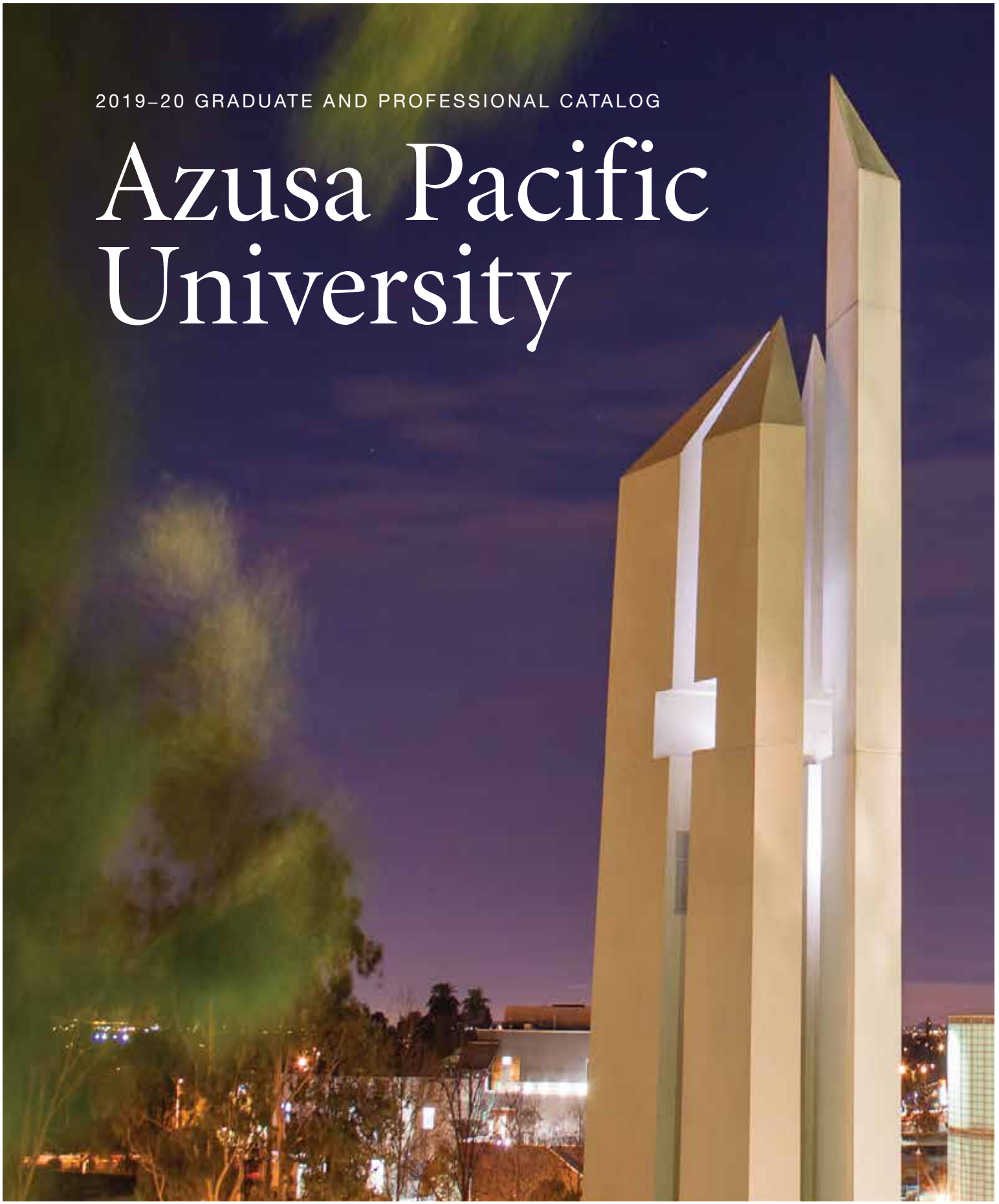
2019–20 GRADUATE AND PROFESSIONAL CATALOG

Azusa Pacific University



CULTIVATING DIFFERENCE MAKERS

AZUSA PACIFIC UNIVERSITY

Table of Contents

Graduate and Professional Catalog 10

Academic Calendars 11

Graduate and Professional Catalog and Student Handbooks 12

General University Information 13

- Antidiscrimination Policy 13

Admissions 14

- Admission to the University 14
- Administrative Withdrawal 15
- American Language and Culture Institute (ALCI) 15
- Application and Fee 20
- APU Associate Degree for Transfer (ADT) 20
- Change of Program 20
- Conditional Admission Based on English Level 21
- Conditional-Incomplete Admission (CIA) 21
- Credit by Examination 22
- English Proficiency Requirements 22
- False Information Policy 24
- International Admissions 24
- Program Application Requirements 24
- Reservation of Rights 25
- Transcripts 25
- Veterans' Education Benefits 26

Financial Information 27

- Contact Information 27
- Financial Agreement 27
- Financial Aid Application 27
- Financial Aid Policies 27
- Payment Terms and Conditions 29
- Refund Policy 30
- Tuition and Fees 30
- Types of Financial Aid 30

Academic Policies and Procedures 36

- Academic Probation and Dismissal 37
- Change of Program 37
- Classification of Professional Students 37
- Declaring or Changing a Minor 38
- English Proficiency in the Classroom 38
- Enrollment 38
  - Adding and Dropping Classes 38

Administrative Withdrawal 39
Auditing 39
Course Modalities and Instructional Activities 39
Course Tutorial 40
Graduate Courses Taken by Undergraduate Students 40
Independent Study 40
Late Enrollment 41
Repeated Courses 41
State Authorization 41
General Enrollment Information 41
Attendance Regulation 41
Credit Hour Policy 42
Deferment Information 42
Final Examinations 42
Study Load 42
Good Academic Standing 44
Grade Change Process 45
Grading 45
Graduation Requirements and Commencement 46
Additional Master's Degree or Concurrent Program Requirements 47
Additional Degree Requirements 47
Application for Graduation 47
Commencement 47
Course Replacement and Substitution 48
Degree Posting 48
Determining Degree Requirements 48
Grade-point Average Requirement 49
Honors at Commencement 49
Normal Progress Toward a Degree and Time Limit for Degree 49
Professional Undergraduate Minimum Unit Requirement 49
Residence Requirement 49
Thesis 50
Grievance and Appeal Procedures 50
Graduate and Professional Student Grievance and Appeal Procedures 50
Disability Grievance Policy for Students 52
Petition Process 55
Security Interest in Student Records 55
Standards of Conduct 55
Student Records Policy 62
Directory Information 62
Disclosure of Student Records 62
Notification of Rights Under FERPA 63

Release of Transcripts 64
Right of Access 64
Subject Code and Course Numbering System 64
Transfer Credit 66
Concurrent Enrollment Policy for Professional Students 68
Correspondence Course Credit for Professional Students 68
General Education Information for Professional Transfer Students 68
Military Credit Policy 70
Waivers 70
Withdrawal 70
Leaves of Absence 71
Withdrawal from Courses 71
Withdrawal from the University 71
Student Success Resources 73
Academic Resources 73
Academic Research and Grants 73
Center for Research on Ethics and Values 73
Office of Research and Grants 73
Academic Success Center 74
Accessibility and Disability Resources 74
Service Animals 76
Testing and Proctoring Services 77
Math Placement Assessment 77
Tutoring Services 78
Writing Center 78
Education to Vocation 78
Office of Alumni Engagement 79
The Career Center 79
Center for Academic Service-Learning 79
Noel Academy for Strengths-Based Leadership and Education 80
Graduate and Professional Center 80
Honor Societies 81
Military Resources 81
Office of Innovative Teaching and Technology 82
Regional Locations 82
Study Away Programs (Center for Global Learning and Engagement) 84
University Libraries 84
Campus Services 84
Azusa Print + Design 84
Campus Safety 85
Disaster Preparedness Information 85
Information and Media Technology (IMT) 86

Antivirus Protection and Security 86
Computer Labs 86
Computer Purchase 86
IMT Support Center 87
Internet Acceptable Use Policy 87
Network Access (APUWIFI) 88
University Portal: home.apu.edu 88
University Bookstore 88
Diversity 88
Center for Diversity, Equity, and Inclusive Excellence 89
Student Center for Reconciliation and Diversity 89
Student Affairs 90
Graduate and Professional Engagement 90
Campus Life 90
Campus Ministry 91
Graduate and Professional Spiritual Life 91
Health Insurance 91
Intercollegiate Athletics 92
International Center 92
Office of Women's Development 94
University Counseling Center 94
Student Legal Rights 94
Academic Programs 95
Sunsetted Programs 99
College of Liberal Arts and Sciences 101
American Language and Culture Institute 102
Center for Research in Science (CRIS) 105
Department of Biology and Chemistry 106
Master of Science in Biotechnology 107
Department of English 108
Master of Arts in English 111
Department of History and Political Science 112
Master of Public Administration 115
Department of Global Studies, Sociology, and TESOL 116
Certificate in TEFL (On Campus, Online, and Field-based) 124
Certificate in TESOL (Field-based) 130
Certificate in TESOL (On Campus and Online) 131
Christ's College Cooperative M.A. in TESOL Program 131
Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Field-based) 131
Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (On Campus) 133
Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Online) 135
Department of Mathematics, Physics, and Statistics 136

Master of Science in Applied Statistics and Analytics ... 139
College of the Arts ... 141
School of Music ... 141
Department of Commercial Music ... 147
Master of Arts in Music Entrepreneurial Studies ... 149
Department of Music Performance ... 149
Master of Music in Conducting ... 156
Master of Music in Performance ... 157
Department of Music Studies ... 159
Master of Music Education ... 166
Master of Music in Composition ... 166
School of Visual and Performing Arts ... 167
Department of Art ... 167
Master of Fine Arts in Visual Art ... 172
Master of Arts in Modern Art History, Theory, and Criticism (Online) ... 173
Master of Arts in Art Education ... 175
Department of Cinematic Arts ... 175
Master of Arts in Screenwriting ... 177
Department of Design ... 178
Master of Arts in User Experience Design ... 181
Department of Communication Studies ... 181
Master of Arts in Strategic Communication ... 184
Digital Media and Communication Major (Professional) ... 185
School of Behavioral and Applied Sciences ... 187
Campus Locations ... 188
Department of Clinical Psychology ... 188
Doctor of Psychology (Psy.D.) in Clinical Psychology ... 199
Department of Criminal Justice ... 208
Bachelor of Arts in Criminal Justice ... 212
Criminal Justice Minor (Professional) ... 215
Department of Higher Education ... 215
Master of Science in College Counseling and Student Development ... 225
Doctoral Programs in Higher Education ... 227
Doctoral-Level Certificate in Strengths-Oriented Higher Education ... 229
Doctor of Philosophy (Ph.D.) in Higher Education (2019) ... 229
Doctor of Philosophy (Ph.D.) in Higher Education (2020) ... 233
Doctor of Education (Ed.D.) in Higher Education Leadership ... 235
Department of Kinesiology ... 237
Master of Science in Athletic Training ... 242
Master of Science in Physical Education (Also Online) ... 248
Master of Arts in Physical Education and Single Subject Teaching Credential ... 253
Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education ... 254

Adapted Physical Education Added Authorization ... 256
Department of Leadership and Organizational Psychology ... 256
Master of Arts in Leadership ... 262
Master of Science in Organizational Psychology ... 265
Leadership Minor (Professional) ... 265
Department of Marriage and Family Therapy ... 265
Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) ... 270
Substance Use Disorders Certificate ... 274
Department of Physical Therapy ... 274
Doctor of Physical Therapy (DPT) ... 281
Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science ... 284
Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance ... 286
Department of Psychology ... 287
Master of Science in Research Psychology and Data Analysis ... 292
Master of Science in Child Life ... 294
Master of Science in Counseling Psychology with Specialization in Children and Adolescents ... 295
Advanced Standing Master of Science in Child Life ... 296
Bachelor of Arts in Psychology (Professional) ... 296
Alcohol and Drug Counseling Minor (Professional) ... 303
Psychology Minor (Professional) ... 303
Department of Social Work ... 305
Master of Social Work (MSW) ... 318
Support Services ... 323
School of Business and Management ... 324
LP and Timothy Leung School of Accounting ... 336
Master of Professional Accountancy (MAcc) ... 336
Master of Business Management (MBM) ... 337
Master of Business Administration (MBA) ... 340
Bachelor of Business Administration (BBA) ... 343
Business Administration Minor (Professional) ... 344
School of Education ... 345
Accreditation ... 347
Mission Statement ... 348
Program Expectations ... 348
Academic Policies ... 349
Department of Educational Leadership ... 350
Doctor of Education (Ed.D.) in Educational Leadership ... 355
Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program Options ... 359
Clear Administrative Services Credential ... 361
Department of School Counseling and School Psychology ... 362
Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling ... 369

Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling 371
Pupil Personnel Services: School Counseling Credential 372
Educational Specialist (Ed.S.) in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology 372
Educational Specialist (Ed.S.) in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology 376
Educational Specialist (Ed.S.) in School Psychology: Mental Health Counseling with Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology 380
Pupil Personnel Services: School Psychology Credential 383
Applied Behavioral Analysis Specialization 383
Clinical Counseling Certificate 384
Division of Teacher Education 385
Department of Advanced Studies 396
Master of Arts in Educational Technology 399
Department of Elementary and Secondary Education 400
Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential 405
Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential 407
Master of Arts in Education: Teaching and Multiple Subject Teaching Credential 408
Master of Arts in Education: Teaching and Single Subject Teaching Credential 409
Multiple Subject Teaching Credential 411
Single Subject Teaching Credential 411
Department of Special Education 412
Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential 416
Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential 417
Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential 418
Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential 420
Mild/Moderate Disabilities Education Specialist Credential 421
Moderate/Severe Disabilities Education Specialist Credential 422
Steps to a Credential 423
Step 1: Admission 424
Step 2: Clinical Practice Clearance 425
Step 3: Credential Application 425
School of Nursing 426
Department of Doctoral Studies 446
Doctor of Nursing Practice (DNP) 462
Doctor of Philosophy (Ph.D.) in Nursing 464
Department of Entry-Level Master of Science in Nursing 468
Entry-Level Master of Science in Nursing (ELM) 483
ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) 485
ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner-Primary Care (PNP) 486
ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) 487
ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) 487

ELM-MSN: Family Nurse Practitioner (FNP) 489
ELM-MSN: Pediatric Nurse Practitioner-Primary Care (PNP) 490
ELM-MSN: Psychiatric Mental Health Nurse Practitioner Specialty (PMHNP) 490
ELM-MSN: Healthcare Administration and Leadership 491
ELM-MSN: Nursing Education 492
Department of Healthcare Administration and Leadership 492
Master of Science in Nursing (MSN) in Healthcare Administration and Leadership 493
Post-Master's Certificate in Healthcare Administration and Leadership 493
Department of Master of Science in Nursing Advanced Practice 494
Master of Science in Nursing (MSN) with Single Specialties 510
Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) 511
Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) 512
Family Nurse Practitioner (FNP) 513
Pediatric Nurse Practitioner–Primary Care (PNP-PC) 513
Psychiatric Mental Health Nurse Practitioner (PMHNP) 514
Master of Science in Nursing (MSN) with Credentials 515
Master of Science in Nursing (MSN) and School Nurse Services Credential (SNSC) 515
Master of Science in Nursing (MSN) and Pediatric Nurse Practitioner–Primary Care (PNP) and School Nurse Services Credential (SNSC) 516
Master of Science in Nursing (MSN) and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC) 517
Post-Bachelor's Credentials 518
School Nurse Services Credential (SNSC) 518
Post-Master's Certificate Programs 518
Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate 519
Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate 520
Family Nurse Practitioner (FNP) Certificate 520
Post-Master's Nursing Education Certificate 521
Oncology Nurse Practitioner Certificate 522
Pediatric Clinical Nurse Specialist (CNS) Certificate 523
Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate 523
Post-Master's Certificate in Healthcare Administration and Leadership 493
Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate 525
Department of Nursing Education 525
Master of Science in Nursing (MSN) in Nursing Education 525
Post-Master's Nursing Education Certificate 521
Department of Public Health 527
Master of Public Health (MPH) 530
Department of RN to BSN 532
RN to BSN Degree Completion Program 533
Department of Upper-Division Transfer (2+2/LVN to BSN) 533
Bachelor of Science in Nursing (BSN) 2+2 Upper-Division Transfer Program 542
LVN Options 544

School of Theology: Azusa Pacific Seminary 547
Doctor of Ministry (D.Min.) 560
Master of Arts (Theological Studies) 563
Master of Arts in Pastoral Studies (MAPS) 565
Master of Divinity (M.Div.) 568
Master of Divinity (M.Div.): Biblical Studies 570
University Libraries 572
Master of Arts in School Librarianship with an Embedded Teacher Librarian Services Credential (Online) 573
Teacher Librarian Services Credential (Online) 575
Professional Programs 577
Faculty Development 580
Archived Catalogs 581
Administration 582
Faculty Emeriti 584
Index 587

Graduate and Professional Catalog

Regarding the Catalog

This catalog is produced for the university by the Offices of the Provost (https://www.apu.edu/provost) and University Relations (https://www.apu.edu/universityrelations). It contains general academic and administrative information and specific descriptions of the courses of study offered. Publication and effective dates are August 1 through July 31 of the respective academic year represented in this catalog.

Because this publication is prepared in advance of the year it covers, changes in some programs inevitably occur. Though the semester/term schedule of courses is the final authority in regard to courses offered, updated information may also be found on the Azusa Pacific University website (http://www.apu.edu).

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

Azusa Pacific University reserves the right to amend this catalog and change any of its policies without prior notice, including but not limited to tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and program requirements, and admission standards and policies. The university further reserves the right to refuse admission to any applicant at the discretion of the dean or the Admissions Committee and to disqualify, discontinue, or exclude any student at the discretion of the dean, 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. There are, however, exceptions in certain cases regarding course requirements. See Graduation Requirements and Commencement (p. 46).

This catalog and each subsequent catalog is supplemented by the rules and regulations stated in department publications, the Student Handbook, the website and appropriately posted materials. Where conflict exists between any of these sources, the most recent rule, regulation, or policy will be controlling.

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

Academic Calendars

You may view the current graduate and professional academic calendars on the APU website (http://www.apu.edu/calendar/academic).

Graduate and Professional Catalog and Student Handbooks

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

General University Information

About APU

- University History (http://www.apu.edu/about/history)
- The University's Christian Worldview (http://www.apu.edu/about/worldview)
- A Faith and Learning Community (http://www.apu.edu/about/faithandlearning)
- Faith Statement (http://www.apu.edu/about/faith)
- Mission Statement (http://www.apu.edu/about/mission)
- Essence Statement (http://www.apu.edu/about/essence)
- The Four Cornerstones (http://www.apu.edu/about/cornerstones)
- The Motto (http://www.apu.edu/about/motto)
- Diversity Statement (http://www.apu.edu/about/diversity)
- Accreditation (http://www.apu.edu/provost/accreditation)
- Statement of Academic Freedom (http://www.apu.edu/about/academic-freedom)
- University Student Learning Outcomes (http://www.apu.edu/provost)
- Anti-Discrimination Policy (p. 13)

Locations

- Location and Campus (http://www.apu.edu/azusa/about)
- Regional Locations (http://www.apu.edu/locations)
- State Authorization (https://www.apu.edu/provost/accreditation/state-authorizations)

Antidiscrimination Policy

Azusa Pacific University, in accordance with applicable federal and state laws and university policies, does not discriminate on the basis of race, color, national origin, sex, age, disability, medical status, or status as a veteran. The university also prohibits sexual harassment. This nondiscrimination policy covers admission, access, operation of university programs and activities, and employment. This policy is in accordance with the following laws, as amended, and their implementing regulations, to the extent and in the circumstances that they are applicable to the university: Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; the Americans with Disabilities Act of 1990; and Section 504 of the Rehabilitation Act of 1973.

The executive director of human resources (https://www.apu.edu/humanresources) is the compliance officer, and inquiries concerning graduate or professional student issues related to discrimination should be made to the executive director of human resources at (626) 815-4526. Refer to APU's Title IX site (https://www.apu.edu/titleix/what-is-titleix/committee) for a list of our current Title IX officers.

Admissions

- Admission to the University (p. 14)
- Administrative Withdrawal (p. 15)
- American Language and Culture Institute (ALCI) (p. 15)
- Application and Fee (p. 20)
- APU Associate Degree for Transfer (ADT) (p. 20)
- Change of Program (p. 20)
- Conditional Admission Based on English Level (p. 21)
- Conditional-Incomplete Admission (CIA) (p. 21)
- Credit by Examination (p. 22)
- English Proficiency Requirements (p. 22)
- False Information Policy (p. 24)
- International Admissions (p. 24)
- Program Application Requirements (p. 24)
- Reservation of Rights (p. 25)
- Transcripts (p. 25)
- Veterans' Education Benefits (p. 26)

Admission to the University

- Graduate Admissions Policies (p. 14)
- Professional Admissions Policies (p. 15)

Prospective Azusa Pacific University students are committed to personal, intellectual, and spiritual growth. Applicants must evidence sympathetic appreciation for the standards and spirit of the university and exhibit moral character in harmony with its purpose. The university encourages applications from students who will contribute to, as well as benefit from, the university experience. In assessing the applicant's potential for success, academic capabilities and experience relevant to the program of application and disposition are reviewed.

Graduate

While the following minimum requirements are considered for university admission, specific program acceptance requirements (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program) and application deadlines should be consulted as well by reviewing the appropriate program (p. 24) on the APU website and its corresponding catalog section.

To be considered for university graduate admission, the applicant must have a bachelor's degree, master's degree, or doctoral degree from a regionally accredited college or university. Please refer to individual program requirements for specific admission policies and allowances. An earned baccalaureate or master's degree from an ATS- or ABHE-accredited institution will be considered for admission only to Azusa Pacific Seminary. The grade-point average (GPA) from the highest earned degree is used for admission consideration. Applicants with an earned master's degree with a 3.0 or higher cumulative GPA from a regionally accredited college or university may qualify for university graduate admission consideration using that GPA in lieu of their baccalaureate GPA. Specific program admission requirements may be more stringent.

Proof of the baccalaureate degree is also required.

A minimum cumulative 3.0 (on a 4-point scale) GPA is required on the posted baccalaureate degree for regular admission status. Candidates with a GPA of 2.5-2.99 may be considered for conditional admission status. The conditional admission status requires maintaining a minimum cumulative GPA of 3.0 with no grade lower than a *B-* in the first 12 units. Students who do not meet this requirement will be reviewed for dismissal. Specific program admission requirements may be more stringent.

Applications with baccalaureate grade-point averages below 2.5 are subject to university denial.

Applicants denied admission based on GPA may be reconsidered for university admission by departmental exception by meeting one of the following options as determined by the program of application:

- **Option 1:** A teaching and/or service credential.
- **Option 2:** CBEST scores and one of the following: CSET, MSAT, or PRAXIS/SSAT scores (all scores must meet California passing standards).
- **Option 3:** A minimum combined score of 300 for the verbal and quantitative sections of the Graduate Record Examination (GRE) (the GRE must be taken within the 12 months prior to application).

- **Option 4:** Postbaccalaureate evidence of ability for graduate study may be established through the completion of at least 12 semester units of upper-division undergraduate coursework or 6 semester units of graduate coursework from a regionally accredited college or university. The relevance of this coursework to the program to which application is being made must be demonstrated, and a grade of *B* or better must be achieved in each course.

Anyone admitted based on one of these four options is admitted with conditional GPA status and must maintain a minimum cumulative GPA of 3.0 and no grade lower than a *B-* in the first 12 units.

Forms and procedures are available from the Graduate and Professional Center (http://www.apu.edu/graduateprofessionalcenter).

Professional

While the following minimum requirements are considered for university admission, specific program acceptance requirements (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program) and application deadlines should be consulted as well by reviewing the appropriate program (p. 24) on the APU website and its corresponding catalog section.

The applicant's scholastic record is considered an important indicator of potential success at the university. Candidates with a GPA of 2.5 or higher may be considered for regular admission. Candidates with a GPA of 2.0-2.49 may be considered for conditional admission. While each applicant is considered for admission on individual merit, various criteria are used in the selection process. Meeting the minimum requirements, however, does not guarantee admission to the university. These criteria are delineated in this catalog. In some cases, the admissions committee may request a personal interview with the applicant.

Administrative Withdrawal

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Academic Calendars (http://www.apu.edu/calendar/academic) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance, nor does it generate a refund of any kind, but reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current Graduate and Professional Catalog requirements, which may entail additional degree requirements. Contact Graduate and Professional Admissions (http://www.apu.edu/graduateprofessionalcenter/admissions) for assistance with the reapplication process.

American Language and Culture Institute (ALCI)

The American Language and Culture Institute (http://www.apu.edu/international/alci) (ALCI) offers intensive English as a Second Language (ESL) courses and intercultural programs to non-native-English-speaking students, scholars, and professionals, enabling them to acquire the necessary language, academic, and culture skills to meet the rigors of university life at Azusa Pacific. To serve the whole person, ALCI also offers peer mentoring and leadership development through the American International Mentoring (AIM) program (http://www.apu.edu/international/scholars/programs/aim).

To enter ALCI, students must meet one of the following testing requirements: iBT score of 50; IELTS score of 5.0; or Level 3 placement on the ALCI placement exam. Students who have not obtained the required English proficiency scores may complete ALCI's program to enter their undergraduate or graduate program at APU. Please note that once a student is accepted to ALCI, that student's placement is determined by the ALCI placement exam taken at the beginning of the semester.

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

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

ALCI Application and Placement Testing

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

After arrival at ALCI, English testing will determine the level of English placement at ALCI. Students who meet the English proficiency requirement for their intended program through ALCI testing can proceed directly into the university at the next available starting date without studying at ALCI (provided

they have already been accepted to their intended program at the university). Students taking a leave of absence after placement in ALCI must retest if absent more than six months.

Requirements

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

American Language and Culture Institute Courses

Code	Title	Units
Level 3 Intermediate High		
ALCI 31	Academic Composition and Reading Skills 3	8
ALCI 32	Academic Skills for Intermediate Learners	1
ALCI 35	Intermediate Oral Communication	4
ALCI 37	Introduction to Christian Culture & Values - Intermediate	2
Level 4 Advanced Mid		
ALCI 41	Academic Composition and Reading Skills 4	4
ALCI 43	Intermediate Pronunciation	4
ALCI 44	Intercultural Communication	2
ALCI 45	Grammar/Seminar Speaking 4	4
ALCI 46	Presentation Skills	3
ALCI 47	Biblical Foundations for ESL Learners	2
ALCI 48	Capstone Project	4
Level 5 Advanced High		
ALCI 52	Observation Report	3
ALCI 53	Advanced Pronunciation	2
ALCI 55	Grammar/Seminar Speaking 5	4
ALCI 56	Advanced Presentation and Seminar Skills	3
ALCI 58	Research Project	5
ALCI 61	Advanced Reading and Vocabulary Acquisition Strategies	3
ALCI 64	Personal Leadership Development	2
ALCI 65	Christianity and Contemporary Worldviews	3
ALCI 67	Critical Thinking and Analysis	3
ALCI 68	Advanced Research Project	1-3

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

Program Learning Outcomes (PLOs) for ALCI Level 4

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

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

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

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

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

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

Program Learning Outcomes for ALCI Level 5

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

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

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

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

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

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

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

ALCI 21, Academic Composition and Reading Skills (Basic), 8 Units

This integrated reading, writing, and grammar course prepares basic ESL students to read and write at the university level. Students develop strategies for reading, increase vocabulary, attain grammar structures, and build sentence and paragraph composition skills.
Prerequisite: Must be a student in the ALCI Program.

ALCI 22, Basic Life Skills, 2 Units

This speaking and listening course develops the social communication skills necessary for ESL students to function independently on the APU campus and surrounding community. Students engage in weekly theme-based discussions and tasks focused on developing fluency and pragmatic cultural acclimation skills applicable inside and outside the classroom.
Prerequisite: Must be a student in the ALCI Program.

ALCI 23, Basic Pronunciation, 2 Units

This introductory class to phoneme-grapheme mapping prepares basic ESL students to read, spell, and pronounce the English language accurately. Students develop strategies in identifying vowel and consonant sounds and producing them in authentic contexts.
Prerequisite: Must be a student in the ALCI Program.

ALCI 25, Basic Oral Communication, 4 Units

This interactive course equips basic ESL students with the listening and speaking skills necessary to function successfully at the undergraduate level. Students focus on strategies in listening comprehension, group seminar participation, and academic presentations.
Prerequisite: Must be a student in the ALCI Program.

ALCI 27, Introduction to Christian Culture & Values - Basic, 2 Units

This course is designed for international students who have no knowledge of Christianity, or who are young Christians. This course introduces basic terminology, concepts and themes of the Bible and Christian life that are necessary for students to understand and apply in their undergraduate studies and community life at APU.
Prerequisite: Must be a student in the ALCI Program.

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

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

ALCI 32, Academic Skills for Intermediate Learners, 1 Unit

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

ALCI 35, Intermediate Oral Communication, 4 Units

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

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

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

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

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

ALCI 43, Intermediate Pronunciation, 4 Units

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

ALCI 44, Intercultural Communication, 2 Units

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

ALCI 45, Grammar/Seminar Speaking 4, 4 Units

This advanced ESL class trains students to apply advanced grammar structures in undergraduate writing/speaking. In addition to writing undergraduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style university courses.
Prerequisite: Must be a student in the ALCI Program.

ALCI 46, Presentation Skills, 3 Units

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

ALCI 47, Biblical Foundations for ESL Learners, 2 Units

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

ALCI 48, Capstone Project, 4 Units

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

ALCI 52, Observation Report, 3 Units

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

ALCI 53, Advanced Pronunciation, 2 Units

This advanced course focuses on accurate production of intonation, sounds, and rhythm of American English at the graduate level. Course content addresses individual pronunciation errors that hinder comprehensibility. This course is taken in Level 5 or as required by the director of ALCI.
Prerequisite: Prerequisite: ALCI 43. Must be a student in the ALCI Program.

ALCI 55, Grammar/Seminar Speaking 5, 4 Units

This advanced ESL class trains students to apply advanced grammar structures in graduate writing/speaking. In addition to writing graduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style graduate courses.
Prerequisite: Prerequisite: ALCI 45 Grammar/Seminar Speaking - Level 4. Must be a student in the ALCI Program.

ALCI 56, Advanced Presentation and Seminar Skills, 3 Units

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

Prerequisite: Prerequisites: This course is offered to Level S-6 students. As such, students must successfully meet Level4 exit criteria prior to the course. Must be a student in the ALCI Program.

