process, and Moral Maturity	3
PPSY 571	Family Therapy	3

Doctor of Psychology

Admission Standards

Applicants to the Psy.D. in Clinical Psychology with an emphasis in Family Psychology Program must meet both the departmental and the university criteria for admission. Admission to the university is the first step in the process, but it does not guarantee admission to the program.

One cohort of students is admitted annually, with course work beginning in September. Students are not permitted to begin mid-year.

Provisional Admission

The university reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, the Admissions Committee specifies the additional requirements necessary for full admittance and the time limit for completing them. Failure to meet these requirements may result in dismissal from the doctoral program.

Acceptance of Admission and Registration

Upon notification of acceptance into the Psy.D. Program, students will have 30 days to make a commitment to the program. In addition, students must complete preliminary paperwork and registration procedures by the assigned dates. Failure to do so may result in revocation of acceptance. Since graduate education in psychology is competitive, this procedure enables the university to ensure full enrollment in the program.

Transfer Credit

The Psy.D. Program will require 89 semester units beyond the M.A. degree, as well as completion of clinical training and a clinical dissertation. Of these, 80 must be earned at APU, while 9 equivalent doctoral units may be transferred from other institutions. Many applicants to the Psy.D. Program will have an existing master's degree in psychology or a closely related discipline. These degrees will be evaluated according to the list of required prerequisites. Some remediation or additional course work may be required for students from other institutions to satisfy these requirements.

Residency Requirements

Students in the Psy.D. Program must meet a university residency requirement. This will be accomplished by enrolling in 80 units during the program.

Computer Access Required

Students are required to own or have ready access to a computer during their tenure in the Psy.D. Program. The university offers a computer purchase program which enables students to obtain computers and software at reduced rates. Current hardware standards that allow access to the university online system are available from the Department of Graduate Psychology. Online access is crucial for students, since an email account and the ability to access PsycINFO, the APA database, are required for all Psy.D. students.

Psy.D. Curriculum

The Psy.D. curriculum has been 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. Cultural and individual diversity perspectives are woven into courses across the curriculum. 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.

The APU Psy.D. embodies an emphasis in Family Psychology. All the courses in the curriculum incorporate a systemic perspective on psychology which includes an awareness of the dynamic interaction between individuals, interpersonal relationships, and the environment.

In addition to the interdisciplinary courses that integrate ethics, theology, and psychology, issues relevant to Christian faith are addressed in the curriculum where appropriate.

Required Courses		89 units
PPSY 701	Clinical Practicum I	2
PPSY 702	Clinical Practicum II	2
PPSY 711	Psychology and Systems Theory	3
PPSY 712	Theories of Change and Empirically Validated Treatments	3
PPSY 713	Assessment II: Personality	3
PPSY 714	Assessment III: Intelligence, Academic	3
PPSY 715	Adult Psychology	3
PPSY 716	Family Psychology	3
PPSY 717/734/735	Child Psychology,	
— *or* —	Gerontology,	
— *or* —	Adolescent Psychology (must take two 2-unit courses)	4
PPSY 718	History and Systems of Psychology	3
PPSY 719	Social Psychology	2
PPSY 721	Addictive Behaviors	2
PPSY 722	Research Design I	3
PPSY 723	Research Design II	3
PPSY 724	Couples Theory and Therapy	2
PPSY 726	Biblical Ethics and Psychotherapy	3
PPSY 727	Clinical Practicum III	2
PPSY 728	Clinical Practicum IV	2
PPSY 729	Treatment Planning	1
PPSY 730	Cognition	2
PPSY 731	Dissertation Development	3
PPSY 736	Social Ethics and Psychotherapy	3
PPSY 737	Clinical Practicum V: Empirically Validated Treatment Competency	2
PPSY 738	Clinical Practicum VI: Interdisciplinary Competency	2
PPSY 739	Psychobiology	3
PPSY 740/744	Consultation in Clinical Psychology	
— *or* —	Supervision in Clinical Psychology	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 (Full-time Pre-Doctoral Internship: 2 semesters/1 unit each)	1
PPSY 753	Family Ethics and Psychotherapy	3
PPSY 754	Assessment IV	3
PPSY 755	Dissertation V	1
PPSY 756	Dissertation VI	1
PPSY 757	Psychopharmacology	2
PPSY 758	Techniques of Change: A	1
PPSY 759	Techniques of Change: B	1
PPSY 760	Techniques of Change: C	1
PPSY 798	Electives (three/2-unit courses)	6

These courses have been arranged in two tracks (four- and five-year studies) to allow students flexibility in choosing the academic load most appropriate for their lifestyle.

Four- and Five-Year Academic Plans

Four-Year Program

Participation in the full-time, four-year plan requires attending classes during the evening two days per week plus Saturday courses (usually six Saturdays in a semester). An additional 12-15 hours per week minimum for practicum is required throughout the program.

Five-Year Program

Participation in the reduced-load per semester, five-year plan requires attending classes during

the evening one to two days plus Saturday courses (usually six Saturdays in a semester). An additional 12-15 hours per week minimum for practicum is required in the first three years of the program.

Students take electives during the program and their choice of two of Child Psychology, Adolescent Psychology, or Gerontology. (Electives may be taken in semesters other than where indicated. Students are encouraged to consider how best to balance each semester.)

Psy.D. Clinical Training

Clinical training is central to the practitioner (Psy.D.) model for educating clinical psychologists. Azusa Pacific University's program is committed to assisting students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as a clinical psychologist.

Quality clinical training provides practitioners with experiences that ensure depth and breadth of clinical interventions, diversity of clients, the opportunity to develop therapeutic competencies that integrate their theoretical course work with direct client experience and the development of the six core competencies in professional psychology.

Clinical training at the doctoral level involves three years of practicum and a full-time, year-long internship (a limited number of two-year, half-time internships are available in some settings). Students entering the Psy.D. Program with existing clinical training or licensure must still complete the program's clinical training sequence.

In their clinical placements, students gain experience in a variety of clinical settings including in-patient/residential, child, out-patient, brief/managed care, and settings utilizing psychological assessment. Supervision is provided by the field placement sites as well as psychologists on the APU faculty.

Concurrent with their supervised practicum, students participate in an on-campus course that provides a forum for the review of the clinical practicum experience.

For those students who are licensed or registered in mental health professions other than psychology, the Department of Graduate Psychology requires that all practicum training in the Psy.D. be entirely separate from any practice under such existing license or registration. For purposes of predoctoral training in 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 under any circumstances 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 Graduate 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.

During the clinical training component of the Psy.D. Program, the student completes a minimum of 1,600 hours of clinical training, including supervision, direct client contact, and an assessment practicum completed over the course of the Psy.D. These hours of clinical training occur in addition to any master's level training hours.

Prerequisites for Clinical Training at the Doctoral Level

Students entering the Psy.D. Program with an accredited master's degree in psychology or a closely related field are likely to have earned hours of supervised clinical placement, including hours of direct client contact, supervision, and other supervised activities. Such training provides a foundation for clinical training at the doctoral level, but is not a substitute for the Psy.D. training sequence.

Students entering the Psy.D. Program directly from a bachelor's degree must complete the Pre-Psy.D. track before entering the clinical training courses provided at the doctoral level. Included in the Pre-Psy.D. are Introduction to Clinical Practice and the Pre-Psy.D. Practicum in Advanced Skills and Psychological Ethics in preparation for the Psy.D. clinical training sequence.

Students entering the Psy.D. Program with an M.A. in Psychology, but without a clinical practicum, are encouraged to take the clinical training practicum in the Pre-Psy.D. track before entering the clinical training courses provided at the doctoral level.

Clinical Training Course Work

Practicum

The clinical training sequence begins in the first year of the APU Psy.D. and continues through the third year of the program, in preparation for the predoctoral internship. Each semester the student participates in a Clinical Practicum course that emphasizes the development of a particular clinical competency. Students are required to demonstrate their accomplishment of the competency by passing a mini-competency exam at the end of each semester.

Competencies by CP course are:
CP I: Ethics in Professional Practice
CP II: Legal and Ethical Competency
CP III: Diversity Competency
CP IV: Diagnostic Competency
CP V: Empirically Validated Treatment Competency
CP VI: Interdisciplinary Competency

The Clinical Practicum I-VI sequence is coordinated with the science, theory, and clinical course work in the APU Psy.D. The opportunity to apply the course material is considered essential to the development of the core competencies in psychology.

In the first year, students take courses that provide a theoretical foundation in psychology and the orientation of the program (Systems Theory, History and Systems, Social Psychology), as well as clinical courses in assessment (Assessment I and II), and specific clinical populations (Child Psychology). These courses coordinate with CP I-II, the introductory practicum courses that develop basic competency in professional ethics and legal issues, and include rehearsal, role play, and interviewing opportunities for students prior to the external practicum site placements in CP III-VI.

During the second year of the program, students take clinical courses in Empirically Validated Treatment and Treatment Planning, Psychobiology, and specific clinical populations (Adult Psychology, Family Psychology, Addictive Behaviors, Couples Theory and Therapy), as well as the research sequence of courses to develop their dissertation and two interdisciplinary courses

(Biblical Ethics and Family Ethics). These courses provide material relevant to the experiences in external practicum sites during CP III-VI.

In the third year of the program, students take additional science and interdisciplinary courses (Cognition and Social Ethics), population-specific clinical courses (Adolescent Psychology, Gerontology), emerging clinical competency courses (Consultation, Supervision), and a course in Psychobiology and Psychopharmacology that is intended to prepare students for internship.

Internship

The Psy.D. Program requires a predoctoral internship in a one-year, full-time or two-year, half-time (1,800 hours minimum) setting. The clinical dissertation must be completed prior to the internship, which allows the student to focus on the internship as the capstone of the clinical training sequence. The director of clinical training (DCT) meets with prospective interns each June to discuss the internship application process. A special vita and application workshop is held. During the summer before they apply to internship, students are encouraged to study the APPIC Directory for options that fit their training needs. During Clinical Practicum V: Empirically Validated Treatment Competency, additional information about Uniform Notification Day, APPIC requirements and forms, interviewing skills, reference and cover letters, and other issues specific to internship application is provided.

All students are strongly encouraged to apply for APA-accredited or APPIC-recognized internship sites, though the department understands that some students may be unable to relocate due to family and occupational responsibilities. As well, the department believes that limiting students to specific internship criteria unfairly restricts their options for this final phase of clinical training. All internship sites must meet APPIC standards.

Upon receiving approval from the DCT, students may begin the application process of obtaining a predoctoral internship.

Quality Assurance in Clinical Placements

The director of clinical training and the Clinical Training Committee have an ongoing responsibility to ensure that the Psy.D. 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 Laws and Regulations Governing the Practice of Psychology in the State of California. 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. at APU is consistent with the APA ethical and professional standards and training guidelines.

Director of Clinical Training

The director of clinical training organizes, plans, and coordinates all aspects of clinical training for the Psy.D. Program at APU. The DCT is a licensed psychologist in the state of California with a background demonstrating mastery in the core areas of clinical training and reflective of the diverse training setting required by the program (in-patient/ residential, child, brief/managed care, and psychological assessment).

All clinical placements must be approved by the DCT and must meet the requirements for quality of training experience, depth and quantity of supervision, and level of appropriateness for doctoral level training. The DCT coordinates and has oversight responsibility for all clinical placements and develops appropriate training experiences for students in the on-campus counseling centers as well as establishing contractual relationships with off-campus sites.

Clinical Training Committee

The Clinical Training Committee (CTC) is a subset of APU faculty comprised of licensed psychologists, and has direct oversight of or provides direct supervision to students in the program. The CTC is chaired by the DCT and meets regularly to review and establish policies related to clinical training, grant approval to students to begin the clinical practicum sequence, and sit on students' Clinical Competency Examination panels.

Evaluation Procedures

The clinical training goals and objectives are integrated into the clinical practicum sequence and coordinated with the clinical courses in the Psy.D. Program. Outcomes in the clinical sequence are measured throughout the program and include regular presentations of videotaped work of students, classroom demonstrations and role plays, assessment reports presented in class, mini-competency exams, supervisor evaluations, integration paper, Clinical Competency Exam, intern acceptance and level, and licensure acquisition.

Informal Evaluation

Informal evaluation consists of feedback given to students by their field placement supervisor, on-campus clinical supervisor, and supervision groups. Although primarily verbal and situational, this evaluative form is of great importance due to its immediacy to clinical interventions and the issues arising during the students' clinical placements.

Formal Evaluation

Formal 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 supervisor, and should their clinical performance fail to meet expected standards, dismissed from the program. The CTC may require students to complete remediation assignments in order 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. These mini-competency exams 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 evaluative measure, each student must pass a Clinical Competency Examination. A student submits an example of his/her clinical work (case presentation, assessment, treatment plan, and a videotape of student-client interaction including a verbatim transcript) along with his/her Clinical Portfolio (including two assessments, a video-tape with transcript, a complete written

summary of case from intake to termination, supervisor evaluation, verification of practicum hours, list of assessments performed, curriculum vita, and conference presentations or published works) to a three-member faculty committee (including at least one member of the CTC). The student presents a client case in which he/she has performed the initial assessment, case history, and mental status exam; an analysis of the client's psychological testing; and a case summary, including legal and ethical issues in the case, treatment planning based upon empirically supported interventions, case management, diversity issues, and the transference and counter-transference involved in the case. The presentation must include a 50-minute videotape of student interaction with the client. In addition, the student must respond to a case vignette, including the same elements noted above. Students must include a family psychology perspective in their interaction with the cases and demonstrate an ability to discuss the interdisciplinary (psychology, ethics, theology, and philosophy) dimensions of the case. The purpose of this exam is to ensure that the student has developed the requisite skills to successfully enter an internship. Successful completion of the exam is required in order to proceed to internship.

Clinical Dissertation

Definition of the Dissertation

Candidates for the Psy.D. must complete and defend a Clinical Dissertation as a major part of their degree requirements. The term "Clinical Dissertation" is intended to convey the nature of the treatise: it involves critical thinking, creative integration, and scholarly communication relevant to professional issues and practice in psychology. The Clinical Dissertation reflects disciplined consideration of the issues and methods associated with the practice of clinical psychology. A Psy.D. dissertation must demonstrate the implications of the science of psychology for the practice of psychology. The clinical dissertation may fall within one of several broad categories:

- **Critical Literature Analysis**: scholarly review and critique of the research literature in an area of clinical psychology with notation of implications for further research and clinical application
- **Program Consultation**: psychological consultation to a program, including relevant literature review, needs assessment, results, and recommendations
- **Quantitative Research**: relevant literature review, hypotheses, analysis, and interpretation of data (new or archival) relevant to the practice of clinical psychology, results, and discussion
- **Qualitative Research**: relevant literature review, qualitative research methodology, results, and discussion of the findings in an area of clinical psychology
- **Theoretical Development**: literature review and significant modification, reformulation, or advance in a conceptual or theoretical area relevant to the practice of psychology
- **Clinical Application**: relevant literature review, development of a product or program, including support documentation, and implementation or evaluation of at least a portion of the application

The nature and scope of the Psy.D. Clinical Dissertation is distinct from the type of dissertation required in a Ph.D. program. The Clinical Dissertation is intended to demonstrate satisfaction of the Research and Evaluation competency in professional psychology. However, a clinical dissertation may not require extensive original empirical research. The Psy.D. research curriculum and clinical dissertation teaches students to follow "a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena." Successful completion of the courses and clinical dissertation will demonstrate the competency "to engage in rigorous, careful, and disciplined scientific inquiry."

The clinical dissertation model is evolving in the field of professional psychology. The clinical dissertation stands parallel, as a significant final project in the program, with the Clinical Competency Exam, the clinical skill outcome measure built into the clinical component of the program. The combination of these two measures provides a more appropriate outcome measurement for a Psy.D. program.

Relationship of Research Curriculum to Dissertation

Students gain expertise in research and assistance in formulating their Clinical Dissertation in the research sequence of courses in the Psy.D. curriculum. The sequence of courses is interwoven with the development of the dissertation; each course contains specific requirements that demonstrate progression in completion of the dissertation. In the APU Psy.D., students may complete the dissertation during their residency on campus prior to the predoctoral internship or during the internship after passing the proposal defense.

Research Design I, offered in the first semester of the program, teaches the variety of designs which may be utilized in scientific inquiry and assists the student in the initial choice of a research topic. Faculty research interests and areas of expertise are provided to students in a Clinical Dissertation Proseminar conducted during this semester to aid in the selection of their dissertation chair and committee. During the Proseminar, individual faculty members interact with students about their research interests and current opportunities for participation in their research groups. Students are expected to select their dissertation chair during this semester.

Research Design II, in the spring semester of the first year, provides the foundational skills necessary for understanding and analyzing data utilizing a statistical analysis program as well as for evaluating qualitative data. During this semester, students choose the category of dissertation (e.g., quantitative, qualitative, program consultation, etc.) they intend to complete, select their committee members, begin attending research team meetings with their chair, and develop the initial literature review. The Dissertation Development course, in the summer semester of the first year, assists the student by provision of specialized education to support the specific model of dissertation they have elected (e.g., advanced statistics for quantitative dissertations, training in the use of a computerized qualitative analysis program for qualitative dissertations, etc.). During this semester, students develop their methodology section and a prospectus for their dissertation.

Each subsequent semester, students enroll in dissertation units, having specific milestone requirements that move them along in the process toward completion of the dissertation by the summer of the second year or the fall of the third year (e.g., Proposal Defense and IRB approval in the fall of the second year; Data Colloquium in the spring of the second year). Interaction with the dissertation chair and committee is continuous throughout the

research sequence of courses and especially heavy during the spring and summer prior to the fall semester of the third year. The dissertation proposal defense must be completed by October 15 of the fall semester prior to application for the predoctoral internship. Students are strongly encouraged to complete the dissertation prior to internship. Students must register for continuation units beginning in the internship year until the dissertation is complete.

The research courses and dissertation sequence are intended to enable students to demonstrate the following characteristics as part of their completion of the dissertation:
a) ***Research and Evaluation Competency***: Dissertation work must demonstrate the ability to think critically and engage in rigorous, careful, and disciplined scientific inquiry.
b) ***Independent Functioning***: Students are expected to demonstrate the ability to work at their own initiative within the structure provided by the doctoral program.
c) ***Skill in Written Communication***: The dissertation provides an opportunity for students to develop essential writing skills; it must demonstrate clear organization of ideas, correct grammar, and writing style appropriate to psychologists.

Dissertation Committee

The Dissertation Committee consists of no fewer than three members who guide students through the dissertation process. Additional external readers with expertise in the area of study are encouraged as agreed upon by the committee chair. It is expected that the students make initial contact with the person they would like to chair their committee during the semester in which they take Research Design I. Selection and approval of the entire committee is a requirement for completion of the Research Design II course. Students must complete a form indicating the members of their committee.

All Dissertation Committee members must hold an earned doctorate from an accredited institution. The chair must be a full-time faculty member in the Department of Graduate Psychology. The remaining member(s) may be full-time faculty members from the Department of Graduate Psychology or another department at APU, an adjunct faculty in the department, or a person from outside the APU community. If the student chooses a person from outside the APU community, it is necessary to secure the approval of the committee chair. Students should choose committee members whose research interests and content expertise are closely related to the area of their dissertation.

Dissertation Proposal Review

During the Research Methods II and Dissertation Development courses, students conduct their initial literature review, develop their methodology section, and begin work on their proposal. Subsequently, students continue to develop their dissertation proposal with consultation from the dissertation chair, committee member(s), and the research course sequence faculty while they enroll in Dissertation I-IV (one course each semester). The proposal must be approved by the chair and committee member(s) at the Proposal Defense as a final requirement for completion of the Dissertation I course. It is the student's responsibility to schedule the Proposal Defense with the dissertation chair and committee prior to the completion of the semester. The draft proposal must be provided to the committee at least two weeks prior to the meeting. Students review the proposal with the committee, indicate how the dissertation study will enhance development of the core competencies in psychology, present an understanding of the relevant literature, provide a rationale for the proposed dissertation, describe the scope of work and choice of methods, and answer questions regarding the proposal. Formal approval of the dissertation proposal by the entire committee is necessary to proceed with the dissertation study.

Dissertation Process and Oral Defense

After the approval of the dissertation proposal, students proceed with the development of their dissertation. Dissertation Committee chair and members are available to students to guide the work. Institutional Review Board approval must be secured before any research activity with participants commences. The Dissertation I-IV courses and interaction with the committee facilitates completion of the dissertation, since students must fulfill certain milestone requirements in order to proceed to the next semester.

All students are responsible for the timely completion of their dissertation. The dissertation and the oral defense must be completed during the summer or early fall of the student's third year (for four-year students) or fourth year (for five-year students.) The final deadline for completion of the oral defense is October 15. It is required that the dissertation be completed before the students are allowed to apply for predoctoral internship. Failure to complete the dissertation by the deadline results in a minimum of a one-year delay in applying for an internship. Students should note that there is an additional dissertation fee for each semester beyond the deadline in which the dissertation is not complete. This fee allows students to access university resources, including faculty advisement. The maximum length of time for completion of the dissertation is eight years from the date of matriculation.

The written dissertation must follow current APA style and university guidelines in the dissertation manual, including appendices. Once the written dissertation is complete and meets the requirements of the Dissertation Committee chair and members, students are informed that their written dissertation is acceptable as a scholarly contribution with minor revisions (students do not proceed to the defense until the committee has indicated that the written dissertation is acceptable). Students must then successfully defend the dissertation in front of the entire committee. At the Oral Dissertation Defense, students formally present the dissertation to the committee, demonstrating that the dissertation is their work and that they are able to explain and defend it. If the defense is deemed acceptable by the committee, the committee signifies its approval using appropriate forms. The committee must have unanimous agreement to approve the dissertation defense. It is likely that changes and additional work will be required to complete the dissertation following an acceptable defense. If their dissertation defense is rejected, the students must demonstrate substantive improvement in their ability to defend their dissertation, consistent with the response of the committee, prior to a second oral defense.

Following approval of the defense, students make necessary corrections in their written dissertation as requested by the committee. These corrections must be approved by the dissertation chair and any other member(s) of

the committee who wishes to review them. The final corrected copy is then submitted to a technical reader who reviews the dissertation to determine compliance with APA style (American Psychological Association, 1994) and university guidelines. These corrections are returned to students and must be completed within a month.

Following approval of these corrections, students submit copies duplicated according to specifications to the Department of Graduate Psychology for binding and distribution to Bell and Howell for inclusion in Dissertation Abstracts. A final approval, signifying completion of all the required filings, must be filed with the department to satisfy the degree dissertation requirement. Failure to complete all of the above within six months of the oral defense may result in a requirement that the student repeat the oral defense.

Public Presentation

After the approval of the dissertation, students are required to make a public presentation of their work. The Department of Graduate Psychology coordinates a public forum for the presentation. The presentation should demonstrate the primary design and results of the dissertation. Faculty in the Department of Graduate Psychology, students in the Psy.D. Program, friends and relatives of the student, the Azusa Pacific academic community, and members of the public are invited to attend. This presentation must be completed before commencement.

Degree Posting

The doctoral degree is posted after the student has met all degree requirements, including documentation of completion of the Predoctoral internship. Degree posting dates conform to those published on page 36.

Doctoral Assistantships

Funds are allocated to provide up to two assistantships in each entering class of the Psy.D. Program. For the first three years of their program, assistants receive 50 percent tuition remission plus a $5,000 annual stipend in return for 15 hours of service per week in the Department of Graduate Psychology. The director of the Psy.D. Program determines the roles and responsibilities of the assistants. In some cases the director of the Psy.D. Program will divide one position into two (each receiving one-half of the benefits) in order to assist more students.

Preference is given to applicants who evidence financial need, possess cultural knowledge and language skills that facilitate the provision of psychological services in a minority community, and express commitment to providing psychological services in a minority community following graduation. If a student elects the five-year sequence in the Psy.D., the assistantship and tuition remission will apply only to courses actually taken in the first three years of the program. Minimum GPA and performance standards must be maintained to continue in the assistantship.

Applications for the assistantships and criteria for evaluation of applications are available from the director of the Psy.D. Program.

Adherence to Four- or Five-Year Track

Students are admitted to the Psy.D. based on their stated intent to adhere to one of the two course sequence tracks created for the program. The four-year track requires greater weekly time commitment and more units per semester. The five-year track is somewhat less intense in weekly time demands and semester unit load.

Once admitted, students must adhere to the selected track unless special permission is granted by the director of the Psy.D. Program. The Psy.D. faculty believes that participation in a cohort of peers throughout the program is an important factor in academic and professional development.

Progress Review and Annual Evaluation

The progress of all students in the Psy.D. Program is reviewed each semester in order to encourage professional development and completion of the program.

Since personal characteristics are important to competency in professional psychology, students will be evaluated regularly by faculty on categories determined in the literature to be important to the development of psychologists. The evaluation form, noting the dimensions for evaluation, is provided to students upon entrance to the program (or earlier by request). Students who evidence behavior rated unsuitable for a Psy.D. student by faculty will be required to meet with their advisor to determine a personal development plan. Students who fail to improve according to their development plan are subject to dismissal 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 in order to remain current in the program.

Academic Probation and Disqualification

Psy.D. 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 grade-point average is not maintained, or when they obtain a grade below a *B-* in their course work. Psy.D. 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 course work.

Student Grievance Procedure

The procedure for initiation of student grievance is detailed on page 32.

Identification of Students with the Profession of Psychology

In order 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 Psy.D. Program. Membership in APA provides many benefits, including subscriptions to the *Monitor* and *American Psychologist*.

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 the faculty of the Department of Graduate Psychology.

Academic Advising

Each student selects a Dissertation Committee chair during his/her first semester in the program. That faculty member also serves the student as his/her academic advisor. In addition, the director of the Psy.D. Program and the director of clinical training may provide information regarding program planning and special concerns.

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:

Board of Psychology
1422 Howe Ave., Ste. 22
Sacramento, CA 95825-3200
(916) 263-2699
www.dca.ca.gov/pscyh

Students seeking licensure in another state should contact the appropriate examining board in that state.

Course Descriptions

Pre-Psy.D.

PPSY 510 Psychotherapy and Cultural Diversity (3)

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the practice of psychotherapy in a pluralistic society. Through experiential exercises and assign- ments, this course examines the conceptual and theoretical foundations of cross-cultural psycho- therapy and encourages students to evaluate their readiness to do so. An introduction to the distinctives of several cultural groups is provided.

PPSY 531 Ethical Foundations of Psychotherapy (3)

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

PPSY 533 Theological Foundations, Spiritual Formation, and Psychotherapy (3)

This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engage clinical perspectives that are beneficial in therapeutic practice.

PPSY 534 Integrative Therapy, Clinical Process, and Moral Maturity (3)

Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical sociological, and psychological perspectives to the clinical setting. *Prerequisites: PPSY 531 and PPSY 533*

PPSY 540 Assessment I (3)

This course provides a broad understanding of the psychometric principles related to psychological assessment. It is the first in a sequence of courses that will continue in the Psy.D. Program, and it provides the foundation of knowledge that is necessary for development of the assessment competency in psychology. Special emphasis is placed on the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. The structure of an assessment battery, conducting clinical interviews, and the use of psychological tests with diverse populations is addressed.

PPSY 551 Theories of Personality and Psychotherapy (3)

This course surveys the basic theoretical orientations used by current practitioners, focusing on theories used in treatment of individuals within a system. Established schools of thought and their immediate descendants and alternative theoretical approaches are presented through lectures, videotapes, reflection, and experienced learning.

PPSY 552 Human Sexuality and Sex Therapy (3)

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. 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 marital and sex therapy.

PPSY 563 Psychopathology (3)

This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). *Prerequisite: Abnormal Psychology or equivalent*

PPSY 571 Family Therapy (3)

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.

PPSY 580 Introduction to Clinical Practice: Basic Skills (3)

This course introduces the student to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and medical/psychiatric consultation and referral. Activities include reading, observation, role playing, and student audio/videotaped clinical practice. A grade of *B-* or higher must be achieved.

PPSY 582 Introduction to Clinical Practice: Group Skills (3)

This course is designed as an adjunct to students' clinical placement and supervision experiences. As such, the course provides students with a forum for discussing their clinical caseload and their interaction with placement supervisors. In addition, the course provides an introduction to the theory and practice of group psychotherapy. *Prerequisites: PPSY 580, PPSY 581, and placement at a clinical site*

PPSY 585 Psychobiology and Psychopharmacology (3)

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 neurosychologists is part of therapeutic practice.

PPSY 593 Advanced Clinical Placement (3)

This course is designed as an adjunct to students' clinical placement and supervision experiences. The course emphasizes the enhancement of clinical skills and the application of theory to clinical issues. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload, and to provide departmental oversight of their clinical placement experience. *Prerequisites: PPSY 580, PPSY 581, PPSY 597, PPSY 598, current placement in a clinical sight*

PPSY 594 Clinical Practicum (3)

This course provides an introduction to the clinical world of the psychologist. Students are introduced to the American Psychological Association's Ethical Standards and other content that distinguish psychologists from other mental health professionals. A review of basic clinical skills are 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 allows an opportunity for students to role play and receive feedback concerning their skills.

Psy.D.

The Clinical Practicum courses that follow are intended to provide additional clinical training for students while they are in clinical practice; in addition to the course work, a student must gain hours of clinical experience in the sites specified each year during the time the Clinical Practicum sequence is taken.

PPSY 701 Clinical Practicum I (2)

This course provides an introduction to the clinical practice of psychology. Students review the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. The course focuses on understanding and application of ethical principles in a variety of professional psychology settings. Students practice basic skills in assessment, interviewing, conduct of a mental status exam, crisis management, sensitivity to diversity of clients, and use of empirically validated treatments in a brief clinical experience. The role of the psychologist is distinguished from other mental health professionals.

PPSY 702 Clinical Practicum III (2)

This course provides an introduction to the practice of clinical psychology. Students review the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct and other laws relevant to the practice of psychology. The course focuses on understanding and application of ethical principles and legal rulings in a variety of professional psychology settings. Students must pass a competency examination on legal and ethical issues to complete this course. Students practice basic skills in a brief clinical experience and participate in a forum for the review of their clinical practicum experience.

PPSY 711 Psychology and Systems Theory (3)

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.

PSY 712 Theories of Change and Empirically Validated Treatments (3)

This course examines major theoretical orientations regarding the process of change in psychotherapy and provides instruction in the selection of empirically validated treatments. Contemporary theories are reviewed and critiqued in light of current research on the effectiveness of treatments based upon those theories. Students are expected to develop a coherent theoretical and empirical rationale for therapeutic interventions.

PPSY 713 Assessment II: Personality (3)

This course provides a review of the fundamentals of psychological assessment; the administration, scoring, and interpretation of objective instruments for the clinical assessment of personality; and professional report writing. Instruments to be studied include the Minnesota Multiphasic Inventory II and the Millon Clinical Multiaxial Inventory III. Cultural issues in the interpretation of psychological tests are addressed.

PPSY 714 Assessment III: Intelligence, Academic (3)

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 are considered. The development and composition of comprehensive assessment batteries are addressed.

PPSY 715 Adult Psychology (3)

This course surveys adult development, adult psychopathology, and individual adult psychotherapy. Systemic and social interaction is emphasized in developmental process, etiology and manifestation of psychopathology, and therapeutic interventions. Culturally diverse populations are considered.

PPSY 716 Family Psychology (3)

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 which recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

PPSY 717 Child Psychology (2)

This course provides an overview of the field of child psychology, including child psychopathology. Emotional, behavioral, and learning problems are thoroughly examined and understood within a systemic developmental context. Particular attention is paid to assessment, diagnosis, and treatment of children within the familial and cultural context.

PPSY 718 History and Systems of Psychology (3)

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)

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 721 Addictive Behaviors (2)

This course addresses the etiology, course of progression, assessment methodologies, and treatment of addictive behaviors. A range of addictive behaviors are studied, including substance use and eating disorders, gambling, sexual addictions, and relationship addictions. Cultural and religious factors in addictions are studied. Special attention is given to social and environmental factors in the progression and treatment of addictive behaviors.

PPSY 722 Research Design I (3)

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)

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 Couples Theory and Therapy (2)

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 725 Moral Psychology (3)

This course explores psychological perspectives on moral development and moral meaning. Students gain an understanding of the moral development of individual and family life using the conceptual frameworks and moral categories of phenomenological, gestalt, existential, cognitive, and object relations theories.

PPSY 726 Biblical Ethics and Psychotherapy (3)

In this course, students examine the primary ethical perspectives of Scripture in order to understand their role in the development of person and family values and their importance as a source of ethical guidance

for individuals and families. Special attention is given to cultural and ethical relativism, biblical ethics and community life, and the clinical use of biblical ethics in ethical confrontation.

PPSY 727 Clinical Practicum III (2)

This course provides an on-campus forum for the review of clinical experience at a practicum site chosen subsequent to the development of an individual training plan. This course focuses on competency in the delivery of psychological services to diverse populations. Students must pass a competency examination on diversity to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

PPSY 728 Clinical Practicum IV (2)

This course provides an on-campus forum for the review of clinical experience at a practicum site. This course focuses on competency in clinical diagnosis. Students must pass a competency examination on diagnosis to complete this course. Students are evaluated on the development of increased skill in the practice of psychology

PPSY 729 Treatment Planning (1)

This course provides instruction in the process and structure of clinical treatment plans. Instruction is provided in the development of treatment plans, including the definition and diagnosis of problems, inclusion of psychological assessment and measurement in case conceptualization, and the formulation and implementation of empirically validated intervention strategies. Diversity issues in intervention evaluation and treatment planning are considered. Ethical principles and legal issues related to the standards of care in treatment are emphasized. Application is made to the variety of settings in which clinical psychology is practiced.

PPSY 730 Cognition (2)

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy are considered.

PPSY 731 Dissertation Development (3)

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 734 Gerontology (2)

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)

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 which relate especially to adolescents are reviewed and therapeutic interventions studied. Special attention is given to models which 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 736 Social Ethics and Psychotherapy (3)

This course presents ethical perspectives on the formation of social identity and community. Students examine the communal nature of the maturing self, the critical influence of urban life and urban problems on the family, and broader social goals of psychotherapy.

PPSY 737 Clinical Practicum V (2)

This course provides an on-campus forum for review of clinical experience at a practicum site. This course focuses on the appropriate use of empirically validated treatments in clinical practice. Students must pass a competency examination on empirically validated treatments to complete this course. Students are evaluated on the development of increased skill in the practice of psychology. Students review the process and skills related to application for internship.

PPSY 738 Clinical Practicum VI (2)

This course provides an on-campus forum for the review of clinical experience at a practicum site. This course focuses on the appropriate use of an interdisciplinary approach to clinical services that notes the interaction of philosophical, ethical, theological, and psychological dimensions. Students must pass a competency examination on the interdisciplinary approach to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

PPSY 739 Psychobiology (3)

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)

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 741 Dissertation (2)

PPSY 744 Supervision in Clinical Psychology (2)

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)

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)

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)

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)

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. The following are possible examples of electives which may be offered.

PPSY 750 Predoctoral Internship (1)

One-year professional internship at an external site approved by the Clinical Training Committee. Students register for Internship during the fall and spring semesters. *Prerequisites: completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship form the Clinical Training Committee* (Students who opt to take a half-time, two-year internship must register for this course both years.)

PPSY 753 Family Ethics and Psychotherapy (3)
This course explores moral identity formation within the family. Students consider religious, intergenerational, and systemic influence in the development of the moral landscape of the family and the moral and spiritual resources available to confront the emotional and psychological challenges of family life today.

PPSY 754 Assessment IV: Projectives (3)
This course provides an introduction to projective personality assessment tools and techniques. It emphasizes administration, scoring, interpretation, and report writing of the Rorschach using Exner's Comprehensive System. The course also briefly covers issues related to the use of other projective devices (e.g., Thematic Apperception Test and Projective Drawings).