ALCI 58, Research Project, 5 Units

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

Prerequisite: Must be a student in the ALCI Program.

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

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

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

ALCI 64, Personal Leadership Development, 2 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 65, Christianity and Contemporary Worldviews, 3 Units

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

Prerequisite: Must be a student in the ALCI Program.

ALCI 67, Critical Thinking and Analysis, 3 Units

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

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

ALCI 68, Advanced Research Project, 1-3 Units

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

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

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

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

Faculty

Program Director and Associate Professor

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

Assistant Professor

Lauren Carroll (http://www.apu.edu/faculty/ldcarroll), M.A.

Senior Adjunct Faculty

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

Adjunct Faculty

Jennifer Cachiaras (http://www.apu.edu/faculty/jcachiaras), M.A.

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

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

Rita Van Dyke-Kao (http://www.apu.edu/faculty/rkao), M.A.

Application and Fee

To be considered for admission to any program, the prospective student must complete an application and submit a nonrefundable $45 application fee as well as all additional application items, including transcripts for completed coursework. Certain programs may require additional references and/or other supporting documents. APU alumni need not request official transcripts for prior coursework taken at APU. The application fee is waived for APU alumni, faculty, staff, and their spouses. Veterans and members of the military also qualify for an application fee waiver.

APU Associate Degree for Transfer (ADT)

An Associate Degree for Transfer (ADT) is a guaranteed pathway for transfer into APU. After earning an approved Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T) degree, students will be guaranteed admission to APU with junior standing.

Additional benefits include:

- Priority admission for students from community colleges with whom we have partner agreements to an APU program or major that is similar to the ADT.
- Eliminating confusion by solidifying major preparation requirements accepted by APU from the community college.
- Guaranteed completion of your bachelor's degree in no more than 68 units if you remain on track with your academic plan.

Applicants who have completed an ADT in a major deemed similar to your intended major at Azusa Pacific University will receive priority admissions consideration. APU must receive verification that you have completed or will complete the ADT by the deadlines listed in the checklist below.

Associate Degree for Transfer (ADT) Checklist

In order to receive the benefits for an ADT, the following must apply:

- The applicant must be APU eligible. To find out more about APU eligibility, see Professional Admissions Policies (p. 15).
- The degree must be deemed "similar" by APU.
- APU must receive verification that you have completed or will complete the ADT by the following deadlines:
  - September 30 for fall, 8-week Session 1 admits
  - November 30 for fall, 8-week Session 2 admits
  - January 31 for spring, 8-week Session 1 admits
  - March 31 for spring, 8-week Session 2 admits
  - May 31 for summer, 8-week Session 1 admits
  - July 31 for summer, 8-week Session 2 admits
- APU must receive an official final transcript showing that an ADT has been conferred.
- To uphold the guarantee of completing your bachelor's degree with 68 semester units, you must maintain continuous enrollment in the same academic major. You must successfully complete all of the required coursework without the need to repeat courses or supplement instruction with additional courses for minors or areas of emphasis.

Throughout the admissions process, we verify the degree similarity and whether the degree is on track or completed, and confirm your transcripts upon completion. Additionally, you will be notified of any changes in your admissions consideration.

Should you not meet the ADT requirements, your application will still be considered in the general applicant pool for the major and campus to which you applied.

Change of Program

Admission to graduate and professional programs at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must file a Change of Program Form (http://www.apu.edu/graduateprofessionalcenter/download) with the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessionalcenter/admissions). International students must contact the International Center (http://www.apu.edu/international).

A program representative will contact the student if further documentation and materials are required for the change of program. No credit toward the new degree program will be granted before written program acceptance has been secured.

Conditional Admission Based on English Level

Some applicants have high academic ability but have not yet achieved English proficiency. For these applicants, conditional admission is offered. Those given conditional admission must either complete their English requirement prior to beginning their program at APU, or may study in the American Language and Culture Institute (ALCI) (p. 15) at APU prior to studying in their program. Conditional admission is not available for every graduate and professional program. Contact an admissions representative at international@apu.edu for details.

Conditional-Incomplete Admission (CIA)

- Graduate Conditional-Incomplete Admission (p. 21)
- Professional Conditional-Incomplete Admission (p. 21)

Graduate

The Conditional-Incomplete Admission (CIA) status is most often utilized when, to meet an application deadline, an applicant submits his/her transcripts before the degree is officially posted. In this situation, the applicant must submit all other official application documents, including transcripts in which the final semester of coursework is posted, even if still in progress or awaiting grade/degree posting. Other incomplete documents may be considered by program. Visit the university website for specific program application requirements (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program) within each school or college.

Students admitted under CIA status must submit all official and final documents/transcripts, including posted degree, before the first day of classes, unless special arrangements have been approved through the admissions office. Failure to provide final official documents in a timely manner will result in administrative withdrawal from classes.

The following must be submitted before consideration for CIA status:

- A completed application for admission
- The $45 nonrefundable application fee
- Transcript(s) of bachelor's degree coursework earned from a regionally accredited institution with the minimum GPA required for university admission

Check with specific programs regarding additional application documents required for the CIA admission status. Some departments and schools may specify which courses a student may take under CIA status, and may allow only prerequisites to be taken. Completion of preadmission courses does not guarantee admission, regardless of course outcomes.

The CIA status may be exercised only once per APU degree earned. Students may not use the CIA status for each Change of Program submitted.

This status is **not** applicable for international students who come to the U.S. on an I-20 or DS 2019, F-1 or J-1 status.

Note that students are not eligible to receive financial aid until their admission status is moved from CIA to regular or conditional status. Financial aid cannot be awarded retroactively for terms in which a student took courses but was not admitted CIA to a specific program. Students must be admitted to the university and graduate program by the last day of the term in which they first enroll to be eligible to apply for financial aid for that term.

Professional

Students are often granted admission with incomplete admissions requirements, particularly if they are enrolled in courses at another institution during their admissions process. In these cases, students are obligated to complete admissions requirements before the last date of the first term enrolled (unless otherwise noted by the academic department). This includes submission of all final official transcripts, with no in-progress coursework. Failure to satisfactorily complete all requirements may result in the withdrawal of the university's acceptance offer, or forfeiture of financial aid and registration privileges.

Note that students are not eligible to receive financial aid until their admissions requirements are submitted in full. Financial aid cannot be awarded retroactively for terms in which a student took courses but was not fully admitted to their specific program.

Credit by Examination

Credit may be earned by professional students through competency examinations. There are three examinations recognized by the university: Advanced Placement (AP) tests (http://catalog.apu.edu/undergraduate/admission-policies/credit-examination/credit-advanced-placement-ap-exams), the College Level Examination Program (CLEP) (http://catalog.apu.edu/undergraduate/academic-resources-auxiliary/learning-enrichment-center/testing-proctoring-services/testing/clep), and the International Baccalaureate (IB) program (http://catalog.apu.edu/undergraduate/admission-policies/credit-examination/credit-international-baccalaureate-ib-program).

Credit is granted to professional students who score a three or higher on an AP test, meet the cut-off level (individually determined by each APU department or school) in CLEP subject area tests, or earn a five or higher on the IB higher-level exams (see the aforementioned links).

There is no maximum number of credits that can be accumulated from these tests. Credit received by examination is tuition-free and applies toward the total requirement for graduation from the university.

College credit earned by a student still in high school may be transferred to Azusa Pacific University, provided that the course was taken at an accredited college. An official college transcript must be sent from the college to Azusa Pacific in order for such coursework to be evaluated for transfer of credit. Requirements for transfer applicants apply.

Challenge exams for professional students are available only in the School of Nursing (http://catalog.apu.edu/graduateprofessional/nursing) according to specific guidelines.

No CLEP credit is allowed in a student's final semester.

English Proficiency Requirements

- Graduate English Proficiency Requirements (p. 22)
- Professional English Proficiency Requirements (p. 23)

Graduate

All students graduating from non-English-speaking institutions or from programs not taught in English and applying for graduate admission to Azusa Pacific University—with the exception of APU-approved programs in languages other than English—are required to submit proof of sufficient English proficiency. One proof of proficiency is the successful completion of the international Test of English as a Foreign Language (TOEFL) examination. Other options to prove proficiency follow the TOEFL information.

The following minimum scores on the internet-based TOEFL (iBT) are required for admission to master's-level and credential programs:

- Listening: 22
- Reading: 22
- Speaking: 22
- Writing: 24

The following minimum scores on the iBT are required for admission to doctoral programs:

- Listening: 25
- Reading: 25
- Speaking: 25
- Writing: 25

The iBT must be taken no more than two years before the start of an APU program. Specific graduate departments may require a higher score. See specific program areas for more information.

If the applicant scores below the minimum in one or more of the skill areas, the individual can retake the TOEFL test, take the APU American Language and Culture Institute (ALCI) (p. 15) placement test, or consider studying for and passing the highest level in ALCI prior to full-time entry into the graduate program.

An International English Language Testing System (IELTS) score can also be used as a verification of English proficiency. For regular admission, a minimum score of 7 is required.

Applicants studying full time and earning 48 units (not including ESL units) in an English-speaking university immediately prior to applying to APU may be eligible to have the English proficiency exam requirement waived. Verification of English as the language of instruction is required.

In addition, students must enroll in TESL 500 during their first term at Azusa Pacific University regardless of English proficiency exam score. During the first class session, students have an opportunity to demonstrate proficiency in English; if they meet this, they can waive the class.

If, while in classes, it is determined that the student's ability to communicate and participate in English is below the necessary standard, an instructor may refer him/her to the department chair, who may require him/her to seek assistance from the ALCI, which may lead to enrollment in a noncredit program at the student's expense.

Professional

Students whose native language is not English must demonstrate or gain English proficiency in order to study at Azusa Pacific University. There are several ways to demonstrate and fulfill the English proficiency requirement:

1. Prior studies in English

Students can demonstrate English proficiency by verifying that their prior studies (secondary or postsecondary school) were conducted in English. Students must verify all of the following:

- Completed at least 48 academic semester units without ESL support/classes.
- Studies in English ended no more than two years before applying to APU.
- The language of instruction was English.

To verify these points, students must provide academic transcripts along with an official letter from the institution where they studied stating that the language of instruction was English.

2. English testing by one of the following two options:

A. International standardized English tests (TOEFL and IELTS)

Students can demonstrate English proficiency by submitting a TOEFL or IELTS score report that meets or exceeds the requirements listed below. The university considers the component scores for admissions.

IELTS

	Total (Top Score: 9)
Conditional[1]	5.5
Undergraduate	6.0
Graduate	7
Doctorate	8

TOEFL

	Listening (Top Score: 30)	Reading (Top Score: 30)	Writing (Top Score: 30)	Speaking (Top Score: 30)
Conditional[1]	16	16	18	15
Undergraduate	20	20	22	18
Graduate	22	22	24	22
Doctorate	25	25	25	25

[1] Note that even with a high enough total score, you may be required to take ALCI or TESL 100 depending on subset scores or other indicators in your applications. TESL 100 is a university-level course that provides additional support to meet the English proficiency requirement, and it counts toward graduation requirements. In addition, you can take more academic units along with TESL 100.

Scores	IELTS: 5.5	
	TOEFL Speaking: 15-17	Corresponding English Course: TESL 100
	TOEFL Listening: 16-19	
Scores	IELTS: 5.5	
	TOEFL Reading: 16-19	Corresponding English Course: TESL 100
	TOEFL Writing: 18-21	

B. APU English placement test

Students can also demonstrate English proficiency by taking a placement test through the American Language and Culture Institute (ALCI) (p. 15). This placement test is administered on campus at APU. Contact the International Center (https://www.apu.edu/international) for schedules, fees, and locations for the APU English placement test.

3. Completion of an intensive English language program at APU

ALCI is an intensive English language program at APU. Those who qualify academically for undergraduate or graduate admission to APU and choose to fulfill the English proficiency requirement through study in the ALCI program are offered conditional admission to the university. Successful completion of Level 4 is the minimum proficiency level for undergraduate students, and Level 5 for graduate and professional students, to continue academic programs after ALCI studies. Students must submit a separate application for ALCI.

False Information Policy

Students are advised that admission is contingent upon the truthfulness of the information contained in their application files. Discovery of false information subsequent to admission is, at the university's discretion, grounds for immediate dismissal at any point in the student's course of study. Such dismissal shall result in forfeiture of all charges paid and academic credits earned.

The full fraudulent records policy may be obtained from the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar).

International Admissions

In order to qualify as an international student at APU, the individual needs to be able to obtain an F-1 or J-1 visa or be in F-1 or J-1 legal status. An individual who has another type of valid U.S. visa may also study full or part time at Azusa Pacific University, depending on the visa type. Anyone in the U.S. in B-1/B-2 status, however, is not allowed by law to study full or part time in any educational program.

Azusa Pacific University is authorized under federal law by U.S. Citizenship and Immigration Services (USCIS) and the U.S. Department of State to enroll nonimmigrant alien undergraduate and graduate students as well as intensive English students. APU issues and administers the I-20 and DS 2019 (F-1 and J-1 status documents, respectively). APU is able to issue I-20s for the Azusa campus as well as for the following regional locations: San Diego, Orange County, and Los Angeles. Not all degree programs are available at the regional locations.

To be considered for admission to an APU graduate or professional program as an international applicant, you must meet all the requirements listed in the Admission to the University (p. 14) section of the catalog, as well as a few requirements unique to international applicants:

1. Affidavit of Financial Support and bank statement[1] proving ability to pay for education costs through personal, family, or sponsor resources
2. Certified English proficiency (See English Proficiency Requirements (p. 22))
3. Official transcripts sent from previously attended schools directly to APU. Transcripts must be in original language and English.
4. Copy of passport

[1] One year's tuition may be required prior to issuing the United States immigration document.

All international applicants are expected to read and comply with the policies listed in this catalog.

Note: Individual departments may have additional requirements; see the applicable program (p. 95) for specific information.

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

International Enrollment Services
Azusa Pacific University
901 E. Alosta Ave.
PO Box 7000
Azusa, CA 91702-7000
+1-626-812-3055
Fax: +1-626-815-3801
international@apu.edu
apu.edu/international/enrollment/

Program Application Requirements

For additional application procedures and forms for the specific program to which you are applying, visit the appropriate college/school page of the university website, or view the program-specific requirement pages for graduate programs (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program/graduate) and professional programs (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program/professional).

- Azusa Pacific Seminary (http://www.apu.edu/seminary)
- College of Liberal Arts and Sciences (http://www.apu.edu/clas)
- College of the Arts (http://www.apu.edu/cma)
- School of Behavioral and Applied Sciences (http://www.apu.edu/bas)
- School of Business and Management (http://www.apu.edu/business)
- School of Education (http://www.apu.edu/education)
- School of Nursing (http://www.apu.edu/nursing)
- University Libraries (http://www.apu.edu/library)

Reservation of Rights

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

Azusa Pacific University reserves the right to change any of its policies without prior notice, including, but not limited to, tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and program requirements, and admission standards and policies. The university further reserves the right to refuse admission to any applicant and to disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee.

To apply for admission to Azusa Pacific University, applicants must submit an application form available online (http://www.apu.edu/apply).

Mailing Address:
Graduate and Professional Center: Admissions
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Located at:
568 E. Foothill Blvd.
Azusa, CA 91702
(626) 815-4570
Fax: (626) 815-4571
gpc@apu.edu
apu.edu/gpc/admissions

Applicants who plan on attending on a student visa must apply through International Enrollment Services (see International Admissions (p. 24)).

Transcripts

- Graduate Transcript Policies (p. 25)
- Professional Transcript Policies (p. 26)

Graduate

Official transcripts are required for all degrees, certificates, and credentials earned prior to application to APU. Official transcripts for other college coursework not leading to a degree, certificate, or credential may be required by the department for program acceptance consideration. An official transcript is one that Azusa Pacific University receives unopened in an envelope sealed by the former institution and that bears the official seal of the college or university. APU reserves the right to require transcripts sent directly from the former institution. The baccalaureate degree transcript may be waived, with approval of the academic program, if an applicant has earned a regionally accredited master's or doctoral degree prior to applying to APU.

APU alumni need not request official transcripts for baccalaureate coursework from the undergraduate registrar. When applying for a graduate program, the Office of Graduate and Professional Admissions will obtain a copy for the graduate application file.

International transcripts must be translated into English, certified by an authorized official, and include the posted degree. International transcripts must be evaluated by an approved agency, which creates an official Degree/Transcript Equivalency Report, to verify that the international degree is comparable to a degree from a regionally accredited college or university in the United States. An official copy of this Degree/Transcript Equivalency Report is submitted with a student's official transcript for university admission consideration. Contact the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessionalcenter/admissions) for a list of approved agencies.

Once filed, transcripts are subject to the provisions of applicable federal and state laws and regulations and cannot be returned to the applicant or forwarded to other educational institutions.

For information about ordering an APU transcript, see Release of Transcripts (p. 64) *under Academic Policies and Procedures in this catalog.*

Professional

Students must submit official transcripts from any and all colleges and universities attended, whether or not credit was given. An official transcript is one that Azusa Pacific University receives unopened in an envelope sealed by the issuing institution(s) and that bears the official seal of that college or university. Azusa Pacific University reserves the right to request that the transcript be sent directly from the issuing institution(s).

The university can give credit for no more than 70 units of junior or two-year college work, and there is a maximum of 90 units that may be accepted from a four-year institution. No upper-division credit can be allowed for courses taken at a community or two-year college.

Once filed, transcripts are subject to the provisions of applicable federal and state laws and regulations and cannot be returned to the applicant or forwarded to other educational institutions.

International transcripts must be translated into English and certified by an authorized official. International transcripts must be evaluated by an approved agency, which creates an official Transcript Equivalency Report, to verify that the international units are comparable to units from a regionally accredited college or university in the United States. An official copy of this Transcript Equivalency Report is submitted with a student's official transcript for university admission consideration.

The Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar) will evaluate previous college work to determine its relationship to the requirements of Azusa Pacific University. A transfer evaluation will be sent to the student showing those courses that have been accepted for transfer and those courses that still need to be taken to fulfill the university's General Education requirements. Only courses in which a grade of *C-* or above has been earned can be considered for transfer of credit.

Azusa Pacific University accepts the completed Intersegmental General Education Transfer Curriculum (IGETC) and the California State University General Education Breadth (CSU GE) certifications as fulfilling the lower-division General Education program requirements. However, all APU students are required to complete the requisite number of God's Word and the Christian Response and upper-division General Education courses. In the cases of both the IGETC and CSU GE, the certification must be complete and obtained from the respective community college before the student matriculates to APU. Students who do not receive full certification will be evaluated by standard course-to-course articulation and will follow the General Education for transfer students.

For more information, read the General Education Information for Professional Transfer Students (p. 68) section under Academic Policies and Procedures in this catalog.

Veterans' Education Benefits

Azusa Pacific University is an approved, degree-granting institution recognized by the U.S. Department of Veterans Affairs. Eligible veterans and their dependents seeking educational training may qualify to use Title 38, Chapters 30, 31, 33, 35, and 1606/1607. Refer to the U.S. Department of Veterans Affairs (http://www.va.gov) for eligibility criteria.

APU proudly participates in the Yellow Ribbon Program (http://www.apu.edu/militaryeducation), which is a provision of the Post-9/11 Veterans Education Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the U.S. Department of Veterans Affairs. To receive Yellow Ribbon funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill.

Note: Active-duty personnel receiving Chapter 33 benefits, and spouses of active-duty personnel receiving Transfer of Entitlement (TOE) benefits, are not eligible for the Yellow Ribbon Program.

Financial Information

- Contact Information (p. 27)
- Financial Agreement (p. 27)
- Financial Aid Application (p. 27)
- Financial Aid Policies (p. 27)
- Payment Terms and Conditions (p. 29)
- Refund Policy (p. 30)
- Tuition and Fees (p. 30)
- Types of Financial Aid (p. 30)

Contact Information

The Office of Graduate and Professional Student Financial Services (https://www.apu.edu/graduateprofessionalcenter/sfs) assists students in answering questions related to financial aid and student accounts. For questions, office hours, and other information, contact the office at (626) 815-4570 or gpc@apu.edu.

Financial Agreement

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

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

Financial Aid Application

Financial aid is available to students who are enrolled in eligible programs. To apply for financial aid, all students must complete the appropriate steps (https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/apply).

Financial Aid Policies

- Financial Aid Deadline (p. 27)
- Financial Aid Packaging (p. 27)
- Equitable Treatment (p. 28)
- Keeping in Touch (p. 28)
- Release of Records (p. 29)
- Reporting Resources (p. 29)
- Overawards (p. 29)
- Financial Aid Required Study Load (p. 29)
- Verification (p. 29)
- Satisfactory Academic Progress (SAP) (p. 29)

Financial Aid Deadline

In order to receive financial aid, all required documentation must be received by Azusa Pacific University within a reasonable amount of time to be processed before applicable federal, state, and institutional deadlines.

Financial Aid Packaging

Although Azusa Pacific University offers a limited number of academic-program-based scholarships for graduate and professional students (http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/scholarships), most graduate and professional financial aid is offered through federal and state programs. Students are encouraged to seek outside aid resources (https://sites.google.com/a/apu.edu/scholarships) as a means to reduce the amount of loan debt necessary to finance their education. A more thorough listing of types of financial aid is available online (https://www.apu.edu/

graduateprofessionalcenter/sfs/financialaid). The university awards all applicants the maximum grant, scholarship, loan, and work-study funds for which they qualify. In some cases federal, state, and/or institutional guidelines may restrict the total amount or type of award a student may receive. Based on the student's Free Application for Federal Student Aid (FAFSA) (https://fafsa.ed.gov) information and remaining eligibility, the student may be awarded up to the cost of attendance for his/her enrolled program. Cost of attendance includes tuition, books and supplies, room, board, transportation, personal, and loan fees. Aid will be awarded in the following order according to the student's eligibility (unless otherwise stated):

Graduate Student (GR) Stacking Policy

1. Pell Grant (teaching-credential-only programs)
2. State grants (teaching-credential-only and master's/teaching credential combo programs; includes Cal Grant A-TCP, Cal Grant B-TCP, B Subsistence, and Chafee Grant)
3. TEACH Grant
4. Institutional aid (Tuition/Fees)
    a. Faculty/staff tuition benefit
    b. Institutional discounts (e.g., alumni discounts)
    c. Institutional scholarships/assistantships or grants that cover tuition and/or fees
5. Outside aid/company reimbursement that pays only tuition/fees
6. Outside aid to pay nontuition/fee expenses
7. Institutional Aid (aid that covers nontuition/fee expenses)
8. Federal Direct Subsidized Stafford Loan (teaching-credential-only programs)
9. Federal Work Study
10. Federal Direct Unsubsidized Stafford Loan
11. Federal Direct PLUS Loans
12. Alternative Loans

Professional Undergraduate (UP) Stacking Policy

1. Pell Grant
2. FSEOG
3. State grants (Cal Grant A, Cal Grant B, B Subsistence, and Chafee Grant)
4. Institutional Aid (tuition/fees)
    a. Faculty/staff tuition benefit
    b. Institutional discounts (e.g., RN-BSN discounts)
    c. Institutional scholarships that cover tuition and/or fees
5. Outside aid/company reimbursement that pays only tuition/fees
6. Outside aid to pay nontuition/fee expenses
7. Federal Direct Subsidized Stafford Loans
8. Federal Work Study
9. Federal Direct Unsubsidized Stafford Loans
10. Perkins Loan
11. PLUS Loans (parents)
12. Alternative loans

Equitable Treatment

Azusa Pacific University does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran in any of its policies, practices, or procedures. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact the Office of Student Life (https://www.apu.edu/studentlife/contact) for further information.

Keeping in Touch

Graduate and professional students must notify the Office of Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs) regarding changes in financial situation, marriage, loss of a job, withdrawal from school, change in units, anticipated change of program, change of address, receipt of outside scholarships, etc. Mail, email, or submit written information in person to the Graduate and Professional Center.

Release of Records

By applying for financial aid, a student grants that the Office of Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs) has the right to release the student's grades and enrollment records to scholarship, state, federal, and loan agencies in accordance with the rules governing the Family Educational Rights and Privacy Act (FERPA) (p. 63).

Reporting Resources

Students are required to report **all** resources known or anticipated to be available to them during the period for which they are seeking financial aid. These resources include, but are not limited to: veterans' benefits, scholarships, grants, fellowships, stipends, employer reimbursement, and any other outside sources of aid. Failure to report resources can result in a miscalculation of financial aid eligibility and the eventual revoking of a portion of or all awarded funds. Additional resources that become available after the student's initial report of outside aid must also be reported. Knowingly withholding or concealing information about outside aid resources may constitute fraud, as a student could receive aid to which he or she is not entitled.

Overawards

An overaward occurs when a student's financial aid package exceeds his or her need. Some of the ways this can occur include: changes in cost of attendance, awards received at other schools, or changes to FAFSA data. The Office of Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs) is required to reduce aid packages because of overawards. In many cases, the overaward could have been prevented through the timely reporting of additional resources to Student Financial Services. Timely reporting of all outside resources will help prevent frustration and inconvenience resulting from aid adjustments required to resolve an overaward. All institutional aid is subject to coordination with federal, state, and all other aid sources. All institutional aid is subject to the policies printed in the catalog and other printed materials provided by the university.

Financial Aid Required Study Load

For financial aid purposes, a student must be enrolled at least half time per term to be eligible for most federal financial aid. For enrollment purposes, a "term" is composed of all academic sessions within that term. For example, fall session, fall session 1, and fall session 2 together comprise the fall term.

Academic terms are broadly defined by the designations fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. Enrollment in all sessions within one term form a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendar (http://www.apu.edu/calendar/academic) for specific term and session information. See the Study Load (p. 42) section of the catalog for program study load requirements as they relate to financial aid.

Verification

Each year, the Federal Student Aid program randomly selects a predetermined percentage (usually around 30 percent) of all FAFSA applications for a process called "verification." Students may also be selected at the discretion of Student Financial Services. Regulations require the collecting of information from the student and family, if applicable, to confirm the accuracy of information reported on the FAFSA. This can include tax transcripts, information about family size, etc. Beyond those selected for verification, institutions are required to request further information when a FAFSA application and/or subsequent paperwork appears to have incomplete, inaccurate, or conflicting information. Graduate and professional students at APU will not be packaged for federal, state, and/or institutional need-based aid until all required paperwork has been submitted. Students can submit documentation via a secure online portal.

Satisfactory Academic Progress (SAP)

Students who wish to receive federal financial aid and most institutional aid (including the faculty/staff benefit) must be in good academic standing and make satisfactory academic progress toward a degree or credential program in addition to meeting other eligibility criteria.

For more information, see the SAP policy (https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/academic) on our website.

Payment Terms and Conditions

All tuition and fees are due by the first day of class. All owed balances are considered past due 30 days after the posted start date. All past-due balances must be paid in full, whether out of pocket or with financial aid (http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid), prior to the opening of the next session's registration period. If any student has a past-due balance, they may be prevented from participating in any enrollment activity until the account is current and no longer past due.

Any late enrollment activity (add or drop) requested on the Enrollment Activity Form (https://www.apu.edu/graduateprofessionalcenter/registrar/forms) will be charged a $125 processing fee for the manual processing to register, add, drop, or withdraw after the published deadline.

Students previously in APU collections for a prior balance who wish to return must have a zero balance for their returning term.

Learn more about our payment policies. (https://www.apu.edu/graduateprofessionalcenter/sfs/payment/policies)

Petition Process

A petition process exists for students who seek an exception to stated university policies and procedures. Petition forms can be obtained at the Graduate and Professional Center (http://www.apu.edu/graduateprofessionalcenter) or online (https://www.apu.edu/graduateprofessionalcenter/registrar/forms), and must be approved by the Office of Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs).

Refund Policy

Institutional Policy for Withdrawals

Students may drop a class with full refund of tuition and fees until the Last Day to Register or Add/Drop Classes for the appropriate session, as published in the Academic Calendar. Following the deadline to drop a class, a student may withdraw under certain circumstances. For more information, see the Graduate and Professional Withdrawal Guide (https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/refund).

Federal Return to Title IV (R2T4) Policy

APU is required by federal regulations to use a prescribed formula to calculate the unearned portion of the financial aid received and return it to the Title IV programs. For more information, see the Graduate and Professional Withdrawal Guide (https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/refund).

Institutional Aid Return Policy

Dropping a class through the Last Day to Register or Add/Drop Classes results in a 100 percent return of any institutional aid associated with the dropped class. When a student withdraws, institutional financial aid may be adjusted at the discretion of the departments awarding the scholarship funds. If a student believes that extenuating circumstances warrant an exception from published policy, he/she must submit a written appeal to the Office of Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs).

The university reserves the right to make any changes in the institutional refund policies, fees, and expenses without notice. Azusa Pacific University does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran in any of its policies, practices, or procedures. Appeal procedures exist for anyone who feels that a violation of the above has occurred—contact the Office of Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs).

Military Tuition Assistance Return Policy

The Department of Defense memorandum of understanding requires that the university “have an institutional policy that returns any unearned Tuition Assistance (TA) funds on a proportional basis through at least the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.” In accordance with that requirement, the university TA funds return policy is as follows:

Between the start date of a course and up to the add/drop date of that course (as defined by the academic calendar), the university will refund 100 percent of TA funds back to the respective military department if a student drops from a course for which TA funds were used to pay tuition. After the add/drop date and prior to the 61 percent point, “earned” TA funds are prorated on a per-day basis. For example, if a student has $100 in TA funds applied to their account for a course and completes 14 days of a 60-day course (23 percent), then the student is considered to have earned $23. The remaining $77 would be returned. The student’s withdraw date is calculated in accordance with the institution’s withdraw date definitions for federal R2T4 purposes. After the 60 percent point in a class, a student is considered to have “earned” all TA funds and no return is made.

Note: The institutional policy for TA funds may be superseded by the return policies of military branches. For example, if the university return policy determines that a student has earned $50 of $100 in TA funds, but the Army requests a full return of $100, the university will return the amount that is requested by the branch.

Tuition and Fees

Visit Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs/costs) to view the current cost of attendance, including tuition and fees, for graduate and professional students. This information is effective fall 2019 unless otherwise noted. Prices are subject to change without notice.