PPSY 755 Dissertation V (1)
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)
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)
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 758 Techniques of Change: A (1)
Students learn and practice a variety of behavioral interventions designed to modify problematic behaviors in relation to specific disorders and clinical populations. The course emphasizes interventions with children and adolescents.

PPSY 759 Techniques of Change: B (1)
Students learn and practice a variety of cognitive-behavioral interventions designed to change problematic behaviors, affective states, and thought patterns in relation to specific disorders and clinical populations.

PPSY 760 Techniques of Change: C (1)
Students learn and practice a variety of psychodynamic interventions in relation to specific disorders and clinical populations with an emphasis on time-limited (brief) intensive psychodynamic psychotherapy.

PPSY 761 Advanced Clinical Practicum I (1)
This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

PPSY 762 Advanced Clinical Practicum II (1)
This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology. This course aims to provide an ongoing learning experience for students who desire or need to pursue an additional year of training beyond the required CP I-VI sequence. Readings and lectures are intended to further enhance skills of assessment and clinical intervention.

PPSY 795 Dissertation Continuation (1.5)
Only students who have not completed their dissertation prior to the predoctoral internship enroll in this course. Students enroll for dissertation continuation during the fall, spring, and summer semesters until the dissertation is complete and accepted for publication. Students are expected to complete specific goals, objectives, and tasks and to demonstrate satisfactory progress toward completion of the dissertation. Students who are continuing to complete their dissertation after they proceed to internship are required to enroll in this course each semester until the dissertation is completed, successfully defended, and accepted for binding. Students will meet or interact with their faculty mentor and dissertation committee to facilitate completion of the dissertation.

PPSY 798 Special Topics (Electives) (2)
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 798 Psychotherapy and Personality Disorders (2)
This course considers the developmental etiology of personality disorders, surveys various models of the disorders of personality (e.g., Millon, factor models), addresses the place of personality disorders in a systemic model of psychology, and introduces therapeutic treatment models for personality disordered individuals.

PPSY 798 Psychology of Women (2)
This course explores developmental, cultural, and clinical models of understanding and working with women's experience in the process of psychotherapy. Attention is focused upon particular issues presented by women clients and treatment approaches for dealing with these issues.

PPSY 798 Interpersonal Approaches to Psychotherapy (2)
This course considers the theory and practice of interpersonal psychotherapy, beginning with the foundational work of Harry Stack Sullivan, the founder of interpersonal psychiatry. In addition to the theory and work of Horney and Benjamin, Klerman's interpersonal psychotherapy of depression is examined.

PPSY 798 Value Formation within the Family (2)
This course explores the development of values with the family system. Special attention is paid to intergenerational perspectives, the role of family members in value formation, and the moral identity of the family.

PPSY 798 Psychological Assessment: Projectives (2)
This course covers the administration, scoring, and interpretation of the major projective tests for both children and adults. Emphasis is on the Rorschach and the Thematic Apperception Test (TAT), with additional focus on projective techniques, such as the House-Tree-Person, Kinetic Family Drawings, and Incomplete Sentences.

PPSY 798 Brief Therapy and the Managed Care Environment (2)
This course provides an introduction to the theories and techniques of brief therapy and information on the practice of psychotherapy within the managed care environment.

PPSY 798 Family and Community Violence (2)
This course focuses on the perpetration of violence such as child abuse and neglect, rape, incest, battering, and gang and other violence in the community. The course addresses treatment issues for victims of violence, including crisis intervention in schools and the community. This course partially meets the requirements for state authorized reimbursement to therapists treating victims of violence.

PPSY 798 Neuropsychology (2)
This course considers the neurological basis of behavior. The emphasis is on understanding the relationship of neurological disorders and psychopathology and an introduction to neuropsychological assessment. Screening, referral, and treatment issues are covered. The role of family/social network issues in treatment are also emphasized.

School of Music

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School of Music

Faculty

Dean; Professor:
Duane Funderburk, DMA

Professor: Robert Sage, DMA

Associate Professors:
Donovan Gray, DMA;
Don Neufeld, M.A.;
Dennis Royse, Ph.D.;
Philip Shackleton, M.A.

Assistant Professors: Al Clifft, M.A.;
Ruth Meints, M.M.;
Brenda Reinebach, M.A.

Master of Music in Performance and Master of Music Education

Introduction

The Master of Music in Performance and Master of Music Education degrees prepare professionals in the field of music for career advancement and advanced study by strengthening their academic and performance skills. The Master of Music in Performance allows specialization in several areas including conducting, instrumental performance, piano performance, and vocal performance. The Master of Music Education degree is designed for current teaching professionals and those who intend to be school music specialists.

Admission Requirements

1. Completed application for Graduate Admission (An online application is accessible at the university website, www.apu.edu.)
2. A $45 nonrefundable application fee
3. Bachelor's degree from a regionally accredited institution
4. Official transcripts sent directly to APU from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (Students' sealed copies will not be considered official.)
5. Minimum undergraduate grade-point average of 3.0 on a 4.0 scale (Candidates with a grade-point average between 2.5-2.99 may be considered for provisional admission.)
6. A letter to the dean describing applicants personal and professional goals
7. Résumé or Statement of Experience
8. A personal audition or recent video or cassette tape recording (for applicants to the Master of Music in Performance Program) (Tapes will not be returned unless return postage is supplied. Personal auditions must be scheduled through the School of Music.)
9. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550, and must submit a score for the test of written English and the test of spoken English.
10. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.

All materials should be sent to*:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Students must complete at least 30 semester units in residence at Azusa Pacific University. No more than six units of equivalent course work may be transferred into the program. Courses are scheduled so that the program can be completed in two years. A maximum of eight years is allowed for the completion of the degree.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

Master of Music in Performance

Degree Requirements

Core Courses		15 units
GMUS 500	Introduction to Graduate Music Program	3
GMUS 501	Seminar in Music History I	3
GMUS 502	Seminar in Music History II	3
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 509	Conducting III	3

Additional Courses Required for the Master of Music in Performance

Conducting		21 units
GMUS 504	Advanced Orchestration	3
GMUS 505	Advanced Arranging	3
GMUS 510	Conducting IV	3
GMUS 511	Conducting V*	3
GMUS 512	Conducting VI*	3
GMUS 542	Vocal Techniques	2
Electives**		4
Total		**36 units**

*A $100 nonrefundable recital fee is required.

Piano		15 units
GMUS 520/521/522/523	Applied Instrument	8
GMUS 524	Keyboard Literature	2
GMUS 525	Chamber Ensemble	2
Electives**		3
Graduate Recital		N/C
Total		**30 units**

Vocal		17 units
GMUS 525	Chamber Ensemble	2
GMUS 530/531/532/533	Applied Voice	8
GMUS 534	Vocal Literature	2
GMUS 542	Vocal Techniques	2
Electives**		3
Graduate Recital		N/C
Total		**32 units**

Instrumental		15 units
GMUS 520/521/522/523	Applied Instrument	8
GMUS 525	Chamber Ensemble	2
GMUS 588	Ensemble	1
GMUS 589	Ensemble	1
Electives**		3
Graduate Recital		N/C
Total		**30 units**

**Private lessons taken for elective units require an additional fee.

Master of Music Education

Degree Requirements

Core Courses		21-24 units
GMUS 500	Introduction to Graduate Music Program	3
GMUS 501	Seminar in Music History I	3
GMUS 502	Seminar in Music History II	3
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 513	Philosophical and Psychological Foundations of Music Education	2
GMUS 514	Issues in Music Classroom Pedagogy	2
GMUS 516	Social and Historical Foundations of Music Education	2
GMUS 590	Directed Research*	1-4
GMUS 591	Thesis	2

Additional Courses Required for the Master of Music Education with Choral Emphasis

		12 units
GMUS 505	Advanced Arranging	3
GMUS 509	Conducting III	3
GMUS 517	Seminar in Choral Pedagogy	2
Electives		4

Additional Courses Required for the Master of Music Education with Instrumental Emphasis

		12 units
GMUS 504	Advanced Orchestration	3
GMUS 509	Conducting III	3
GMUS 515	Seminar in Instrumental Pedagogy	2
Electives		4

Total 33 units

*One unit may be taken each semester until completion of degree; independent student fee(s) and form are required.

Course Descriptions

GMUS 500 Introduction to Graduate Music Program (3)

Students survey and examine various research methods and fields of research in music. Students are introduced to the sources available for music research and writing found in local libraries and on the Internet. An emphasis is placed on practical areas of musical knowledge as related to specific topics outlined by the professor.

GMUS 501 Seminar in Music History I (3)

This course offers a survey of performance styles and literature, both choral and instrumental.

GMUS 502 Seminar in Music History II (3)

This course offers a continuing survey of musical styles and literature, both choral and instrumental. Special emphasis is placed on techniques of authentic performance.

GMUS 503 Advanced Analysis of Form and Style (3)

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)

Discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings, are offered. The course concentrates on using scoring knowledge as a conductor and on practical writing techniques. *Prerequisite: MUS 423 or equivalent*

GMUS 505 Advanced Arranging (3)

This course is designed to enhance skills in arranging music for performance. Emphasis is placed on choral arranging. *Prerequisite: MUS 421 or equivalent*

GMUS 509 Conducting III (3)

This course focuses on the preparation of choral and instrumental works. Emphasis is placed on musical interpretation, rehearsal procedure, and choral and instrumental conducting technique. Students begin to develop a repertoire of choral and instrumental literature appropriate for church and school.

GMUS 510 Conducting IV (3)

This course is a continuation of GMUS 509.

GMUS 511 Conducting V (3)

This course is a continuation of GMUS 509 and GMUS 510.

GMUS 512 Conducting VI (3)

This course is a continuation of GMUS 509, GMUS 510, and GMUS 511. Emphasis is placed on individual instruction. *A $100 nonrefundable recital fee is required.*

GMUS 513 Philosophical and Psychological Foundations of Music Education (2)
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)
Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515 Instrumental Pedagogy (2)
Students survey method books and repertories 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)
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 517 Seminar in Choral Pedagogy (2)
The repertoire and techniques appropriate for elementary, secondary, community, and church choruses are examined.

GMUS 520 Applied Instrument (2)
Individual instruction in an instrument is given in this course. *Prerequisite: Admission to the graduate program in instrumental performance or instructor's permission*

GMUS 521 Applied Instrument (2)
Individual instruction in an instrument is given in this course. *Prerequisite: GMUS 520*

GMUS 522 Applied Instrument (2)
Individual instruction in an instrument is given in this course. *Prerequisite: GMUS 521*

GMUS 523 Applied Instrument (2)
Individual instruction in an instrument is given in this course. *Prerequisite: GMUS 522*

GMUS 524 Keyboard Literature (2)
Students survey the musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525 Chamber Ensemble (2)
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 530 Applied Voice (2)
Individual instruction in voice is given in this course. *Prerequisite: admission to the graduate program in vocal performance or instructor's permission*

GMUS 531 Applied Voice (2)
Individual instruction in voice is given in this course. *Prerequisite: GMUS 530*

GMUS 532 Applied Voice (2)
Individual instruction in voice is given in this course. *Prerequisite: GMUS 531*

GMUS 533 Applied Voice (2)
Individual instruction in voice is given in this course. *Prerequisite: GMUS 532*

GMUS 534 Vocal Literature (2)
Students survey the musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 542 Vocal Techniques (2)
Students study the techniques of good vocal production, especially as they apply to the role of the choral conductor and teacher.

GMUS 543 Seminar in Music Education (3)
In this advanced course, students consider the historical foundations of music education and the major trends in its development. The overall objectives of music education are studied and attention is given to improvement of teaching at all levels. Students' problems receive special attention. This course is offered as needed.

GMUS 588 Ensemble (1)
This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which the student participates is determined by their emphasis.

GMUS 589 Ensemble (1)
This course is a continuation of GMUS 588.

GMUS 590 Directed Research (1-4)
Individualized assistance in researching materials for the thesis is given in this course.

GMUS 591 Thesis (2)

School of Nursing

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School of Nursing

Faculty

Dean; Professor:
Rose Liegler, RN, PhD

Chair; Associate Professor, Graduate Program:
Leslie Van Dover, RN, PhD

Chair; Assistant Professor, Undergraduate Program:
Shila Wiebe, RN, MSN

Professors: Barbara Artinian, RN, PhD;
Felicitas dela Cruz, RN, FAANP, DNSc;
Marsha Fowler, RN, PhD, MDiv, FAAN;
Elaine Goehner, RN, PhD (part time);
Marianne Hattar, RN, DNSc, FAAN;
Aja Tulleners Lesh, RN, PhD

Associate Professor:
Connie Brehm, RN, PhD, FNP

Assistant Professor: Young Kim, RN, PhD, ANP

Lecturers (part time):
Divina Bautista, RN, MSN, FNP;
Margaret Brady, RN, PhD, PNP;
Carol Brainerd, RN, MN;
Charlie Evanilla, RN, MSN, NP;
Shirley Gettings, RN, MS, NP;
Laura Guerrero, RNC, MSN, FNP;
Virginia Hart-Kepler, RN, MS, FNP-C;
Catherine Goodhue, RN, MN, PNP;
Zarmine Naccashian, RN, MN, GNP

Professor Emeritus:
Phyllis Esslinger, RN, MS

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

School of Nursing Graduate Programs

The School of Nursing offers three pathways to the Master of Science in Nursing degree and Post-Master's Credential programs in several areas:

1. *Accelerated ADN to Master of Science in Nursing Program* – for graduates of A.A. or diploma programs who want to earn both BSN and MSN degrees
   - Total units for a Clinical Nurse Specialist track is 104.
   - Total units for Parish Nursing track is 108.
   - Total units for Family Nurse Practitioner track is 112.
2. *Articulated RN to Master of Science in Nursing Program* – for those with an A.A. degree or diploma in nursing who have a baccalaureate degree in a field other than nursing
   - Total units for a Clinical Nurse Specialist track is 65.
   - Total units for Parish Nursing track is 69.
   - Total units for Family Nurse Practitioner track is 73.
3. *BSN to Master of Science in Nursing Program* – for those who have completed a bachelor's degree in nursing
   - Total units for Clinical Nurse Specialist track is 42.
   - Combined Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner (PNP) Specialty – Total units for Parent-Child CNS + PNP is 50.
   - Total units for Parish Nursing track is 46.
   - Total units for Family Nurse Practitioner track is 50.
4. *School Nurse Services Credential Program*
   - Total units for School Nurse Services Credential (nondegree program) is 33.

   To complete the Master of Science in Nursing following the Credential:
   - Total additional units for Pediatric Nurse Practitioner is 21.
   - Total additional units for Family Nurse Practitioner is 31.
5. *Post-Master's Nursing Credential programs* – in Adult, Parent-Child, High Risk Home Health, Parish Nursing, and Family Nurse Practitioner are for nurses who have already completed a master's degree.

The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary to maintain a high-quality program. 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 the master's degree, beginning from the date of initial enrollment in the degree program.

Program Purpose

Graduate education in nursing provides the means to develop advanced and specialized skills in a selected area of nursing clinical practice. Accordingly, this program focuses on the acquisition of advanced knowledge in nursing theory, cultural competency, research, spiritual care, bioethics and health policy, health assessment, pathophysiology, pharmacology, and clinical practice. The aim is to prepare nurses who are well equipped to accept leadership roles upon completion of the program.

Program Objectives

- Synthesizes knowledge from theory and research to evaluate its applicability to professional nursing practice and health policy.
- Evaluates delivery of health care to individuals, families, and communities based on a theoretical frame of reference.
- Demonstrates competence in an advanced nursing role incorporating consultation, leadership, management, and teaching in a specialized area of nursing practice.
- Utilizes the research process to improve health care and contribute to the body of nursing knowledge.
- Applies bioethical and spiritual concepts in nursing practice and health policy.
- Consistently seeks opportunities for personal and professional growth and development.

Accelerated ADN-Master of Science in Nursing Program

The Accelerated ADN-MSN Program is designed for nurses who have graduated from an accredited A.A. or diploma program and wish to attain competency in advanced nursing practice while receiving both the BSN and MSN degrees. This program facilitates educational mobility and strengthens leadership abilities of nurses who already have a foundation in the profession. The course sequence acknowledges existing expertise and enhances academic and professional preparation. The bachelor's requirements include both theoretical and clinical course work that provide the foundation for advanced graduate study and address the objectives of the generic bachelor's program. Both the master's degree in nursing and the bachelor's degree will be awarded only at completion of the entire program of study.

Admission Requirements

1. A.A. degree or diploma from an accredited nursing program
2. 3.0 grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)
3. Current licensure as a registered nurse in the United States
4. Recent work experience as a registered nurse within the past five years
5. Completed application for admission and three letters of reference (two professional, one personal)
6. Written statement of educational and professional goals
7. A completed California Critical Thinking Test (given in the School of Nursing)
8. TOEFL score of 550 or higher for all international students
9. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.
10. Computer literacy – for the MSN Program

All materials should be submitted to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-5470
Fax (626) 815-4545
graduatecenter@apu.edu

Send international applications to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3081
iss@apu.edu

Additional Requirements

See MSN Program.

Bachelor's Requirements for the Accelerated ADN-MSN

Registered nurses must meet all of the requirements of the University's General Education Program* and nursing support courses. A minimum of 126 semester units are required for the BSN degree. Each applicant is individually evaluated and appropriate credit is given for previously completed course work. Up to 96 units of transfer and challenge credit are allowed (64 semester units maximum transfer credit from a junior college). Challenge examinations are available in general education and nursing courses. A testing mechanism is used for challenging nursing courses: UNRS 210 Nursing Care of Maternal, Newborn, and Women's Health; UNRS 212 Nursing Care of Adults; UNRS 310 Mental Health Nursing; UNRS 313 Restorative Nursing; and UNRS 314 Nursing Care of Children and Young Adults. Successful completion of testing for nursing courses provides 30 units of transfer credit. Testing for nursing courses is optional for A.A. graduates but required for diploma graduates. In addition, challenge examinations are available for nursing courses: UNRS 220 Health Assessment; UNRS 367 Pathophysiology; and UNRS 325 Nursing Research for applicants who wish to receive credit for knowledge gained through prior education. A total of 30 semester units of challenge credit may be utilized for the BSN Program.

*See the current Undergraduate Catalog.

Support Courses for the Nursing Major — 37 units

BIOL 220	General Microbiology	4
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
CHEM 111	Chemistry for Health Sciences	3
CHEM 112	Biochemistry for the Health Sciences	1
COMM 111	Public Communication	3
ENGL 101	College Composition	3
MATH 110	College Algebra	3
PSYCH 290	Human Growth and Development (Lifespan)	3
PSYC 350	Applied Statistics	3
PSYC 360	Abnormal Psychology	3
SOC 358	Human Diversity	3

NOTE: Upper-division writing intensive and senior seminar requirements are met in nursing courses.

Undergraduate Nursing Course Requirements: Accelerated ADN-MSN Program — 27 units

UNRS 220	Health Assessment	3
UNRS 325	Nursing Research**	2
UNRS 400	Advanced Practice Studies and Communication Skills****	3
UNRS 367	Pathophysiology**	3
UNRS 446	Theory and Practice in Community Care Settings***	6
UNRS 447	Nursing Leadership in Acute Care Settings***	6
UNRS 496	Senior Seminar: Ethics and Issues in Health Care	4

**Prerequisite for UNRS 446/447
***Prerequisites: one year of clinical practice as an RN and completion of all nursing challenge examinations
****Upper-division writing requirement

NOTE: All undergraduate requirements must be completed before enrolling in graduate courses. See current Undergraduate Catalog for specific support course prerequisites.

For the Accelerated ADN-Master of Science in Nursing Program, the Master's-Level Courses Required of All Students Are:

Academic Core
Advanced Practice Core
Clinical Specialty Option
Concluding Courses

Please see the Master of Science in Nursing Program (which follows) for course requirement details.

Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the

MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

Articulated RN-Master of Science in Nursing Program

The Articulated RN-Master of Science in Nursing Program offers registered nurses who have a bachelor's degree in a health-related academic discipline other than nursing the opportunity to pursue both bachelor's and master's degrees in nursing. A sequence of courses has been designed which recognizes the expertise of the registered nurse and enhances the academic and professional preparation required at both the bachelor's and master's levels in nursing. The program facilitates educational mobility and strengthens the leadership abilities of registered nurses. The bachelor's requirements include both theoretical and clinical course work that provide the foundation for advanced graduate study and address the objectives of a generic bachelor's program. Both the master's degree in nursing and the bachelor's degree are awarded only at completion of the articulated program. Course work must be completed in seven years.

Admission Requirements

1. A.A. degree or diploma in nursing from an accredited program
2. Bachelor's degree from a regionally accredited college or university where general education requirements are similar to those offered in the APU undergraduate program
3. 3.0 grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)
4. Current licensure as a registered nurse in the United States
5. Recent (within past five years) experience as a registered nurse
6. Completed application for admission and three letters of reference (two professional, one personal)
7. Written statement of educational and professional goals
8. TOEFL score of 550 or higher for all international students
9. Completion of the California Critical Thinking Test (given in the School of Nursing)
10. Computer literacy – for the MSN Program

All materials should be submitted to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-5470
Fax (626) 815-4545
graduatecenter@apu.edu

Send international applications to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3081
iss@apu.edu

Additional Requirements

See MSN Program.

Bachelor's Requirements for the Articulated RN-MSN — 23 units

UNRS 220	Health Assessment★	3
UNRS 325	Nursing Research★	2
UNRS 367	Pathophysiology★	3
GNRS 546	Theory and Practice in Health Care Systems in the Community★★	6
GNRS 547	Nursing Leadership in Acute-Care Settings★★	6
PSYC 350	Applied Statistics★	3
Total		**23 units**

NOTE: Please see the current Undergraduate Catalog for descriptions of undergraduate courses listed above. All bachelor's requirements must be completed before enrolling in graduate courses.

★At least one of these four courses must be taken or challenged at Azusa Pacific University.
★★These courses must be taken at Azusa Pacific University.

For the Articulated RN-Master of Science in Nursing Program, the Master's-Level Courses Required of All Students Are:

Academic Core
Advanced Practice Core
Clinical Specialty Option
Concluding Courses

Please see the Master of Science in Nursing Program (which follows) for course requirement details.

Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

Master of Science in Nursing Program

Nationally accredited, the Master of Science in Nursing Program prepares students in advanced theory and practice in a specialized clinical area of nursing. Graduate students are prepared to assume functional roles as clinical nurse specialists, parish nurses, family nurse practitioners, or pediatric nurse practitioners, and may elect an additional emphasis in administration or education. The combination of theory, research, and professional development also prepares graduates for doctoral study in nursing.

The curriculum assists students in developing a conceptual frame of reference for analyzing nursing problems, studying advanced patho-physiology and pharmacology, utilizing theories related to nursing practice, and integrating principles of spiritual care and bioethics in their professional roles. Students have the opportunity to practice as clinical nurse specialists, parish nurses, family nurse practitioners, or pediatric nurse practitioners, in a variety of health care settings.

Students electing the administration emphasis are prepared to manage nursing services in a variety of health care settings. Attention is given to analyzing health care needs of groups of patients, utilizing resources, and organizing and implementing the delivery of nursing services to meet those needs.

Students electing the nursing education emphasis learn to develop and evaluate curricula for various types of programs in nursing education, develop and implement various teaching strategies, and assess and meet the learning needs of a diverse group of adult learners across multiple educational environments.

Admission Requirements

1. Bachelor's degree in nursing from an NLN- or CCNE-accredited program (Nurses with bachelor's degrees in fields other than nursing will be considered for admission to the Articulated RN-MSN Program.)
2. 3.0. grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)
3. Current licensure as a registered nurse in the United States
4. Recent (within past five years) experience as a registered nurse
5. Completed application for admission and three letters of reference (two professional, one personal)
6. Written statement of educational and professional goals
7. Completion of the California Critical Thinking Test (given in the School of Nursing)
8. Computer literacy (This includes how to start a computer, enter and exit programs, format disks, save and delete files, and use basic functions in word processing and/or data programs.)
9. Completion of courses in health assessment, pathophysiology, nursing research, statistics, nursing leadership, and community health nursing equivalent to those offered in the APU undergraduate nursing program
10. TOEFL score of 550 or higher for all international students
11. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.

All materials should be submitted to:
Graduate Center
Azusa Pacific University
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Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3081
iss@apu.edu

Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

Additional Requirements

At the beginning of clinical course work, including health assessment labs, the student is required to provide documentation concerning CPR certification, malpractice insurance, TB screening, and immunizations appropriate to the clinical setting.

The 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 own health status, including an assessment of the safety and appropriateness of practice in the clinical context, both for the student and the patient. An individual faculty member may require documentation of the student's health status.

Program Requirements

For the Master of Science in Nursing degree, the following are required of all CNS, CNS+PNP, and FNP students:

Academic Core 15 units

GNRS 501	Theoretical Thinking in Nursing	2
GNRS 503	Cultural Competency in Health Care	2
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 508	Research for Advanced Practice Nursing	3
GNRS 510	Family Theory in Health Care	2

Advanced Practice Core 14 units

GNRS 512	Advanced Health Assessment and Health Promotion	6
— or —		
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3

Clinical Specialty Options 8-17 units

In addition to the academic and advanced practice core courses, students select their clinical focus in one of the six advanced practice clinical specialties – Adult, Parent-Child, High Risk Home Health, Parish Nursing, Combined Parent – Child and Pediatric Nurse Practitioner, or the Family Nurse Practitioner. Students work closely with faculty and clinical preceptors to learn theory and practical skills essential for their advanced practice roles.

Adult, Parent-Child, High Risk Home Health	8 units
Combined Parent-Child and Pediatric Nurse Practitioner	16 units
Parish Nursing	17 units
Family Nurse Practitioner	16 units

Concluding Courses 5 units

GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis	1

Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program.

Total Clinical Specialty Program

CNS	**42 units**
CNS+PNP	**50 units**
FNP	**50 units**
PN	**46 units**
School Nurse Services Credential+PNP or FNP	**54-64 units**

Elective Courses 50 units

Students may select additional elective courses to support their programs of study as directed by faculty. In addition, if desired, students may elect a second emphasis in administration or education.

Clinical Nursing Specialties (CNS)

Adult, Parent-Child, or High Risk Home Health Clinical Nursing Specialty (CNS)

The Master of Science with a clinical specialty in Adult, Parent-Child, or High Risk Home Health Nursing allows students to concentrate on one of these three clinical areas of content and practice. Post-master's credentials are also available in these specialties.

For details on Academic Core and Advanced Practice Core courses, please see "Program Requirements" on the previous page.

Academic Core 15 units

Advanced Practice Core 14 units

Clinical Specialty Courses 8 units

GNRS 520 Theory and Practice in Adult Nursing 4

— or —

GNRS 530 Theory and Practice in Parent-Child Nursing 4

— or —

GNRS 580 Advanced Theory and Practice in High Risk Home Health Nursing 4

— and —

GNRS 521 Clinical Specialization in Nursing Care of Adults 4

— or —

GNRS 531 Clinical Specialization in Parent-Child Nursing 4

— or —

GNRS 581 Clinical Specialization in High Risk Home Health Nursing 4

Concluding Courses 5 units

GNRS 540 Case Management 2

GNRS 541 Clinical Practicum in Case Management 2

GNRS 597/598 Comprehensive Examination Directed Study/Thesis 1

Total Required for Clinical Nurse Specialist (CNS) 42 units

Combined Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner (PNP) Specialty

The Combined Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner Specialty (PNP) prepares nurses to be effective practitioners in both of these advanced practice roles with children and their families. In the CNS, the focus is expert clinical practice, consultation, clinical leadership, research and education. The focus of the PNP is health care of children in the primary care setting and includes direct client assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation and research. Graduates of the combined specialty program will be eligible to apply to the state of California for certification as a Clinical Nurse Specialist (CNS) and certification as a Pediatric Nurse Practitioner (PNP). They are also qualified to seek national certification through specialty boards.

Academic Core 15 units

Advanced Practice Core 14 units

Instead of GNRS 512, these students take:

GNRS 511 Advanced Pediatric Assessment and Health Promotion 6

Clinical Specialty Courses

1. Parent-Child CNS Specialty 8 units

GNRS 530 Theory and Practice in Parent-Child Nursing 4

GNRS 531 Clinical Specialization in Parent-Child Nursing 4

2. Pediatric Nurse Practitioner (PNP) Specialty 8 units

GNRS 589 Adolescent Reproductive Health Care 2

GNRS 590 Primary Health Care of the Young Family 6

Concluding Courses 5 units

GNRS 540 Case Management 2

GNRS 541 Clinical Practicum in Case Management 2

GNRS 597/598 Comprehensive Examination Directed Study/Thesis 1

Total Required for Combined CNS+ PNP Specialty 50 units

Family Nurse Practitioner (FNP) Specialty

This specialty program prepares students to be nurse practitioners across the human lifespan. The program is designed so graduates can be licensed by the state of California and can also take FNP National Certification examinations. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. A post-master's credential is also available.

For details of Academic Core and Advanced Practice Core courses, please see "Program Requirements" on the previous page.

Academic Core 15 units

Advanced Practice Core 14 units

Clinical Specialty Courses 16 units

GNRS 590 Primary Health Care of the Young Family 6

GNRS 591 Primary Health Care of the Childbearing Family 4

GNRS 592 Primary Health Care of the Mature and Aging Family 6

Concluding Courses 5 units

GNRS 540 Case Management 2

GNRS 541 Clinical Practicum in Case Management 2

GNRS 597/598 Comprehensive Examination Directed Study/Thesis 1

Total Required for FNP Specialty 50 units

Parish Nursing (PN) and Health Ministries Specialization

Parish nursing is an interdisciplinary program that prepares nurses to serve within churches or other religiously based settings as nurse specialists in spiritual aspects of patient care. The parish nurse serves as a church staff associate to the minister (clergy) for health ministry and spiritual care. This program integrates formal theological knowledge and methodology, professional ministry skills, and advanced nursing practice to address the bioethical, health, and spiritual concerns of a faith-based community, its members, and its "neighbors." That is, both a ministry of health and faith integration, health maintenance, and health promotion for the prayer community itself, and mission outreach for health advocacy and social ethics are encompassed within this specialization. The uniqueness of this program resides in the depth of theological knowledge and ministry skill that is required to be integrated into advanced nursing practice. A post-master's nursing credential is also available.

This specialty is also open to ministry students, who are ordained clergy or who are seeking ordination to professional ministry, and who wish an interdisciplinary emphasis on the integration of health and spirituality, health maintenance, and health promotion within congregations and faith traditions/denominations. For ministry students, a health ministries focus is individually designed to meet the specific ministry needs of the student (e.g., family health ministries, older adult-enablement health ministries, youth and child health ministries, women's health ministries. etc.).

Academic Core **15 units**

Advanced Practice Core* **17 units**

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role	3
GTHE 504	God, Creation, and Humanity*	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church	4

*Parish nursing students must take the constructive theology course series as offered by APU's Haggard Graduate School of Theology; however, that series may be constituted. See course descriptions in the Haggard Graduate School of Theology section of this catalog.

Clinical Specialty Courses **9 units**

GNRS 570	Parish Nursing/Health Ministries	2
GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry II	1
GMIN 618	Philosophy of Ministry	4

Concluding Courses **5 units**

GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis	1

Total Required for PN Specialty **46 units**

School Nurse Services Credential (a nondegree program) plus option to earn a Master's Degree in Pediatric Nurse Practitioner (PNP) or Family Nurse Practitioner (FNP) Specialty

The School Nurse Services Credential Program prepares nurses who have completed a bachelor's degree to be effective practitioners of school health. Students who complete the program will be eligible to apply for the State of California School Nurse Services Credential. 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. Among the school health activities students undertake are: planning health programs, assessing the health of children, providing health care and health referral, and contributing to formulation and evaluation of school 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 (CCTC). It also enables qualifying students who complete the credential to continue their studies toward a Master of Science in Nursing degree. Admission requirements for this program are the same as those for the Master of Science in Nursing Program.

Nondegree Program: School Nurse Services Credential Specialty

Academic Core **9 units**

GNRS 501	Theoretical Thinking in Nursing	2
GNRS 503	Cultural Competency in Health Care	2
GNRS 504	Bioethics and Health Policy	3
GNRS 510	Family Theory in Health Care	2

Educational Support Courses **6 units**

Audiology/Audiometry for School Nurses**		3
EDUC 400	Foundations of Education, K-12*	3
—or—		
TEP 420	Secondary Teaching Strategies*	3

Clinical Specialty Courses **18 units**

GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	6
GNRS 550	Theory and Practice in School Nursing	4
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family (didactic portion only)	2

Total Required for School Nurse Services Credential **33 units**

* Please see School of Education and Behavioral Studies for descriptions of these courses.
**Not offered at APU. Select from state-approved audiology programs.

Master's Degree with Pediatric Nurse Practitioner Specialty following Completion of School Nurse Services Credential 33 units

Additional Course Work Required

Academic and Advanced Practice Core **14 units**

GNRS 506	Spiritual Care	3
GNRS 508	Research for Advanced Practice Nursing	3
GNRS 513	Advanced Nursing Practice Role	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3

Clinical Specialty and Concluding Courses 7 units

GNRS 591	Primary Health Care Childbearing Family (lab)	2
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis	1

Total Required Beyond School Nurse Services Credential Specialty to Complete Master's Degree as Pediatric Nurse Practitioner (PNP) 21 units

Total Required for Both School Nurse Services Credential and Master's Degree with Pediatric Nurse Practitioner (PNP) Specialty 54 units

NOTE: The School Nurse Services Credential plus PNP includes a total of 634 clinical hours from the following courses: GNRS 511 (158 hrs.); GNRS 550 (106 hrs.); GNRS 590 (158 hrs.); GNRS 541 (106 hrs.); and GNRS 591 (106 hrs.). Meets California BRN requirements for NP certification of 18 units of theory, 12 units of lab.

Master's Degree with Family Nurse Practitioner Specialty following Completion of School Nurse Services Credential 33 units

Additional Course Work Required Academic and Advanced Practice Core 14 units

GNRS 506	Spiritual Care	3
GNRS 508	Research for Advanced Practice Nursing	3
GNRS 513	Advanced Nursing Practice Role	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3

Clinical Specialty and Concluding Courses 17 units

GNRS 512	Advanced Health Assessment and Health Promotion (adult focus)	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 591	Primary Health Care of the Childbearing Family (lab)	2
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 597/598	Comprehensive Examination Directed Study/Thesis	1

Total Required Beyond School Nurse Services Credential Specialty to Complete Master's Degree as Family Nurse Practitioner (FNP) 31 units

Total Required for Both School Nurse Services Credential and Master's Degree in Family Nurse Practitioner (FNP) Specialty 64 units

NOTE: The School Nurse Services Credential plus FNP includes a total of 898 hours from the following courses: GNRS 511 (158 hrs.) GNRS 512 (106 hours); GNRS 550 (106 hrs.); GNRS 592 (158 hrs.); GNRS 591 (106 hours); GNRS 590 (158 hrs.); and GNRS 541 (106 hrs.). Meets California BRN requirements for NP certification of 18 units of theory, 12 units of lab.

Nursing Education Emphasis

Along with a clinical specialty track, students may elect nursing education as an additional emphasis. This course of study prepares students at the master's level for teaching roles in various clinical or academic settings.

Academic Core 15 units

Advanced Practice Core 14 units

Clinical Specialty Courses

Adult, Parent-Child, High Risk Home Health 8 units

— or —

Family Nurse Practitioner 16 units

Concluding Courses 5 units

Required Nursing Education Emphasis Courses 9 units

GNRS 552	Education Concepts and Clinical Instruction in Nursing	5
GNRS 554	Curriculum Foundations and Instructional Strategies	4

Total Requirements for CNS with Nursing Education Emphasis 51 units

Total Requirements for FNP with Nursing Education Emphasis 59 units

Nursing Administration Emphasis

Along with a clinical specialty track, students may elect nursing administration as an additional emphasis. Course work focuses on combining the resources of nursing, organizational development, and business management. This program prepares nurses for administration of nursing service in a variety of health care settings.