Types of Financial Aid

- Federal Aid Eligibility Requirements (p. 31)
- Types of Financial Aid (p. 31)

- Grants (p. 31)
  - Federal Pell Grant (p. 31)
  - Federal Supplemental Educational Opportunity Grant (FSEOG) (p. 31)
  - Cal Grant (p. 31)
  - TEACH Grant (p.)
- Federal Work Study (p. 32)
- Loans (p. 32)
  - William D. Ford Federal Direct Loan (p. 32) (Subsidized (p. 32), Unsubsidized (p. 32), PLUS (p. 33))
  - Interest Rates and Fees (p. 33)
  - Annual Loan Limits (p. 33)
  - Loan Exit Requirements (p. 33)
  - Private Student Loans (p. 34)
- Institutional and Outside Aid Resources (p. 34)
- Military Benefits (p. 34)
  - Veterans Affairs Benefits (p. 34)
  - Active-Duty Military Benefits (p. 34)

Federal Aid Eligibility Requirements

To apply for federal aid, a student must meet certain eligibility requirements including, but not limited to, the following:

- Be a U.S. citizen, permanent resident, or an eligible noncitizen
- Have a valid Social Security number (some exceptions apply)
- Male students must be registered with Selective Service unless they are exempt
- Be enrolled at least half-time for most federal aid programs
- Maintain satisfactory academic progress

A student must complete all the initial admission requirements for their program.

A student must submit the Free Application for Federal Student Aid (http://www.fafsa.ed.gov) (FAFSA) for every school year enrolled.

For more details on eligibility, visit the Federal Student Aid website (http://studentaid.ed.gov).

Types of Financial Aid

Grants

Federal Pell Grant

A Federal Pell Grant (http://studentaid.ed.gov/types/grants-scholarships/pell), unlike a loan, does not have to be repaid. Federal Pell Grants usually are awarded to undergraduate students who have not earned a bachelor's or a professional degree. (In some cases, however, a student enrolled in a postbaccalaureate teacher certification program might receive a Federal Pell Grant.) Effective on July 1, 2012, students can receive the Federal Pell Grant for no more than 12 semesters or the equivalent. Students will receive notification via the Student Aid Report from the federal government if they are near or have surpassed the limit. For questions, contact Graduate and Professional Student Financial Services (https://www.apu.edu/graduateprofessionalcenter/sfs) at (626) 815-4570.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Undergraduate professional students may be eligible for FSEOG (http://studentaid.ed.gov/types/grants-scholarships/FSEOG) funds. Eligibility for FSEOG is based upon the availability of the funds and financial need at the time a student is awarded. Priority is given to Pell-eligible students. Azusa Pacific University receives a limited amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. FSEOG funds are disbursed on a first come, first served basis. These funds, known as a campus-based award, work differently from the Federal Pell Grant program, which provides funds to every eligible student.

Cal Grant

Cal Grants are awarded by the California Student Aid Commission and are funded by the state of California. There are several types of Cal Grant (http://www.calgrants.org) awards. Students pursuing an undergraduate associate's or bachelor's degree or an occupational training program normally qualify for Cal Grant A or Cal Grant B Competitive Awards. The Cal Grant program utilizes the federal FAFSA form to determine eligibility, requiring students to meet a March 2 submission deadline. Verification of a high school GPA is required as well.

Cal Grant A Competitive Awards are for students with a minimum 3.0 GPA who are from low- and middle-income families. These awards help pay tuition and fees at qualifying schools with academic programs that are at least two years in length.

Cal Grant B Competitive Awards are for students with a minimum 2.0 GPA who are from disadvantaged and low-income families. These awards can be used for tuition, fees, and access costs at qualifying schools with programs that are at least one year in length. If you get a Cal Grant B Competitive Award, it can be used only for access costs in the freshman year. These costs include living expenses, transportation, supplies, and books. Beginning the second year, you can use your Cal Grant B Competitive Award to help pay tuition and fees at public or private four-year colleges or other qualifying schools.

Teaching Credential Cal Grants are available to students who received Cal Grant A or Cal Grant B as an undergraduate student, provided they meet the following eligibility requirements:

- Submit a FAFSA (https://fafsa.ed.gov).
- Submit a G-44 (http://www.csac.ca.gov/doc.asp?id=80) form to the California Student Aid Commission.
- Have received at least one payment in the Cal Grant A or B program as an undergraduate.
- Have received a bachelor's degree, or completed all required coursework for their bachelor's degree.
- Be accepted to and enrolled in a teacher preparation program at a California Commission on Teacher Credentialing (CTC)-approved institution within 15 months of the end of the term for which the recipient last received a Cal Grant payment.
- Have not received or submitted an application for an initial teaching credential, such as a Preliminary or Clear Credential.
- Maintain financial need for a Cal Grant renewal.

Cal Grant B Access award is designated for costs including living expenses, transportation, supplies, and books.

Azusa Pacific University will transfer the eligible Access award to the student account and apply it toward the outstanding balance. Students have the right to request, in writing, a refund of the Access award in lieu of transferring it to pay the outstanding balance on a student account. If the award transferred prior to the written request, the request will be honored for future disbursements.

TEACH Grant

Azusa Pacific University offers the Teacher Education Assistance for College and Higher Education (TEACH) Grant to qualified students who are enrolled in a program that prepares them for a career in teaching. Learn more. (https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/teach-grant)

Federal Work-Study

Azusa Pacific University does not automatically package graduate and professional students with federal work-study aid, as graduate and professional programs are generally geared toward working professionals. If, however, you are interested in federal work-study, contact your student account counselor for details.

Loans

Federal Direct Loan

The Federal Direct Loan is a low-interest loan to help pay for the cost of a student's education. The loan's interest rate, determined by the Bipartisan Student Loan Certainty Act of 2013, is tied to the financial markets. Interest rates are determined each spring for new loans made for the award year which runs from July 1 to the following June 30. Each loan has a fixed interest rate for the life of the loan. The U.S. Department of Education is the lender. To be eligible for the Federal Direct Loan, a student must be admitted to a degree- or credential-seeking program. The student is required to sign a Master Promissory Note (MPN), complete loan entrance counseling prior to receiving the first disbursement, and loan exit counseling upon completing a program or dropping below half-time attendance.

Three types of the Federal Direct Loan are available based upon a student's aid eligibility as determined by the FAFSA and the Department of Education:

1. Federal Direct Subsidized Loan

Subsidized loans are need-based and available to undergraduate students who demonstrate sufficient need to be eligible for the loan. The interest is paid by the government while the student remains enrolled at least half-time and for a six-month grace period following withdrawal or graduation. Subsidized loans were eliminated for master's and doctoral programs as of July 1, 2012. As an exception, teaching credential/certificate-only programs may still qualify for subsidized loans.

2. Federal Direct Unsubsidized Loan

This is a non-need-based loan with interest starting to accrue upon disbursement. The student has the option to postpone payment of interest, which is then capitalized (added to the principal balance).

3. Federal Direct PLUS Loan

This is a non-need-based loan available to graduate students and parents of undergraduate students based upon credit worthiness, with interest starting to accrue upon disbursement. Borrowers may borrow up to the cost of attendance, minus any other financial aid (grants, scholarships, loans, etc.). Please be advised on the following regarding PLUS Loans:

- Graduate borrowers are advised to apply for the maximum amount of federal Stafford loans before pursuing PLUS Loans.
- Must be a U.S. citizen or eligible noncitizen and have a valid Social Security number.
- Must meet basic eligibility requirements of no adverse credit. Graduate students or parents of undergraduate students who cannot meet the requirements may be able to appeal the decision with the U.S. Department of Education or be eligible with a creditworthy endorser/cosigner.
- Repayment begins within 60 days of the last disbursement. The option to postpone payment is available for graduate students while in school at least half-time.

Continued Eligibility for All Federal Loans

Students must make academic progress to continue receiving loans and financial aid. Refer to the Satisfactory Academic Progress policy (https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/academic) for more information.

Interest Rates and Fees

Interest rates for Federal Direct Loans are calculated yearly and are fixed for the life of the loan. Additionally, most federal student loans have loan fees that are a percentage of the total loan amount. The loan fee is deducted proportionately from each loan disbursement you receive. This means the money you receive will be less than the amount you actually borrow. You're responsible for repaying the entire amount you borrowed and not just the amount you received.

Visit the Federal Student Aid website (http://studentaid.ed.gov/types/loans/interest-rates) for more information and to view current interest rates and fees.

Annual Loan Limits

Dependent students completing a bachelor's degree are eligible, depending on their FAFSA information, to receive:

- Freshmen (0-27 units) — $5,500 (up to $3,500 of which may be subsidized)
- Sophomores (28-59 units) — $6,500 (up to $4,500 of which may be subsidized)
- Juniors and Seniors (60+ units) — $7,500 (up to $5,500 of which may be subsidized)
- Federal Parent PLUS — Up to cost of attendance minus any federal, state, institutional, and outside aid

Independent students (or dependent students who were denied a Parent PLUS loan) completing a bachelor's degree are eligible, depending on their FAFSA information, to receive:

- Freshmen (0-27 units) — $9,500 (up to $3,500 of which may be subsidized)
- Sophomores (28-59 units) — $10,500 (up to $4,500 of which may be subsidized)
- Juniors and Seniors (60+ units) — $12,500 (up to $5,500 of which may be subsidized)
- Teaching credential/certificate-only programs — $12,500 (up to $5,500 of which may be subsidized)

Students in a graduate program are eligible, depending on their FAFSA information, to receive:

- Federal Direct Unsubsidized — $20,500 (Doctor of Psychology students may be eligible for an increased annual loan limit)
- Federal Direct Graduate PLUS — Up to cost of attendance minus any federal, institutional, and outside aid

Loan Exit Requirements

Federal Direct Loan Exit Counseling

The federal government requires all federal loan borrowers to complete the Direct Loan Exit Counseling (https://studentloans.gov/myDirectLoan/counselingInstructions.action?counselingType=exit) at any point that the student graduates, withdraws, or drops below half-time enrollment status. If you have any questions regarding Direct Loan Exit Counseling, please contact Graduate and Professional Student Financial Services in the Graduate and Professional Center.

Information needed to begin Direct Loan Exit Counseling (https://studentloans.gov/myDirectLoan/counselingInstructions.action?counselingType=exit):

1. FSA ID
2. Social Security number
3. Expected employer (if known)
4. Next of kin (names, addresses, and phone numbers)
5. Two references who live in the United States (names, addresses, and phone numbers)

6. Expected permanent address
7. Driver's license (if you have one)

Private Student Loans

This is a nonfederal student loan issued by a lender, bank, or credit union. Private student loans often have variable interest rates, require a credit check and a co-signer, and do not provide many of the benefits of federal student loans. Federal Direct Loans generally have more favorable terms and conditions than private loans. We recommend that you utilize all Federal Direct Loan eligibility before turning to private loans. Students who need additional funds beyond the Federal Direct Loan should consider the Direct PLUS Loan (if applicable) before applying for a private loan.

APU's private lender list is without prejudice and is for the sole benefit of students attending the institution. Employees responsible for processing loans adhere to a strict student loan code of conduct (http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/policies/loan). Learn more about private student loans. (https://www.apu.edu/graduateprofessionalcenter/sfs/financialaid/loans/alternativeloans)

Institutional and Outside Aid Resources

The university currently offers many institutional and outside aid resources to assist students in financing their education. Refer to the Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs/financialaid) site for a full list of available options based on the student's specific school and/or program.

All aid is subject to coordination with federal, state, and all other aid sources.

All aid is subject to the policies in the catalog and any other printed materials.

All aid is subject to availability of federal, state, institutional, and private funding.

All institutional aid and discounts are subject to change without notice.

Military Benefits

Veterans Affairs Benefits

Azusa Pacific University is an approved, degree-granting institution recognized by the Department of Veterans Affairs. Eligible veterans and their dependents seeking educational training may qualify to use Title 38, Chapters 30, 31, 33, 35, and 1606. Refer to the U.S. Department of Veterans Affairs (http://www.va.gov) for eligibility criteria.

APU proudly participates in the Yellow Ribbon Program (http://www.apu.edu/militaryeducation), which is a provision of the Post-9/11 Veterans' Educational Assistance Act of 2008. APU awards eligible students up to half the net cost of tuition not covered by the standard cap set yearly by the Department of Veterans Affairs. The Department of Veteran Affairs will then match APU's contribution to provide full tuition coverage. In order to receive Yellow Ribbon Funds, the student must be 100 percent eligible under Chapter 33 of the GI Bill, not be on active duty, and/or not be using benefits transferred to them by a spouse currently on active duty.

Learn more about veterans benefits and the process to apply for them. (https://www.apu.edu/militaryeducation/benefits/veterans)

Active-Duty Military Benefits

Azusa Pacific University is committed to advancing education opportunities for active-duty military members and their spouses. The university is prepared to assist you in utilizing your Military Tuition Assistance and also offers programs that are eligible for MyCAA financial assistance.

Tuition Assistance

Military Tuition Assistance is a benefit available to eligible active-duty members of the Army, Navy, Marines, Air Force, and Coast Guard. Each service area has its own criteria for eligibility, application process, and restrictions. Learn more about the steps to apply. (https://www.apu.edu/militaryeducation/benefits/active-duty)

MyCAA

The MyCAA program provides financial assistance to eligible military spouses who are pursuing a license, certification, or associate's degree in a portable career field and occupation. It is a component of the Department of Defense's Spouse Education and Career Opportunities (SECO) (https://myseco.militaryonesource.mil/portal) program.

Follow the steps below to get started:

Step 1: Visit the MyCAA program (https://mycaa.militaryonesource.mil/mycaa) website to apply and receive authorization for the MyCAA scholarship.

Step 2: After being approved for MyCAA benefits, follow up with APU's Office of Military and Veteran Education Benefits for further steps and invoicing.

Military and Veteran Education Benefits
(626) 815-3837

mveb@apu.edu

Principles of Excellence

Azusa Pacific University, including all regional campus locations and Los Angeles Pacific University, fully complies with Executive Order 13607 establishing Principles of Excellence for educational institutions serving service members, veterans, spouses, and other family members. For more information, see our Principles of Excellence webpage (https://sites.google.com/apu.edu/poe).

Academic Policies and Procedures

- Academic Integrity (http://catalog.apu.edu/graduateprofessional/academic-policies-procedures/academic-integrity)
- Academic Probation and Dismissal (p. 37)
- Change of Program (p. 37)
- Classification of Professional Students (p. 37)
- English Proficiency in the Classroom (p. 38)
- Enrollment (p. 38)
  - Adding and Dropping Classes (p. 38)
  - Administrative Withdrawal (p. 39)
  - Auditing (p. 39)
  - Course Modalities and Instructional Activities (p. 39)
  - Course Tutorial (p. 40)
  - Graduate Courses Taken by Undergraduate Students (p. 40)
  - Independent Study (p. 40)
  - Late Enrollment (p. 41)
  - Repeated Courses (p. 41)
- General Enrollment Information (p. 41)
  - Attendance Regulation (p. 41)
  - Credit Hour Policy (p. 42)
  - Deferment Information (p. 42)
  - Final Examinations (p. 42)
  - Study Load (p. 42)
- Good Academic Standing (p. 44)
- Grade Change Process (p. 45)
- Grading (p. 45)
- Graduation Requirements and Commencement (p. 46)
  - Additional Degree Requirements (p. 47)
  - Additional Master's Degree or Concurrent Graduate Programs (p. 47)
  - Application for Graduation (p. 47)
  - Commencement (p. 47)
  - Course Replacement and Substitution (p. 48)
  - Degree Posting (p. 48)
  - Determining Degree Requirements (p. 48)
  - Grade-point Average Requirement (p. 49)
  - Honors at Commencement (p. 49)
  - Normal Progress Toward a Degree and Time Limit for Degree (p. 49)
  - Professional Undergraduate Minimum Unit Requirement (p. 49)
  - Residence Requirement (p. 49)
  - Thesis (p. 50)
- Grievance and Appeal Procedures (p. 50)
- Petition Process (p. 55)
- Security Interest in Student Records (p. 55)
- Standards of Conduct (p. 55)
- Student Records Policy (p. 62)
  - Directory Information (p. 62)
  - Disclosure of Student Records (p. 62)
  - Notification of Rights Under FERPA (p. 63)
  - Release of Transcripts (p. 64)
  - Right of Access (p. 64)
- Subject Code and Course Numbering System (p. 64)

- Transfer Credit (p. 66)
  - Concurrent Enrollment Policy for Professional Students (p. 68)
  - Correspondence Course Credit for Professional Students (p. 68)
  - General Education Information for Professional Transfer Students (p. 68)
  - Military Credit Policy (p. 70)
- Waivers (p. 70)
- Withdrawal (p. 70)
  - Leaves of Absence (p. 71)
  - Withdrawal from Courses (p. 71)
  - Withdrawal from the University (p. 71)

Academic Probation and Dismissal

Satisfactory progress toward the graduate certificate, credential, or master's degree program is required. A 3.0 grade-point average (GPA) is considered satisfactory progress.

In the event that the GPA drops below the minimum 3.0, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level. Exceptions to this policy may be noted in program descriptions.

A doctoral student must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade below *B-* in 700-level courses. A cumulative GPA lower than 3.0 or the receipt of a grade lower than *B-* in 700-level courses will result in the student being placed on probation. A doctoral student who is on probation for more than a total of two terms throughout his or her doctoral study may be dismissed from the program.

A student may be disqualified from further graduate work at APU if a 3.0 GPA is not maintained. Probation and dismissal actions are posted on a student's transcript.

A professional student must maintain a cumulative GPA of 2.0 in classes required for the major. In the event that the GPA drops below the minimum 2.0, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level. Exceptions to this policy may be noted in program descriptions.

Furthermore, all School of Education students have additional requirements regarding academic probation and dismissal. Refer to the School of Education Academic Policies (p. 349) catalog page for more details. For questions connected to those policies, contact the School of Education dean's office.

Change of Program

Admission to a graduate or professional program at Azusa Pacific University is program specific. If a student changes plans and wishes to enroll in a program other than that to which he or she was accepted, the student must submit a Change of Program Form (https://www.apu.edu/graduateprofessionalcenter/download) with the office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessionalcenter/admissions). International students must contact the International Center (https://www.apu.edu/international).

A program representative will contact the student if further documentation and materials are required for this change of program. No credit toward the new degree program will be granted before written program acceptance has been secured.

Classification of Professional Students

A full-time professional student may be defined as one taking a minimum academic load of 12 units each semester. Azusa Pacific University uses the following system, based on total units earned, for student classification:

Freshman	0-29 units
Sophomore	at least 30 units
Junior	at least 60 units
Senior	at least 90 units

Senior classification does not ensure graduation; all requirements for a degree must be satisfactorily met in order to graduate.

Freshmen and sophomores have lower-division standing, juniors and seniors have upper-division standing.

Declaring or Changing a Minor

Professional undergraduate students requesting a declaration or change of minor must complete a Professional Minor Request Form (https://www.apu.edu/graduateprofessionalcenter/registrar/forms) and obtain approval from the department/program. Students may add new minors up to the time at which they apply for graduation. If you wish to add a minor after applying for graduation, consult your Academic Records Specialist in the Graduate and Professional Registrar's office to verify that the minor can be simultaneously completed with the major degree program.

English Proficiency in the Classroom

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

Enrollment

Students will receive academic credit only for courses in which they are officially enrolled. Student-initiated enrollment is mandatory. Students are not permitted to attend courses in which they are not enrolled. Enrollment deadlines are published in the Academic Calendar (http://www.apu.edu/calendar/academic). Students are expected to enroll online or submit an Enrollment Activity Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) by the returning students' registration due date.

Undergraduate or professional students seeking to enroll in graduate courses while enrolled as either an undergraduate or professional student should follow the enrollment policy listed in the Graduate Courses take by Undergraduate Students (p. 40) section. Failure to follow these policies, and enrolling in graduate courses through any other method, will result in an administrative withdrawal of graduate courses.

- Adding and Dropping Classes (p. 38)
- Administrative Withdrawal (p. 39)
- Auditing (p. 39)
- Course Modalities and Instructional Activities (p. 39)
- Course Tutorial (p. 40)
- Graduate Courses Taken by Undergraduate Students (p. 40)
- Independent Study (p. 40)
- Late Enrollment (p. 41)
- Repeated Courses (p. 41)

Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Register, Add/Drop Classes, or Submit Independent Study Proposals. Graduate and professional students may do this online at home.apu.edu or by submitting an Enrollment Activity Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms).

It is the student's responsibility to officially drop a class and therefore the action must be student initiated. The student must drop a class by the deadline to avoid financial obligation to the university or to avoid receiving an *F*, *FN*, or *W* grade. A student will owe tuition and fees for the class unless it is officially dropped by the Last Day to Add or Drop a Class (see the Academic Calendar (https://www.apu.edu/calendar/academic) for deadlines.)

Merely not attending a class does not automatically remove the class from a student's record. Students who do not initiate the drop, either through the Enrollment tab at home.apu.edu or through submission of an Enrollment Activity Form, by the drop deadline jeopardize their academic record with the possibility of incurring an *FN* grade in a course and will be expected to meet tuition and fee obligations for the class.

International students must obtain approval from the International Center (http://apu.edu/international) to add or drop a class.

Following the deadline to drop a class, a student must withdraw according to policies and procedures as stated in the Withdrawal (p. 70) section of this catalog.

A drop will not be permitted after the deadline, except in cases of extenuating circumstances due to accident or illness, serious personal or family problems, or military transfer. Valid documentation is required. An Enrollment Activity Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) with valid documentation may be submitted to the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar) in the Graduate and Professional Center (http://www.apu.edu/graduateprofessionalcenter) for evaluation. The

dates of the extenuating circumstances substantiated by documentation must have occurred during the course's session and will determine the authorized drop action date. Without valid documentation, any drop request received after the deadline published in the Academic Calendar will be processed as a withdrawal. It is the student's responsibility to check with Student Financial Services (http://apu.edu/graduateprofessionalcenter/sfs) to determine how an approved late drop or withdrawal may affect his or her financial aid. Also see the Withdrawal (p. 70) section of this catalog.

Administrative Class Drop

Successful completion of course prerequisites is essential for enrollment in subsequent courses that require prerequisites. Students who fail to pass a prerequisite course and are registered for the subsequent course should contact their academic advisor. A student-initiated drop of a course may be requested; if a student is advised to drop the course, and does not do so through the Enrollment tab at home.apu.edu or by submitting an Enrollment Activity Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms), the Graduate and Professional Registrar's office may administratively drop the student from the course at the request of the academic department.

Administrative Withdrawal

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university. See the Academic Calendars (http://www.apu.edu/calendar/academic) for complete term and session information. An administrative withdrawal does not change a student's posted grades or account balance; neither does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. Students who are reaccepted will be held to the current Graduate and Professional Catalog requirements, which may entail additional degree requirements. The initial enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating of courses that have expired.

Auditing

A qualified student may apply for permission to audit a course. The student must meet the regular university entrance requirements and pay the audit per-unit tuition rate. Students may not change their audit classification to obtain credit after the Last Day to Add or Drop Classes, or change from credit to audit after the Last Day to Withdraw from Classes. See the Academic Calendar (http://apu.edu/calendar/academic) for dates.

Students must submit an Enrollment Activity Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) to the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar) in order to enroll in a course for audit. The word AUDIT must be clearly written in the middle of the chart section of the Enrollment Activity Form.

Course Modalities and Instructional Activities

Undergraduate, graduate, and professional programs are taught in a variety of formats including:

- In-person classes, which deliver 100% of their instruction face to face and have required classroom attendance. Students meet on a regularly scheduled basis and may encounter internet and/or computer requirements in these classes.
- Blended classes, which deliver at least 33% but less than 50% of their instruction in an online format and include required classroom attendance and online instruction, which can be either synchronous or asynchronous. Compared with in-person classes, blended classes have substantial activity conducted online, which substitutes for some classroom meetings.
- Online asynchronous classes, which deliver 50% or more of their instruction in an online format but have no required live virtual meetings. Students have a timeframe for participation each week, but they may contribute whenever they choose in accordance with course instructions. Some asynchronous courses may offer optional live sessions such as desktop video chats, but live, real-time class meetings are not required.
- Online synchronous classes deliver 50% or more of their instruction in an online format. These classes require students to meet online at specified times for live instructions, student presentations, or other real-time activities. Synchronous online classes have no campus meeting place; rather, students log into the online classroom from off-site locations. These classes may have specific technology requirements.
- Distance learning classes originate in a campus classroom where the instructor and students meet. Video-conference technology allows additional students from offsite locations to interact with the instructor and students at the campus classroom using video, audio, and text. These classes may have specific technology requirements.

Some undergraduate, graduate, and professional programs may have clinical placements, fieldwork, or practicum assignments at clinics, schools, hospitals, or other APU-approved organizations that meet specific program degree and/or certification requirements. Such placements and assignments may need to be completed within the geographic vicinity of APU's main campus or regional locations. Check with your department of interest regarding these requirements as part of your admission process, especially if there is a possibility you may relocate out of the area before your program is completed.

Course Tutorial

Course tutorial study deals with the replacement of a catalog course in terms of units, content, syllabus, outline, and testing.

In general, a course tutorial cannot substitute for a course that is offered on a regular basis, but it may occasionally be utilized to fulfill a course requirement when a course is canceled because of low enrollment. The actual course number, instead of an independent study number, is recorded on the student's permanent academic record.

Course tutorial units do not count toward the maximum 6 independent study units allowed in a graduate degree program, or the maximum 9 independent study units allowed in a professional degree program.

An Independent Study/Course Tutorial Application (https://www.apu.edu/graduateprofessionalcenter/registrar/forms) and proposal must be submitted to the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. An independent study fee of $125 per unit will be assessed in addition to the regular tuition charge.

Graduate Courses Taken by Undergraduate Students

An Azusa Pacific University traditional undergraduate or professional undergraduate student may enroll in a graduate course only if all of the following conditions are met:

- The student is a senior with a cumulative GPA of 3.0 or higher.
- The department chair of the student's major approves.
- The graduate department chair or graduate program director approves.
- There is space available in the course and the student has met all of the prerequisites.
- Traditional undergraduate student's request is submitted with the form provided by the Undergraduate Enrollment Services Center (https://www.apu.edu/undergraduate-enrollment-services).
- Professional undergraduate student's request is submitted with the form provided by the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar).

Graduate courses taken by an undergraduate student may apply toward an APU graduate degree only if the grade received in the graduate course is 3.0 or higher and if the student is accepted into the appropriate graduate program following APU graduate admissions procedures. No more than 9 graduate units earned as an undergraduate student may be counted toward an APU graduate degree. Some departments may allow fewer units to be counted. A student who will be applying to an APU graduate program should obtain information from the appropriate department before taking graduate courses.

This policy does not apply to APU's Integrated Bachelor's/Credential Program (http://catalog.apu.edu/undergraduate/school-education/integrated-bachelors-credential), which allows undergraduate students to complete 32-34 units of 500-level credential courses and apply those units to the 120+ units required for the bachelor's degree. Students in the Integrated Bachelor's/Credential Program who seek a master's degree need to apply separately to the appropriate graduate program in the School of Education (https://www.apu.edu/education).

Individuals who complete the Integrated Bachelor's/Credential Program may use 500-level credential courses earned before conferral of the bachelor's degree toward an APU Master of Arts in Education degree in Learning and Technology, Special Education, or Teaching. Up to 32 such units may count toward a 44-unit master's degree and up to 34 such units may count toward a 46-unit master's degree, provided that the graduate units were earned beyond the 120 units required for the undergraduate degree. All courses applied to the master's degree must be completed within five years of the first 500-level credential course enrollment that is related to this program.

Independent Study

Independent studies enable students to enrich their university experience by pursuing learning in a closely supervised program that provides opportunity for individual investigation of subject areas not covered in regular course offerings.

Graduate students may receive credit for a maximum of 6 units of independent study to be applied toward their degree program. No more than 4 independent study units may be applied toward one project. A maximum of 4 independent study units may be taken during one academic term. The independent study is recorded as XXX599 or XXX799 on the student's permanent academic record.

A professional student (those with 60 or more transferred units) who has a minimum cumulative GPA of 2.5 may receive credit for a maximum of 9 independent study units to be applied toward a degree program. No more than 4 units may be applied toward one project, and a maximum of 9

independent study units may be taken during one academic term. The independent study is recorded as XXX497, XXX498, or XXX499 on the student's permanent academic record.

An Independent Study/Course Tutorial Application (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) and proposal must be submitted to the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar) by the Last Day to Add or Drop Classes or Submit Independent Study Proposals. An independent study fee of $125 per unit will be assessed in addition to the regular tuition charge.

Late Enrollment

Students who are unable to enroll before the registration due date may enroll up until the Last Day to Register, as published in the Academic Calendar (http://www.apu.edu/calendar/academic). Late enrollment may be requested by submitting an Enrollment Activity Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms). Professor, dean, and registrar approval for enrollment after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. A $125 nonrefundable late-enrollment fee is charged.

Repeated Courses

Graduate and professional students may repeat courses at Azusa Pacific University up to two times for a total of three times taking any one course. Both grades remain on the academic record, but only the most recent grade is calculated into the student's grade-point average. The units are counted only once. If a repeated course is taken at another institution, the grade and the units of the repeated course will be transferred (providing the course meets the guidelines for transfer).

Students must follow all department major/program policies regarding repetition of courses, as some majors/programs do not allow a major/program-specific course to be repeated more than once. Some graduate programs do allow for multiple repeats of certain courses within the program. Work with your program director for specific guidelines.

It is the responsibility of the student to notify the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar) at the time of enrollment when repeating a course. The current tuition rate is charged.

State Authorization

The transferability of credits earned at Azusa Pacific University is at the discretion of the receiving college, university, or other education institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Azusa Pacific will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Azusa Pacific to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation also does not guarantee that credentials or credits earned at Azusa Pacific will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Program Availability in Your State

As Azusa Pacific works to meet federal and state authorization requirements in states outside California, APU's home state, we want to bring to your attention that APU's programs are not available in all states.

For more information about state authorizations for online programs and distance learning, visit the provost website (https://www.apu.edu/provost/accreditation/state-authorizations). Specific questions about APU's State Authorization of Distance Education can be directed to gpc@apu.edu.

General Enrollment Information

- Attendance Regulation (p. 41)
- Credit Hour Policy (p. 42)
- Deferment Information (p. 42)
- Final Examinations (p. 42)
- Study Load (p. 42)

Attendance Regulation

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

Credit Hour Policy

A credit hour (https://www.apu.edu/provost/credit) represents the amount of work governed by intended and clearly identified student learning outcomes and verified by evidence of student achievement that approximates one hour (or 50-55 minutes) of classroom or direct faculty instruction and a minimum of two hours (for undergraduate) or three hours (for graduate) of out-of-class student work each week for a 16-week term, or the equivalent amount of work over a term of a different length. Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practica, studio work, online work, research, guided study, study away, and other academic work to achieve the identified student learning outcomes. In addition, student workload may vary based upon program expectations established by national or regional accrediting bodies.