Academic Core 15 units

Advanced Practice Core 14 units

Clinical Specialty Courses

Adult, Parent-Child, High Risk Home Health, 8 units

— or —

Family Nurse Practitioner 16 units

Concluding Courses 5 units

Required Nursing Administration Emphasis Courses 9 units

GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Finance	4

Total Requirements for CNS with Nursing Administration Emphasis 51 units

Total Requirements for FNP with Nursing Administration Emphasis 59 units

Post-Master's Credential Programs

Post-master's credential programs are available in: Adult, Parent-Child, High Risk Home Health, Parish Nursing, Family Nurse Practitioner, Nursing Administration, and Nursing Education. Please contact the graduate program for specific requirements at (626) 815-5391 or fax (626) 815-5414.

Admission Requirements for Post-Master's Programs

1. Master's degree in nursing from a regionally accredited program
2. Completed application for graduate admission
3. $45 nonrefundable application fee (unless a previously admitted APU student)
4. Official transcripts from all institutions leading to and awarding the applicant's master's degree
5. Minimum graduate grade-point average of 3.0 on a 4.0 scale (Candidates with a grade-point average between 2.7-2.99 may be considered for provisional admission.)
6. Three recommendations: two should be of a professional nature, and one personal
7. Résumé or statement of work experience
8. Current copy of license to practice as a Registered Nurse in California
9. Computer literacy (This includes how to start a computer, enter and exit programs, format disks, save and delete files, and use basic functions in word processing and/or data programs.)

All materials should be sent to*:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
(626) 815-4570
Fax (626) 815-4545
graduatecenter@apu.edu
www.apu.edu

International applicants send forms to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3801
iss@apu.edu

Prerequisites

Please contact the School of Nursing (626) 815-5391 for prerequisite course requirements.

Adult Nursing

Required Courses — 15 units

GNRS 504	Bioethics and Health Policy	3
GNRS 520	Theory and Practice in Adult Nursing	4
GNRS 521	Clinical Specialization in Nursing Care of Adults	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

NOTE: The following courses will be required for all Adult Nursing post-master's students who have not completed such a course previously:

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology for Advanced Practice Nursing	3

Parent-Child Nursing

Required Courses — 17 units

GNRS 504	Bioethics and Health Policy	3
GNRS 510	Family Theory in Health Care	2
GNRS 530	Theory and Practice in Parent-Child Nursing	4
GNRS 531	Clinical Specialization in Parent-Child Nursing	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

NOTE: The following courses will be required for all Parent-Child nursing post-master's students who have not completed such a course previously:

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology for Advanced Practice Nursing	3

High Risk Home Health Nursing

Required Courses — 17 units

GNRS 504	Bioethics and Health Policy	3
GNRS 510	Family Theory in Health Care	2
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 580	Theory and Practice in High Risk Home Health Nursing	4
GNRS 581	Clinical Specialization in High Risk Home Health Nursing	4

NOTE: The following courses will be required for all High Risk Home Health nursing post-master's students who have not completed such a course previously:

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology for Advanced Practice Nursing	3

Parish Nursing

Required Courses — 23 units

GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GTHE 504	God, Creation, and Humanity*	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church*	4
GNRS 570	Parish Nursing/Health Ministries	2
GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry II	1
GMIN 618	Philosophy of Ministry	4

NOTE: The Parish Nursing Credential is an interdisciplinary nondegree program. Students may take the theology courses at a denominational seminary. Course work in theology from this program may be applied toward a degree in theology at APU.

*Parish nursing students must take the constructive theology course series as offered by APU's Haggard Graduate School of Theology; however, that series may be constituted.

Family Nurse Practitioner

Students must be admitted into the university before registering for this program. The Family Nurse Practitioner Credential Program is designed as a nondegree course credit option for nurses with a master's degree in nursing*. This program promotes primary health care skills through didactic education and clinical supervision, which prepares the nurse for licensure by the state of California and for National Certification as a family nurse practitioner.

Prerequisites

1. Master's degree in nursing
2. Completion of a basic health assessment course

Required Courses 34 units

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role**	3
GNRS 515	Advanced Pathophysiology	2
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

Total Requirements for FNP Post-Master's Credential 34 units

*Students who hold current California state certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as clinical nurse specialist (CNS) may challenge or request waiver of the course work 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 on admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.
**This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, since the content was integrated in the clinical courses.

Nursing Administration

Students must be admitted into the university before registering for this program. The Nursing Administration Post-Master's Credential Program prepares students for administration of nursing service in a variety of health care settings. Course work focuses on combining the resources of nursing, organizational development, and business management. This program builds on skills and knowledge obtained in a master's of science in nursing program.

Prerequisite

Master's degree in nursing

Required Courses 9 units

GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Finance	4

Total Requirements for Nursing Administration Post-Master's Credential 9 units

Nursing Education

The Nursing Education Post-Master's Credential Program prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a master's of science in nursing program.

Prerequisite

Master's degree in nursing

Required Courses 9 units

GNRS 552	Education Concepts and Clinical Instruction in Nursing	5
GNRS 554	Curriculum Foundations and Instructional Strategies	4

Total Requirements for Nursing Education Post-Master's Credential 9 units

Course Descriptions

GNRS 501 Theoretical Thinking in Nursing (2)
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*

GNRS 502 Advanced Clinical Decision Making (2)
The theory and practice of clinical decision making in nursing provides the major course focus. Factors which influence the clinical decision-making process are examined, and practical applications within the clinical area identified. The relationship between clinical decision making and policy formulation is analyzed. The role of nursing diagnoses in clinical decision making is critiqued.

GNRS 503 Cultural Competency in Health Care (2)
This course focuses on understanding general and specific culture concepts relevant to health and health-seeking behaviors of diverse ethnic/cultural groups in the United States. These concepts serve as the basis for formulating culturally competent health care interventions for individuals, families, and communities. In addition, the course addresses the concept of acculturation as a major source of inter- and intra-ethnic/cultural diversity.

GNRS 504 Bioethics and Health Policy (3)
This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Health-related cases, issues, and policy are addressed as related to the professions represented by the students enrolled in the course. Health is broadly understood as encompassing a wide range of professional and social issues (such as world hunger, poverty, euthanasia and assisted suicide, organ transplantation, state and national health policy, etc.). *Prerequisites: graduate standing and instructor's consent*

GNRS 506 Spiritual Care (3)
Selected concepts in the spiritual care of persons from the traditional Judeo-Christian perspective provide a central focus to the course. The goal is to apply spiritual concepts to the care of persons with complex health or illness care needs. Students are introduced to and engage in the process of scholarly research. The course is conducted as a tutorial/seminar experience. *Prerequisites: graduate standing and instructor's consent; recommended: one theory-based graduate course*

GNRS 508 Research for Advanced Practice Nursing (3)

The focus of this course is development of an understanding of the principles of the research process, especially quantitative methods, with an overview of qualitative methods. The course prepares the advanced practice nurse to systematically review and critique research literature, participate in evaluation of health services, and effectively utilize research in clinical practice. Experience in computerized data entry and analysis is included. *Prerequisites: computer literacy, undergraduate research course, a statistics course, and GNRS 501*

GNRS 509 Qualitative Research: Grounded Theory (3)

A variety of qualitative research approaches and issues, including grounded theory, phenomenology, and ethnography, are introduced and explored. Students collect and analyze qualitative data using the constant comparative methodology of grounded theory. *Prerequisites: GNRS 508 and instructor's consent*

GNRS 510 Family Theory in Health Care (2)

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. *Prerequisite: GNRS 501 or instructor's consent*

GNRS 511 Advanced Pediatric Health Assessment and Health Promotion (6)

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. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and to 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. *Prerequisites: Graduate status, basic (undergraduate) health assessment.*

GNRS 512 Advanced Health Assessment and Health Promotion (6)

The course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within a family, community, and cultural context. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and to 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. *Prerequisites: undergraduate health assessment, pathophysiology, Academic Core, and all other Advanced Practice Core courses*

GNRS 513 Advanced Nursing Practice Role (3)

The focus is on the concepts of role development and performance competence of the advanced practice nurse. Emphasis is placed on the clinician, educator, consultant, and researcher roles of the advanced practice nurse. Leadership aspects of the advanced practice nursing role are explored in relation to clinical decision making, health care delivery, proposal writing, and regulation of practice. *Prerequisite: completion of Academic Core courses*

GNRS 514 Research Proposal Writing (2)

This course focuses on the application of the concepts in GNRS 508. 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 508*

GNRS 515 Advanced Pathophysiology (2)

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. *Prerequisites: undergraduate pathophysiology and graduate Academic Core courses*

GNRS 520 Theory and Practice in Adult Nursing (4)

Critical concepts in the care of selected adult-client populations utilizing the nursing process are a primary focus. Advanced assessment and intervention strategies of selected clients who exhibit health problems and have entered the health care delivery system are emphasized. Client populations may be selected from the areas of critical care, adult medical-surgical, or gerontology with the instructor's consent. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 521 Clinical Specialization in Nursing Care of Adults (4)

A study of the clinical specialist role in nursing is included. Continued refinement and extension of professional knowledge and skills in a selected clinical area are emphasized. Practicum and seminars are planned according to the students' clinical interests. *Prerequisite: Academic Core, Advanced Practice Core courses, and GNRS 520*

GNRS 530 Theory and Practice in Parent-Child Nursing (4)

Theory and practice in care of fathers, mothers, and infants in all phases of the reproductive processes are the primary focus. High-risk families and problems related to normal pregnancy are included. Nursing processes and conceptual models for practice are incorporated into both the didactic and clinical components of the course. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 531 Clinical Specialization in Parent-Child Nursing (4)

A study of the clinical specialist role with young family populations is included. Application of theory and continued refinement of professional knowledge and skills in maternal-child health are emphasized. Seminar and practicum are planned according to the students' clinical interests. *Prerequisites: Academic Core, Advanced Practice Core courses, and GNRS 530*

GNRS 540 Case Management (2)

This course focuses on principles and models of case management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of case management approaches. Integral to case management is the promotion of consumer education, involvement and advocacy. *Prerequisite: completion of one clinical graduate specialty course*

GNRS 541 Clinical Practicum in Case Management (2)

This clinical course promotes the development of case management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of case management and utilize case management tools and methods to improve patient care and patient outcomes. Evaluation of case management activities is an integral component of the course. *Prerequisite: completion of one graduate clinical specialty course*

GNRS 546 Theory and Practice in Health Care Systems in the Community (6)

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. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

GNRS 547 Nursing Leadership in Acute Care Settings (6)

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. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

GNRS 550 Theory and Practice in School Nursing (4)

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. *Prerequisites: All School Nurse Services Credential courses except GNRS 591; GNRS 503 may be taken concurrently*

GNRS 552 Education Concepts and Clinical Instruction in Nursing (5)

The roles of the nurse educator in nursing education and service programs are investigated. This course builds on both clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Teaching/learning theories are implemented in clinical and lecture situations with a group of nursing students or nursing service personnel. Additional attention is directed to issues of men's and women's intellectual development and the needs of adult and ethnic minority learners. *Prerequisites: Academic Core, Advanced Practice Core, and Specialty courses; and GNRS 554*

GNRS 554 Curriculum Foundations and Instructional Strategies (4)

Curriculum issues in education and teaching/learning theories are emphasized. Development and evaluation of nursing curricula for a variety of nursing programs are discussed. Specific teaching strategies derived from presented theories are identified for implementation in a variety of nursing settings: community or bedside client instruction, in-service presentations, and classroom instruction within schools of nursing. *Prerequisites: GNRS 501, GNRS 503, GNRS 504, and GNRS 510*

GNRS 560 Theory and Practice in Nursing Administration (5)

The advanced study of management theories and their relationship to nursing and health care facilities are addressed. Emphasis is on organizational and communication theories, nursing care delivery systems, and quality of care. *Prerequisites: GNRS 501, GNRS 504, GNRS 510, and GNRS 568*

GNRS 568 Issues in Health Care Finance (4)

An introduction to control mechanisms for use in nursing administration is provided. Content in strategic planning, forecasting, goal setting, and financial planning in health care is emphasized. Development of skills in planning and measuring the cost-effectiveness of nursing care delivery, plus program planning and budgeting for nursing services, is included.

GNRS 570 Parish Nursing/Health Ministries (2)

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 580 Advanced Theory and Practice in High Risk Home Health Nursing (4)

This is a combined theory and clinical course that focuses on the clinical role of the specialist in high risk home health care. Special emphasis is placed on the use of the nursing process with a conceptual framework for nursing practice. Clusters of common home care nursing diagnoses are discussed to develop effective care plans for the high risk home care client/family. Emphasis is placed on minimizing the effect of illness and disability to enhance optimal function and development, preventing institutionalization, and/or promoting a peaceful and dignified death. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 581 Clinical Specialization in High Risk Home Health Nursing (4)

This combined theory and clinical course focuses on the indirect caregiver role of the clinical nurse specialist in high risk home care. Based on identified competencies of the clinical specialist, the course focuses on the roles of educator, program manager, researcher, and consultant. Utilizing a conceptual framework, the student designs a program for a specific high risk home health client population including budgetary considerations, staffing patterns, and evaluation methods to achieve expected outcomes. Concepts of advocacy, communication, power, and leadership are emphasized. *Prerequisites: Academic Core and Advanced Practice Core courses, and GNRS 580*

GNRS 589 Adolescent Reproductive Health Care (2)

This course focuses on the assessment and management of adolescents with respect to reproductive health needs. Emphasis is on preservation of reproductive health with a focus on cancer prevention and screening, pregnancy prevention and screening, teenage sexual issues, and prevention and treatment of sexually transmitted infections. Cross-cultural aspects related to reproductive health will be addressed. *Prerequisites: Academic Core and Advanced Practice Core courses, and GNRS 511*

GNRS 590 Primary Health Care of the Young Family (6)

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: Academic Core and Advanced Practice Core courses*

GNRS 591 Primary Health Care of the Childbearing Family (4)

This course focuses on the assessment and management of the primary health care needs of the family with a childbearing woman. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to women bearing children are addressed. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 592 Primary Health Care of the Mature and Aging Family (6)

This combined theory and clinical course focuses on the role of the family nurse practitioner (FNP) 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 are addressed. *Prerequisites: Academic Core and Advanced Practice Core courses*

GNRS 594 Pharmacology in Advanced Practice Nursing (3)

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. *Prerequisites: Academic Core courses*

GNRS 595 Special Topics in Nursing (1-4)

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 Nursing Informatics in Advanced Nursing Practice (3)

This course focuses on the management of information and application of computer and information science and technology to support and enhance advanced nursing practice, especially in the delivery of quality health care, decision making, and strategic planning. Students are assisted in becoming proficient users of computers and information technology in their professional and academic roles.

GNRS 597 Comprehensive Examination Directed Study (1)

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. *Prerequisites: completion of all Academic Core, Advanced Practice Core, and Specialty courses; and GNRS 540; GNRS 541 may be taken concurrently*

GNRS 598 Thesis (1)

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. *Prerequisites: 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)

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*

Haggard Graduate School of Theology

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Haggard Graduate School of Theology

Faculty

Interim Dean; Professor: Lane Scott, Ph.D.

Associate Dean; Professor: Earl Grant, Ph.D.

Chair, Department of Biblical Studies; Professor: John Hartley, Ph.D.

Chair, Department of Theology and Ethics; Professor: Lane A. Scott, Ph.D.

Chair; Department of Ministry; Associate Professor: Sarah Sumner, Ph.D.

Director of the D.Min. Program: Catherine Gregg, D.Min.

Professors: Les Blank, Ph.D.; Don Thorsen, Ph.D.; Richard Foster, D.Th.P.; Marsha Fowler, Ph.D.; Roger White, Ed.D.

Associate Professor: Lynn Allan Losie, Ph.D.

Assistant Professors: Gordon Coulter, M.A.; John S. Park, Ph.D.; Kenton Walkemeyer, Ph.D.; Enrique Zone, Ed.D.

Scholar in Residence: Ralph P. Martin, Ph.D.

Lecturers (part time): Charles Allers, D.Min.; Steve Fitch, M.Div; Doug Heal, M.A.; Jim Le Shana, Ph.D.; Larry Lloyd, M.A.; Jack Loo, M.A.; Luis Madrigal, M.Div.; John McKenna, Ph.D.; Hyo Shick Pai, Ph.D.; Laurie Polich, M.A.; Terry Samples, Ph.D.; Jon Sarver, D.Min.; Claude M. Stonier, Ph.D.; Ron Williams, D.Min.; Richard Zone, M.A.R.

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Please contact the individual program director for updated information.

Introduction

The Haggard Graduate School of Theology at Azusa Pacific University is an expansion of an institution that began in 1899 with the formation of the Training School for Christian Workers. Devoted Christian educators from the Evangelical Friends (Quaker) and Methodist churches provided education for ministry at the training school throughout the early part of the 20th century. Today, the Haggard Graduate School of Theology exists to carry on and expand this fundamental purpose of training men and women for effective ministry in the Church of Jesus Christ. The theological stance of the Haggard Graduate School of Theology is Wesleyan.

Degree Programs

Degree programs in the Haggard Graduate School of Theology prepare men and women for ministry in the church, whether as lay persons or as ordained professionals. Six degrees are offered including the Master of Arts in Religion, a 36-unit program for persons preparing to teach Bible or theology courses; the Master of Arts in Pastoral Studies, a 60-unit program which trains students for service in special ministries; the Master of Arts in Christian Education, a 60-unit program directed toward the person with a specific call to educational ministries (may be desirable for lay ministers not seeking ordination); the Master of Arts in Nonprofit Leadership and Theology, a 60-unit program for the person with a specific call or leading to one of the more specialized fields of professional ministry; the Master of Divinity, a 90-unit program which equips students for pastoral and other forms of ministry (many denominations require the Master of Divinity for ordination); and the Doctor of Ministry, a 36-unit professional doctorate in spiritual formation.