Assignment of credit hours for courses occurs during program/course approval processes and is monitored through faculty, curriculum, and program reviews established by the university.

Deferment Information

In general, to qualify for loan deferment, a student must be enrolled at least half time (see the Study Load policy (p. 42) for enrollment definitions). Students should contact their lender with questions regarding the terms of loan deferment eligibility.

Students who depend on loan deferments while they are enrolled in school should enroll for all sessions within the term at the same time, so the deferment will become effective with timeliness and accuracy. Students are considered enrolled as of the first day of class in a session. Updated enrollment statuses for all enrolled and recently withdrawn students are submitted to the National Student Clearinghouse once per month but may take several weeks to be relayed to lenders. If a student needs verification in the interim, they can request that a deferment letter be sent to their lender.

Future enrollment periods may not be considered for deferment. Enrollment verification is applicable only for the current term.

Final Examinations

Assessment of learning takes place in each course per the course syllabus. If a final examination is required, no final examination shall be given to individual students before the regularly scheduled time unless there is written approval from the instructor, department chair, and school dean.

Study Load

Academic terms are broadly defined by these designations: fall, spring, and summer (sometimes titled Summer B). Sessions of varying numbers of weeks are offered within each term. The total number of units in which a student enrolls in any number of sessions within one term determines a student's enrollment status for study load standards, financial aid eligibility, and prior student loan deferment purposes. All units earned through Azusa Pacific University, regardless of the number of weeks in the session in which they are taken, are semester units. See the Academic Calendar (http://www.apu.edu/calendar/academic) for specific term and session information.

For professional bachelor's degree completion programs, enrollment status is calculated as follows:

Fall, Spring, or Summer

- 6-8 units is half-time status
- 9-11 units is three-quarter-time status
- 12 or more units is full-time status

For the Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) program and Substance Use Disorders certificate, enrollment status is calculated as follows:

Fall or Spring

- 4 units is half-time status
- 5-6 units is three-quarter-time status
- 7 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For nursing master's degree and credential/certificate programs, and the Master of Public Health (MPH) program, enrollment status is calculated as follows:

Fall, Spring, or Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For the Master of Social Work (MSW) program and master's degrees within the School of Theology: Azusa Pacific Seminary, enrollment status is calculated as follows:

Fall or Spring

- 4-5 units is half-time status
- 6-7 units is three-quarter-time status
- 8 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For teaching credential/certificate programs, enrollment status is calculated as follows:

Fall, Spring, or Summer

- 6-8 units is half-time status
- 9-11 units is three-quarter-time status
- 12 or more units is full-time status

For all other master's degrees and certificate/credential-only programs not mentioned above, enrollment status is calculated as follows:

Fall or Spring

- 5-6 units is half-time status
- 7-8 units is three-quarter-time status
- 9 or more units is full-time status

Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

For the Ph.D. In Higher Education and the Doctoral-Level Certificate in Strengths-Oriented Higher Education programs, enrollment status is calculated as follows:

Fall, Spring, or Summer

- 2 units is half-time status
- 2.5 units is three-quarter-time status
- 3 or more units is full-time status

For doctoral and clinical fellowship programs not mentioned above, enrollment status is calculated as follows:

Fall, Spring, or Summer

- 3-4 units is half-time status
- 5 units is three-quarter-time status
- 6 or more units is full-time status

With certain restrictions, students at the dissertation level are considered full time if enrolled in any one of the following courses:

Code	Title	Units
EDUC 777	Dissertation	2
GDMN 790	Ministry Project	4
GDMN 792	Ministry Project Continuation	0
GNRS 732	DNP Clinical Residency	0
GNRS 733A	Residency IA	1
GNRS 733B	Residency IB	1
GNRS 733C	Residency IC	1
GNRS 734A	Residency IIA	1
GNRS 734B	Residency IIB	1
GNRS 734C	Residency IIC	1
GNRS 735	DNP Scholarly Project Seminar	3
GNRS 780	Doctoral Seminar I: Elements of a Proposal and IRB Application	3
GNRS 781	Doctoral Seminar II: Developing a Grant Proposal	3
GNRS 782	Doctoral Seminar III: Writing for Publication	3
GNRS 783	Doctoral Seminar IV: Developing Professional Presentations	3
GNRS 784	Dissertation Seminar V	2-4
GNRS 798	Continuous Doctoral Study	0
HED 785	Dissertation Proposal	1
HED 787	Dissertation Seminar	3
HED 789	Dissertation Research	2-3
HED 790	Doctoral Seminar in Research Studies	2
HED 791	Dissertation Proposal I	1
HED 792	Dissertation Proposal II	1
HED 794	Dissertation Research I	3
HED 795	Dissertation Research II	3
PPSY 720	Clinical Consultation	1
PPSY 731	Dissertation Development	1
PPSY 745	Dissertation I	1
PPSY 746	Dissertation II	1
PPSY 747	Dissertation III	1
PPSY 748	Dissertation IV	1
PPSY 750	Predoctoral Internship	1
PPSY 752	Predoctoral Internship	0
PPSY 755	Dissertation V	1
PPSY 756	Dissertation VI	1
PPSY 787	Dissertation Continuation	0
PPSY 795	Dissertation Continuation	3
PPSY 796	Dissertation Continuation [Proposed]	0
PPSY 797	Dissertation Continuation [Proposed]	0
RMS 720	Dissertation I: Introduction and Systematic Review	3
RMS 721	Dissertation II: Methods and Research Proposal	3
RMS 722	Dissertation III: Data Collection, Results, and Analysis	3
RMS 723	Dissertation IV: Discussion and Research Defense	3
RMS 749	Dissertation Continuation I	1
RMS 750	Dissertation Continuation II	1

Good Academic Standing

Professional students are considered to be in good academic standing if they maintain a cumulative grade-point average (GPA) of 2.0.

Graduate certificate, credential, and master’s degree students are considered to be in good academic standing if they maintain a cumulative GPA of 3.0.

Doctoral students must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade below *B-* in 700-level courses.

All School of Education students have additional requirements related to good academic standing; refer to the School of Education Academic Policies (p. 349) catalog page for further details. If you have questions about School of Education (http://www.apu.edu/education) policies, contact the appropriate program or department.

Grade Change Process

A graduate or professional student who believes his/her grade has been reported incorrectly or wishes to challenge his/her grade should contact the instructor immediately to discuss the discrepancy. If the instructor and student agree on a grade change, the instructor will complete a Grade Change Form. No grade changes can be made to the academic record after the degree has been posted. Work completed or corrected after the close of the grading period without an approved Incomplete Form does not justify a grade change.

If the student is not satisfied after discussing the grade with the instructor, he/she has the option to submit to the registrar's office an Academic General Petition (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) form challenging the grade. This form must be returned to the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar).

A change of grade may be given on recommendation of the professor and permission of the department chair and/or dean. The grade challenge must be received within one year of the last day of the term of enrollment in the course. Questions regarding the grade change process should be directed to the registrar's office.

To appeal a denial of a petition for a grade change, see the Grievance and Appeal Procedures (p. 50) section of this catalog.

Grading

Grades are based on the daily work of classroom projects and examinations. Scholarship is ranked as follows:

A	Exceptional
B	Good for graduate work; superior for professional
C	Below average for graduate work; average for professional
D	Unsatisfactory, no credit awarded for graduate work; poor for professional
F	Failure
I	Incomplete
W	Withdrawal

A grade of *C+* or below is not acceptable in a 700-level course for doctoral degree credit; the course may be repeated to replace the grade in computing the GPA. Individual doctoral programs may have different requirements. Refer to individual sections within the catalog for specific program information. Some departments and/or schools require a higher minimum grade for coursework to meet program requirements.

Grade type (*A-F* versus credit/no credit or pass/fail) cannot change unless an official course change has been approved by the appropriate council prior to the course being offered for a particular term. Unit values for a course cannot be changed from the published values unless an official course change has been approved by the appropriate council prior to the term the course is taken.

For each credit, points are awarded according to the grade earned as follows:

Grade A	4.0 points
Grade A-	3.7 points
Grade B+	3.3 points
Grade B	3.0 points
Grade B-	2.7 points
Grade C+	2.3 points
Grade C	2.0 points
Grade C-	1.7 points
Grade D+	0 points for graduate work; 1.3 points for professional work
Grade D	0 points for graduate work; 1.0 point for professional work
Grade D-	0 points for graduate work; 0.7 point for professional work
Grade F	0 points
Grade FN	0 points; Failure, Nonattending
Grade W[1]	0 points, Withdrawal

Grade I[1]	Incomplete
Grade IN[1]	Incomplete—No Paperwork
Grade NC	0 points, No Credit
Grade AU[1]	0 points, Audit
Grade CR[1]	0 points, Credit
Grade P[1]	0 points, Pass
Grade IP[1]	0 points, In Progress (professional only)
Grade NG[1]	0 points, No Grade

[1] Does not affect grade-point average

The grade *I* (Incomplete) is to be given only if special circumstances exist. An Incomplete grade may be given upon recommendation of the professor with permission of the dean and/or chair of the respective school and/or department.

To obtain an Incomplete, the student must fill out the Incomplete Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) available from the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar) and obtain all necessary signatures before the last day of the course. An extension may be granted for up to 12 weeks from the last day of the term. The amount of time and specific coursework required is determined by the faculty member of record, based upon the nature of the student's request and the remaining work that is to be completed for the course.

An Incomplete not made up within the extended time period will be automatically changed to the grade agreed upon in the Instructor and Student Agreement section of the Incomplete Form. Petitions for one additional extension for up to 12 weeks may be requested and are subject to review and decision by the faculty member, program director, department chair, and/or dean of the school.

The grade *IN* (Incomplete—No Paperwork) is a temporary grade that may be recorded by an instructor while the Incomplete Form is in process. An *IN* entered by the instructor without the subsequent submission of the proper form will automatically become an *F*. Work corrected or completed after the close of the grading period, without an approved Incomplete Form, does not justify a grade change (see also Grade Change Process (p. 45)).

Graduation Requirements and Commencement

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must complete an Intent to Commence and/or Graduate Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) and file it with the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar) along with the current graduation fee. See the Academic Calendar (http://www.apu.edu/calendar/academic) for deadlines. Submission of the form is mandatory whether or not the student intends to participate in a commencement ceremony. Ceremony dates are listed in the Academic Calendar.

A degree is granted based on the completion of all requirements prior to degree posting dates. This includes verification of maintaining the minimum grade-point average for the degree program.

- Additional Degree Requirements (p. 47)
- Additional Master's Degree or Concurrent Program Requirements (p. 47)
- Application for Graduation (p. 47)
- Commencement (p. 47)
- Course Replacement and Substitution (p. 48)
- Degree Posting (p. 48)
- Determining Degree Requirements (p. 48)
- Grade-point Average Requirement (p. 49)
- Honors at Commencement (p. 49)
- Normal Progress Toward a Degree and Time Limit for Degree (p. 49)
- Professional Undergraduate Minimum Unit Requirement (p. 49)
- Residence Requirement (p. 49)
- Thesis (p. 50)

Additional Master's Degree or Concurrent Program Requirements

Graduate

A person who already holds a master's degree from Azusa Pacific University may complete another master's degree by meeting all university and department admissions requirements and fulfilling all graduation requirements for that degree.

An applicant intending to pursue two graduate programs concurrently shall meet with representatives of both programs to plan the joint course of study. Concurrent graduate program students shall meet all university and department admissions requirements and fulfill the graduation requirements of both programs.

The additional master's or concurrent graduate program may not be an additional emphasis in the same degree. This policy does not apply to programs that are substantially different from the first degree program. When a subsequent degree is taken in the same field, two-thirds of the required courses must be different from those of the first degree. The subsequent, same-field master's or concurrent graduate degree is not eligible for transfer credit or additional course substitutions.

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

Professional

Azusa Pacific University will award a maximum of two bachelor's degrees in any combination, such as two B.A.s or one B.A. and one B.S., under the following conditions:

1. Candidates for additional degrees must meet the university's Residence Requirement (p. 49) policy.
2. A minimum of 150 units is required for the two degrees.
3. Students must complete all of the required courses listed in the catalog for both degrees.
4. Not more than six upper-division courses may be common to both degrees (excluding General Education requirements).
5. Thirty units must be unique to the second degree, of which at least 18 units must be upper division.
6. General Education courses completed for one degree may be applied toward the second degree.

Policy for Professional Minor Programs

Azusa Pacific University offers leadership (p. 265) and psychology (p. 303) minors for professional students, each of which can be taken only in conjunction with one of APU's professional bachelor's completion programs (p. 577). For more information, contact the sponsoring academic department for the particular minor.

Additional Degree Requirements

In addition to the completion of course requirements, individual departments establish specific degree requirements. These may include core, qualifying and/or comprehensive examinations, growth plans, portfolios, oral presentations and examinations, written projects, theses, supervised practicums, exit interviews, or other specified department requirements. Check with the department for specific requirements.

Application for Graduation

Graduation is not automatic upon completion of all coursework in a degree program. Students who intend to graduate must submit an Intent to Commence and/or Graduate Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) at least 120 days prior to degree posting, along with the current graduation fee. Submission of the form is mandatory regardless of whether the student intends to participate in a commencement ceremony. The graduation dates are listed in the Academic Calendar (http://www.apu.edu/calendar/academic).

A degree is granted based on the completion of all requirements prior to degree posting dates. This includes verification of maintaining the minimum grade-point average for the degree program.

Commencement

Commencement ceremonies are held twice a year—at the end of the fall term and at the end of the spring term. The president of the university, by the authority of the trustees and on recommendation of the faculty, awards the degrees. Details regarding the ceremonies are mailed approximately 4-6 weeks prior to commencement to prospective participants who have submitted an Intent to Commence and/or Graduate Form (http://www.apu.edu/

graduateprofessionalcenter/registrar/forms). To participate in commencement, all academic requirements must be complete or in process, and all financial obligations to the university must be met.

Course Replacement and Substitution

Changes to degree requirements for a particular student must be approved through the academic petition process by the department chair and dean or program director and dean, and may not exceed 20 percent of the total units required for the degree. Such changes must be substantiated with academic reasons that become part of the student's academic record.

Degree Posting

The university posts professional undergraduate degrees on the 1st and 15th of each month, and on the predetermined schedule listed below. All degree requirements must be met prior to the posting date.

The university posts graduate degrees to students' permanent records five times each year according to a predetermined schedule. All degree requirements, including milestones dependent on program, must be met prior to the posting date. The posting dates for graduate students are at the end of each 16-week session (fall, spring, and summer) and at the end of the 12-week summer session. The regular terms and sessions for graduate students, with approximate posting dates shown in parentheses, are:

Fall 2019

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (December 14)

Spring 2020

- 16-Week, 8-Week 1, and 8-Week 2 Sessions (May 2)

Summer 2020

- 8-Week 1 Session (June 27)
- 12-Week Session (July 25)
- 16-Week and 8-Week 2 Sessions (August 22)

Doctoral degrees will be posted on the 1st and 15th of each month pending completion of all degree requirements, such as dissertation defense, presentation, submission, publishing approval, conference attendance, internship completion, etc. Furthermore, for those master's students who either choose or are required to complete a thesis, all requirements connected to said thesis and its submission must be complete prior to degree posting.

For degrees completed on dates other than these, the degree posting will occur on the next scheduled posting date.

Once the degree is posted, the degree record is complete and final. It can be rescinded only in the case of substantiated error or fraud. A student cannot add coursework to or remove coursework from the posted degree to improve grade-point average or to add concentrations or emphases, and cannot request a degree title change.

Determining Degree Requirements

A graduate or professional student remaining in attendance in regular session at Azusa Pacific University may, for the purpose of meeting graduation requirements, elect to meet the requirements in effect at Azusa Pacific University either at the time the student began such attendance or at graduation. Students are responsible to notify the registrar's office if they are electing to graduate under the current academic catalog. Substitutions for discontinued courses may be authorized or required by the program department or appropriate school.

Professional students are held to the General Education requirements of the catalog from the year they enter APU unless they elect to switch catalogs. Professional students electing to switch catalogs should be aware that adopting a new catalog will require completion of all of the new requirements in that catalog, including any possible changes in General Education, academic majors, minors, concentrations and emphases, and appropriate academic policies.

Absence due to an approved educational leave shall not be considered an interruption in attendance if such absence is for the duration of two years or less. Administrative withdrawal is not considered "an approved educational leave" (see also Leaves of Absence (p. 71)). When a student changes programs, the academic requirements applied will be determined as of the date of declaration or subsequent change.

Grade-point Average Requirement

All graduate students must earn a minimum cumulative grade-point average (GPA) of 3.0 in all university work attempted. Some exceptions to this policy apply to students in programs at Azusa Pacific Seminary (http://www.apu.edu/seminary). Refer to individual sections within the catalog for specific information. Some departments and/or schools also require a minimum cumulative GPA in certain courses.

All professional students must earn a minimum cumulative GPA of 2.0 in all university work attempted and/or completed at Azusa Pacific University. Some departments and/or schools also require a minimum cumulative GPA for major-specific courses.

Honors at Commencement

Qualifying professional bachelor's students (excludes Entry-Level Master's in Nursing students) may graduate with the following Latin honors: *summa cum laude, magna cum laude*, or *cum laude*. The minimum GPA requirements for honors are as follows:

- 3.90 – *summa cum laude*
- 3.80 – *magna cum laude*
- 3.70 – *cum laude*

All grades accepted toward graduation at Azusa Pacific University are included in the calculation of these honors, including those of correspondence and transfer courses. All grades not accepted toward graduation at Azusa Pacific (such as those of remedial courses) are not included in the calculation.

Normal Progress Toward a Degree and Time Limit for Degree

In most APU graduate programs, a student has a maximum of eight years to complete a master's or doctoral degree, beginning from the term of initial enrollment in the degree program (an academic year is composed of three terms: fall, spring, and summer). Students in the School of Business and Management, however, have a maximum of five years to complete a graduate degree, and School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students, who have six years to complete all program requirements. Students seeking the Master of Divinity have a maximum of 10 years to complete the degree, beginning from the first date of enrollment for coursework in the degree program, as determined by ATS accreditation. Students seeking the Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) must complete their degree in a minimum of two years and a maximum of four (under special circumstances, a student in this program may be granted a fifth year to complete the degree).

For all students, in rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements and/or repeating courses that have expired.

A professional student has seven years from the date of his or her first registration at Azusa Pacific University to complete his or her degree under the catalog in effect at the date of first registration. Students who continue in attendance beyond the seventh year may elect to meet the graduation requirements of the catalog in effect in the eighth year of attendance or the catalog in effect at the year of graduation.

Professional Undergraduate Minimum Unit Requirement

For professional undergraduate students, the minimum unit requirement for the B.A., B.S., BBA, and BSN degrees is 120 (some majors require completion of more than the minimum number of units). Units for the following courses do not count toward the 120 units required for graduation:

Code	Title	Units
MATH 90	Foundations of Mathematical Reasoning	3
MATH 95	Intermediate Algebra	3

Residence Requirement

Residence comprises all courses for academic credit offered by this university regardless of program modality or delivery model. The minimum residence requirement for all graduate programs is 80 percent of course requirements. Variances exist for specific programs; refer to program requirements for department policies.

To earn a professional degree, the following units must be earned at APU:

- At least 30 total semester units
- 16 of the last 24 units counted toward the degree
- At least 15 upper-division units in the major field
- At least 50 percent of the units in the minor field, concentration, or emphasis (if any)

Neither transfer credit (including correspondence courses) nor credit by examination (CLEP, AP, IB) may be used to fulfill the above residence requirement.

Thesis

The student selecting the thesis option, where available, must meet the following requirements:

1. The student must have maintained an appropriate grade-point average in all graduate courses at the time the thesis option is requested.
2. A thesis proposal must be submitted as evidence of writing ability. The student's effort will be judged by the appropriate academic department.
3. The appropriate academic department must grant approval for the writing of the thesis using the prescribed form.
4. The student must work with an Azusa Pacific University faculty member who has been approved by the department chair and dean to serve as a thesis advisor.
5. Details on the development of a thesis proposal and matters of style and format are available from the director of graduate publications in the University Libraries. The *APU Style and Format Handbook for Master's Theses* is located on home.apu.edu (My Resources > General > Academics > Forms and Publication).
6. The final thesis must have the approval of the faculty advisor, department chair, dean of the appropriate school or college, and, with respect to final preparation for preservation in the library, the director of graduate publications.

Grievance and Appeal Procedures

- Graduate and Professional Student Grievance and Appeal Procedures (p. 50)
- Disability Grievance Policy for Students (p. 52)

Graduate and Professional Student Grievance and Appeal Procedures

Azusa Pacific University provides a means by which graduate and professional students may file a grievance or an appeal for academic and student life issues, excluding violations of the Standards of Conduct. Examples include the appeal of an academic dismissal, academic integrity violation, or denial of a petition for a grade change (for challenging a grade after discussing the grade issue with the instructor, see the Grade Change Process (p. 45)). For specific policies related to harassment (http://www.apu.edu/judicialaffairs/conduct/policies) or Internet uses (p. 87), see appropriate catalog sections.

An appeal is a student-initiated response to a faculty, department, or institutionally determined decision. A justifiable cause for grievance shall be defined as any act that, in the opinion of the student, is a response to behavior that is claimed by the student to adversely affect the student and is perceived as capricious, prejudicial, or an arbitrary action on the part of any university employee, or an arbitrary or unfair imposition of sanctions.

If a school's student handbook has a separate grievance procedure, the procedures described in this catalog will take precedence unless otherwise authorized by the Office of the Provost.

Initial Grievance and Appeal Procedures

The grievance process described in Section II below should be used after the following means have been exhausted.

1. In the area of academics, protocol requires that student concerns, or appeals be taken up first with the faculty member within 15 business days after the incident occurred. Outside of academic matters, the student should first address his/her concerns with the head of the university department in which the employee that is the subject of the grievance works within 15 business days after the incident.
2. Failure to resolve an academic grievance or appeal after meeting with the faculty member requires an appeal to the appropriate department chair within five business days, and then to the dean of the school or college within five business days of the department chair's decision. The dean may request that the student's complaint be submitted in writing. Failure to resolve a nonacademic grievance or appeal after meeting with the head of the

relevant university department requires a meeting with the appropriate university vice president. In the case of student life issues, the point of final appeal before a grievance would be the associate vice president of student life.

Guidelines for Filing a Grievance

In the event that the above procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought. This letter, along with all supporting document(s), should be submitted to the vice provost. The supporting documents should include a written response from the dean or relevant university vice president. At that time, a Grievance Committee will be formed and proceed according to the guidelines stated below.

1. Filing a grievance shall be initiated only after other attempts to resolve the matter have been exhausted. The student has no more than 10 working days after meeting with the individual he/she believed to have given him/her cause for grievance (e.g., final meeting with the dean) in which to file his/her written statement. The time limit may be extended by the vice provost at his/her sole discretion upon presentation of good cause.
2. The grievance process is initiated by submission of a written statement to the vice provost. The grievance document should be a complete set of materials that the student would like the Grievance Committee to review. Additional materials will be accepted later only in extenuating circumstances, at the discretion of the committee chair. The grievance statement must include:
    a. Names of the parties involved.
    b. A clear statement of the nature of the grievance.
    c. A narrative of the incident including
        i. What occurred
        ii. When it occurred
        iii. Where it occurred
        iv. Who was present
    d. Evidence on which the grievance is based including supporting documents.
    e. Why this constitutes capricious, prejudicial, or arbitrary action on behalf of a staff or faculty member.
    f. What has been done to resolve the grievance per the “Initial Grievance and Appeal Procedures” above.
    g. The desired outcome(s).
    h. Written permission from the student authorizing distribution to members of the Grievance Committee any relevant information from the student’s education record.
3. The chair of the Grievance Committee will submit a copy of the grievance to each person who will serve on the Grievance Committee for this incident, as well as to the faculty or staff members involved, the chair of the department involved, and the dean of the school or college involved.
4. A meeting of the Grievance Committee will be scheduled by the chair within 10 working days of the date on which the petition was filed.
5. Meetings of the Grievance Committee shall be attended only by the parties named in the grievance, members of the Grievance Committee, witnesses invited by the Grievance Committee, and the dean of the school or college involved. If a grievance is filed, either party may seek a support person who must be a faculty member or student in that school or college. (The support person is present to offer assistance and encouragement to either party during the committee hearing. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee’s meetings). No one other than members of the Grievance Committee may be present during deliberations, but a staff member may be present when necessary.
6. The student shall not bring legal counsel nor have a student or faculty represent him/her as counsel. Likewise, the Grievance Committee shall not have legal counsel present.
7. If a committee member is approached prior to a meeting by anyone, including the student whose case is to be heard, the member shall refuse to discuss the issue and should disclose, at the time of the meeting, that he/she has been approached.
8. Any committee member who has a potential conflict of interest, or who holds a bias or preconceived notion as to the facts of the case and has formed an opinion about them, or who may hold ill will toward the grieving student or the party alleged to have given cause for the grievance, must disclose to the chair the nature of such feelings, bias, or potential conflict. He or she must be excused from participation upon request by such member, or at the discretion of the chair, and replaced by the chair with a substitute committee member of comparable station to the extent possible under the circumstances. The names of the Grievance Committee members will be reviewed in advance of the committee meeting with the student, who can confirm that he/she is not aware of any bias against him/her on the part of any of the committee members.

The Grievance Committee

1. Membership:
    a. For academic grievances:
        i. The vice provost or other individual designated by the provost will serve as chair (nonvoting except in case of tie due to absent members)
        ii. An academic dean (not from school or college involved)
        iii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)
        iv. Two graduate or professional students not from the grieving student’s department

   v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.

b. For nonacademic grievances:

   i. Vice President for Student Life or designee will serve as chair (nonvoting except in case of tie due to absent members)

   ii. Two faculty members not from the grieving student's department (or two staff members if the grievance is about staff)

   iii. Two graduate or professional students not from the grieving student's department

   iv. Vice provost or other individual designated by the provost

   v. For any grievance concerning alleged discrimination or harassment, the director of human resources shall serve on the Grievance Committee.

2. Voting:
   a. All members (except the chair, who is nonvoting) have equal vote, and there shall be no alternates or substitutes unless one member must disqualify him/herself due to conflict of interest.
3. Meeting Time:
   a. The meeting will be scheduled within 10 working days following the filing of a written statement. The chair is authorized to extend any time periods provided in the policy if he/she determines that good cause exists (e.g., delay in meeting due to unavailability of an essential party or committee member).

Committee Process

1. The grievance procedure shall act as a vehicle for communication among the parties, and provide, through prescribed procedures, a process through which a student-initiated grievance can be resolved.
2. The grievance process is initiated by submission of a grievance statement in writing to the vice provost or vice president for student life, as appropriate. The committee chair will submit a copy of the grievance to each member of the Grievance Committee prior to the hearing. Thereupon, the committee will be activated and a meeting will be held to consider the matter.
3. The involved student and university employee(s) may be present at the committee meetings, except during deliberation. The meetings shall be held at times when both parties can be present. Either party may seek a support person who must be a university employee or student in that school or college. The function of the support person shall not include that of advocacy nor shall the support person have a role in the committee's meetings.
4. Accurate minutes of the grievance procedure shall be kept in a confidential university file of the committee's proceedings. The hearing may also be audio recorded at the option of the chair of the Grievance Committee.
5. In cases of conflicting information and/or when additional information is desired, the committee may request testimony from additional witnesses having information pertinent to the grievance. The committee may choose to convene more than one time if necessary.
6. No printed materials or notes may be taken from the meeting (other than the official minutes).
7. The parties and committee members may not discuss the case outside the meeting.
8. The committee will decide on the matter by simple majority and confidential vote. Both parties will be notified, in writing, within one week of the decision. The committee's vote is confidential and the decision shall be final.

Failure to File Grievance

Any student who has a grievance complaint against the university must follow this procedure or will waive any claim against the university. An individual may contact the Bureau for Private Postsecondary Education (http://www.bppe.ca.gov) for review of a complaint. The bureau may be contacted at P.O. Box 980818 West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

Disability Grievance Policy for Students

1. Policy Against Disability-Related Discrimination

In compliance with applicable state and federal laws and regulations, including Section 504 of the Rehabilitation Act of 1973 ("Section 504") and implementing regulations, Azusa Pacific University ("APU" or the "university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university prohibits conduct that denigrates or shows hostility or aversion toward an individual based upon his or her disability or perceived disability, including conduct that is oral, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment, and threatened or actual abuse or harm related to an individual's disability. This nondiscrimination policy covers all qualified students with respect to admission, access, operation of university programs and activities, and employment. APU will take all reasonable steps to prevent occurrence and reoccurrence of discrimination on the basis of disability and to correct any discriminatory effects on students and others, if appropriate. No student shall be retaliated against for using this or any other grievance procedure to address any disability-related grievances.

2. Administration of this Grievance Procedure; Compliance Officers

Graduate and undergraduate students have the right to use this grievance procedure to resolve claims that they have been subjected to unlawful harassment or discrimination on the basis of disability, or have been denied access to services or accommodations required by law.
If any student has a claim of discrimination based on harassment related to a claimed disability, where the alleged harassment is committed by another APU student or other APU students, the aggrieved student should follow the Harassment Reporting Procedures outlined in section 3.0 of the Student Standards of Conduct. In all other cases, unless otherwise provided herein, this grievance procedure, rather than other general APU grievance procedures (including the Graduate Student Grievance and Appeal Procedures and the Undergraduate Grievance Policies) shall govern any disability-related grievances. Please use this grievance process if there are also non-disability-related issues, and the grievance officer will consider whether to address all matters together or whether a separate process will be required for the non-disability-related issues. Questions of which grievance procedure to apply will be decided by the Section 504 compliance officer.

For grievances initiated by students, the executive director of human resources is the university's Section 504 compliance officer charged with administering this grievance procedure as well as ensuring compliance with applicable laws. The executive director of human resources can be reached by telephone at (626) 815-4526.

The Academic Success Center (ASC) Accessibility and Disability Resources is the office designated for the evaluation of disability documentation and academic accommodations for APU undergraduate and graduate students. ASC Accessibility and Disability Resources is located at 901 E. Alosta Avenue, Azusa, California 91702 and can be reached by phone at (626) 815-3849 or (626) 815-3873 (TDD), by fax at (626) 815-3859, or by email at lec@apu.edu.