Spiritual Life

The faculty of the Haggard Graduate School of Theology believes that the growth of the student's spiritual life is foundational to effective ministry. Accordingly, the development of the spiritual life is integral to every course. In addition, there are opportunities for the graduate school community to pray together and share experiences in Jesus Christ. Chapel services are conducted during each semester. Students and faculty are encouraged to attend the university chapels as well as special services and lectures.

Experiential Learning

The Haggard Graduate School of Theology utilizes an experiential learning model. The Master of Divinity, Master of Arts in Christian Education, Master of Arts in Nonprofit Leadership and Theology, Master of Arts in Pastoral Studies, and the Doctor of Ministry programs intentionally integrate biblical, theological, and ministerial studies with ministerial practice. Field education, the central component in the M.A.C.E., M.A.N.L.T., M.A.P.S., and M.Div. degree programs, facilitates the integration of academic learning and experience in ministry. Students are required to devote at least 12 hours per week for the duration of their master's degree program to some form of supervised ministry.

Biblical Languages

Master of Divinity students are required to obtain competence in at least one biblical language for use as an exegetical tool in the study of the Bible. This requirement may be met by the course GBBL 500 Elements of Greek Exegesis; by transcript evidence of one year of biblical Greek or Hebrew at the undergraduate level; or by GBBL 504, 505 New Testament Greek I, II or GBBL 524, 534 Hebrew I, II. It is strongly recommended, however, that students who anticipate further graduate study in theology complete a full-year course in biblical Greek and/or Hebrew. To obtain full benefit from courses in biblical studies, students should enroll in the biblical language course, as well as in GBBL 511 Seminar in Biblical Interpretation, as early as possible in their academic program.

Los Angeles Regional Center

The Los Angeles Regional Center of Azusa Pacific University is located in the Koreatown district at 3200 Wilshire Blvd. #315, Los Angeles, CA 90010. The center currently offers two HGST programs – the Asian Program and the Urban Program. The center is supervised by John S. Park, Ph.D., director, and Amy Carlson, secretary of admission. For information, call (626) 812-3049 or (626) 812-6000, Ext. 3202.

Asian Program

The Asian Program offers bilingual courses in English and Korean for the various graduate degree programs in the HGST. This program seeks to make an eternal 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. Suk Kim, Ph.D., is coordinator of the program. For information, call (213) 252-0962 or (626) 815-6000, Ext. 3202.

Urban Program

The Urban Program contextualizes the message of the Gospel and brings theology to the marginalized and disenfranchised. With a special focus on the African-American community, emerging leaders study, integrate, interpret, and assess classical doctrinal affirmations in the light of the experience of African-American people. African-American scholarship is paramount in the Urban program's mission to educate black leaders. Larry Lloyd is the program director. For information, call (626) 812-3049 or (213) 252-0962.

Hispanic Program

The commitment of the Haggard Graduate School of Theology in equipping qualified leaders for the Hispanic church of the 21st century is evident in the articulation and implementation of a vision that recognizes the need for a new paradigm of ethnic leadership mutuality. With such focus in view, the Haggard Graduate School of Theology is unapologetically on the vanguard, providing qualified Hispanic students a singular 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 (M.A.P.S.) Program consists of 60 semester units taught in three stages: the first 20 units are taught in Spanish by Hispanic professors, the next 20 units are taught in a bilingual setting with the aid of a bilingual staff and teaching assistant, and the remaining 20 units of the program are taught in English. Hispanic students are thus prepared to embrace two worldviews and two languages. They are contextually able to provide a strong Christian witness where God has called them to minister. Enrique Zone, Ed.D., is director of Hispanic Studies. For information, call (626) 815-6000, Ext. 3301 or Ext. 3867.

Friends Center

The Friends Center is the seminary education and ministry training program of Friends Church Southwest at the Haggard Graduate School of Theology. 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. There is significant emphasis placed on instruction, related to ministerial skills and practical application. For information, call Kenton Walkemeyer, director, (626) 815-6000, Ext. 3237.

Council for Christian Women in Leadership

The Council for Christian Women in Leadership is a body of professional women and men whose purpose is to advance Christian women as ministers and ambassadors of Christ. The council provides support and guidance to women in the community and at Azusa Pacific University who are considering, entering, or currently serving in ministry. In addition, the council sponsors a variety of events to help establish the vision of seeing women and men serve the Lord together with freedom to use their spiritual gifts. For information, call Karla Franks, (626) 815-6000, Ext. 3236.

Library and Information Resources

The university libraries of Azusa Pacific University currently have more than 750,000 holdings. These include more than 144,000 cataloged monographs, 1,300 printed serial titles, 7,700 media volumes, and 600,000 microforms. Collections in the areas of theology, biblical studies, and philosophy include nearly 50,000 volumes within the library holdings. The university maintains special collections for denominations with historic ties to the institution including Friends, Church of God – Anderson, Free Methodist, Holiness, and Salvation Army.

The library has placed a high priority on obtaining the latest in electronic technology including many full-text databases. Additionally, a CD-ROM network includes theology, philosophy, and biblical studies research products. Access through the Internet is available to the APU community and includes the library's electronic catalog, APOLIS, as well as more than 100 proprietary databases. The OCLC First Search system provides access to the holdings of more than 20,000 libraries throughout the world.

The theological librarian serves on the the faculties of both the library and the Haggard Graduate School of Theology and oversees collection development for resources at the main campus libraries and at the San Diego and Los Angeles regional centers. Training in the use of library resources for religious studies, database use, and use of the internet is available to classes and individuals by appointment.

The library resources of the Haggard Graduate School of Theology are expanded through several consortial and contractual agreements. Through a contractual arrangement with the Claremont School of Theology, the Haggard Graduate School of Theology students and faculty have the use of its theological library (140,000 volumes). A consortial arrangement with the Southern California Area Theological Library Association (SCATLA) provides access to the 18-member campus libraries between Santa Barbara and San Diego.

The Hugh and Hazel Darling Library is located on APU's West Campus. It offers users a sizable collection of printed books, reference materials, serials, and microfilm. In addition, students can use 180 computer carrels and 220 workstations with access to more than 100 licensed electronic databases and Web resources.

Dual Degree Requirements

Students may be either simultaneously or sequentially enrolled in the Master of Arts in Religion and the Master of Arts in Pastoral Studies or Master of Divinity programs at the Haggard Graduate School of Theology and earn two degrees by completing a minimum of 78 units for the Master of Arts in Religion/Master of Arts in Pastoral Studies and 108 units for the Master of Arts in Religion/Master of Divinity combinations. All degree requirements for both programs must be met. A minimum of three years of full-time study is required for the Master of Arts in Religion/Master of Arts in Pastoral Studies combination; a minimum of four years of full-time study is required for the Master of Arts in Religion/Master of Divinity combination.

Advanced Standing

- M.Div. students may petition for up to 14 units of advanced standing from upper-division undergraduate work in religion.
- M.A.C.E., M.A.N.L.T., and M.A.P.S. students may petition for up to 10 units of advanced standing from upper-division undergraduate work in religion.
- M.A.R. students may not petition for advanced standing.
- Prior to formal admission, the request for advanced standing petition form should be completed.
- Students must pass examinations for advanced standing within 12 months of their admission date. The cost for the exam is $30 per unit. If the student passes the exam(s), then 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.

Transfer Units

- A student may petition for up to 45 units for the M.Div., less any advanced standing units (e.g., 31 units transfer and 14 units advanced standing or any other combination totaling 45 units for the M.Div.), and 30 units for the M.A.C.E., M.A.N.L.T., M.A.P.S., less any advanced standing units, and 6 units for the M.A.R. from other accredited graduate degree programs. Units transferred are limited to one-half of an earned master's degree. A minimum of 46 units for the M.Div.; 30 units for the M.A.C.E., M.A.N.L.T., and M.A.P.S.; and 30 units for the M.A.R. must be completed at the Haggard Graduate School of Theology.
- Transfer units from unaccredited schools must be evaluated on a course-by-course basis.
- Units transferred must have been earned within eight years from the date of admission for the M.Div., M.A.C.E., M.A.N.L.T., M.A.P.S., and M.A.R. degrees.
- Courses in which a grade of *B* or better was earned may be used in a limited number as transfer credit toward the M.A.C.E., M.A.N.L.T., M.A.P.S., and the M.Div. degrees.
- Prior to formal admission, the Request for Transfer Credit petition form should be completed.

Visiting Student Status

The Haggard Graduate School of Theology has visiting student agreements with Fuller Theological Seminary and Claremont School of Theology. Students may contact the Haggard Graduate School of Theology for additional information, (626) 812-3049.

Advancement to Candidacy

In order to progress beyond the initial courses of the degree program and be admitted to full graduate standing, the student must be granted candidacy. Candidacy is granted by faculty approval upon the completion of the stated candidacy requirements for the respective degrees, and after the faculty (through a careful review) is satisfied with the student's progress in his/her field education studies, spiritual formation, and personal growth. Specific requirements for attaining candidacy are listed under the respective degree program descriptions.

Master of Divinity

Introduction

The Master of Divinity Program prepares men and women for professional ministry in the church. The core curriculum provides students with solid training in biblical, theological, and ministerial studies. A unique feature of the program is its intentional integration of academic and experiential components. Students must engage in some form of supervised ministry during their degree programs. The Haggard Graduate School of Theology's faculty brings to the program a unique combination of the highest academic credentials and extensive ministerial experience.

Program Goals

The program helps the student develop a pastoral theology for ministry in a local church or parachurch organization. The emphasis involves biblical and theological reflection on a broad spectrum of ministerial tasks and needs. Specifically, the goals of the Master of Divinity Program are to prepare graduates who:

- Understand basic principles for interpretation of Scripture and use an inductive method of Bible study.
- Understand and discuss the central themes of the Bible and expound the Scriptures.
- Utilize resources from church history and systematic theology to shape contemporary ministry.
- Understand the contributions of the Wesleyan movement and apply these to their particular tradition.
- Explicate a theory of ministry relevant to their intended ministerial vocation.
- Communicate effectively through preaching, teaching, and writing.
- Perform ministry with an appropriate professional style.
- Teach, train others to teach, and direct the teaching program of the local church.
- Experience personal and spiritual growth.
- Plan and lead worship effectively.
- Counsel people and make referrals to appropriate mental health professionals.

- Provide leadership in the administration of the local church.
- Provide leadership in addressing the church's social and cultural mandate.
- Have global awareness of the church and its ministry.
- Integrate personal and professional development through disciplined reflection on ministerial, personal, and academic experiences.

Admission Requirements

1. A bachelor's degree from a regionally accredited college or university is required; however, a limited number of students who do not have bachelor's degrees, but have extensive ministerial experience, may be considered for admission. For a description of the standards governing these exceptions, please write to the dean of the Haggard Graduate School of Theology.
2. Students must have a 3.0 grade-point average. Applicants with a grade-point average between 2.5-2.99 may be admitted with provisional standing.

Admission Procedures

Applicants to the master's program shall submit the following items:

1. Application for graduate admission and adherence to all departmental application procedures (An online application is accessible at the university website, www.apu.edu.)
2. Letter to dean and résumé
3. Three references
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. A nonrefundable $45 application fee
6. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055.

These items should be sent to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-5470
Fax (626) 815-4545
graduatecenter@apu.edu

Send international applications to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3081
iss@apu.edu

After the information has been reviewed by the Admissions Committee, the candidate is notified of the committee's decision. An academic counseling appointment with the Haggard Graduate School of Theology faculty is required prior to registration for classes.

Program of Studies

The Master of Divinity Program requires 90 units of course work comprising 20 units of biblical studies, 20 units of theology and ethics, 20 units of ministry studies, 10 units in the professional block, and 16-20 units of electives. Students who have not completed a course in a biblical language must register for GBBL 500 Elements of Greek Exegesis. An emphasis in parish nursing is available through a joint program with the School of Nursing.

Requirements for the Master of Divinity Program 90 units

Biblical Language Requirement 4 units

GBBL 500	Elements of Greek Exegesis	4

Students who have completed one year of undergraduate Hebrew or Greek may waive this requirement. The requirement may be filled with either GBBL 500 Elements of Greek Exegesis, GBBL 523, 524 Hebrew I, II, or GBBL 504, 505 New Testament Greek I, II.

Biblical Studies Core 20 units

GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4

Theology and Ethics Core 20 units

GTHE 504	God, Creation, and Humanity	4
GTHE 505	Christian Ethics	4
GTHE 513	History of the Modern Church	4
GTHE 514	Jesus Christ, Holy Spirit, and the Church	4
GTHE 615	Church and Society	4

Theology course of choice 4 units

Choose one:

GTHE 503	History of Early and Medieval Church	4
GMIN 507	Preaching and Worship	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 518	Pastoral Servant Leadership	4
GMIN 528	Transitions in Ministry*	4
GMIN 628	Seminar in Ministry	4

*This course includes a theological writing component.

Professional Block (Field Education) 6 units

GMIN 569	Field Education in Ministry II*	1

*Six units are required for M.Div. students.

Philosophy of Ministry Requirement 4 units

GMIN 618	Philosophy of Ministry	4

An oral exam is taken in GMIN 618 Philosophy of Ministry.

Concentrations/Electives 16-20 units
If a student takes GBBL 500 Elements of Greek Exegesis, only 16 required

Total 90 units

Additional Degree Requirements

Candidacy

In order to advance toward the Master of Divinity degree, the student must attain candidacy by completing 60 units of course work with a grade-point average of 2.7 or better, including GBBL 500 Elements of Greek Exegesis or a year of Greek or Hebrew, GBBL 511 Seminar in Biblical Interpretation, and 3 units of field education. In addition, students must comply with the following requirements:

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by the Haggard Graduate School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Divinity Program must devote at least 12 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, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Divinity must be completed within 10 years from the date of admission. Course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

Master of Arts in Pastoral Studies

Introduction

The Master of Arts in Pastoral Studies Program is for persons seeking preparation in the specialized field of church development or urban and intercultural ministries. This program may be desirable for professional lay ministers not seeking ordination.

Admission requirements and procedures are the same as for the Master of Divinity Program.

Program Goals

The Master of Arts in Pastoral Studies Program helps the student, who has had a specific call to church development or urban and intercultural ministries to develop a practical theology. Specifically, the goals of the Master of Arts in Pastoral Studies Program are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods urban and intercultural ministries.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of urban and intercultural ministries.
- Critique and evaluate basic concepts, theories, and methodologies of urban and intercultural ministries from a disciplined theological perspective.
- Develop professional proficiency and leadership ability.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry.
- Integrate personal and professional development through disciplined reflection on ministerial, personal, and academic experiences.

Program of Studies

The Master of Arts in Pastoral Studies requires 60 units of course work: 24 units of core courses, 20 units of course work in urban and intercultural ministry, 14 units in the professional block, and 2 units of elective.

Requirements for the Master of Arts in Pastoral Studies — 60 units

Core Courses		**24 units**
GTHE 504	God, Creation, and Humanity	4
GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 513	History of the Modern Church	4
Two of the following:		
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	The Church of the First Century	4
Concentration		**20 units**
	Select five courses in urban and intercultural ministries.	
Professional Block		**14 units**
GMIN 528	Transitions in Ministry	4
GMIN 568	Field Education in Ministry I*	2
GMIN 569	Field Education in Ministry I*	1
GMIN 568	Field Education in Ministry II*	2
GMIN 569	Field Education in Ministry II*	1
GMIN 618	Philosophy of Ministry**	4
Electives		**2 units**
Total		**60 units**

*GMIN 568 and GMIN 569 are two parts of the same course, taken in fall and spring respectively. The content differs for each two-part segment. Six units are required for M.A.P.S. students.

**An oral exam is taken in GMIN 618 Philosophy of Ministry.

Additional Degree Requirements

Candidacy

In order to advance toward the Master of Arts in Pastoral Studies degree, the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of at least 2.7 or better. In addition, the student must comply with the first three candidacy requirements listed under the Master of Divinity Program (see page 172).

All students in the Master of Arts in Pastoral Studies Program must devote at least 12 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, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Arts in Pastoral Studies must be completed within eight years from the date of admission. Course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Master of Arts in Christian Education

The Master of Arts in Christian Education Program is for persons seeking preparation in the specialized field of educational ministries. This program may be desirable for professional lay ministers not seeking ordination.

Program Goals

The Masters of Arts in Christian Education Program is basically directed toward the person with a specific call to educational ministries. Specifically, the goals of the Master of Arts in Christian Education Program are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods of Christian education.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of Christian education.
- Critique and evaluate basic concepts, theories, and methodologies of Christian education from a disciplined theological perspective.
- Develop professional proficiency and leadership ability within Christian education.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry and the role of Christian education within that ministry.
- Integrate personal and professional development through disciplined reflection on ministerial, personal, and academic experiences.

Program of Studies

The Master of Arts in Christian Education Program requires 60 units of course work: 24 units of core courses, 22 units of course work in Christian education, and 14 units in the professional block.

Requirements for the Master of Arts in Christian Education — 60 units

Core Courses — 24 units

GTHE 504	God, Creation, and Humanity	4
GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GTHE 513	History of the Modern Church	4

Two of the following:

GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	The Church of the First Century	4

Concentration — 22 units

GMIN 506	Foundations of Educational Ministries	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 526	Curriculum and Instruction	4
Elective		2

Two of the following:

GMIN 546	Seminar in Educational Ministries: Innovation and Entrepreneurship	4
GMIN 596	Educational Ministry Administration	4
GMIN 606	Current Issues in Educational Ministries	4

Professional Block		14 units
GMIN 528	Transitions in Ministry	4
GMIN 568	Field Education in Ministry I*	2
GMIN 569	Field Education in Ministry I*	1
GMIN 568	Field Education in Ministry II*	2
GMIN 569	Field Education in Ministry II*	1
GMIN 618	Philosophy of Ministry**	4
Total		**60 units**

*GMIN 568 and GMIN 569 are two parts of the same course, taken in fall and spring respectively. The content differs for each two-part segment. Six units are required for M.A.C.E. students.
**An oral exam is taken in GMIN 618 Philosophy of Ministry.

Additional Degree Requirements

Candidacy

In order to advance toward the Master of Arts in Christian Education degree the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of at least 2.7. In addition, the student must comply with the first three candidacy requirements listed under the Master of Divinity Program (see page 172).

All students in the Master of Arts in Christian Education Program must devote at least 12 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, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Arts in Christian Education must be completed within eight years from the date of admission. Course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Master of Arts in Christian Education: Youth Ministries Emphasis

Today's youth ministers meet teenagers from more diverse backgrounds than ever before. Consequently, a new breed of youth ministers is emerging. The 21st century youth minister must be rooted in scriptural principles and able to meet the complexity of challenges facing youth in today's culture (suicide, teen pregnancy, crime, drugs, etc.). Youth workers today must become active liaisons between schools, nonprofit government agencies, law enforcement agencies, and the community. Today's youth ministers must understand the crucial function of role modeling and effectively establish mentoring programs in a wide array of settings and circumstances.

The Degree Program

The M.A.C.E. Program offers those with a passion for the spiritual growth of today's youth the opportunity to earn a master's degree in only three years. Classes meet one night per week with summers off.

The cohort model of teaching brings together 20 adult learners for the duration of the program who study, learn, and experience the dynamic interplay of spiritual formation and educational preparation. Such an experience also fosters deep and supportive friendships that span cultural, age, and gender differences and last far beyond graduation.

Program Goals

- Integration of truth with culture
- Development of a philosophy of lifelong service to Christ
- Promotion of an understanding of youth culture
- Provision of hands-on experience and reality-based learning

Program Requirements

- This 60-unit program comprises 24 units of core courses, 20 units within the Christian Education concentration, 10 units in the professional block, and 6 units of electives.
- At least 12 hours per week are devoted to the practice of some form of supervised ministry in an approved church or parachurch field center for the duration of the program.
- Maintenance of a 2.7 grade-point average or higher, and passing of an oral exam in conjunction with the Philosophy of Ministry requirement is required.

Program of Studies

Core Courses		24 units
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 532	Paul the Apostle and Theologian	4
GTHE 504	God, Creation, and Humanity	4
GTHE 505	Christian Ethics	4
GTHE 513	History of the Modern Church	4

Ministry Studies Core		20 units
GMIN 506	Foundations of Educational Ministries: Youth	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 528	Transitions in Ministry	4
GMIN 546	Seminar in Educational Ministries: Youth	4
GMIN 628	Seminar in Ministry: Youth	4

Professional Block**		6 units
GMIN 568	Field Education in Ministry I	2
GMIN 569	Field Education in Ministry I	1
GMIN 568	Field Education in Ministry II	2
GMIN 569	Field Education in Ministry II	1

Philosophy of Ministry Requirement		4 units
GMIN 618	Philosophy of Ministry*	4
Electives		**6 units**
Total		**60 units**

*An oral exam is taken in GMIN 618 Philosophy of Ministry.
**GMIN 568 and GMIN 569 are two parts of the same course, taken in fall and spring respectively. The content differs for each two-part segment. Six units are required for M.A.C.E. with a Youth Ministries emphasis students.

Master of Arts in Nonprofit Leadership and Theology

The Master of Arts in Nonprofit Leadership and Theology Program equips nonprofit leaders and those in ministry with the management tools needed to achieve organizational excellence with a results-focused Christian worldview. This program is ideal for:

- Graduates from the Christian Ministries bachelor's degree program
- Graduates from the business bachelor's degree program
- Mid-level managers and executives at not-for-profit and church organizations

Program Goals

Specifically the goals of the Master of Arts in Nonprofit Leadership and Theology are to prepare graduates who:

- Understand basic principles for interpretation of Scripture and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods of nonprofit leadership.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to nonprofit leadership.
- Critique and evaluate basic concepts, theories, and methodologies of nonprofit leadership from a disciplined theological perspective.
- Develop professional proficiency and leadership ability within nonprofit organizations.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry and the role of nonprofit leadership within that ministry.
- Are equipped to facilitate the Drucker Foundation's self-assessment tool for nonprofit organizations – a strategic planning process based on the principles of Peter F. Drucker.

Admission Requirements

Admission requirements and procedures are the same as for the Master of Divinity Program (see page 166).

Program of Studies

The Master of Arts in Nonprofit Leadership and Theology requires 60 units of course work: 24 units of core courses, 24 units of course work in the nonprofit concentration, and 12 units in the professional block.

Requirements for the Master of Arts in Nonprofit Leadership and Theology — 60 units

Core Courses		**24 units**
GTHE 504	God, Creation, and Humanity	4
GTHE 505	Christian Ethics	4
GBBL 511	Seminar in Biblical Interpretation	4
GTHE 513	History of the Modern Church	4
Two of the following:		
GBBL 512	The Gospels' Witness to Christ	4
GBBL 521	People of God	4
GBBL 531	Kingdom of God	4
GBBL 532	Paul the Apostle and Theologian	4
GBBL 622	The Church of the First Century	4

Concentration		**24 units**
BUSI 519	Research Design and Program Evaluation for Nonprofits	3
BUSI 532	Ethical Issues in Nonprofit Management	3
BUSI 555	Integrated Decision Making in Nonprofits	3
BUSI 561	Fund Development: Planning, Implementing, and Evaluation	3
BUSI 562	Effective Nonprofit Leadership and Management	3
BUSI 563	Public Accounting: Legal and Financial Issues in Nonprofit Management	3
BUSI 564	Strategic Marketing for Nonprofits	3
BUSI 569	Nonprofits in America: History, Philosophy, and Tradition	3

Professional Block		**12 units**
GMIN 528	Transitions in Ministry	4
— or —		
BUSI 581	The Christian Business and Professional Leader	3
BUSI 599	Readings in Business Independent Study with BUSI 581 (The independent study is not necessary if taking GMIN 528.*)	1
GMIN 568	Field Education in Ministry I**	2
GMIN 569	Field Education in Ministry I**	1
GMIN 618	Philosophy of Ministry*	4

Total — 60 units

*An oral exam is taken in GMIN 618 Philosophy and Ministry.

**GMIN 568 and GMIN 569 are two parts of the same course, taken in fall and spring respectively. The content differs for each two-part segment. Three units are required for M.A.N.L.T. students.

Additional Degree Requirements

Candidacy

In order to advance toward the Master of Arts in Nonprofit Leadership and Theology degree the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of at least 2.7. In addition, the student must comply with the first three candidacy requirements listed under the Master of Divinity Program (see page 172).

All students in the Master of Arts in Nonprofit Leadership and Theology Program must devote at least 12 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, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

Time Limit

The Master of Arts in Nonprofit Leadership and Theology must be completed within eight years from the date of admission. Course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Master of Arts in Religion

Introduction

The Master of Arts in Religion Program is designed for students with an undergraduate major or minor in religion who desire advanced academic training in biblical studies or theology and ethics in preparation for teaching in Christian schools or colleges. The Master of Arts in Religion may also serve as the foundation for doctoral studies in Bible or theology and ethics.

Program Goals

The Master of Arts in Religion Program provides a general foundation in the biblical and theological disciplines as well as an opportunity for specialized training in either biblical studies or theology and ethics.

Specifically, the goals of the Master of Arts in Religion Program are to prepare graduates who:

- Understand the principles and methods of biblical interpretation, with particular focus on the inductive method of Bible study.
- Understand the principles and methods of the formation of Christian doctrine and/or ethics.

Graduates with a concentration in biblical studies:

- Use the critical methods of biblical interpretation.
- Understand the relationship of historical and cultural context to the interpretation of the Bible.
- Understand the methodology and central themes of biblical theology.

Graduates with a concentration in theology and ethics:

- Use theological methodology in addressing theological and ethical issues.
- Understand the historical development of Christian doctrine and ethics.
- Understand the central doctrines of Christian theology and the foundations of Christian ethics.

Admission Requirements

1. Students seeking admission must hold a bachelor's degree with a 3.0 grade-point average from an accredited college or university. Provisional admission may be granted to applicants with a grade-point average between 2.5-2.99.
2. Students must have completed at least 18 semester units of upper-division undergraduate course work in religion.
3. At least six semester units of biblical Greek or Hebrew for students concentrating in biblical studies are required. Proficiency in the biblical language must be demonstrated by examination.

Additional admission procedures are outlined under the Master of Divinity Program (see page 166).

Program of Studies

The Master of Arts in Religion requires 36 units of course work comprising 12 units of core courses, 20 units of concentration in either biblical studies or theology and ethics, and 4 units of elective or a thesis. Each student is assigned a faculty advisor who will give guidance in the selection of courses, preparation for the written core examination, and composition of the research paper or thesis.

Requirements for the Master of Arts in Religion — 36 units

Core Courses — 12 units

Select three from the following:

GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GTHE 505	Christian Ethics	4
GTHE 534	Interdisciplinary Seminar in Theology	4

Concentration — 20 units

The student chooses a concentration in either theology and ethics or biblical studies and selects 20 units of courses from the area of concentration.

Elective/Thesis Option — 4 units

The student selects one elective or writes a thesis.

Total — 36 units

Additional Degree Requirements

Candidacy

Before students are allowed to enroll in courses beyond a total of 24 units, they must be advanced to candidacy in the Master of Arts in Religion Program. Candidacy is granted by the faculty of the Haggard Graduate School of Theology after a review of the student's progress in the program and the successful completion of the core courses and the written core examination (taken after the three core courses are completed).

Research Paper or Thesis

To receive the Master of Arts in Religion degree, students must demonstrate the ability to write and conduct scholarly research in their area of concentration. Under the supervision of the faculty advisor, the student prepares a major research paper or a thesis which is defended in an oral session before the faculty advisor and two other faculty members selected by the faculty of the Haggard Graduate School of Theology. The major research paper or thesis may be an expansion of work presented to meet course requirements in the concentration. The oral defense may be scheduled after the student has achieved candidacy and is within six units of the completion of course work, and must be accomplished before the degree is awarded. In order to graduate, a student must have at least a 3.0 grade point average.

Time Limit

The Master of Arts in Religion must be completed within eight years from the date of admission. Course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

Doctor of Ministry

Introduction

The Doctor of Ministry is the highest professional degree offered by schools of theology. It builds on and develops the professional competence in ministry achieved in the completion of the Master of Divinity degree. The doctorate offered by the Haggard Graduate School of Theology focuses on spiritual formation. In the program attention is also given to the development of ministerial skills which will make the pastor more effective as a spiritual leader.

Program Goals

The goals of the Doctor of Ministry program are to:

- Develop a theology of spirituality by drawing on and integrating insights from Scripture, theology, and related disciplines in the humanities and behavioral sciences.
- Understand the spiritual dynamics in the transformation of the human personality.
- Understand how persons form habits that facilitate spiritual growth.
- Understand how renewal movements enhance or inhibit the formation of Christian character.
- Understand how the pastor's style of leadership contributes to spiritual formation in the congregation, with reflection on the concerns of men and women in ministry.
- Understand the relationship between personal piety and the promotion of social justice.
- Understand the dynamics of spiritual life in the context of urban life and ministry.
- Apply the theory of spiritual formation to personal spiritual growth and the tasks of ministry through experience-oriented learning strategies.

Admission Requirements

Admission to the D.Min. Program is on the basis of competence in theology and ministry, giving evidence of the motivation and ability to pursue further study at the doctoral level. This is demonstrated not only by the applicant's previous academic work, but also by the endorsement of the church or parachurch organization to which the applicant is accountable. Admission, therefore, is granted by the D.Min. Committee with reference to the following requirements:

1. Completed application for graduate admission (An online appliction is accessible at the university website, www.apu.edu.)
2. Possess an ATS-accredited M.Div. degree or its educational equivalent, achieved with a grade-point average of at least 3.0 and verified by the submission of an official transcript. (The educational equivalent of the M.Div. degree is understood to be a minimum of 90 semester units of graduate work in theology, distributed among biblical, theological, and ministerial studies. Transcripts of any other graduate study beyond the baccalaureate level must also be submitted.)
3. Provide evidence of the active practice of ministry for at least three years subsequent to the M.Div. degree as well as current involvement in ministry. (This evidence must include the written endorsement of the church or para-church organization to which the applicant is accountable.)
4. Submit a 1,500-word written statement of the applicant's ministerial goals, including reference to personal history, ministerial experience, and recent theological reading.
5. Obtain three letters of reference attesting to the applicant's personal character, academic ability, and ministerial skills.
6. Provide a résumé.
7. Schedule a personal interview with the director of the D.Min. Program and/or the D.Min. Committee.
8. Applicants for whom English is a second language must demonstrate proficiency to work at the doctoral level by a score of 550 on the Test of English as a Foreign Language (TOEFL) and test of written English. Students who have completed at least 48 units in an accredited English speaking program just prior to attending APU may be admitted without the TOEFL.
9. Possession of or access to a computer is highly recommended for all students. (The university offers a computer purchase program that enables members of the university community to purchase computers and software at economical rates.)
10. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.

All materials should be submitted to:
Graduate Center
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 815-5470
Fax (626) 815-4545
graduatecenter@apu.edu

Send international applications to:
Office of International Student Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000 USA
(626) 812-3055
Fax (626) 812-3081
iss@apu.edu

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 six semester units of doctoral-level work which have been completed within the past eight years will 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.

Time Limit for Degree Completion

A maximum of 16 units of course work may be completed during one calendar year, requiring a minimum of two years for completion of the course work. The written D.Min. project may be completed in the third year. The maximum time allowed for completing the program is eight years from the time of enrollment. Extensions beyond this deadline may be granted at the discretion of the D.Min. Committee in response to requests received before the conclusion of the eighth year, citing appropriate extenuating circumstances and specifying the expected date of completion.

Leave of Absence

Students in good standing who must interrupt their studies for compelling reasons may petition the D.Min. Committee for a leave of absence of not more than two years.

Written D.Min. Project

Specific competence in a specialized area of ministry, related to the candidate's personal experience and interest and involving research and writing at both the theoretical and practical level, will be demonstrated by a written D.Min. project.

Advancement to Candidacy

Following the successful completion of two core courses, the first two orientation courses and the presentation of the written D.Min. dissertation project proposal, the student is advanced to candidacy status after review by the director of the Doctor of Ministry program. The minimum standard will be a grade-point average of 3.0 in course work. As a preliminary to advancement to candidacy the student will meet for an interview with the director.

Structure of the Program

Formation of the Spiritual Life — 12 units

GDMN 710	Spiritual Formation	4
GDMN 720	Theology for Spiritual Formation	4
GDMN 730	Church Renewal	4

Ministry for Spiritual Formation — 16 units

Choose one:

GDMN 740	Spiritual Leadership	4
GDMN 750	Civic Spirituality	4

Choose four:

GDMN 760	Christian Spirituality and Modern Technology	3
GDMN 762	Prayer and the Spiritual Disciplines	3
GDMN 764	History and Theology of Worship	3
GDMN 766	Empowering the Laity	3
GDMN 768	Urban Immersion	3
GDMN 770	Church Growth and Church Planting	3

Specific Focus in Spiritual Formation — 8 units

GDMN 700	Orientation I	1
GDMN 701	Orientation II	1
GDMN 702	Orientation III	1
GDMN 703	Orientation IV	1
GDMN 790	D.Min. Project	4

Instructional Format

Each course is structured to include three components which incorporate the theoretical, practical, and collegial aspects of the learning experience:

1. *Preliminary reading.* Reading is assigned that must be completed prior to the classroom experience, fulfilling a requirement of 1,800-2,000 pages of reading for a three-unit course and 2,400-2,500 pages for a four-unit course. The reading provides the theoretical basis for the analysis of practical situations in ministry.
2. *Classroom experience.* Classroom experience is in concentrated sessions during a two-week period that involves interaction with the faculty instructor and with the student's peers in a seminar format (a three-unit course comprises 30 hours of classroom contact and an 8-hour field assignment; and a four-unit course, 40 hours of classroom contact and an 8-hour field assignment). The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using his or her academic and practical expertise to keep the seminar in focus and ensure that in-depth analysis, application, and integration occur. The concentration of classroom time in an intensive period of residence on campus facilitates the development of a community of colleagues for enrichment and support. Field assignments on the weekend at the midpoint of the class sessions allow for experiential learning outside of the formal classroom periods. Discussion among colleagues can continue after the formal class sessions through the establishment of email groups through the internet.
3. *Course project.* An extensive post-classroom 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).

Classes are scheduled two times during the year – January and July.

Course Descriptions

Biblical Studies

GBBL 500 Elements of Greek Exegesis (4)
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.

GBBL 504 New Testament Greek I (4)
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 505 New Testament Greek II (4)
This class continues the study of the basic vocabulary, morphology, and syntax of New Testament Greek begun in New Testament Greek I.

GBBL 511 Seminar in Biblical Interpretation (4)
This course looks at the history of interpretation and introduces the student to literary, form, and redaction criticism. The basic method presented is the inductive approach.

GBBL 512 The Gospels' Witness to Christ (4)
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.

GBBL 521 People of God (4)
This course addresses the theology of Creation, including history and covenant. Genesis, Exodus, and Deuteronomy are used as primary source material.

GBBL 522 Mark: The Challenge of Discipleship (4)
This course applies various reading strategies to the interpretation of the Gospel of Mark in order to penetrate the mystery of its portrait of Jesus and engage the challenge of its witness o Jesus' call to discipleship.

GBBL 524 Hebrew I (4)
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 531 Kingdom of God (4)
The interrelationship between the Israelite kingdom and the Kingdom of God are examined. These themes are traced through the historical books, the Psalms, and the prophets.

GBBL 532 Paul the Apostle and Theologian (4)
This course studies 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.

GBBL 534 Hebrew II (4)
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)
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 542 Biblical Foundations for Spirituality (4)
This course investigates the biblical foundations of the spiritual life. Students study selected biblical texts to develop a theology of worship, prayer, spiritual disciplines, and the Holy Spirit's work in the believer. The application and integration of this material to the student's life is stressed.

GBBL 551 Geographical and Historical Setting of the Bible (4)
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 Romans: The Obedience of Faith (4)
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.