3. Informal Resolution

Prior to initiating the formal complaint procedure set forth below in Part 4, the student must first pursue the following informal procedures. The source of the alleged discrimination dictates the informal procedures that the student must pursue:

a. If the issue concerns a claim of discrimination based on the denial of a requested accommodation by ASC Accessibility and Disability Resources (procedures for requesting an accommodation from ASC Accessibility and Disability Resources are available in the Graduate Catalog and the Undergraduate Catalog and on the Accessibility and Disability Resources webpage (https://www.apu.edu/lec)), the student must promptly make an appointment to meet with the director of accessibility and disability resources. The accessibility and disability resources director will meet with the student, review the matter, and promptly issue a written decision and provide a copy of the written decision to the student. If the accessibility and disability resources director's decision is adverse to the student, the accessibility and disability resources director will inform the student of the student's right to file a formal complaint under this grievance process.

b. If the issue concerns other claims of disability-related discrimination (including, as examples, harassment, lack of accessibility, unequal treatment, or non-accessibility services denials of accommodations), where the claim is against an APU department, faculty, or staff member or a third party, the student must make best efforts to utilize the informal procedures provided in the Initial Grievance and Appeal Procedures section of the Graduate and Professional Student Grievance and Appeal Procedures (p. 50) (for graduate and professional students), and in the Undergraduate Grievance Policy (http://catalog.apu.edu/undergraduate/academic-policies/undergraduate-academic-grievance-policy) (for undergraduate students). In addition, the student is encouraged to raise the issue with ASC Accessibility and Disability Resources, as the director of accessibility and disability resources is available to serve as a resource for informally resolving disability-related grievances. The student is encouraged also to report any claims of harassment by university employees to APU's Office of Human Resources (http://www.apu.edu/humanresources) by calling (626) 815-4526.

4. Formal Grievance Process

If the informal procedures in Part 3 above do not resolve the issue to the satisfaction of the student, the student may file a formal complaint in the following manner:

a. Complaints must be filed as soon as possible, but in no event later than 10 calendar days after the end of the term in which the claimed discrimination occurred.

b. A complaint must be in writing and include the following:
   i. The student's name, address, email address, phone number, and claimed disability;
   ii. The names of any other persons involved, including, if known, those who committed the alleged discrimination;
   iii. A clear statement of the claimed discrimination based on a disability, including, at a minimum, what occurred, the date(s) it occurred, where it occurred, who was present;
   iv. A description of what efforts have been made to resolve the issue informally;
   v. A statement of the desired outcome; and
   vi. Any other information the student wishes to provide, including statements of any witnesses to the alleged discrimination and any other supporting documentation.

c. The complaint is to be filed by delivering it to the appropriate Section 504 compliance officer, as provided in Part 2 above. If the student alleges that the appropriate Section 504 compliance officer is the party that allegedly committed the claimed discrimination, the student shall file the complaint with the student's vice provost (e.g., if an undergraduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost; if a graduate student alleges that the executive director of human resources discriminated against that student, then the student shall file the complaint by delivering it to the Office of the Vice Provost).

d. Upon receipt of the complaint, the Section 504 compliance officer will review the complaint for timeliness and compliance with this grievance procedure, and provide the aggrieved student with written notice acknowledging its receipt.
e. After reviewing the complaint, the Section 504 compliance officer will promptly refer the complaint to an appropriate grievance officer or, in the Section 504 compliance officer's discretion, to a panel of three appropriate grievance officers, who will conduct the initial investigation. An "appropriate" grievance officer is any faculty or staff member who generally is knowledgeable about disability issues and the legal mandates of state and federal disability statutes, and who had no involvement in the discrimination alleged in the complaint at issue. The Section 504 compliance officer promptly will disclose the identity of the chosen grievance officer(s) to the student and the party against whom the complaint is directed. If any party believes any grievance officer is not suited to perform the investigation because of the party's prior interactions with the grievance officer, the party must notify the Section 504 compliance officer in writing within five calendar days of such disclosure.
f. In undertaking the investigation, the grievance officer or grievance panel may interview, consult with, and/or request a written response to the issues raised in the complaint from, any individual believed by the grievance officer or grievance panel to have relevant information, including faculty, staff, and students. Before the grievance officer or grievance panel concludes the investigation and makes a recommendation, the student shall have the opportunity, if he or she desires, to be heard orally and informally to present witnesses and other relevant information to the grievance officer or grievance panel. During any such hearing, any party against whom the complaint is directed shall have the right to be present, and also to present witnesses informally and any other relevant information. The hearing is not intended to mimic official court or other legal proceedings; the grievance officer has the authority to conduct the hearing in any organized and reasonable manner, and may question any party or witness and allow any party to question any other party or witness.
g. The student and the party against whom the complaint is directed each have the right to have a representative present at the hearing. The party shall indicate whether he or she is to be assisted by a representative and, if so, the name of that representative. For purposes of this procedure, an attorney is not an appropriate representative.
h. Upon completion of the investigation, the grievance officer or grievance panel will prepare and transmit to the referring Section 504 compliance officer, the student, and the party against whom the complaint is directed, an initial report and recommendation, which shall contain a summary of the investigation, written findings, any written materials submitted by the student or any other party, and a proposed disposition with proposed remedies (if appropriate). This transmission will be expected within 30 calendar days of the filing of the formal complaint.
i. Within 15 calendar days of receipt of the grievance officer's or grievance panel's initial report and recommendation, the Section 504 compliance officer will issue a final report adopting, rejecting, or adopting with modifications the grievance officer's or grievance panel's initial report and recommendation. No party may submit additional materials to the Section 504 compliance officer unless specifically requested by the Section 504 compliance officer. In issuing the final report, the Section 504 compliance officer shall take reasonable steps to ensure consistency with final reports previously issued under this policy.
j. The final report issued by the Section 504 compliance officer shall be distributed in writing to the student and to the party against whom the complaint is directed, and shall be put into effect promptly. The final report may also be provided, where appropriate, to any university officer whose authority will be needed to carry out the remedies or to determine whether any personnel action is appropriate.
k. The initial report and recommendation and the final report shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the issuer of the report.
l. The student or any party against whom the grievance or the proposed disposition is directed may appeal. The appeal to the provost (as set forth below) will not suspend the implementation of the final report, except in those circumstances where the provost decides that good cause exists, making the suspension of implementation appropriate.

5. Remedies

Possible remedies under this grievance procedure include corrective steps, actions to reverse the effects of discrimination or to end harassment, and measures to provide a reasonable accommodation. A copy of the Section 504 compliance officer's report may, where appropriate, be sent to appropriate university officer(s) to determine whether any personnel action should be pursued.

6. Appeal

Within 10 calendar days of the issuance of the final report, the student or the party against whom the complaint is directed may appeal the final report to the provost.

An appeal is taken by filing a written request for review with the Office of the Provost (https://www.apu.edu/provost), which is located in the Ronald Building at 901 E. Alosta Avenue, Azusa, CA 91702, and can be reached at (626) 812-3087 or provost@apu.edu.

The written request for review must specify the particular basis for the appeal, and must be made on grounds other than general dissatisfaction with the initial decision. The appeal may raise only issues raised in the complaint or alleged errors in the conduct of the grievance procedure itself, and not new issues. The provost's review will be limited to the following considerations:

a. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the appellant?
b. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the appellant?
c. Given the proper facts, criteria, and procedures, was the decision reasonable?

A copy of the provost's written decision will be expected within 30 calendar days of the filing of the appeal and shall be sent to the student, the party against whom the complaint is directed, the Section 504 compliance officer who issued the final report, and, if appropriate, to the university officer(s) whose authority will be needed to carry out the disposition.

The decision of the provost on the appeal is final. The provost's written decision shall be kept confidential by the student and the party against whom the complaint is directed, and may not be disclosed without the written consent of the provost.

7. **Deadlines**

   a. Whenever the application of any of the time deadlines or procedures set forth in this grievance procedure creates a problem due to the nature of the complaint, the urgency of the matter, or the proximity of the upcoming event, the Section 504 compliance officer will, at the request of the student, determine whether an appropriate expedited procedure can be fashioned. Any deadline imposed in this policy may be extended by the Section 504 compliance officer for good cause, which may include breaks in the traditional academic calendar (summers and the year-end holidays).

Petition Process

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) forms are available from the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar) and must be returned to the registrar's office. All petitions and exceptions granted are considered on a case-by-case basis. Any exception granted by petition does not establish guaranteed subsequent exceptions or appeals.

Security Interest in Student Records

A student may not graduate or receive any diploma, certificate, grades, 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 (p. 27). 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 to or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.

Standards of Conduct

Student Standards of Conduct

Azusa Pacific University is an institution built on Four Cornerstones (http://www.apu.edu/about/cornerstones): Christ, Scholarship, Community, and Service. In this section we focus on the cornerstone of Community.

We believe in community. We are a richly diverse people who value the worth of each individual. Our mission is to encourage, equip, and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.

An understanding of the importance of community within the Azusa Pacific University setting is fundamental when considering our Standards of Conduct. In order for our mission to be fulfilled and in order for our students to have a rewarding experience, we must uphold some basic principles of community within our educational context. Therefore, our Standards of Conduct are founded on basic principles necessary to sustain this cornerstone of Community. These Standards of Conduct include individual integrity, respect for others, and respect for the university. When together we practice these Standards of Conduct, we are most likely to live out and experience the God-given benefit of community as intended at APU.

Individual Integrity—Members of the APU community are expected to act honestly and responsibly, not only in their academic pursuits, but also in their interactions with others and in their dealings within the community.

Respect for Others—As mentioned above, we strive "to encourage, equip and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others." In order to facilitate this mission, community members should treat one another with respect and fairness, allowing all members to explore and grow in their educational pursuits at APU.

Respect for the University—The university's general resources and physical property are fundamental to its mission. Respect for these resources is essential.

Professional Standards of Conduct

Some academic departments and programs have expectations of student conduct specific to their profession and/or discipline. In addition, they also have administrative procedures for addressing alleged violations of those expectations. Students should refer to their program handbooks, where those exist, for details on conduct expectations and the process for addressing infractions. The Student Standards of Conduct discussed in this section of the catalog convey the university's expectations of all graduate and professional students and should be understood as university-wide requirements in addition to program-specific requirements. Departments will manage alleged violations of departmental conduct expectations, where procedures for such exist. Beyond that, the university policies and procedures stated here will apply.

Student Conduct Offenses and Policies

All those affiliated with the university are expected to practice care and respect for all persons. While our members largely fulfill this expectation, it is important to understand and outline this expectation and indicate recognized offenses and policies. In keeping with the university's commitment to community, including (as outlined above) individual integrity, respect for others and respect for the university, the following offenses are provided as specific examples of undesirable conduct. This list does not define misconduct in exhaustive terms and may not describe all potential violations.

Offenses:

1. Behavior that disrupts or materially interferes with the basic rights of others and the educational functions of the university.

   Comment: The university will not tolerate behavior and/or the use of indecent/obscene language when it interferes with the rights of others to learn, meet, teach, and engage in a free exchange of ideas in a safe and peaceful environment. Nor will the university tolerate actions that interfere with others' rights to use and enjoy the resources and facilities of the university; for example, disruptive behavior in classroom settings.

2. Actions that:
   a. Result in, or can be reasonably expected to result in, physical harm to a person or persons
   b. Are unreasonably disruptive to the university community and/or its neighborhoods
   c. Result in or can be reasonably expected to result in damage to property
   d. Result in theft or attempted theft of property
   e. Result in possession of stolen property

   Comment: Offense 2 encompasses a wide range of behavior, including but not limited to threatening or endangering the physical or emotional safety of another individual, assault, vandalism, throwing, hurling or firing projectiles without regard for persons or property, and matters related to theft.

3. Acts of Sexual Misconduct as defined:
   a. Sexual Harassment: Sexual harassment is unwelcome conduct of a sexual nature. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, such as sexual assault or acts of sexual violence, including domestic violence, dating violence, and stalking. Conduct need not be severe, pervasive, or both in order to amount to sexual harassment.
   b. Sexual Violence: Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to legal status (i.e., minor) or an intellectual or other disability.

   Comment: The university is committed to fostering a positive learning and working environment on university premises and within university-sponsored programs. Members of this community condemn sexual harassment and sexual violence of any kind by any employee or student. The university will investigate all complaints of sexual harassment and sexual violence and take appropriate corrective action, including disciplinary measures, when warranted.

   Note: For complaints of Sexual Harassment, Stalking, and Sexual Violence, refer to the APU Title IX (http://www.apu.edu/stopabuse) website for support services and reporting procedures.

4. Harassment: Subjecting another person or group to abusive, threatening, intimidating, or harassing actions, including, but not limited to those based on race, color, religion, gender, disability, age, economic status, ethnicity, national origin, sexual orientation, or gender identity.

   Comment: Harassment may take place in any form, including conduct that is verbal, physical, written, graphic, or visual. Such conduct includes but is not limited to objectionable epithets, demeaning depictions or treatment, the threatened or actual abuse or harm based on discrimination toward others' attributes as stated above. Harassment may also take place in the form of a hostile environment, which is any harassment that is sufficiently severe, persistent, or pervasive so as to interfere with or limit the ability for a student to participate in or benefit from the university's programs or activities.

   Also see Harassment Reporting Procedures (p. 59) section on this page.

5. Alcohol and/or Drugs:
   a. Illegal possession or illegal use of alcohol, drugs and/or drug paraphernalia, including the illicit use of legal drugs
   b. Otherwise legal possession and/or use of alcohol on university property or at university-sponsored activities/events
   c. Illegal provision, sale, or possession of drugs or alcohol with intent to sell/provide drugs and/or alcohol and/or drug paraphernalia

   Comment: APU's Identity Statement on Alcohol (http://www.apu.edu/about/alcohol) *reflects a commitment to "creating a God-honoring environment that is safe and healthy for all community members." Our policy indicates that APU will not fund the purchase of or permit the distribution of alcohol and that alcohol is not to be present on university premises or served at university events/activities, or used by members of the community when on university premises or at university-sponsored events/activities. When APU graduate or professional students are present at professional conferences and/or events not directly sponsored by APU, students are expected to make responsible decisions*

concerning alcohol use, as indicated in APU's Identity Statement on Alcohol. In addition, the university prohibits the unlawful distribution of alcohol/use of alcohol to/by individuals under the age of 21.

Also see Alcohol and Drugs Federal Mandate (p. 60) under References in this section.

Also see Identity Statement on Alcohol (http://www.apu.edu/about/alcohol) found online and in the APU document What We Believe (http://www.apu.edu/about/believe).

6. Tobacco: Use or display of any form of tobacco on university premises or at any university-sponsored event/activity.

   Comment: In the interest of common health concerns, the university provides a tobacco-free environment.

7. Possession, use or distribution of firearms, ammunition, explosives, or other weapons.

   Comment: The university includes the following in its definition of weapons: any type of firearms, including but not limited to BB/pellet guns, paint guns, air guns, air soft guns, taser guns, any facsimile of a gun or any counterfeit firearm, blow guns, blow gun ammunition, switch blades, bows and arrows, explosive devices, martial arts weapons, fireworks, water balloon launchers, and all other weapons listed in the California penal code section 12020 and/or other weapons considered illegal or dangerous by a university official.

8. Failing to comply with the directive(s) of a university official, including refusing to identify oneself or refusing to present university identification to a university staff member, including members of Campus Safety.

   Comment: The university community depends upon the cooperation of all of its members to assure reasonable safety and security.

9. Misrepresentation or obstruction of university processes or procedures:
   a. Lying or materially misrepresenting information to a university official or body, including members of Campus Safety
   b. Lying in the course of a Student Conduct Procedure constitutes an offense
   c. Otherwise abusing the Student Conduct Procedure or other university administrative processes
   d. Violation of the terms of any disciplinary sanction levied through the Student Conduct Procedure.

   Comment: Offenses listed above include fraudulent use of university identification cards. Lying or misrepresentation that inhibits or interferes with an official university investigation or hearing will be considered a serious offense.

10. Unacceptable Use of Computer Resources: Use of university computer resources for illegal purposes, to transmit or receive threatening, obscene, or harassing materials, for unsolicited advertising, for personal for-profit business, or in violation of the Internet Acceptable Use Policy.

    Comment: Violations to the policy are subject to system management, the Internet Policy Committee, and may be subject to the Student Conduct Procedure.

    Also see Internet Acceptable Use Policy. (p. 87)

Student Conduct Procedure Directives

Right to Process

Students whose behavior is alleged to have violated the Student Standards of Conduct have a right to due process and will be treated justly and fairly. This means that the Student Conduct Procedure will be implemented in a timely and reasonable manner. The Procedure involves three components:

- Notification — A student has the right to proper notice of the policy he/she allegedly violated and when his/her case will be heard. However, based on the information gathered through the Student Conduct Procedure (i.e., during the hearing process), a student may be held responsible to additional violations than what was originally listed in the notification letter.
- Right to be heard — A student has the right to present his/her viewpoint and position and provide supporting information, and to have it considered by a university official.
- Information — Decisions in cases of alleged violations of the Student Standards of Conduct are based on reasonable and available supporting information.

The Student Conduct Procedure for graduate students at APU is a process designed to insure accountability and fairness in the adjudication of alleged violations of the Student Standards of Conduct. All allegations of violations attributed to graduate students are reviewed through a process not intended in any way to mimic a court or legal proceedings. Decisions made regarding an alleged violation are ultimately based upon what the university would consider to be "a reasonable belief" of what occurred and not upon "rules of evidence" similar to that of a court legal system.

Administrative Discretion

In exigent circumstances, the university reserves the right to remove any graduate student from the university premises at the discretion of the Vice President for Student Life or designee, as deemed necessary for the safety or well-being of the student or others. Such removal will be followed by a decision made under the Student Conduct Procedure described below.

Student Conduct Procedure

All alleged violations of the Student Standards of Conduct are reviewed through a process referred to as the Student Conduct Procedure. This procedure involves three components: information gathering, mediation and/or hearing, and the consideration of sanctions. Depending on the severity and location of the offense, the procedure will be administered by one or more university adjudicating officer(s).

Information Gathering

An information gathering process begins when the Office of Graduate and Professional Student Affairs (p. 90) is notified of an alleged violation of the Student Standards of Conduct. The Director of Graduate and Professional Student Affairs or designee(s) (hereafter, “adjudicating officer”) will notify the student's dean of an alleged violation and then initiate an investigation into an incident or matter which will entail interviewing those with knowledge of the matter and verifying information regarding the alleged violation.

Hearing

Once information has been gathered, the adjudicating officer may refer allegations of violations to the Student Standards of Conduct and may proceed to a hearing. The adjudicating officer will notify the student and schedule a hearing to allow the student alleged to have violated the Student Standards of Conduct an opportunity to hear and present information related to the allegation. The adjudicating officer may invite witnesses or others involved, as appropriate. All hearings are closed and the proceedings may be kept confidential at the discretion of the university. Hearings may be recorded at the discretion of the university.

Although hearings are closed, students who wish to have a support person present at a hearing may request one in writing to the adjudicating officer, no less than three days prior to the hearing. The support person cannot be a family member or any legal counsel, may not actively participate in the hearing, and must receive approval to attend the hearing in writing from the adjudicating officer.

The information gathering and hearing processes may occur simultaneously. Information gathered from anonymous (i.e. unknown) sources or confidential reporters may be used in the hearing and as a part of the decision making process.

Consideration of Sanctions

At the end of the information gathering and hearing process, the adjudicating officer will communicate a decision in writing to the student and the student’s academic dean. The written decision will include, where appropriate, a summation of findings. Sanctions will be imposed when there is information indicating that the student violated the Student Standards of Conduct. The following are sanctions that may be imposed upon any student for violating the Student Standards of Conduct (not listed in a prescribed order nor an exhaustive list):

- Warning — Verbal or written warnings may be given for violations of the Student Standards of Conduct. (Disclaimer: This sanction may be imposed without a hearing.)
- Restitution/reimbursement or fine — Damage or misuse of university property or failure to follow university policy or procedure may require a student to make restitution or pay a fine.
- Probation — A student may be placed on probation for a specified period of time. During this time, further violations of university policy may result in the student's suspension or dismissal from the university.
- Interim suspension — Imposed immediately, and for a stated period of time, when the seriousness of the offense is such that the members of the community, including the accused student, may be threatened by his/her continued presence. (Disclaimer: This sanction may be imposed prior to a hearing.)
- University suspension — Separation of the student from the university for a specified period of time. (Conditions for readmission may be required.)
- University dismissal — Permanent separation of the student from the university.
- Other appropriate remedial measures — The adjudicating officer may impose other sanction(s) as deemed appropriate.

Appeals

Students wishing to appeal a sanction should follow the procedures described in the Graduate and Professional Student Grievance and Appeal Procedures (p. 50) section of this catalog.

Additional Explanations

- Occasionally, the rules of the university and the law will overlap, but the university does not attempt to duplicate the law. The university reserves the right to pursue matters through its non-academic disciplinary procedures that may also be addressed in the legal system.
- Serious or persistent minor violations of university rules or regulations may result in suspension or expulsion.
- The university reserves the right to refer incidents of misconduct to civil or criminal authorities.
- The university may implement the Student Conduct Procedure for an offense committed off-campus (including during online activity) when:

- The victim of such an offense is a member of the university community; or
- The offense occurred at a university-sponsored event; or
- The student used his or her status as a member of the university community to assist in the commission of the offense (for example, a student ID card to pass bad checks, fraudulent information provided for federal funds); or
- The offense affects the university.

Harassment Policy

The university will investigate all complaints of harassment reported to a non-confidential support system and take appropriate corrective action, including disciplinary measures and/or sanctions, when warranted. Students are encouraged to report all incidents of harassment.

Note: For complaints of Sexual Harassment, Stalking, and Sexual Violence, refer to the APU Title IX (http://www.apu.edu/stopabuse) website for support services and reporting procedures.

Harassment Reporting Procedures

Confidential Support System

Students who do not desire to see the university respond to a concern but need and desire support should contact one of the following offices for confidential counseling and support:

- The (https://www.apu.edu/counselingcenter) University Counseling Center (http://www.apu.edu/counselingcenter): (626) 815-2109 (kcross@apu.edu)
- SoulQuest Pastor's Office (https://www.apu.edu/soulquest): (626) 815-6000, Ext. 3289 (rgivens@apu.edu)

Formal Support System

The formal support system provides students an opportunity to file or defend a formal complaint in the university's accountability process, seek personal counseling, and find community resources to assist in dealing with the issue. The formal reporting process can be initiated by contacting a member of one of the following offices:

- Executive Director of Graduate and Professional Student Support Services: (626) 815-2109 (bfiala@apu.edu)
- Executive Director of Military and Veteran Services: (626) 815-4617 (ebrooks@apu.edu)
- Executive Director of Graduate and Professional Admissions and Regional Campuses: (626) 815-4616 (alipson@apu.edu)
- Executive Director of Graduate and Professional Student Financial Services, Registrar, and Client Services: (626) 815-4599 (mmjohnson@apu.edu)
- Director of Graduate and Professional Student Affairs: (626) 815-4655 (bfiala@apu.edu)
- Department of Campus Safety: (626) 815-3898 (csafety@apu.edu)
- Office of Human Resources: (626) 815-4526 (jbaugus@apu.edu)

Formal Complaint

The university will investigate all complaints of harassment reported to a nonconfidential support system and take appropriate corrective action, including disciplinary measures and/or sanctions, when warranted. When the accused is an APU student or student group, the complainant is encouraged to pursue a formal university complaint. If harmed on APU property by an APU student, the complainant need not be a student. A university complaint can be used to establish violations of the Student Standards of Conduct, but not whether or not a criminal act has been committed. When an individual believes that a crime has been committed, it is recommended that charges be filed with the local criminal justice system. Although there is no time limit on the filing of campus complaints as long as the offender is still a member of the APU community, prompt reporting is likely to result in a more satisfactory investigation because memories are fresh and witnesses are more readily available.

Complaints against other graduate students or graduate student groups should be filed through the Office of Graduate and Professional Student Affairs (https://www.apu.edu/graduateprofessionalcenter/studentaffairs) at (626) 815-4655. Complaints against an employee of APU should be filed through the Office of Human Resources (http://www.apu.edu/humanresources) at (626) 815-4526. Complaints against individuals who are not members of the APU community should be filed through the Office of Graduate and Professional Student Affairs.

Once a formal complaint is filed, it goes to an information gathering and hearing process to determine the appropriate response. For a complete outline of this process, see the "Student Conduct Procedure" above.

With respect to the university's disciplinary process, APU reserves the right to take whatever measures it deems necessary in order to protect students' rights and personal safety. Such measures include, but are not limited to, summary removal of an accused student from campus pending a hearing, and reporting to the local police. The university will consider the concerns and rights of both the complainant and the person accused of misconduct.

Sanctions

The university will seek through the process to achieve reconciliation of the parties impacted. In these matters, the university response may include probation, suspension, or expulsion from the university for the responsible party. A party found not responsible for a policy violation will not be subject to sanction. As long as it does not interfere with the process, effort will be made to keep the identities of all parties involved confidential.

References

Complaints

An individual may contact the Bureau for Private Postsecondary Education (http://www.bppe.ca.gov) for review of a complaint. The bureau may be contacted at P.O. Box 980818 West Sacramento, CA 95798-0818; (888) 370-7589 (phone); and (916) 263-1897 (fax).

Alcohol and Drugs Federal Mandate

The federal government mandated on October 1, 1990, that there will be no illegal drug use by students, staff, or faculty on college campuses anywhere in the United States. At its November 22, 1991, meeting, the Board of Trustees of Azusa Pacific University adopted the following policy statement to comply with the law. The policy, which is to be shared in writing with students, staff, and faculty, is as follows:

On November 18, 1988, Congress passed the Drug-Free Workplace Act of 1988 (P.L. 100-690, Title V, Subtitle D; 41 U.S.C. 701 et. seq.). This statute requires contractors and grantees of federal agencies to certify that they will provide a drug-free workplace. Making this required certification is a precondition for receiving a contract or grant from a federal agency.

Pursuant to the Drug-Free Workplace Act of 1988, it is unlawful to manufacture, distribute, dispense, possess, or use controlled substances at university work sites and/or while performing university activities, events, or business. The Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226) amends the 1988 law, stating that it is also unlawful to manufacture, distribute, dispense, possess, use, or sell illicit drugs and alcohol in the workplace, at any university activities or events, or while performing university business.

Compliance for Students

The university makes every effort to provide and maintain a drug-free campus. Pursuant to the Drug-Free Schools and Communities Act Amendments of 1989, it is unlawful to manufacture, distribute, dispense, possess, use, or sell illicit drugs and alcohol in all buildings, property, facilities, service areas, and satellite centers of the university. All students are required to comply with this policy as a condition of their continued enrollment. Any student violating this policy will be subject to the judicial procedure, including suspension and possible expulsion.

Local, state, and federal laws establish severe penalties for violations of drug and alcohol statutes. These sanctions, upon conviction, may range from a fine to life imprisonment. In the case of possession and distribution of illegal drugs, these sanctions could include the seizure and summary forfeiture of property, including vehicles. It is especially important to know that federal laws have established penalties for illegally distributing drugs to include life imprisonment and fines in excess of $1,000,000. Some examples of local or state laws are as follows:

- Unlawful possession of a narcotic drug is punishable by imprisonment in the state prison.
- The purchase, possession, or consumption of any alcoholic beverages (including beer and wine) by any person under the age of 21 is prohibited.
- It is not permissible to provide alcohol to a person under the age of 21.
- Serving alcohol to an intoxicated person is prohibited.
- Selling any alcoholic beverages, either directly or indirectly, except under the authority of a California Alcoholic Beverage Control License, is prohibited.
- It is a felony to induce another person to take various drugs and “intoxicating agents” with the intent of enabling oneself or the drugged person to commit a felony. The person who induced the other may be regarded as a principal in any crime committed.
- Any person found in a public place to be under the influence of an intoxicating liquor or drug and unable to care for his/her own safety, or who is interfering with the use of a public way, is guilty of disorderly conduct, which is a misdemeanor.

In addition, pursuant to federal law, a student’s eligibility for federal financial aid may be suspended if the student is convicted, under federal or state law, of any offense involving the possession or sale of illegal drugs.

Help for Students

Alcohol/drug abuse counseling, treatment, rehabilitation information, referral information, and social service directories for Los Angeles County are available in the Student Health Center, University Counseling Center, and the Office of Graduate and Professional Student Affairs.

Definitions

The use of illegal drugs and tobacco and abuse of alcohol may have serious health consequences, including damage to the heart, lungs, and other organs. Alcohol accidents are the number one cause of death for persons aged 15-24. The most significant health risk, besides death, is addiction. Chemical dependency is a disease that, if not arrested, is fatal. Illegal drug use or possession may involve, but is not limited to the following substances:

Alcohol

Even low doses of alcohol significantly impair the judgment and coordination needed to operate vehicles. Small amounts also lower inhibitions. Moderate to high doses cause marked impairments in higher mental functions, memory, and ability to learn and recall information. High doses cause respiratory depression and death. Long-term consumption, particularly when combined with poor nutrition, can lead to dependence and permanent damage to vital organs such as the brain and the liver.

If combined with other depressants that affect the central nervous system, even low doses of alcohol will produce adverse effects. Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation.

Tobacco/Nicotine

Immediate effects include relaxation and increased confidence and metabolism. Smokers are more likely than nonsmokers to contract heart disease. Thirty percent of cancer deaths are linked to smoking. Chronic obstructive lung diseases, such as emphysema and chronic bronchitis, are 10 times more likely to occur among smokers than nonsmokers. Smoking during pregnancy also poses risks such as spontaneous abortion, premature birth, and low birth weights. Fetal and infant deaths are more likely to occur when the pregnant woman is a smoker. Tobacco/nicotine is both psychologically and physically addictive.

Cannabis: Marijuana, THC, Hashish, Hashish Oil

Physical effects of cannabis include increased heart rate and appetite, bloodshot eyes, and dry mouth and throat. Use of cannabis may impair or reduce ability to drive an automobile or perform tasks requiring concentration and coordination. Motivation and cognition may be altered making the acquisition of new information difficult. Marijuana, hashish, THC, etc., can also produce paranoia and psychosis. Long-term use may result in possible lung damage, reduced sperm count and mobility, and affect ovulation cycles. Cannabis can also be psychologically addictive.

Cocaine/Crack

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart and respiratory rates, and body temperature. Occasional use can cause nasal irritation; chronic use can ulcerate the mucous membrane of the nose. Crack or freebase rock is extremely addictive. Physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures. The use of cocaine can cause death by cardiac arrest or respiratory failure.

Stimulants: Amphetamines, Crank, Ice, Methamphetamines

Stimulants cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. Users may experience sweating, headaches, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause rapid or irregular heartbeat, tremors, loss of coordination, and physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure. In addition to physical effects, feelings of restlessness, anxiety, and moodiness can result. Use of large amounts over a long period of time can cause amphetamine psychosis, including hallucinations, delusions, and paranoia. The use of amphetamines can cause physical and psychological dependence.

Hallucinogens: PCP, LSD

Phencyclidine (PCP) interrupts the functions of the neocortex, possibly resulting in self-inflicted injuries. Users may experience a sense of distance and estrangement, loss of muscular coordination, and speech impairment. Large doses may produce convulsions and coma as well as heart and lung failure.

Lysergic Acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. Physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, tremors, and psychological reactions. Users may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects or flashbacks can occur even after use has ceased. Use of hallucinogens can cause psychological dependence.

Students who possess, distribute, and/or use alcohol, narcotics, or other intoxicants may be subject to the disciplinary process. Students present on campus while under the influence of illicit drugs or alcohol are subject to disciplinary process even if their consumption was off campus.

Anabolic Steroids

Steroid users subject themselves to more than 70 side effects, ranging in severity from acne to liver abnormalities to psychological reactions. The liver and cardiovascular and reproductive systems are most seriously affected by use. In males, use can cause withered testicles, sterility, and impotence. In females, masculine traits can develop along with breast reduction and sterility. Psychological effects in both sexes include very aggressive behavior known as “road rage” and depression. While some side effects appear quickly, others such as heart attacks and strokes may not show up for years.

Review

The university will conduct a biennial review of its alcohol and drug regulations to determine their effectiveness and implement changes as needed to ensure that the sanctions developed are consistently enforced.

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, better known as the Buckley Amendment or FERPA, generally provides that: students shall have the right of access to their educational records; and with limited exceptions, educational institutions shall not release educational records to third parties without consent of the student unless specifically permitted by law.

Except in certain narrowly defined circumstances, **"students"** as used in this notice includes former students.

"Education records" as used in this notice are records that are directly related to "students" and are maintained by the university. "Education records" do not include peer-graded papers before they are maintained by the university (e.g., collected and recorded by a teacher).

- Directory Information (p. 62)
- Disclosure of Student Records (p. 62)
- Notification of Rights Under FERPA (p. 63)
- Release of Transcripts (p. 64)
- Right of Access (p. 64)

Directory Information

Azusa Pacific University has designated the following categories as directory information, which may, at the university's discretion, be released to the public without consent of the student: name of student, email address, telephone number (both local and permanent), photographs, dates of registered attendance, enrollment status (e.g., full-time or part-time), school or division of enrollment, major field of study, nature and dates of degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. The university will not, however, disclose or confirm directory information to the public without written consent of the student if a student's social security number or other nondirectory information is used alone or combined with other data elements to identify or help identify the student or the student's records.

It is the general policy of the university not to release directory information regarding its students unless, in the judgment of the appropriate record custodian or other officials with record access, such release either serves a legitimate educational purpose or is not adverse to the interests and privacy of the student. The student, however, may request that certain categories of directory information not be released to the public without his/her written consent. Such requests shall be submitted in accordance with the student records policy of the university.

Disclosure of Student Records

With certain exceptions provided by law, Azusa Pacific University cannot release information concerning students, other than directory information, from their education records to anyone other than university officials without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and to which parties the releases should be made.

The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information regarding dependent students must demonstrate federal income dependency by submitting their most recent federal income tax return.

In addition, the university may disclose to the parents of a student the student's violation of any federal, state, or local law or any rule adopted by APU governing the possession or use of alcohol or a controlled substance if the student is under age 21.

Further, the university may disclose information from the education records of a student to his or her parents in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

If the university determines that there is an articulable and significant threat to the health or safety of the student or other individuals, the university may disclose information from the student's education records to appropriate parties (including parents of the student) whose knowledge of the information is necessary to protect the health and safety of the student or other individuals. The university must keep a record of the threat and the parties to whom the information was disclosed.

Further, the university may disclose information received under a community notification program about a student who is required to register as a sex offender.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) (https://www.apu.edu/provost/ferpa) affords students certain rights with respect to their education records. These rights include:

1. **The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.** Students should submit the Request to Inspect and Review Educational Records form (https://www.apu.edu/provost/ferpa/students), identifying the records they wish to inspect, to the appropriate registrar. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. The university may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students may ask the university to amend a record they believe is inaccurate, misleading, or in violation of the student's privacy rights under FERPA.** They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it should be changed. If the university decides not to amend the record as requested by the student, the university will notify the student in writing of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to provide written consent before the university discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests.

   A **"school official"** is
   a. a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff);
   b. a person or company with whom the university has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent);
   c. a person serving on the Board of Trustees;
   d. a student serving on an official commitment, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.

   A school official has a **"legitimate educational interest"** if the official needs to review an education record in order to fulfill his or her professional responsibility whenever he or she is
   a. performing a task that is specified in his or her job description or contract agreement;
   b. performing a task related to a student's education;
   c. performing a task related to the discipline of a student;
   d. providing a service or benefit relating to the student or student's family (such as health care, counseling, job placement, or financial aid); or
   e. disclosing information in response to a judicial order or legally issued subpoena.
      Another exception is that the university discloses education records without consent to officials of another school in which a student seeks enrollment or intends to enroll, upon request of officials of that other school.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5920

This notice is not intended to fully explain students' rights under FERPA. The Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/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 the written policy upon request to:

Registrar's Office–Graduate and Professional Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Release of Transcripts

Transcripts of Azusa Pacific University coursework are available approximately six weeks after the completion of courses. Requests must be made online (http://getmytranscript.com) through the National Student Clearinghouse and should include the following information:

- Student's name
- Last term/semester attended
- Where the transcript is to be sent
- Number of copies required
- Date of graduation (if applicable)
- Social Security number
- Student ID and student's signature

The fee is $5 per copy and there is a service fee of $2.25 per mailing address. An additional fee of $1.75 is charged for electronic delivery. Visit the National Student Clearinghouse website (http://getmytranscript.com) and type Azusa Pacific University when prompted to begin to place an order. Requests take approximately 7-10 working days to process. Rush transcripts are available (within two working days) for an additional charge. Contact the Graduate and Professional Center (http://www.apu.edu/graduateprofessionalcenter) at (626) 815-4570 for specific information. 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. In general, access will be granted immediately upon request to the record custodian, but if a delay is necessary, access must be granted no later than 45 days after the request.

Students further have the right, under established procedures, to insert a statement in the file if the student believes that the record is inaccurate, misleading, or otherwise in violation of his or her privacy rights.

Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific University may not require students to sign a waiver of their right of access to these records, but students should be aware that recommendations and evaluations may not be helpful or candid without a signed waiver.

Subject Code and Course Numbering System

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

Graduate Programs

Azusa Pacific Seminary

GBBL	Biblical Studies
GDMN	Doctoral Ministry
GINS	Integrative Studies
GMIN	Ministry
GTHE	Theology
GURS	Urban Studies
TUL	Transformational Urban Leadership

College of Liberal Arts and Sciences

BIOT	Biotechnology
ENGL	English
PADM	Public Administration
STAT	Statistics
TESL	TESOL

College of the Arts

ART	Fine Arts and Art History
COMM	Communication Studies
CMUS	Commercial Music
DSGN	Design
GMUS	Music
SCW	Screenwriting

School of Behavioral and Applied Sciences

AT	Athletic Training
CCSD	College Counseling and Student Development
GLDR	Global Leadership
HED	Higher Education
LDRS	Leadership
OPSY	Organizational Psychology
PCLS	Psychology: Child Life Specialist
PE	Physical Education
PSYC	Psychology
PPSY	Clinical Psychology
PT	Physical Therapy
RMS	Rehabilitation and Movement Science
SOCW	Social Work

School of Business and Management

ACCT	Accounting
BUSI	Business Administration
ECON	Economics
ENTR	Entrepreneurship
FIN	Finance
HROD	Human Resources and Organizational Development
MGMT	Management
MKTG	Marketing
WEB	Web and Information Technology

School of Education

ABA	Applied Behavioral Analysis
EDCO	Educational Counseling
EDL	Educational Leadership
EDPY	Educational Psychology
EDTC	Educational Technology – Online
EDUC	Education
SPED	Special Education
TEP	Teacher Education
TESP	Teacher Education-Special Education

School of Nursing

GNRS	Nursing
GSPH	Public Health

Office of the Provost

GRAD	Faculty Development

University Libraries

LIB	Library and Information Services

Professional Programs

PRAR	Art
PRBA	Business
PRBI	Biology
PRBL	Biblical Studies
PRCH	Chemistry
PRCJ	Criminal Justice
PRCO	Communication Studies
PREN	English
PRGL	Global Studies
PRHI	History
PRLD	Leadership
PRMA	Mathematics
PRMI	Ministry
PRMU	Music
PRPH	Philosophy
PRPO	Political Science
PRPS	Psychology
PRPY	Physics
PRRS	Religion
PRSO	Sociology
PRSW	Social Work
PRTH	Theology
PRWR	Writing
RNRS	Professional Nursing
UNRS	Undergraduate Nursing

The following guide may be used when reference is made to any given course:

- 100-299, lower-division professional
- 300-499, upper-division professional
- 500-599, master's credit
- 600-699, master's credit (may also grant doctoral credit)
- 700-799, doctoral credit
- 800-899, graduate noncredit
- 900-999, continuing education courses

Transfer Credit

- Graduate Transfer Credit (p. 66)
- Professional Transfer Credit (p. 67)

Graduate

Appropriate transfer work may be accepted toward a master's degree. Students in doctoral programs should refer to those sections in the catalog for information regarding transfer units. Transfer units may not exceed 20 percent[1] of the units required for a master's degree. To be transferable, a course must meet the following requirements:

1. The course was completed at a regionally accredited institution.
2. The grade earned was a *B* or better. (Neither Pass in a pass/fail, Credit in a credit/no-credit course, nor a *B-* is acceptable for transfer credit. However, up to one-half of the required field education units for a theology degree may be accepted with grades of Pass or Credit.)

3. The course was completed subsequent to the awarding of the bachelor's degree.
4. The course was taken within eight years of the time in which the student begins work in the degree program. (More recent work may be required in some programs.)
5. The course must be applicable to a graduate degree at the institution where it was taken.
6. The course must not be professional development or extension coursework.

Transfer credit may be denied if any of the following is requested:

- Undergraduate coursework requested as transfer credit for an Azusa Pacific University master's degree program.
- Transfer credit or course substitution into a subsequent Azusa Pacific University master's degree.

Students in doctoral programs should refer to those sections in the catalog for information regarding transfer units. Master's degree coursework does not count as transfer credit into an Azusa Pacific University doctoral degree program.

Courses for transfer must be approved by the student's department or school, as well as by the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar) following submission of the APU Substitution and Transfer Credit Request Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms).

Students should not assume acceptance of transfer work until they receive written notification from the registrar.

Professional

Azusa Pacific University may accept transfer credit for equivalent courses from schools accredited by regional and national agencies recognized by the Council for Higher Education Accreditation (CHEA) and the United States Department of Education (USDE). To be awarded credit for transfer work, professional students must complete and submit a Transfer Inquiry Form (https://www.apu.edu/graduateprofessionalcenter/registrar/forms) to the registrar's office and receive approval prior to registration for the course. In addition, students must complete the transfer course (including correspondence courses) with a grade of *C-* or higher. APU credit is given on a 4.0 scale for transfer work. Quarter units will be converted into semester units.

Students who reenroll at APU after leaving and spending two or more consecutive semesters at another academic institution may apply those transferable units toward their General Education requirements. Only units transferred at reenrollment will be considered.

APU may also accept a maximum of 24 undergraduate units of non-General Education elective credit from institutions accredited by the following list of nationally accredited organizations:

- The Association for Biblical Higher Education
- The Association of Theological Schools
- Transnational Association of Christian Colleges and Schools

These units may apply only as elective units, and are not applicable toward General Education, major, or minor requirements.

Courses eligible for transfer include any courses designated as baccalaureate level by the credit granting institution and intended for transfer. Remedial courses and vocational/technical courses are not accepted, except when approved through Prior Learning Assessment. Students must complete transfer work with a grade of *C-* or higher. APU credit is given on a 4.0 scale.

Courses taken through online agencies, services, and institutions will not be accepted to APU unless the host university is regionally accredited.

The university can give credit for no more than 70 units of coursework from a community or junior college and 90 units from a four-year institution. All quarter units will be converted to semester units. APU grants two semester units of credit for every three quarter units.

For information on transfer guidelines, see:

- Concurrent Enrollment Policy for Professional Students (p. 68)
- Correspondence Course Credit for Professional Students (p. 68)
- General Education Information for Professional Transfer Students (p. 68)
- Military Credit Policy (p. 70)

Prior Learning Assessment

Prior Learning Assessment (PLA) is the evaluation of learning that has taken place outside the traditional classroom for the purpose of awarding college credit. PLA is a WASC-approved process to help students articulate college-level learning that may be used to earn units toward elective or general education requirements for their degree. The student may use a variety of pathways to earn PLA units. These include:

1. Kolb-model Experiential Learning Essays
2. Credit for some military experience
3. Submission of professional/technical training documents

The maximum number of units that may be earned with PLA is 30, and units may be applied only toward professional undergraduate degree programs. If credit for an Experiential Learning Essay is not granted after the first review, students may resubmit one additional time. Students are charged a per-unit fee and a one-time evaluation fee that may be found under Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs/costs) on the APU website. Financial aid is not available for these fees.

Students should not assume acceptance of transfer work until they receive written notification from the registrar.

[1] Some exceptions to the 20 percent limit apply in the School of Nursing (p. 426) and Azusa Pacific Seminary (p. 547). Refer to those sections within the catalog for specific department policies.

Concurrent Enrollment Policy for Professional Students

Professional students wishing to take courses at another institution while enrolled at APU should obtain prior approval from the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar). All courses must be approved through a Transfer Inquiry Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms). Without prior written approval from the registrar's office, transfer credits may be denied.

Correspondence Course Credit for Professional Students

Correspondence education for professional students is defined as education through one or more courses by an institution that provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, lacks regularity and substance, and is primarily initiated by the student. Courses are typically self-paced. Correspondence education is not the same as distance education. This policy is not applicable to every degree program; check with specific academic departments.

- A maximum of 9 semester units of correspondence credit may be applied toward an Azusa Pacific University professional degree.
- Students must earn a grade of *C-* or higher in eligible courses and receive prior approval from the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar). Students must also obtain prior written consent from department faculty.
- Correspondence courses must be offered by a regionally accredited or Association for Biblical Higher Education-accredited college or university.
- No more than 6 units may be transferred to meet General Education core requirements (p. 68) in Biblical, Theological, and Philosophical Formation. Students transferring at the senior level may complete only 3 units by correspondence, none of which may apply to the core category of Biblical, Theological, and Philosophical Formation.
- All correspondence courses must be cleared through the normal graduation clearance process. Students should work with their academic progress counselor in the Office of the Graduate and Professional Registrar to address special circumstances.

General Education Information for Professional Transfer Students

Professional students transferring to Azusa Pacific University may have some of their General Education requirements met by courses taken at their previous institution(s). Additionally, the unit requirements for the Biblical, Theological, and Philosophical Formation requirements may be adjusted, depending on the number of units the student transfers to APU.[1]

The evaluation of a student's transfer work is conducted by the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar). While the following chart serves as a guide for the student, it is the responsibility of the student to ensure that all requirements are met.

Professional students who reenroll at APU after leaving APU and spending two or more consecutive semesters at another academic institution may have those transferable units applied toward their General Education Biblical, Theological, and Philosophical Formation requirements. Only units transferred at reenrollment will be considered.

General Education Biblical, Theological, and Philosophical Formation Requirements for Professional Transfer Students

Number of Units Transferred in	Biblical Theological & Philosophical Formation Requirements
0-29	15 units:
	PRMI 108
	PRBL 230
	PRRS 200
	PRPH 100
	PRTH 303
30-59	12 units:
	PRMI 108
	PRBL 230
	Two of the following:
	PRRS 200
	PRPH 100
	PRTH 303
60-89	9 units:
	PRMI 108
	PRBL 230
	One of the following:
	PRRS 200
	PRPH 100
	PRTH 303
90+	6 units:
	PRMI 108
	PRBL 230

All requirements must be met by approved General Education courses.

IGETC and CSU Breadth Transfer Policies

Full IGETC or CSU Breadth Certification waives the philosophy requirement and all Intellectual and Practical Skills, Knowledge of Human Cultures and the Physical and Natural World, and Personal and Social Responsibility General Education requirements except Writing 3 and Integrative and Applied Learning.

The Biblical, Theological, and Philosophical Formation requirements are not completely waived, but they are reduced based on the total number of units transferred before the first APU semester.

Number of Units Transferred in	General Transfer	IGETC	CSU Breadth
0-29	Courses may transfer for General Education credit on an individual basis	N/A	N/A
30-59	Courses may transfer for General Education credit on an individual basis	After completed IGETC certification, the following General Education courses are required:	After completed CSU Breadth certification, the following General Education courses are required:
	3 units of Writing 3: Writing in the Disciplines (units incorporated into major)	3 units of Writing 3: Writing in the Disciplines (units incorporated into major)	3 units of Writing 3: Writing in the Disciplines (units incorporated into major)
	3 units of Integrative and Applied Learning	3 units of Integrative and Applied Learning	3 units of Integrative and Applied Learning
	12 units of Biblical, Theological, and Philosophical Formation Requirements[1]	Biblical, Theological, and Philosophical Formation Requirements reduced to 9 units[1]	Biblical, Theological, and Philosophical Formation Requirements reduced to 9 units[1]
60+	Courses may transfer for General Education credit on an individual basis	After completed IGETC certification, the following General Education courses are required:	After completed CSU Breadth certification, the following General Education courses are required:

	3 units of Integrative and Applied Learning	3 units of Integrative and Applied Learning	3 units of Integrative and Applied Learning
	3 units of Writing 3: Writing in the Disciplines (units incorporated into major)	3 units of Writing 3: Writing in the Disciplines (units incorporated into major)	3 units of Writing 3: Writing in the Disciplines (units incorporated into major)
	9 units of Biblical, Theological, and Philosophical Formation Requirements[1]	6 units of Biblical, Theological, and Philosophical Formation Requirements[1]	6 units of Biblical, Theological, and Philosophical Formation Requirements[1]
90+	Courses may transfer for General Education credit on an individual basis	After completed IGETC certification, the following General Education courses are required:	After completed CSU Breadth certification, the following General Education courses are required:
	3 units of Integrative and Applied Learning	3 units of Integrative and Applied Learning	3 units of Integrative and Applied Learning
	3 units of Writing 3: Writing in the Disciplines (units incorporated into major)	3 units of Writing 3: Writing in the Disciplines (units incorporated into major)	3 units of Writing 3: Writing in the Disciplines (units incorporated into major)
	6 units of Biblical, Theological, and Philosophical Formation Requirements[1]	6 units of Biblical, Theological, and Philosophical Formation Requirements[1]	6 units of Biblical, Theological, and Philosophical Formation Requirements[1]

[1] See first table above for Biblical, Theological, and Philosophical Formation requirements for transfer students.

ADN Transfer Requirement Policies

Proof of a posted Associate's Degree in Nursing (ADN) from a regionally accredited institution meets the majority of General Education requirements, including most of the Intellectual and Practical Skills, Knowledge of Human Cultures and the Physical and Natural World, and Personal and Social Responsibility requirements. The ADN does **not** meet the Writing 3 requirement, the Integrative and Applied Learning requirement, and the Upper-Division Bible requirement, but RN to BSN students can meet these requirements via program coursework (RNRS 458, RNRS 482, and RNRS 396, respectively).

Military Credit Policy

APU evaluates courses completed through the armed services and may grant credit for such courses. Credit is typically based on recommendations from the American Council on Education (ACE) (http://www.acenet.edu/higher-education/Pages/Military-Students-and-Veterans.aspx) and may include General Education credit and non-General Education elective credit.

1. Military credit must be on official transcripts from the American Council on Education.
2. APU professional programs accept:
   - ACE-recommended coursework in the lower-division baccalaureate/associate degree category ("L").
   - ACE-recommended coursework in the upper-division baccalaureate category ("U").
3. General Education credit and non-General Education elective credit will be evaluated on a case-by-case basis.
4. Air Force credit must come on official transcripts from the Community College of the Air Force, the Air Force Institute of Technology, or the United States Air Force Academy.
5. Transfer credit is limited to 90 units.

Waivers

Some departments permit waivers of certain courses. Course waivers are processed by the student's department or school/college. Contact the appropriate department for details on specific waiver procedures. Unlike transfer credit, waivers fulfill course requirements only; no units are awarded. Students with waived courses must choose alternate elective courses to satisfy the unit requirements of their degree program.

Withdrawal

- Leaves of Absence (p. 71)
- Withdrawal from Courses (p. 71)
- Withdrawal from the University (p. 71)

Leaves of Absence

Enrolled graduate and professional students may apply for university approval for a one-time leave of absence from their program for a minimum of two consecutive terms/semesters and a maximum of two years.

Leave of Absence forms (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) are available in the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar) and must be submitted prior to the student's absence from the university. Requests to extend a one-time leave of absence require submission of an Academic General Petition form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms), as well as academic department and registrar endorsement, prior to the extension.

The university will not consider a Leave of Absence form submitted after a student absence or accept a backdated submission of the form. Failure to complete the required forms will result in the student having to comply with updated requirements or changes in the current Graduate and Professional Catalog, if applicable. Expired leaves of absence are not renewable. Contact the registrar's office to activate enrollment prior to the return date.

Please note that Azusa Pacific University leaves of absence do not meet the definition of a Title IV Approved Leave of Absence as defined under 34 CFR 668.22 (d). As such, a student will not be reported to the National Student Loan Data System as attending the university during their leave of absence.

Military Leaves of Absence

In the event of deployment and/or other circumstance related to military service that will disrupt a student's course of study, the student is required to submit the Student Request for Leave of Absence form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) to the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar). Attachment of student's military orders and/or any other supporting documentation connected to leave is required. The form must be signed by the student's program director or department chair and the dean. The student may request any length for the leave, as long as it does not begin more than 30 days prior to the assignment date, and does not conclude more than 90 days after the end date stated on the assignment papers.

The university will allow more than one military leave of absence if the student is deployed and/or other circumstance related to military service arises. If a subsequent leave of absence is requested that is not related to military service, then the student must comply with the general Leave of Absence policy for graduate and professional programs. If the student begins the military leave of absence after the add/drop deadline and has courses in progress, the student will be granted a *W* (Withdrawal) for those courses. Late drops will be considered via written request.

Students with this status need not reapply or pay readmission fees.

Withdrawal from Courses

Graduate and professional students may withdraw from a course without grade penalty at any time during the first two-thirds of the term, starting with the first day of classes.[1]

The last day to withdraw for every term is indicated in the Academic Calendar (http://www.apu.edu/calendar/academic). Students must submit an Enrollment Activity Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) to the registrar in the Graduate and Professional Center (http://www.apu.edu/graduateprofessionalcenter). Students will receive a *W* (withdrawal) grade in the course from which they withdraw. Students who never attend or stop attending a course for which they are officially enrolled will receive an *F* in that course if accepted procedures for withdrawal are not followed. Approval for withdrawal after the deadline is granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Any approval of a late withdrawal requires the favorable endorsement and signatures of the professor, department chair, and registrar. No financial adjustments will be made (see Refund Policy (p. 30)).

[1] International students must obtain approval from the International Center (http://www.apu.edu/international) to withdraw from courses.

Withdrawal from the University

A student who, for any reason, finds it necessary to withdraw from the university during the course of any term or session must do so through the registrar's office in the Graduate and Professional Center by filling out an Enrollment Activity form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms). International students must obtain approval from the International Center (http://www.apu.edu/international) to withdraw from the university. Failure to comply will mean that failing grades will be entered on the student's record. A letter indicating the student's intention of leaving the university may be submitted as well. If the student intends to return after some time, a Leave of Absence Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) should be submitted to extend the time limit for completing the degree (see Leaves of Absence (p. 71) and Refund Policy (p. 30)).

Nonenrollment for a period of two consecutive terms will result in administrative withdrawal from the university (see the Academic Calendar (http://www.apu.edu/calendar/academic) for complete term and session information). An administrative withdrawal does not change a student's posted grades or account balance, nor does it generate a refund of any kind. Reapplication and department reacceptance are required to enroll again. The initial

enrollment in the degree program will determine the time limit for completing the degree. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements.

Student Success Resources

- Academic Resources (p. 73)
- Campus Services (p. 84)
- Diversity (p. 88)
- Student Affairs (p. 90)
- Student Legal Rights (p. 94)

Academic Resources

- Academic Research and Grants (p. 73)
- Academic Success Center (p. 74)
  - Accessibility and Disability Resources (p. 74)
  - Testing and Proctoring Services (p. 77)
  - Tutoring Services (p. 78)
  - Writing Center (p. 78)
- Education to Vocation (p. 78)
  - The Career Center (p. 79)
  - Center for Academic Service-Learning (p. 79)
  - Noel Academy for Strengths-Based Leadership and Education (p. 80)
  - Office of Alumni Engagement (p. 79)
- Graduate and Professional Center (p. 80)
- Honor Societies (p. 81)
- Military Resources (p. 81)
- Office of Innovative Teaching and Technology (p. 82)
- Regional Locations (p. 82)
- Study Away Programs (Center for Global Learning and Engagement (p. 84))
- University Libraries (p. 84)

Academic Research and Grants

The following campus entities support and celebrate the development of APU as a community of Christian scholars:

- Office of Research and Grants (ORG) (p. 73)
- Center for Research on Ethics and Values (CREV) (p. 73)

Center for Research on Ethics and Values

The Center for Research on Ethics and Values (http://www.apu.edu/crev) (CREV) promotes transformative scholarship that works with ethics and values across a variety of disciplines to impact culture in positive ways. CREV offers faculty fellowships and engages faculty in multidisciplinary conversations with the goal of advancing scholarship around issues impacted by ethics and values. The center especially encourages working with ethics and values in applying scholarship that is critically informed by faith to social issues and needs of the world.

Office of Research and Grants

The Office of Research and Grants (http://www.apu.edu/researchandgrants) (ORG) promotes, supports, and celebrates research and grant opportunities to advance the Scholarship Cornerstone (https://www.apu.edu/about/cornerstones) of Azusa Pacific University. Research is celebrated through a variety of avenues, including hosting faculty sabbatical and Fulbright presentations, emailing frequent bulletins that highlight scholarly activities, publishing the Faculty Scholarship Updates twice a month, and disseminating a quarterly *Cornerstone* newsletter that highlights recent accomplishments and other research-related activities by APU students, staff, and faculty. ORG promotes faculty research by hosting faculty writers' retreats each year and assisting faculty with identifying external funding sources, reviewing application drafts, processing grant proposals through APU's routing system, and submitting completed grant applications to prospective funding sources. ORG also assists faculty in administering and managing sponsored grant

awards, facilitates campus-wide celebratory research symposia, and oversees the Center for Research on Ethics and Values (http://www.apu.edu/crev), which promotes faculty scholarship that works with ethics and values across a variety of disciplines to positively impact culture.

ORG awards graduate student travel grants, which are internal grants to support graduate students in presenting their research at professional conferences. Applications are available online (http://www.apu.edu/researchandgrants/internal/#graduatestudenttravel) and can also be obtained by contacting the office (http://www.apu.edu/researchandgrants/contact).

ORG promotes ethical practices in research through its oversight of the Institutional Review Board (https://www.apu.edu/researchandgrants/ethics/irb) and the Institutional Animal Care and Use Committee (https://www.apu.edu/researchandgrants/ethics/iacuc), two entities that review all faculty and student research involving uses of human and animal subjects. Finally, ORG supports graduate student dissertation and thesis publication through the director of graduate student publications housed in ORG.

Academic Success Center

The Academic Success Center (http://www.apu.edu/academic-success) is committed to offering comprehensive academic services, programming, and resources that support students in *thinking* critically, *planning* accordingly, and *thriving* academically as they become graduates and difference makers. The center is composed of the following four areas, each committed to partnering with students, faculty, and staff to support the academic success of all Azusa Pacific graduate and professional students:

- Accessibility and Disability Resources (p. 74)
- Testing and Proctoring Services (p. 77)
- Tutoring Services (p. 78)
- Writing Center (p. 78)

Accessibility and Disability Resources

The Academic Success Center (ASC) Accessibility and Disability Resources office is open year-round and provides a wide range of academic support services for APU students seeking to enhance their learning. It is the designated office for:

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

The office serves all students, regardless of degree level or location. Accommodations are individualized based on the learning needs of each student and upon documented verification of disability, as appropriate. Accommodation examples include, but are not limited to, extended time on exams, exams taken in a least-distracting environment, sign language interpreters, captionists, wheelchair access, and other reasonable accommodations. Accommodations are unreasonable if they would fundamentally alter the nature of academic courses, education programs, or other activities, or would result in undue financial or administrative burden.

In compliance with Section 504 of the Rehabilitation Act of 1973, APU permits service animals on campus. For more information on service animals as a disability accommodation (p. 76), contact the director of accessibility and disability resources.

Request for Disability Accommodations

Students with disabilities may request accommodations by following the steps below:

1. Complete a Request for Accommodations Form available in the ASC Accessibility and Disability Resources office or online (https://www.apu.edu/lec/disabilities).
2. Provide documentation of the disability. More information about the documentation requirements may be found online (http://www.apu.edu/lec/disabilities) and in the ASC Accessibility and Disability Resources office, including referrals for diagnostic testing.
3. Schedule a meeting to discuss needs with the director or coordinator of accessibility and disability resources, who will review and decide which accommodations, if any, are reasonable and appropriate. Note that students who reside at a distance may have this meeting by phone.

Students who believe that their requests have not been adequately addressed may follow the university's Disability Grievance Policy for students, available online (http://www.apu.edu/lec/disabilities/grievance).

For more information about disability accommodations or to obtain guidelines for disability documentation, stop by the ASC Accessibility and Disability Resources office, call (626) 815-3849, or send a note to disabilityservices@apu.edu.

Personal Care Assistance or Equipment

Students are expected to have the skills to care for themselves when functioning on campus or when occupying campus housing. Personal assistance necessitating an attendant may range from hygiene and seating assistance to medication assistance. Students requesting services from peers, staff, or faculty will be asked to obtain a personal attendant at their own expense. The provision of services by untrained individuals is considered a safety risk to the student with a disability and the individual providing the assistance.