GBBL 561 Psalms as Resource for Ministry (4)
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.

GBBL 570 Directed Research (1-4)

GBBL 571 Readings in the Hebrew Text of the Pentateuch (1-4)
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)
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)
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)
Selected passages from the Greek text of the Epistles are examined and special attention is given to rhetorical criticism.

GBBL 590 Thesis (4)
GBBL 59l Isaiah (4)
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.

GBBL 599 Readings in Biblical Studies (1-4)

GBBL 611 Old Testament Seminar (4)
Topics with current and/or continuing significance for Old Testament studies, critical methods, and advanced research techniques are emphasized.

GBBL 612 New Testament Seminar (4)
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.

GBBL 621 Jeremiah (4)
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.

GBBL 622 The Church of the First Century (4)
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.

GBBL 632 The New Testament World (4)
This course allows 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)
This course investigates contemporary approaches for doing 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 doing biblical theology.

Ministry

GMIN 506 Foundations of Educational Ministries (4)
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 507 Preaching and Worship (4)
The preparation of the preacher, sermon construction, and delivery are studied. Students are supervised in the development of effective communication skills, with attention given to the different elements of Christian worship, leadership in worship, and planning the worship service.

GMIN 508 Church Leadership and Administration (4)
The nature and function of church administration are studied in light of a process through which the church moves to fulfill its central purpose. The role of leadership in giving direction is examined.

GMIN 509 Urban Anthropology and Christian Ministry (4)
Theories of urban anthropology are evaluated with special emphasis on cross-cultural perspectives, ethnic differences, the distinction between urban and folk societies, and the encounter of the church with the urban environment.

GMIN 516 Dynamics of Christian Formation (4)
This course offers a study of foundational principles and models of Christian formation and discipleship, with special emphasis on edification and evangelism, and human growth and development. Consideration is given to the varying needs of each student.

GMIN 518 Pastoral Servant Leadership (4)
This introductory course explores the varied and many roles and aspects of pastoral ministry. Emphasis is given to the strategies necessary in handling the responsibilities of family, church, and community.

GMIN 519 Christian Ministry and Urban Social Problems (4)
The task of ministry is viewed from the perspective of urban sociology. Attention is devoted to the pressing social problems of the city and the cults that exist in the modern urban center.

GMIN 526 Curriculum and Instruction (4)
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 527 Expository Preaching (4)
The principles and techniques of expositional preaching are covered. Students are supervised in the practice of preaching from a biblical text.

GMIN 528 Transitions in Ministry (4)
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 The City in Theological Perspective (4)
Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GMIN 538 Evangelism and Discipleship (4)
Students undertake an analysis of the principles and methods of establishing interpersonal relationships, fellowship, and resources necessary to communicate and live out the Gospel message.

GMIN 546 Seminar in Educational Ministry (4)
An important area in the field of educational ministry and spiritual formation is selected and studied each semester. Areas of study may include family ministry, age-group studies, leadership, spirituality, and ministry.

GMIN 548 Pastoral Counseling (4)
This course addresses the pastor's counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such problems as parent-child conflicts, marital tensions, terminal illness, and grief. The course provides insights for effective pastoral counseling and shows the student how to refer cases to counseling professionals.

GMIN 558 Women and Men in Ministry (4)
Male and female ministry roles are studied from the perspective of a biblical view of ministry as the partnership of men and women who are called of God. Special attention is given to male/female differences relative to ministry style and cross-gender communication skills.

GMIN 559 Urban Cross-Cultural Ministry (4)
Students learn about particular ethnic groups, with a focus on ministry to each group, the church in changing neighborhoods, and the development of multicongregational churches.

GMIN 568 Field Education in Ministry I (2)

GMIN 569 Field Education in Ministry II (1)

GMIN 570 Directed Research (1-4)

GMIN 590 Thesis (4)

GMIN 596 Educational Ministry Administration (4)

GMIN 598 Principles of Church Growth (4)
The basic principles of church growth, with special application to evangelism, mission, education, and administrative leadership, are covered.

GMIN 599 Readings in Ministry (1-4)

GMIN 606 Current Issues in Educational Ministries (4)
Each term, a selected topic in educational ministry is chosen, building upon and integrating ideas from theology, the social sciences, education, and leadership.

GMIN 618 Philosophy of Ministry (4)
Students develop a philosophy of ministry, giving particular attention to the specialized type of ministry for which they are preparing, and defend this philosophy in an oral examination before a faculty panel of examiners.

GMIN 628 Seminar in Ministry (1-4)
The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

Theology and Ethics

GTHE 503 History of the Early and Medieval Church (4)
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.

GTHE 504 God, Creation, and Humanity (4)
This course introduces students to basic beliefs about God and the methods of Christian theology. The doctrines of revelation, Scripture, creation, humanity, and sin are studied from the perspective of historical and systematic theology, based on a biblical foundation.

GTHE 505 Christian Ethics (4)
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 History of the Modern Church (4)
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 514 Jesus Christ, the Holy Spirit, and the Church (4)
This course helps students develop their basic Christian beliefs about Jesus Christ and the Holy Spirit. The doctrines of atonement, salvation, church, and eschatology are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

GTHE 523 Seminar in Church History (4)
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)
Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GTHE 534 Interdisciplinary Seminar in Theology (4)
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 544 The Theology of John Wesley (4)
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)
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 distinctive in thought and practice, the role of evangelicalism, reform efforts, church polity, etc., 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)
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 570 Directed Research (1-4)

GTHE 590 Thesis (4)

GTHE 599 Readings in Church History, Theology, and Ethics (1-4)

GTHE 615 Church and Society (4)
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)
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.

Doctor of Ministry

GDMN 700 Orientation I (1)
Each orientation course integrates theology and spirituality and gives attention to the practical application of the course work to the needs and ministerial context of the individual student. The first course focuses on the tools for study and research in spiritual formation.

GDMN 701 Orientation II (1)
This course provides an orientation to the Doctor of Ministry Program. Special attention is given to the necessary tools for study and research in spiritual formation.

GDMN 702 Orientation III (1)
The process of developing a design proposal for the written D.Min. project is covered.

GDMN 703 Orientation IV (1)
The process of research and writing in preparation of the written D.Min. project is considered.

GDMN 710 Spiritual Formation (4)
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)
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)
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)
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)
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 760 Christian Spirituality and Modern Technology (3)
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 Prayer and the Spiritual Disciplines (3)
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 positiva*, and its practice in the prayer life of the individual and in the life of the congregation.

GDMN 764 History and Theology of Worship (3)

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 766 Empowering the Laity (3)

This course focuses on the universal ministry of all Christians, the priesthood of all believers. Attention is given to everyday life as the place for effective spiritual formation, the exercise of discernment in the common life of the Christian community, and the role of the enabling pastor in mobilizing Christians for ministry.

GDMN 768 Urban Immersion (3)

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 770 Church Growth and Church Planting (3)

This course stresses the dynamics of church growth in the context of planting churches both mono- and cross-culturally. Particular focus is given to spiritual formation in the process of planting, growing, and developing community life within the local church.

GDMN 772 Ignatian Spirituality (3)

This course explores the history and theology of Ignatian spirituality, and the unique contribution that it makes to spiritual formation. Course material examines the world in which Ignatius of Loyola lived when he created the "Spiritual Exercises" as well as the practice and use of the exercises throughout the history of the church, and their significance for believers today.

GDMN 790 Ministry Project (4)

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 Project Continuation (0)

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.

Council of Christian Women in Leadership

The Council for Christian Women provides support, guidance, and resources for women preparing for ministry at Azusa Pacific University.

Pat Clary
Founder and President, Women's Ministry Institute
Pasadena, California

Prudence Dancy
Pastor of Care, Faith Community Church
West Covina, California

Marilyn Faber
Regional Pastor and Staff, New Song Church
Covina, California

Sheila Grahm
Founder, Women in Touch
Ph.D. student, Claremont

Carmen Hosea
Assistant to the President, NAE
Church Planter
Chino, California

Ruth Privett
Friend of Azusa Pacific University
Daughter of C. P. Haggard,
Haggard School of Theology
Azusa, California

Knofel Staton
Professor of New Testament,
Hope International University
Fullerton, California

Don Thorsen
Professor of Theology,
Azusa Pacific University
Azusa, California

Deb Walkemeyer
Associate Pastor, Light and Life Christian Fellowship
Long Beach, California

Gail Wallace
Adjunct Faculty,
Azusa Pacific University
Azusa, California

Sarah Sumner, Ph.D.
Director, Council for Christian Women in Leadership
Chair, Department of Ministry
Associate Professor of Ministry and Theology,
Azusa Pacific University
Azusa, California

Lane Scott, Ph.D.
Interim Dean, Haggard School of Theology,
Azusa Pacific University
Azusa, California

Council of Church Leaders

The following church leaders advise the dean and faculty of the Haggard Graduate School of Theology on program development to ensure the practicality and relevance of program content.

Rev. Stephen P. Fitch
Superintendent, Southern California Free Methodist Church Conference
Azusa, California

Dr. Moon Chung
Elder, Oriental Mission Church
Los Angeles, California

Dr. James Garlow
Senior Pastor, Skyline Wesleyan Church
La Mesa, California

Dr. Justo Gonzales
President, AHETH
Decatur, Georgia

Mrs. Betty Alvarez Ham
Executive Director
City Impact
Oxnard, California

Rev. Jerry Johnson
Pastor, Seasons of Life
Lake Avenue Church
Pasadena, California

Rev. Jack Loo
Senior Pastor
Presbyterian Church of the Master
Mission Viejo, California

Dr. Mike MacIntosh
Senior Pastor, Horizon Christian Fellowship
San Diego, California

Dr. Kevin Mannoia
Bishop, North American General Conference
Western Area
Free Methodist Church
Azusa, California

Dr. Keith Phillips
President
World Impact
Los Angeles, California

Mr. Robert B. Phillips
Strategy Consultant
Arcadia, California

Dr. Earl Schamehorn
Board of Trustees, Azusa Pacific University
Redlands, California

Rev. Kenton Walkemeyer
Pastor, East Whittier Friends
Whittier, California
Director, Friends Center
Azusa Pacific University

Administration and Faculty

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Administration

Jon R. Wallace, DBA, President/Chief Executive Officer

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Academic Calendar 2001–2002

15-Week Session Fall Schedule

Tuesday, August 21, 2001 Mail-In Registration Due
Wednesday, August 22, 2001 Late Registration Fee Begins ($125)
Tuesday, September 4, 2001 Fall Classes Begin
Monday, September 17, 2001 Last Day to Register
Monday, September 17, 2001 Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, September 21, 2001 Last Day to Submit Intent to Graduate for December 14, 2001 Commencement
Friday, October 12, 2001 Dinner Rally
Friday, November 9, 2001 Last Day to Withdraw from Classes
Thursday-Sunday, November 22-25, 2001 HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Monday-Friday, December 10-14, 2001 Final Examinations
Friday, December 14, 2001 Winter Commencement
Wednesday, January 2, 2002 Graduate Fall Semester Grades Due

9-Week Session Fall I Schedule

Tuesday, August 21, 2001 Mail-In Registration Due
Wednesday, August 22, 2001 Late Registration Fee Begins ($125)
Tuesday, September 4, 2001 Fall I Classes Begin
Monday, September 17, 2001 Last Day to Register
Monday, September 17, 2001 Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, September 21, 2001 Last Day to Submit Intent to Graduate for December 14, 2001 Commencement
Friday, October 12, 2001 Dinner Rally
Tuesday, October 16, 2001 Last Day to Withdraw from Classes
Monday, November 5, 2001 Fall I Classes End
Friday, November 16, 2001 Fall I Grades Due
Friday, December 14, 2001 Winter Commencement

9-Week Session Fall II Schedule

Friday, September 21, 2001 Last Day to Submit Intent to Graduate for December 14, 2001 Commencement
Monday, October 29, 2001 Mail-In Registration Due
Tuesday, October 30, 2001 Late Registration Fee Begins ($125)
Monday, November 12, 2001 Fall II Classes Begin
Thursday-Sunday, November 22-25, 2001 HOLIDAY*: Thanksgiving Break (no classes, offices closed)
Monday, November 26, 2001 Last Day to Register
Monday, November 26, 2001 Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, December 14, 2001 Winter Commencement
Friday, December 21, 2001 Last Day to Withdraw from Classes
Monday-Sunday, December 24, 2001-January 7, 2002 VACATION: Christmas Break (no classes, offices closed; Dec. 25 through Jan. 1)
Monday, January 21, 2002 HOLIDAY*: Martin Luther King Jr. Day (no classes, offices closed)
Saturday, January 26, 2002 Fall II Classes End
Friday, February 1, 2002 Last Day to Submit Intent to Graduate for May 4, 2002 Commencement
Friday, February 8, 2002 Fall II Grades Due
Saturday, May 4, 2002 Spring Commencement

15-Week Session Spring Schedule

Monday, December 17, 2001 Mail-In Registration Due
Tuesday, December 18, 2001 Late Registration Fee Begins ($125)
Monday, January 7, 2002 Spring Classes Begin
Friday, January 18, 2002 Last Day to Register
Friday, January 18, 2002 Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, January 21, 2002 HOLIDAY*: Martin Luther King Jr. Day (no classes, offices closed)
Friday, February 8, 2002 Last Day to Submit Intent to Graduate for May 4, 2002 Commencement
Friday, February 15, 2002 HOLIDAY*: Presidents' Day (no classes, offices closed)
Friday, March 15, 2002 Last Day to Withdraw from Classes
Sunday-Sunday, March 24-31, 2002 VACATION: Easter Break (no classes)
Friday, March 29, 2002 HOLIDAY: Good Friday (offices closed)
Monday-Friday, April 29-May 3, 2002 Final Examinations
Saturday, May 4, 2002 Spring Commencement
Friday, May 17, 2002 Graduate Spring Semester Grades Due

**Students are advised to review syllabus for classes which fall on holidays.*

9-Week Session Spring I Schedule

Monday, January 21, 2002	Mail-In Registration Due
Tuesday, January 22, 2002	Late Registration Fee Begins ($125)
Friday, February 1, 2002	Last Day to Submit Intent to Graduate for May 4, 2002 Commencement
Monday, February 4, 2002	Spring I Classes Begin
Friday, February 15, 2002	HOLIDAY*: Presidents' Day (no classes, offices closed)
Monday, February 18, 2002	Last Day to Register
Monday, February 18, 2002	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, March 15, 2002	Last Day to Withdraw from Classes
Sunday-Sunday, March 24-31, 2002	VACATION: Easter Break (no classes)
Saturday, April 13, 2002	Spring I Classes End
Friday, April 19, 2002	Spring I Grades Due
Saturday, May 4, 2002	Spring Commencement

9-Week Session Spring II Schedule

Friday, February 1, 2002	Last Day to Submit Intent to Graduate for May 4, 2002 Commencement
Friday, March 29, 2002	HOLIDAY: Good Friday (offices closed)
Monday, April 1, 2002	Mail-In Registration Due
Tuesday, April 2, 2002	Late Registration Fee Begins ($125)
Monday, April 15, 2002	Spring II Classes Begin
Friday, April 26, 2002	Last Day to Register
Friday, April 26, 2002	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Friday, May 3, 2002	Last Day to Submit Intent to Graduate for July 26, 2002 Commencement
Saturday, May 4, 2002	Spring Commencement
Friday, May 24, 2002	Last Day to Withdraw from Classes
Monday, May 27, 2002	HOLIDAY*: Memorial Day (no classes, offices closed)
Saturday, June 15, 2002	Spring II Classes End
Friday, June 28, 2002	Spring II Grades Due
Friday, July 26, 2002	Summer Commencement

**Students are advised to review syllabus for classes which fall on holidays.*

12-Week Session Summer Schedule

Monday, April 22, 2002	Mail-In Registration Due
Tuesday, April 23, 2002	Late Registration Fee Begins ($125)
Friday, May 3, 2002	Last Day to Submit Intent to Graduate for July 26, 2002 Commencement
Monday, May 6, 2002	Summer Classes Begin
Friday, May 17, 2002	Last Day to Register
Friday, May 17, 2002	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, May 27, 2002	HOLIDAY*: Memorial Day (no classes, offices closed)
Friday, June 28, 2002	Last Day to Withdraw from Classes
Thursday, July 4, 2002	HOLIDAY*: Independence Day (no classes, offices closed)
Friday, July 26, 2002	Summer Classes End
Friday, July 26, 2002	Summer Commencement
Friday, August 9, 2002	Graduate Summer Semester Grades Due

6-Week Intensive Summer I Term

Monday, April 29, 2002	Mail-In Registration Due
Tuesday, April 30, 2002	Late Registration Fee Begins ($125)
Friday, May 3, 2002	Last Day to Submit Intent to Graduate for July 26, 2002 Commencement
Monday, May 6, 2002	Summer I Classes Begin
Friday, May 10, 2002	Last Day to Register
Friday, May 10, 2002	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Monday, May 27, 2002	HOLIDAY*: Memorial Day (no classes, offices closed)
Friday, May 31, 2002	Last Day to Withdraw from Classes
Friday, June 14, 2002	Summer I Classes End
Friday, June 28, 2002	Summer I Grades Due
Friday, July 26, 2002	Summer Commencement

6-Week Intensive Summer II Term

Friday, May 3, 2002	Last Day to Submit Intent to Graduate for July 26, 2002 Commencement
Monday, June 10, 2002	Mail-In Registration Due
Tuesday, June 11, 2002	Late Registration Fee Begins ($125)
Monday, June 17, 2002	Summer II Classes Begin
Friday, June 21, 2002	Last Day to Register
Friday, June 21, 2002	Last Day to Add or Drop Classes or Submit Independent Study Proposals
Thursday, July 4, 2002	HOLIDAY*: Independence Day (no classes, offices closed)
Friday, July 12, 2002	Last Day to Withdraw from Classes
Friday, July 26, 2002	Summer II Classes End
Friday, July 26, 2002	Summer Commencement
Friday, August 9, 2002	Summer II Grades Due

**Students are advised to review syllabus for classes which fall on holidays,*

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