Mobility Impairment Parking Permits for Students

Permanent Mobility Impairment

Students with a Disabled Person Parking Placard due to permanent mobility impairment (that is, a “DP” license plate or a placard issued by the California Department of Motor Vehicles) may park in any designated handicapped parking space on campus. In addition, students must register their vehicle with the Department of Campus Safety (https://www.apu.edu/campussafety) to receive an APU parking permit. Appropriate documentation to verify the mobility impairment may be requested. The placard or license plate must be displayed at all times, and parking in restricted areas, such as red zones, is not permitted.

Temporary Mobility Impairment

Students who have a temporary mobility impairment (less than one semester), such as a broken leg or short-term illness, that impacts their ability to walk short distances can request a Temporary Parking Permit that allows the student to park in any general space with the exception of restricted areas or spaces reserved for individuals with disabilities. To obtain a Temporary Parking Permit:

- Submit a completed Request for Accommodations Form available in the ASC Accessibility and Disability Resources office and online (https://www.apu.edu/lec/disabilities).
- Provide documentation of the injury or illness from a qualified medical professional stating limitations and length of time expected for recovery.
- Meet with the director or coordinator of accessibility and disability resources to review the request.

Student vehicles must be registered with the Department of Campus Safety (https://www.apu.edu/campussafety) in order to receive a Temporary Parking Permit.

If a student injury or illness extends beyond one semester, the student should meet with the director or coordinator of accessibility and disability resources again prior to obtaining an extension of the Temporary Parking Permit.

For additional inquiries, contact ASC Accessibility and Disability Resources at (626) 815-3849 (phone) or (626) 815-3859 (fax), or the Department of Campus Safety (http://www.apu.edu/campussafety) at (626) 815-3805.

Study Away Disability Accommodations

Students requiring disability accommodations for study away are encouraged to meet with the director of accessibility and disability resources as soon as possible to determine the resources available in the country of destination. Because the laws of the United States do not always apply in other countries, physical accessibility and other accommodations may not be equal to service provided in the United States. ASC Accessibility and Disability Resources, however, works with students to develop strategies to address their disability needs.

Each student is different, and travel to other countries requires an honest evaluation of what is required to identify and manage individual disability needs and potential issues that could occur while away. A discussion with the student about program fit, course selection, and personal needs is a collaborative effort shared by the Center for Global Learning and Engagement (http://www.apu.edu/global-engagement) and ASC Accessibility and Disability Resources. Open communication ensures a positive transition for students.

Procedure for students pursuing disability accommodations away:

1. Meet individually with an advisor in the Center for Global Learning and Engagement to identify the best program fit in relation to the student’s goals and academic needs.
2. After a study away program has been selected, the student should meet with the director of accessibility and disability resources to discuss disability documentation and appropriate accommodations, which are considered on a case-by-case basis.
3. The director of accessibility and disability resources will research the case and communicate with the Center for Global Learning and Engagement to determine the feasibility of providing accommodations at the anticipated location away.
4. A follow-up meeting at ASC Accessibility and Disability Resources will be held with the student to discuss available accommodations at the location away and a possible plan of action.

Service Animals

Notice of Service Animal as a Disability Accommodation Policy

Service animals perform some of the functions and tasks that an individual with a disability cannot perform. Guide dogs are one type of service animal, used by some individuals who are blind. A guide dog is the type of service animal with which many are familiar. There are, however, service animals that assist persons with other kinds of disabilities in their day-to-day activities. Some examples include:

- Alerting persons with hearing impairments to sounds.
- Pulling wheelchairs or carrying and picking up things for persons with mobility impairments.
- Assisting persons with mobility impairments with balance.

A service animal is not a pet.

Pursuant to section 504 of the Rehabilitation Act of 1973 and its implementing regulations, Azusa Pacific University ("university") permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy. Section 504 prohibits discrimination on the basis of a disability under any program or activity of the university receiving federal financial assistance.

The intent of the university is to fully comply with section 504 of the Rehabilitation Act of 1973, and under that law the university permits the use of a service animal by an individual with a disability as further set forth in the policy.

A service animal is a dog that is individually trained to do work or perform tasks for the benefit of the individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. The work or tasks performed by the service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

Questions about this policy may be directed to the Director of the Learning Enrichment Center, 901 E. Alosta Ave., Azusa, CA 91702, East Campus (between North Citrus Avenue and Stadium Way Road next door to Adams Hall), at (626) 815-3849 or lec@apu.edu, and any complaints alleging a violation of the policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (http://www.apu.edu/lec/disabilities/grievance). Copies are available at the office of the director of the Learning Enrichment Center and at the Undergraduate Enrollment Services Center, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

Service Animal as a Disability Accommodation Policy

In compliance with Section 504 of the Rehabilitation Act of 1973 including its implementing regulations, Azusa Pacific University ("university") does not discriminate on the basis of disability and is committed to providing equal educational opportunities for disabled students who qualify. The university permits the use of a service animal in accordance with its Service Animal as a Disability Accommodation Policy, as follows:

I. Definition

"Service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

II. In General

Azusa Pacific University permits the use of a service animal by an individual with a disability. APU requests such an individual complete a Learning Enrichment Center (LEC) Disability Accommodations Application and discuss his or her accommodation needs with an advisor in the LEC.

III. Other Provisions

1. **Removal of Service Animal**. The university may ask an individual to remove a service animal from the premises if:
   a. The animal is out of control and the animal's handler does not take effective action to control it;
   b. The animal is not housebroken; or
   c. The animal poses a direct threat to the health and safety of others (allergies and a fear of animals by others, generally, are not valid reasons for denying a student the right to have a service animal on university premises). A direct threat to the health and safety of others may be the basis for reasonable time, place, and manner restrictions.

2. **If an Animal is Properly Excluded**. If the university properly excludes a service animal under this policy, it shall give the individual with a disability the opportunity to obtain goods, services, and accommodations without having the service animal on the premises.
3. **Animal Under Handler's Control**. A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
4. **Care or Supervision**. The university is not responsible for the care or supervision of a service animal.
5. **Inquiries**. The university shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The university may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The university shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal. Generally, the university may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).
6. **Access to Areas of the University**. An individual with a disability shall be permitted to be accompanied by his or her service animal in all areas of the university where members of the public, program participants, clients, customers, patrons, or invitees, as relevant, are allowed to go.
7. **Surcharges**. The university shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the university normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his or her service animal.
8. **Questions**. Questions about this policy may be directed to the director of the Learning Enrichment Center, 901 E. Alosta Ave., Azusa, CA 91702, East Campus (between North Citrus Avenue and Citrus College's Stadium Way, next door to Adams Hall) at (626) 815-3849 or lec@apu.edu.
9. **Complaints/Grievance Policy**. Complaints alleging any violation of this policy or noncompliance with its provisions will be governed by the university's Disability Grievance Policy for Students, which can be found online (http://www.apu.edu/lec/disabilities/grievance). Copies are available at the office of the director of the Learning Enrichment Center and at the Undergraduate Enrollment Services Center, East Campus (near the intersection of East Alosta Avenue and North Citrus Avenue).

Testing and Proctoring Services

The Academic Success Center (ASC) Testing Services office administers many testing and proctoring services as a support to the APU academic community and general public:

Placement Assessment (http://catalog.apu.edu/undergraduate/student-resources/academic-resources/academic-success-center/testing-proctoring-services/placement-assessment)

- Foreign Language Placement and Proficiency Assessments (http://catalog.apu.edu/undergraduate/student-resources/academic-resources/academic-success-center/testing-proctoring-services/placement-assessment/foreign-language-placement)
- International Student Placement Assessment
- Math Placement Assessment (p. 77)
- Miller Analogies Test (MAT) (http://catalog.apu.edu/undergraduate/student-resources/academic-resources/academic-success-center/testing-proctoring-services/placement-assessment/miller-analogies-test)
- Writing Placement Assessment (http://catalog.apu.edu/undergraduate/student-resources/academic-resources/academic-success-center/testing-proctoring-services/placement-assessment/writing-placement-assessment)

Testing Services (http://catalog.apu.edu/undergraduate/student-resources/academic-resources/academic-success-center/testing-proctoring-services/testing-services)

- College Level Examination Program (CLEP) (http://catalog.apu.edu/undergraduate/student-resources/academic-resources/academic-success-center/testing-proctoring-services/testing-services/clep)
- DANTES Subject Standardized Tests (DSST) (http://catalog.apu.edu/undergraduate/student-resources/academic-resources/academic-success-center/testing-proctoring-services/testing-services/dsst)
- Foreign Language Achievement Testing Service (FLATS) (http://catalog.apu.edu/undergraduate/student-resources/academic-resources/academic-success-center/testing-proctoring-services/testing-services/flats)

Proctoring Services (http://catalog.apu.edu/undergraduate/student-resources/academic-resources/academic-success-center/testing-proctoring-services/proctoring-services)

Math Placement Assessment

Professional students who need to take PRMA 110, PRMA 130, or UNRS 299 and lack the course prerequisites (https://www.apu.edu/graduateprofessionalcenter/registrar/placement/requirement) are required to use ALEKS in order to demonstrate preparedness to take these

courses. ALEKS PPL (https://www.apu.edu/graduateprofessionalcenter/registrar/placement/aleks) is a state-of-the-art placement system which enables students to take a placement assessment (https://www.apu.edu/graduateprofessionalcenter/registrar/placement/start) up to five times and provides a personalized Prep and Learning Module (https://www.apu.edu/graduateprofessionalcenter/registrar/placement/prep) to help students to review in between assessments.

The required ALEKS scores are indicated in the table below.

Course(s)	Prerequisite(s)
College Algebra (PRMA 110)	ALEKS score of 45-59 (a score of 60 or higher waives PRMA 110)
Statistics (PRMA 130)	ALEKS score of 30 or higher
Statistics for Nursing (UNRS 299)	ALEKS score of 45 or higher

Tutoring Services

Tutoring services are available at no additional charge for numerous academic subjects. Specific subject areas change each semester based on student demand and the availability of qualified peer tutors.

The Academic Success Center Tutoring Services office schedules appointments for one-on-one sessions as well as small group tutoring.

Tutoring empowers students to become more confident, effective, and independent learners. To learn more, visit the center's Tutoring Services webpage (https://sites.google.com/apu.edu/tutoring/home). You may also schedule a tutoring appointment online (https://tutortrac.apu.edu) (does not work in Chrome) or contact us at tutoring@apu.edu or (626) 815-3849.

Writing Center

APU's Writing Center (http://www.apu.edu/writingcenter) offers several forms of writing support that are free and available to all APU students:

- **In-Person Appointments:** At any stage of the writing process, students can meet with a writing coach and receive individualized support to improve their writing projects and, more importantly, their writing skills. Learn more (https://www.apu.edu/writingcenter/appointments/services) about scheduling an appointment.
- **Online Appointments:** Graduate, regional location, and undergraduate commuter students can work with a writing coach online. During online appointments (https://www.apu.edu/writingcenter/appointments/onlineservices), students and writing coaches use video or chat and a mutual whiteboard space to work together in real time.
- **Walk-in Hours:** APU's Writing Center offers walk-in hours, during which students can work with available writing coaches individually or in groups. Students can also use this space to work independently in a supportive environment where they can ask questions as needed. View the current walk-in hours and location (http://www.apu.edu/writingcenter/appointments/walkinhours).
- **Workshops:** The Writing Center provides several workshops (http://www.apu.edu/writingcenter/workshops) for students. Join us for discussions and practical guidance on writing-related topics. Workshop dates are listed on our calendar (http://www.apu.edu/writingcenter/calendar).
- **Resources:** Stop by any of our locations or visit our website's Resources page (http://www.apu.edu/writingcenter/resources) for handouts on more than 35 writing challenges ranging from brainstorming to documentation.

Locations

APU's Writing Center is open year-round and has locations in Marshburn Library (East Campus), Building One (West Campus), and online, as well as at a number of APU regional locations.

Education to Vocation

Education to Vocation is a division of Azusa Pacific University that considers the full scope of degree pursuits and future calling for students. As students progress through various academic achievements, they obtain an understanding of the importance of community engagement and a philanthropic mindset, and additional development occurs with the expansion of raw talent in alignment with career pursuits. This progression leads to engaged alumni who have an affinity for APU and the greater community. The following offices and centers contribute to this process:

- The Career Center (p. 79)
- Center for Academic Service-Learning (p. 79)
- Noel Academy for Strengths-Based Leadership and Education (p. 80)
- Office of Alumni Engagement (p. 79)

Office of Alumni Engagement

The Office of Alumni Engagement (https://www.apu.edu/alumni) at Azusa Pacific University values alumni from all stages of life and all degree and certification programs. The Alumni Engagement staff serve alumni by making them aware of benefits, resources, and opportunities to stay connected to the university.

Our Vision

For APU graduates to achieve their fullest potential in all aspects of community engagement, discipleship, lifelong learning, and transformational leadership.

Our Mission

To engage alumni through intentional partnerships to advance the APU community and the work of God in the world.

The Career Center

Our Career Center (https://www.apu.edu/career/contact) team helps alumni and students with their career and professional development in a changing world of work.

Through APU's career platform, Handshake (https://apu.joinhandshake.com/login), alumni and students can reserve an appointment to meet with a career consultant by phone or FaceTime, access professional development resources, and receive customized job and internship notifications from thousands of companies and organizations across the globe.

Center for Academic Service-Learning

Mission Statement

The Center for Academic Service-Learning (https://www.apu.edu/service-learning) (CASL) is an academic unit connecting APU's Four Cornerstones (https://www.apu.edu/about/cornerstones) through high-quality, course-based service-learning experiences across the campus and in the wider community. Service-learning builds community by developing positive, reciprocal relationships between Azusa Pacific University and the local, national, and international private and public sectors in order to enhance scholarship of faculty, students, and community partners through service activities, which integrate faith in Christ with service and learning.

Academic Service-Learning at APU

Academic service-learning is a teaching and learning method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to the course content, with a focus on (a) connecting theory to practice, (b) critical reflective thinking, (c) personal and civic responsibility, (d) faith integration, and (e) relationship to students' planned vocation. The three distinctives that characterize service-learning at APU are that it is:

1. Academic: intentional and clear connection to course learning outcomes and purposeful critical reflection throughout.
2. Reciprocal: active partnerships between faculty, community partners, and students as mutual beneficiaries and coeducators.
3. Making a Difference: outcomes of the project are evidenced through impact on the community as well as on student learning, civic understanding, goals, and faith development and application.

CASL staff members work with faculty and community leaders to intentionally integrate academic coursework with relevant community service that enhances student, faculty, and community scholarship. Undergraduate and professional courses designated "Service-Learning Course" in course registration materials meet the criteria for excellence in academic service-learning, and the designation is reflected on official school records and transcripts for the baccalaureate degree. Also, upon faculty verification, traditional undergraduate students who successfully meet a course's service-learning requirements earn university service credits (https://www.apu.edu/studentaction/servicerequirement) needed to meet graduation requirements.

Academic Service-Learning Student Outcomes

Connecting Theory to Practice

- Demonstrate competence in academic content and theory through practical application
- Gain increased understanding of how academic content relates to "the real world"

Critical Reflective Thinking

- Articulate connections between course content and service-learning experiences
- Identify how service-learning affected sense of personal efficacy, personal identity, spiritual development, understanding of diversity, and moral development

Personal and Civic Responsibility

- Develop personal desire to contribute to local, national, and/or global community
- Evaluate how cultural competence and understanding of diversity are developed through informed and reciprocal interactions with others
- Strengthen democratic values and civic responsibility

Faith Integration

- Explain the relevance of Christian faith through the application of learning
- Articulate an integrated understanding of faith and learning in action

Relationship to Planned Vocation

- Prepare for employment by gaining practical experience and networking opportunities
- Demonstrate skills that employers seek (e.g., communication skills, leadership, problem solving, etc.)

Noel Academy for Strengths-Based Leadership and Education

The Noel Academy for Strengths-Based Leadership and Education (https://www.apu.edu/strengthsacademy) exists to further the practice, research, and dissemination of strengths-based approaches to teaching, learning, and leading in higher education at Azusa Pacific University and beyond. The Noel Strengths Academy offers a variety of services and resources for the students, staff, and faculty of Azusa Pacific as well as other organizations interested in bringing the strengths philosophy of people development into their settings.

The academy fulfills its mission through:

- **Strengths Coaching:** Providing one-to-one conversations with students, faculty, and staff exploring and applying their unique talents to academic, personal, and professional goals.
- **Training:** Consulting with colleges and universities to train faculty and staff to conduct strengths-based advising, coaching, teaching, team building, and curriculum design.
- **Research:** Conducting impact studies of strengths-based education practices and functioning as a clearinghouse for research that is conducted on strengths-based practices.
- **Dissemination:** Disseminating the best practices in strengths-based education, along with research results, through the academy website, newsletters, and hosted conferences.

Graduate and Professional Center

The Graduate and Professional Center (https://www.apu.edu/graduateprofessionalcenter) is the hub of resources and services for students proceeding through graduate and professional programs. Housed in one convenient center, the enrollment services and student support teams work as an integrated unit to provide students with the tools they need to apply to APU (http://www.apu.edu/apply) and proceed through their academic program.

The center is located at:

Azusa Pacific University
568 E. Foothill Blvd.
Azusa, CA 91702

Contact information:

(800) 825-5278
Fax: (626) 815-4545 or (626) 815-4571
gpc@apu.edu
apu.edu/gpc

Mailing address:

Graduate and Professional Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Honor Societies

Alpha Chi

Alpha Chi is a national college honor society that admits students from all academic disciplines. It promotes academic excellence and exemplary character among college and university students and honors those who achieve such distinction. Membership is by invitation and is limited to the top-ranking 10 percent of APU's junior and senior undergraduates and the top-ranking 10 percent of students in graduate programs. APU's California Gamma chapter was chartered in 1969.

Alpha Phi Sigma

Alpha Phi Sigma was established in 1941 to recognize student excellence in the fields of criminal justice (p. 212) and law.The goal of the honors society is to provide networks to professional opportunities, including grants and scholarships for current students, career development, and honors at graduation.Membership requires undergraduate students to declare criminal justice as their major, to complete three full-time college semesters, to carry a cumulative GPA of 3.2 on a 4.0 scale, and to have a minimum of four courses in the criminal justice major.Graduate students shall be enrolled in a graduate program in criminal justice or a related field, have completed four courses, and have a minimum GPA of 3.4 on a 4.0 scale or rank in the upper 25 percent of their class.

Phi Alpha

Eta Iota is the local chapter of the Phi Alpha national social work (p. 318) honor society. Phi Alpha provides a closer bond among social work students and promotes humanitarian goals and ideals. It fosters high academic standards for social work students and invites into membership those who have attained excellence in scholarship and service. To qualify for membership, a candidate must be a declared social work major, have senior status, have at least 90 semester hours of general and departmental coursework, exhibit personal and professional integrity, and have a minimum grade-point average of 3.6 in all coursework.

Sigma Iota Epsilon

The Master of Business Management program (p. 337) is a member in the Sigma Iota Epsilon National Honorary and Professional Management Fraternity. Membership in Sigma Iota Epsilon highlights the academic standards of the Master of Business Management program and the qualifications of the faculty. APU's chapter, Theta Kappa, extends membership to students who demonstrate high academic standing in the field of management, connecting SIE's mission with APU's Four Cornerstones and developing holistic and dynamic professionals in the business world.

Sigma Theta Tau International

Iota Sigma is the APU School of Nursing (p. 426) chapter of Sigma Theta Tau International (STTI), the only international honor society for nursing. STTI was founded in 1922 by six nurses in Indiana and has grown to include nearly 500 chapters in 85 countries. The honor society supports learning, knowledge, and professional development of nurses making a difference in global health. Iota Sigma was chartered in 1988 and has inducted more than 1,900 nursing students and nurse leaders.

Military Resources

Office of Military and Veteran Services

The Office of Military and Veteran Services (MVS) is committed to honoring and serving all military-connected students (active duty, veterans, reservists, Coast Guard, National Guard, spouses, and children) through professional development and spiritual health imparted by a caring community. MVS is open to all military-connected students enrolled in undergraduate, graduate, or professional programs at every campus in the Azusa Pacific system. MVS assists with the transition to college life including initial interest in APU, academic support, graduation, and beyond. Learn more about the Office of Military and Veteran Services (https://www.apu.edu/militaryeducation).

The center is located at:

Adams Hall Northside Room #134
901 E. Alosta Ave.
Azusa, CA 91702
(626) 815-4603
mvs@apu.edu

Mailing address:

Adams Hall Northside Room #134
901 E. Alosta Ave.
Azusa, CA 91702

Office of Military and Veteran Education Benefits

The Office of Military and Veteran Education Benefits (MVEB) is dedicated to helping you utilize your VA education benefits here at APU. Although eligibility is determined solely by the U.S. Department of Veterans Affairs, we will do all we can to help you get the most out of the education benefits awarded to you.

Feel free to contact our VA Certifying Officials with any questions or concerns you may have regarding accessing and/or processing your education benefits. Learn more at Office of Military and Veteran Education Benefits (https://www.apu.edu/militaryeducation/benefits).

The center is located at:

Administration West Building, Suite 111
568 E. Foothill Blvd.
Azusa, CA 91702
(626) 815-3837
mveb@apu.edu

Mailing address:

Graduate and Professional Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Office of Innovative Teaching and Technology

Online courses (http://www.apu.edu/online) cover the same content as face-to-face courses and are taught by fully qualified APU faculty. Material presentations and class discussions are conducted online. Online courses are typically conducted asynchronously, but in some instances faculty might schedule synchronous meetings, such as office hours and discussions, using web and other conferencing tools. These are **not** correspondence courses between a professor and one student, but full classes of students interacting with one another, as well as with the professor, through weekly activities and discussions.

Most students who take online classes do so for convenience while balancing work schedules and course availability. This environment allows students who are unable to attend a campus program to participate in an online version of traditional face-to-face classes. Learning is still driven by interaction with content material, professor mentoring, and student dialogue. Online courses are designed for self-motivated and disciplined students. As in traditional classes, participation requirements and strict due dates apply. This is not a self-paced program, but rather, another way of becoming a lifelong learner wherein the responsibility for learning is shared by the student and professor.

APU offers online programs in a variety of disciplines, and you may view a complete list online (http://www.apu.edu/online). Other individual online classes are offered that can be taken as part of traditional, face-to-face graduate programs. For more information about a specific online program, call (800) 825-5278. For more information about online learning at APU, contact the Office of Innovative Teaching and Technology (http://www.apu.edu/itt) at itt@apu.edu or (626) 387-5877.

Regional Locations

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

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

Mailing Address:
Office of the Regional Campuses
Azusa Pacific University

PO Box 7000
Azusa, CA 91702-7000

Check with locations for specific programs offered.

Regional Campuses

High Desert Regional Campus

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

Inland Empire Regional Campus

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

Murrieta Regional Campus

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

Orange County Regional Campus

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

San Diego Regional Campus

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

Regional Sites

Los Angeles Regional Site

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

Monrovia Regional Site

660 E. Huntington Dr.
Monrovia, CA 91016

(626) 815-6302
sonmonrovia@apu.edu
apu.edu/monrovia

Instructional Location

Redlands Community Hospital

350 Terracina Blvd.
Redlands, CA 92373

Study Away Programs (Center for Global Learning and Engagement)

The Center for Global Learning and Engagement (https://www.apu.edu/global-engagement) coordinates efforts with APU deans and department chairs to develop short-term international and domestic study programs for interested graduate and professional students. Students seeking to experience the cross-cultural aspect of education firsthand are encouraged to speak with their graduate or professional program advisor to explore the possibilities of studying away in conjunction with their APU coursework.

GO Term Programs

GO Terms are academic programs of varying lengths, offered in summer, fall, and spring, that offer students a wide variety of destinations and courses of study, and include different degree levels. To learn more about GO Terms, visit the GO Terms programs website (https://www.apu.edu/global-engagement/study-away/programs).

University Libraries

Azusa Pacific's University Libraries include the William V. Marshburn Memorial Library (https://www.apu.edu/library/marshburn) (East Campus), the Hugh and Hazel Darling Library (https://www.apu.edu/library/darling) (West Campus), the James L. Stamps Theological Library (https://www.apu.edu/library/stamps) (West Campus), and library collections at two of the seven regional locations—Los Angeles and San Diego—which support the academic programs at their respective locations.

Regular hours for the three main-campus libraries can be found on the hours page (http://www.apu.edu/library/about/hours). Special library hours also may be set for final exam weeks, vacation breaks, and holidays. For more information about library services and resources, call the University Libraries main number, (626) 815-3847.

Library Use

Online library resources are available through the University Libraries' main page (https://www.apu.edu/library). In order to check out library materials, you will need your APU ID card.

Campus Services

- Azusa Print + Design (p. 84)
- Campus Safety (p. 85)
- Disaster Preparedness Information (p. 85)
- Information and Media Technology (IMT) (p. 86)
- University Bookstore (p. 88)

Azusa Print + Design

Azusa Print + Design is a self-serve, competitively priced graphics studio and print shop owned and operated by Azusa Pacific University. Experienced staff are available to assist students with basic instruction and suggestions to help design projects. The goal is to provide an alternative solution for those wishing to manage their own projects or gain hands-on experience with graphic design.

Services include: black-and-white copies, color copies, poster printing, poster mounting, lamination, banners, canvas prints, photo printing, business cards, stickers, CD labels, buttons, binding, postcards, dissertations, résumé paper, corrugated boards, and custom vinyl decals. Finishing services include binding, stapling, booklets, folding, cutting, scoring, perforation, and stapling.

Azusa Print + Design accepts cash, checks, Visa, MasterCard, and Cougar Bucks. For more information, visit the Azusa Print + Design website (https://www.apu.edu/campusauxiliary/printanddesign) or call (626) 815-5078.

Hours*

Monday-Friday: 8 a.m.-6 p.m.
Saturday: 9 a.m.-5 p.m.

**Hours may vary during holidays and the summer.*

Location

Azusa Print + Design is located at 950 E. Alosta Ave., Azusa, California 91702, in the University Promenade shopping center.

Campus Safety

The Department of Campus Safety (http://www.apu.edu/campussafety) works diligently to ensure a safe living, learning, and working environment for the APU community. It employs numerous full-time staff members as well as part-time student employees. The Department of Campus Safety is located on the first floor of Adams Hall on East Campus.

The department has well-established partnerships with city, county, state, and federal law enforcement authorities and collaborates with them on investigations and crime prevention programs to provide the best possible service to the APU community.

Services Provided

- 24/7 Dispatch Center
- 24/7 Officer Patrols (Vehicle, Bicycle, Foot)
- 24/7 Safety Escorts
- After-Hours Shuttle Service (10 p.m.–2 a.m.)
- Anonymous “Silent Informant” Reporting
- Code Blue Emergency Phones throughout the Campus
- Crime Reporting
- Event Security
- Parking Services and Traffic Enforcement
- Personal Safety Whistle Distribution Program
- Rape Aggression Defense (RAD) Classes for Women
- Student Awareness Program
- Vehicle and Bicycle Registration

Resources Provided

All community members are encouraged to be aware of their surroundings, avoid walking alone when possible, and secure their living area and vehicles. Safety is everyone’s business. Remember: *“If you see something, say something.”* If assistance is needed, adhere to the following guidelines:

For all life-threatening emergencies or crimes in progress, dial 911, then call Campus Safety at (626) 815-3898.

For non-life-threatening situations, contact Campus Safety at (626) 815-3898.

Additional information:

- Annual Security and Fire Safety Report (http://www.apu.edu/campussafety/clery)
- Parking Services Information (https://apu.thepermitstore.com)

Disaster Preparedness Information

Azusa Pacific University’s top priority is the safety and security of students, employees, and guests. To that end, APU continuously refines its disaster preparedness plans to be ready for natural disasters and other emergencies. Because of its location in Southern California, APU is particularly susceptible to earthquakes and wildfires. Specific plans have been made for these types of emergencies in conjunction with the Los Angeles County Fire Department and the Azusa Police Department, and the university maintains an excellent working relationship with both of these agencies. Explore (http://www.apu.edu/response) complete emergency response information, including emergency procedures.

Information and Media Technology (IMT)

Information and Media Technology (IMT) delivers enabling technology and information services to empower the APU community to serve and learn.

Some of the most common services are listed below, and more services and other information can be found online (http://support.apu.edu), where students can chat live with the IMT Support staff, submit a request, check on existing requests, or search for answers to common questions. Help is also available by phone 24/7 at (626) 815-5050 or (866) APU-DESK (toll free), and by email at support@apu.edu.

- Antivirus Protection and Security (p. 86)
- Computer Labs (p. 86)
- Computer Purchase and Repair (p. 86)
- IMT Computer Store (http://computerstore.apu.edu)
- IMT Media Services Request (https://support.apu.edu/hc/en-us/articles/221902708-Media-Technology-Request-Form)
- IMT Support Center (p. 87)
- Internet Acceptable Use Policy (p. 87)
- Network Access (APUWIFI) (p. 88)
- University Portal (home.apu.edu)

Antivirus Protection and Security

Antivirus Protection

While antivirus protection is not required to gain access to our network, it is highly recommended. If you do not have virus protection installed on your Mac or Windows PC, APU provides a free antivirus license for use on personal computers. Once you have your APU Network Account, you can download antivirus software on our support site (https://support.apu.edu/entries/88026636-Downloads). Contact our support team (https://support.apu.edu/hc/en-us) if you have other questions or require assistance.

Other Information/Security Resources

Azusa Pacific University's IMT Security Office works with the campus community to secure system and network resources and to protect the confidentiality of student, faculty, and staff information. Visit our security website (http://security.apu.edu) for many helpful resources to assist with keeping devices and identity secure.

Computer Labs

IMT provides computers in convenient common spaces, such as the libraries and the student union. These computer labs (https://support.apu.edu/entries/89738593) are equipped with workstations and printers that you can conveniently use with your campus One Card (learn more about printing in the library labs (https://support.apu.edu/entries/25211232-Printing-in-the-Library-Labs)). Available software includes SPSS, Microsoft Office Suite, and a variety of discipline-specific programs. Lab technicians are available in each library to assist students during operational hours.

Computer Purchase

Azusa Pacific University encourages students to have their own computers for coursework, collaboration, communication, searching online library information resources, and internet access. Students will find that the computer is an important tool for their education experience.

Acknowledging the importance of computing as an integrated part of the learning process, the IMT Computer Store offers great deals on Apple products as well as peripherals for Mac and PC. For more information, visit the store website (http://computerstore.apu.edu), call (626) 815-5096, or email the staff at computerstore@apu.edu.

Guidelines

Students may use the following as a guide for *minimum* standards when purchasing a computer for use at APU. For most students, a laptop/notebook is recommended over a desktop.

Apple

Generally, any MacBook Air or MacBook Pro sold in the last 2-3 years will be adequate for use on campus. Students purchasing a new computer should consider the following minimum specifications:

- Intel Core i3, 2.4 GHz Processor
- 4 GB of RAM
- 802.11n wireless
- Webcam
- OS X 10.9 or newer

Windows PC

- Intel Core i3, 2.4 GHz Processor
- 4 GB of RAM
- 802.11n wireless
- Webcam
- Windows 7 or newer

IMT Support Center

The IMT Support Center is here to assist the APU community in many areas, including gaining access to the University Portal (home.apu.edu), and helping with your APU Network Account (APU NetID), network access, and classroom support. The IMT Support Center also has specialized equipment that can be checked out for class projects.

Visit the IMT Support Center website (https://support.apu.edu) to live-chat with support staff, submit a request, check on existing requests, search for answers to common questions, or find out about other IMT services. The center is available by phone 24/7 at (626) 815-5050 or (866) APU-DESK (toll free), and by email at support@apu.edu.

We are here to serve you!

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, communication, or information devices or resources.

Acceptable Uses

1. Use as a vehicle for scholarly or university-related communications
2. Use in applying for or administering grants or contracts for research or instruction
3. Use in activities of research or direct support for instruction
4. Use must be consistent with university standards as defined in its publications.

Unacceptable Uses

1. Use of apu.edu 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 reestablish the connection as soon as an acceptable understanding has been reached. Any disciplinary action deemed necessary will be handled through the dean of the school or college.

Network Access (APUWIFI)

APU is proud to offer a campus-wide wireless network, APUWIFI. Because mobility is an important part of a student's learning experience, the wireless network allows students to connect to the internet from most locations on campus, including classrooms, APU living areas, and outdoor spaces. For more information about requirements and how to get on the network for the first time, visit the IMT Support Center website (https://support.apu.edu/entries/104069086).

Wired ethernet ports are also available in some common areas.

University Portal: home.apu.edu

H (https://home.apu.edu)ome.apu.edu is Azusa Pacific University's web portal—your personalized home for the information and tools you need as a student. This is where you register for classes, check financial information, and update personal contact information. It's also where you can access your email; check your One Card balances, chapel schedule and attendance, and ministry service credits; submit prayer requests; access library resources; get to our learning management system (Canvas); and find links to many other campus resources.

As a new student, you should have received an invitation to home.apu.edu when you received your APU Network Account (APU NetID and password). If for some reason you have trouble accessing home.apu.edu, visit support.apu.edu so the IMT Support Center can assist you.

Email and Collaboration

APU subscribes to G Suite for Education. Each student receives access to an @apu.edu email address through Gmail and access to Google Drive (with unlimited storage), including the G Suite apps: Docs, Calendar, Sites, and Groups. You also have the option to use Google+ and Google Hangouts for group chat messaging and video calls. For more information, see our G Suite Help section on support.apu.edu.

University Bookstore

Located on West Campus across from the Hugh and Hazel Darling Library (https://www.apu.edu/library/darling), the University Bookstore (http://www.bookstore.apu.edu) offers a wide range of merchandise and services, including purchase and/or rental of new and used textbooks, as well as electronic versions (if available). The bookstore also offers opportunities throughout the year to sell back textbooks.

In addition to materials needed for students' courses, a selection of Christian books, Bibles, reference materials, and art and office supplies are available. Many books not carried by the University Bookstore are available by special order. The University Bookstore also offers everything needed to show school spirit, from APU T-shirts and sweatshirts to mugs and other gifts. Students may also purchase caps and gowns, graduation announcements, class rings, and nursing pins. For students' convenience, a fax sending and receiving service is offered as well. Imprinting, balloon bouquets, and complimentary gift wrapping are available.

Online textbook ordering is available on the bookstore website (http://www.bookstore.apu.edu), or by calling (800) 933-1950 or (626) 815-5044. Bookstore hours (https://www.bookstore.apu.edu/site_about_us.asp?) are available on the website, and are subject to change.

Diversity

Being. Becoming. Belonging.

"As an evangelical Christian community of disciples and scholars, Azusa Pacific University approaches diversity from a biblical perspective, affirming that diversity is an expression of God's image, love, and boundless creativity."

—What We Believe: Our Identity and Values in Community

Diversity is an expressed value at Azusa Pacific University. We firmly believe that diversity reflects God's image, love, and creativity. Therefore, we strive to cultivate a university environment that honors and respects each individual's uniqueness while celebrating our collective commonalities. In pursuit

of this outcome, we continue to engage in robust conversation and discourse to consider a variety of perspectives with a spirit of humility, a heart to actively listen, and a commitment to speak truthfully yet tactfully. We continue our efforts to recruit, hire, and support a diverse community in an effort to create a milieu that reflects the mosaic of God's Kingdom. The distinctives below conceptualize desired outcomes that inform our vision for the diverse demography of faculty, staff, and students at APU.

- ***Being.*** Celebrating the presence and God-given capacity of each individual while also acknowledging implicit biases that we bring to the community
- ***Becoming.*** Developing intercultural competency and strategic skill at engaging and valuing diverse citizenship at APU and beyond
- ***Belonging.*** Cultivating a university culture and climate that fosters intercultural engagement and authentic community

To promote and sustain diversity and inclusion efforts, we have two centers committed to supporting students, staff, and faculty with their diverse needs. The Student Center for Reconciliation and Diversity (http://www.apu.edu/scrd) primarily serves our undergraduate students, and the Center for Diversity, Equity, and Inclusive Excellence (http://www.apu.edu/cdeie) serves our faculty and staff. For an overview of additional diversity-related offices, services, and programs, see our Diversity Matters brochure (http://catalog.apu.edu/undergraduate/student-resources/diversity/center-for-diversity-equity-and-inclusive-excellence/Diversity_brochure-_4.pdf) (PDF). To report only **nonemergency** bias-related incidents, use the Bias Incident Reporting (http://www.apu.edu/diversity/bias) tool.

Thank you for your partnership and collaborative engagement.

Keith E. Hall, Ed.D.
Vice President, Chief Diversity Officer

Center for Diversity, Equity, and Inclusive Excellence

Assisting Faculty and Staff in Their Efforts to Nurture Diversity and Inclusion

The Center for Diversity, Equity, and Inclusive Excellence (https://www.apu.edu/cdeie) is a resource for the implementation and nurturing of campus-wide, diversity-sensitive learning environments. The center supports faculty and staff through wider peer support, the Diversity Ambassador Program (http://www.apu.edu/cdeie/ambassadors), and various professional development opportunities designed to help equip them for effective student learning engagement.

The center strives to assist faculty and staff through:

- hosting diversity workshops and seminars with featured speakers focusing on various topics related to creating inclusive learning environments;
- providing resources and initiatives focused on strategies to support and retain diverse faculty and staff;
- collaborating with the Student Center for Reconciliation and Diversity (p. 89) to promote communication and engagement among students, staff, faculty, and administration;
- promoting the integration of APU's Identity Statement on Diversity (http://www.apu.edu/about/diversity) into all curricular and cocurricular aspects of the university; and
- the Bias Incident Reporting (http://www.apu.edu/diversity/bias) tool for **nonemergency** incidents only.

For more information, contact the center at (626) 387-5821. For an overview of additional diversity-related offices, services, and programs, see our Diversity Matters brochure (http://catalog.apu.edu/undergraduate/student-resources/diversity/center-for-diversity-equity-and-inclusive-excellence/Diversity_brochure-_4.pdf).

Student Center for Reconciliation and Diversity

The Student Center for Reconciliation and Diversity (SCRD) (http://www.apu.edu/scrd) holds as its primary mission to support the university's larger mission of God-honoring diversity. SCRD designs and implements a continuum of programs and services that promote undergraduate student recruitment and retention, student leadership development, and the pursuit of academic success and graduation. SCRD's efforts expand cultural awareness for all students, faculty, and staff in order to promote equality and model racial reconciliation and unity and an appreciation of all cultures.

The SCRD pursues this mission by:

1. Investing in the development of student leaders who serve as catalysts for communication and understanding among people of all racial, cultural, and socioeconomic backgrounds.

2. Providing supplemental support and services for ethnic minority students.
3. Sponsoring programs and activities that increase awareness of and appreciation for ethnic and cultural diversity.

The center also coordinates multiple scholarship programs (http://www.apu.edu/scrd/scholarship). The Multi-Ethnic Leadership Scholarship (http://www.apu.edu/scrd/scholarship/multiethnic) program involves education in diversity, leadership, and discipleship with selected students who become leaders of cross-cultural understanding and racial reconciliation on campus and beyond, and the TELACU Scholarship (http://www.apu.edu/scrd/scholarship/telacu) program is offered in collaboration with The East Los Angeles Community Union (TELACU). The center also provides information on internship and learning opportunities offered by outside organizations for ethnic minority student populations and sponsors various campus events to promote intercultural engagement and community.

Students are welcome to stop by the SCRD office—located on Cougar Walk next to the associate dean's office—for more information on programs, activities, and scholarships, or to just relax. To stay informed, contact us (http://www.apu.edu/scrd/contact) or sign up for the mailing list by submitting your name and email address to the SCRD. For an overview of additional diversity-related offices, services, and programs, see our Diversity Matters brochure (http://catalog.apu.edu/graduateprofessional/student-resources/diversity/student-center-for-reconciliation-and-diversity/Diversity_brochure-_4.pdf). You may also use the Bias Incident Reporting (http://www.apu.edu/diversity/bias) tool to report **nonemergency** bias-related incidents only.

Student Affairs

- Graduate and Professional Engagement (p. 90)
- Campus Life (p. 90)
- Campus Ministry (p. 91)
- Graduate and Professional Spiritual Life (p. 91)
- Health Insurance (p. 91)
- Intercollegiate Athletics (p. 92)
- International Center (p. 92)
- Office of Women's Development (p. 94)
- University Counseling Center (p. 94)

Graduate and Professional Engagement

Graduate and Professional Engagement is a resource office focused on enhancing a sense of community and the student experience. In addition to facilitating a number of programs for student engagement, the office also identifies and communicates support services and manages the Graduate and Professional Student Standards of Conduct, Policies, and Procedures.

Campus Life

The Office of Campus Life provides purposeful programming to help students develop a sense of belonging and personal growth throughout their APU experience.

Mission Statement

Campus Life exists to enhance the college experience by connecting students to each other and creating a sense of belonging through campus-wide opportunities that foster self-development.

Fulfilling Our Mission

The Office of Campus Life seeks to fulfill the above mission through the following:

- Clubs and Organizations: Supporting student-managed groups including club sports, service organizations, academic clubs, and social/interest groups. Azusa Pacific University does not allow or recognize national social clubs, fraternities, or sororities.
- Intramurals: Coordinating various indoor and outdoor sports throughout the year.
- Outdoor Adventures: Offering outdoor adventure trips, outdoor rental equipment, local hiking information, and a wilderness orientation program for incoming freshmen and transfers.
- Performing Arts: Planning and implementing entertainment and education for the APU community through small- and large-scale concerts and music, art, and performance-based events.

- Special Events: Planning and implementing campus-wide events that create a sense of community among the student body.

Campus Ministry

Office of Campus Ministry

The staff in the Office of Campus Ministry desire to see students' hearts, souls, and minds be continually transformed by the renewing and redemptive work of God in their lives—as individuals and as valuable parts of the Body of Christ.

The Campus Ministry staff encourage students toward increasing spiritual maturity, offer spiritual care and opportunities for discipleship-focused relationships, and contribute to a growing understanding of the interrelationship of scholarship and discipleship.

Graduate and Professional Spiritual Life

SoulQuest (https://www.apu.edu/soulquest) is the spiritual care ministry of Azusa Pacific University's graduate, professional, and nontraditional undergraduate students. It conveys the importance APU places upon the life of every person and an understanding that the journey toward growth and wholeness is a quest that integrates intellectual and spiritual dimensions in the transformation of the soul.

SoulQuest guides graduate, professional, and nontraditional undergraduate students toward a deeper knowledge of God through Jesus Christ with a commitment to:

1. Make available to every student a personal point of encounter with Jesus Christ and His call to those students.
2. Provide intentional times and resources that allow students to consider their spiritual journey in an integrated way with their vocational growth.
3. Convey with clarity the Christ-centered nature of the university's approach to education from a Christian perspective, with particular concern for transformation of the soul.

Graduate, professional, and nontraditional undergraduate students can participate in SoulQuest through:

- Regular fellowship events
- Weekly email contact from a chaplain
- The Prayer Partners Program
- Personal connection with a chaplain
- Learning events

SoulQuest seeks to bring students to a deeper knowledge of God through Jesus Christ and therefore embraces the diversity of students and faiths in APU's constituency. While maintaining integrity with regard to the university's heritage and calling, the chaplains are equally available to respond to the needs of all students in a grace-filled and affirming manner.

Health Insurance

Voluntary Health Insurance

Student health insurance is an optional benefit for domestic graduate and professional students and can be purchased through the Graduate and Professional Center (http://www.apu.edu/graduateprofessionalcenter) during the open enrollment activity period at the current health insurance fee. It must be renewed in the fall and spring terms in order to provide continuous coverage. Graduate students receive services through a PPO physician in their area. Graduate students need to pay the Health Center Health Fee each semester if they want to be seen in the Student Health Center (https://www.apu.edu/healthcenter). Office visits are free, and if students are referred to specialists, the deductible is waived by the insurance. Graduate students must be enrolled at least part time according to their program of admittance during the session for which they want insurance.

Information regarding coverage, usage, and how to sign up for the insurance or health center coverage is available online (http://www.apu.edu/graduateprofessionalcenter/resources/healthinsurance). Information regarding health insurance can also be obtained by calling Gallagher Student Health at (800) 406-4517. For more information, contact the Graduate and Professional Center at (626) 815-4570.

Mandatory Health Insurance

All international students holding an immigration document from Azusa Pacific University (I-20 or DS 2019) are required to purchase APU health insurance during their time of study.[1] APU health insurance meets the state department's requirement for health insurance for international students. The insurance must be purchased at the time of registration twice a year with a total of 12 months of coverage. Students are required to pay the Health Fee each term if they wish to access care at the Student Health Center—learn more about the health center online (http://www.apu.edu/healthcenter). Insurance coverage terminates when a student completes or terminates his/her study.

Upon graduation, if an F-1/J-1 student chooses to apply for and then obtains Optional Practical Training (OPT)/Academic Training, the option to buy health insurance through APU is still available. It is strongly recommended that students continue to purchase APU health insurance.

International students not carrying an Azusa Pacific University immigration document (i.e., R-1 or H-1 status) are not required to purchase APU health insurance but may do so if they meet the credit unit requirement.

Students in the American Language and Culture Institute (http://www.apu.edu/international/alci) (ALCI) purchase health insurance when they register each semester.

[1] This rule does not apply for those studying in a nonstandard-term graduate program (e.g., intensive graduate programs such as D.Min. or Ed.D.). These students are required to purchase appropriate coverage prior to arrival in the U.S. If the individual wishes to purchase the APU international health insurance, it is available only in six-month-minimum increments.

Intercollegiate Athletics

Intercollegiate athletics is an integral part of student life at Azusa Pacific. The university views athletics as an opportunity to develop and display unique physical abilities while glorifying God in teamwork and competition. Intercollegiate athletics also brings together the university in a distinctive manner that serves as a venue to reach into local communities and forge new and lasting relationships.

Most Cougar teams are part of the uniquely diverse and scenic Pacific West Conference, a 12-member association of schools from Hawaii, southern and central California, and the San Francisco Bay Area. APU is an affiliate member for football in the Great Northwest Athletic Conference, women's water polo in the Golden Coast Conference, and women's swimming and diving in the Pacific Collegiate Swim and Dive Conference.

In the summer of 2014, the university completed a three-year process giving the 19-sport Cougar athletics program (http://athletics.apu.edu) membership in Division II of the National Collegiate Athletic Association (NCAA). In the university's first four years of active Division II membership, Azusa Pacific has hosted NCAA regional playoffs in men's and women's soccer, men's and women's basketball, baseball, softball, and men's tennis. In addition, the Cougars have produced eight individual national champions in track and field and individual national champions in men's tennis singles and doubles competition, along with the program's first NCAA Division II football playoff appearance (2016).

Men's intercollegiate competition is offered in the following sports: baseball, basketball, cross country, football, soccer, tennis, and track and field (indoor and outdoor). Women's intercollegiate competition is available in acrobatics and tumbling, basketball, cross country, soccer, softball, swimming and diving, tennis, track and field (indoor and outdoor), volleyball, and water polo.

Students who participate in Azusa Pacific's intercollegiate athletics program must meet NCAA and conference academic eligibility requirements. Registration with the NCAA Eligibility Center and completion of academic and amateurism requirements also impact a student's eligibility to compete in intercollegiate athletics. Scholarships are awarded for special athletic skills, and financial aid is also awarded on the basis of financial need and/or superior academic achievement. The university is fully committed to the academic success of each student-athlete, to his or her physical welfare, to the principles of fair play, and to compliance with all NCAA rules and regulations.

Prior to joining NCAA Division II, the Cougar athletics program was governed by the National Association of Intercollegiate Athletics (NAIA). Azusa Pacific captured 37 NAIA national championships, the third-most in association history, and won eight consecutive Directors' Cups, which recognized Azusa Pacific as the NAIA's best overall athletics program from 2005-12.

International Center

The presence of international students and scholars with their varied cultures is an important aspect of the APU campus. Every student and scholar who comes to APU from a different culture brings with him/her a wealth of cross-cultural knowledge that makes the APU campus a richer and more diverse community. Therefore, APU offers a central office (http://www.apu.edu/international) where the needs and interests of these students and scholars can be met.

International Students and Scholars (ISS)

"Their Potential Is Our Priority"

(626) 812-3055 | iss@apu.edu

International Students and Scholars (http://www.apu.edu/international/scholars) (ISS) exists to provide relevant services to students and scholars from around the world. Services include a mandatory Global Student Orientation (http://www.apu.edu/international/scholars/orientation), immigration services, and cross-cultural support services. Numerous activities are provided throughout the year to introduce students to Southern California.

In addition, ISS promotes international understanding through specialized training and international awareness festivities on campus. ISS co-sponsors annual events such as Global Expressions, World Night Market, and Welcome events.

American Language and Culture Institute (ALCI)

(626) 812-3069

In addition to implementing the three-level, year-round academic ESL program, ALCI (p. 15) offers a variety of other services to meet the needs of international students, American students, faculty, and staff at APU. Graduate students may join the American International Mentoring (AIM) program (https://www.apu.edu/international/scholars/programs/aim) to enhance their university experience and develop cross-cultural relationships. Interested students should contact aim@apu.edu or apply online (http://www.apu.edu/international/scholars/programs/aim).

International Campus Fellowships

International students of APU form numerous Christian fellowship groups that meet weekly on campus to promote understanding of the Christian faith and provide opportunities for building friendships. These groups are supported by ISS as well as the Center for Student Action (http://www.apu.edu/studentaction). The following fellowship groups currently exist: Huaren Association, Japanese Friday Night Fellowship and Korean Fellowship. For information on meeting times of the various groups, contact ISS.

Financial Aid

At present, limited scholarships are available at the postbaccalaureate level. Some teacher assistantships or graduate internships are available in some departments. For more information, see the specific program area.

Health Insurance

Any international student studying at APU on an I-20 or DS 2019 (F or J visa status) issued by APU must purchase APU student health insurance (http://www.apu.edu/healthcenter/insurance), which is paid twice a year and covers the student for 12 months. Student health insurance becomes invalid upon graduation or withdrawal from APU.

International Leadership Scholarship

The International Leadership Scholarship (ILS) (http://www.apu.edu/international/enrollment/tuition/scholarships) offers an educational opportunity for up to five non-U.S. citizens/residents/or current visa holders in need of financial assistance. The scholarship includes a full-tuition award and health insurance coverage annually, and is for individuals who either wish to conduct research and audit courses or seek a degree. To apply for an International Leaders Scholarship, the individual must have a bachelor's degree, a minimum of three to five years of work experience in a professional capacity, the financial ability to cover one's own cost of living and books, and meet the minimum English proficiency requirements for the university. These individuals may not have studied in the U.S. prior to this program. International Leaders recipients need to return to their home country or a non North American country (except for Canadians) upon completion of their program in order to impact others around the world. In addition, those desiring the degree-seeking scholarship must meet all of the admission qualifications for a specific degree program. Those selected to be International Leader Scholars will enter the U.S. on a J-1 visa. Contact the International Center for an application and more information about this scholarship.

U.S. Immigration

Azusa Pacific University employs three international student advisers to assist students with immigration issues, from the initial issuing of the immigration documents to any immigration concerns or questions during their stay at the university. APU has been authorized to issue the I-20 (F-1 visa status) and the DS 2019 (J-1 visa status) by the Department of Homeland Security and the U.S. Department of State.

APU is not responsible for the decisions made by U.S. Citizenship and Immigration Services (USCIS).

Legal Requirements for F-1 or J-1 International Students

To maintain legal status, the international student[1] must:

1. **Be full time.** For most master's degree students in a 16-week term, 9 units is considered full time. For the 8-week term, 9 units over two 8-week terms is required. Doctoral degree students must carry a minimum of 6 units of weekly professor contact hours to maintain full-time status. Master's degree students may not take more than one online or independent study class for every 9 units of coursework. For any exceptions to this policy, make an appointment with an ISS immigration adviser for counsel.
2. **Work only on campus.** U.S. regulations allow F-1 and J-1 students to work on campus for 20 hours a week during the academic year or full time during vacation periods. (J-1 status students will need written verification by the Responsible Officer before starting employment on or off campus). Any off-campus employment must be officially authorized by the U.S. government. To obtain information about working off campus, students should make an appointment in the International Center for counsel. J-1 research scholars have different employment regulations; see immigration adviser for details.
3. **Report any change of name or address.** The U.S. government requires notification within 10 days of any name or address change. Students must report the location of their physical residence (not a post office box) to:

- ISS in the International Center (http://www.apu.edu/international) at APU.
- The registrar (http://www.apu.edu/graduateprofessionalcenter/registrar).

4. **Obey all laws of the United States.** For details of other specific immigration laws that could affect F-1 or J-1 status, contact ISS.

The above requirements do not constitute a comprehensive list. Students are also responsible for immigration laws not stated here.

[1] An international student at APU is defined as any individual not holding a U.S. residency or citizenship. Any non-U.S. resident/citizen is required to apply to APU through the International Center.

Full-time status for international doctoral students in either F-1 or J-1 status should be consistent with university policy for full-time students. A minimum of 6 units per semester is considered full time, with the option of each school/program determining more for full-time status. U.S. Citizenship and Immigration Services and the U.S. Department of State require students to remain in full-time status during their entire academic program. There are instances in which an individual is permitted to carry less than a full-time schedule; for information on these instances, contact the ISS.

No more than the equivalent of one class or 3 units per term may be taken online or through distance education if the individual is in the U.S. and enrolled as a full-time F-1 or J-1 student.

If an individual is enrolled in an intensive study program (classes meeting on campus twice a year for sessions of two to three weeks, such as in the D.Min. or Ed.D. programs), the student must leave the U.S. between terms or may remain and take one additional in-class course during the term separating the two intensives.

Office of Women's Development

The Office of Women's Development (https://www.apu.edu/womens-development) provides connections, direction, education, encouragement, and support to the women of the APU community. With a commitment to Christian excellence, the office empowers women to achieve holistic development, and uses engaging educational programs to create opportunities for students to increase awareness of women's issues through leadership development, research, and service-learning, which help increase student well-being. The office presents programming that includes, but is not limited to:

- Women's Night of Worship each semester
- The Clothesline Project
- Stand Up for Your Sister
- One Smart Cookie discussion series
- Activities in collaboration with academic and student affairs departments

University Counseling Center

The University Counseling Center (UCC) empowers Azusa Pacific University students to realize their personal and academic potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services. UCC services are available to any currently enrolled student on our Azusa campus, and include individual, couples, and group counseling, as well as educational workshops and training. All services provided by the UCC are confidential. For more information, visit the UCC website (http://www.apu.edu/counselingcenter).

Student Legal Rights

- Antidiscrimination Policy (p. 13)
- APU Safe Reporting (https://www.apusafereporting.com)
- Harassment Policy (p. 55)
- Student Legal Rights: Complaint Notice (https://www.apu.edu/generalcounsel/complaintnotice)
- Student Legal Rights: Right-to-Know Notice (https://www.apu.edu/generalcounsel/righttoknow)

Academic Programs

College of Liberal Arts and Sciences (p. 101)

Master's Degrees

- Master of Arts in English (p. 111)
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Field-based) (p. 131)
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (On Campus) (p. 133)
  - Christ's College Cooperative M.A. in TESOL Program (p. 131)
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Online) (p. 135)
- Master of Public Administration (p. 115)
- Master of Science in Applied Statistics and Analytics (p. 139)
- Master of Science in Biotechnology (p. 107)

Certificates

- Certificate in Teaching English as a Foreign Language (TEFL) (On Campus, Online, and Field-based) (p. 124)
- Certificate in Teaching English to Speakers of Other Languages (TESOL) (Field-based) (p. 130)
- Certificate in Teaching English to Speakers of Other Languages (TESOL) (On Campus and Online) (p. 131)

College of the Arts (p. 141)

School of Music (p. 141)

Master's Degrees

- Master of Arts in Music Entrepreneurial Studies (p. 149)
- Master of Music Education (p. 166)
- Master of Music in Composition (p. 166)
- Master of Music in Conducting (p. 156)
- Master of Music in Performance (p. 157)
  - Instrumental
  - Keyboard Collaborative Arts
  - Piano and Organ
  - Vocal

Other

- Artist Certificate Program (https://www.apu.edu/cma/music/certificate)

School of Visual and Performing Arts (p. 167)

Master's Degrees

- Master of Arts in Art Education (p. 175)
- Master of Arts in Modern Art History, Theory, and Criticism (Online) (p. 173)
- Master of Arts in Screenwriting (p. 177)
- Master of Arts in User Experience Design (p. 181)
- Master of Fine Arts in Visual Art (MFA) (p. 172)

School of Behavioral and Applied Sciences (p. 187)

Doctoral Degrees

- Doctor of Education (Ed.D.) in Higher Education Leadership (p. 235)
- Doctor of Philosophy (Ph.D.) in Higher Education (2019) (p. 229)
- Doctor of Philosophy (Ph.D.) in Higher Education (2020) (p. 233)
- Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science (p. 284)

- Doctor of Physical Therapy (DPT) (p. 281)
- Doctor of Psychology (Psy.D.) in Clinical Psychology (p. 199)

Master's Degrees

- Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) (p. 270)
  - Substance Use Disorders Concentration
- Master of Arts in Leadership (Also Online) (p. 262)
  - Executive Leadership
  - Leadership Development
  - Sport Management
- Master of Arts in Physical Education and Single Subject Teaching Credential (p. 253)
- Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 254)
- Master of Science in Athletic Training (p. 242)
- Master of Science in Child Life (p. 294)
  - Advanced Standing Master of Science in Child Life (p. 296)
- Master of Science in College Counseling and Student Development (p. 225)
- Master of Science in Counseling Psychology with Specialization in Children and Adolescents (p. 295)
- Master of Science in Organizational Psychology (p. 265)
- Master of Science in Physical Education (Also Online) (p. 248)
- Master of Science in Research Psychology and Data Analysis (p. 292)
- Master of Social Work (MSW) (p. 318)

Bachelor's Completion Degrees

- Bachelor of Arts in Criminal Justice (p. 212)
- Bachelor of Arts in Psychology (p. 296)

Postprofessional Fellowship

- Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance (p. 286)

Certificates

- Certificate in Substance Use Disorders (p. 274)
- Doctoral-Level Certificate in Strengths-Oriented Higher Education (p. 229)

Authorization

- Adapted Physical Education Added Authorization (p. 256)

Minors (Professional)

- Alcohol and Drug Counseling (p. 303)
- Criminal Justice (p. 215)
- Leadership (p. 265)
- Psychology (p. 303)

School of Business and Management (p. 324)

Master's Degrees

- Master of Business Administration (MBA) (p. 340)
- Master of Business Management (MBM) (p. 337)
- Master of Professional Accountancy (MAcc) (p. 336)

Bachelor's Completion Degree

- Bachelor of Business Administration (p. 343)

Minors (Professional)

- Business Administration Minor (p. 344)

School of Education (p. 345)

Doctoral Degree

- Doctor of Education (Ed.D.) in Educational Leadership (p. 355)

Master's Degree

- Master of Arts in Educational Technology (Online) (p. 399)

Combined Master's Degree and Credential Programs

School Counseling and School Psychology

- Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 371)
- Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 369)
- Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 372)
- Educational Specialist in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 376)
- Educational Specialist in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 380)

Educational Leadership

- Master of Arts in Educational Leadership and Preliminary Administrative Services Credential (Online) (p. 359)
- Master of Arts in Educational Leadership and Preliminary Administrative Services Internship Credential (Online) (p. 359)

Teacher Education

- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 405)
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 407)
- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 408)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 409)
- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential (p. 418)
- Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential (p. 420)
- Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential (p. 416)
- Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential (p. 417)

Credentials

- Mild/Moderate Disabilities Education Specialist Credential (p. 421)
- Moderate/Severe Disabilities Education Specialist Credential (p. 422)
- Multiple Subject Teaching Credential (p. 411)
- Single Subject Teaching Credential (p. 411)
- PPS: School Counseling Credential (p. 372)
- PPS: School Psychology Credential (p. 383)
- Preliminary Administrative Services Credential (Also Online) (p. 360)
- Preliminary Administrative Services Internship Credential (Also Online) (p. 361)
- Clear Administrative Services Credential (p. 361)

Certificates

- Applied Behavioral Analysis Specialization (p. 383)
- Clinical Counseling Certificate (p. 384)

School of Nursing (p. 426)

Doctoral Degrees

- Doctor of Philosophy (PhD) in Nursing (p. 464)
- Doctor of Nursing Practice (DNP) (p. 462)

Master's Degrees

- Entry-Level Master of Science in Nursing (ELM) (p. 483)
- Master of Public Health (MPH) (p. 530)
- Master of Science in Nursing (MSN) in Nursing Education (p. 525)
- Master of Science in Nursing (MSN) in Healthcare Administration and Leadership (p. 493)
- Master of Science in Nursing with Single Specialties in:
  - Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 511)
  - Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) (p. 512)
  - Family Nurse Practitioner (FNP) (p. 513)
  - Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 513)
  - Psychiatric Mental Health Nurse Practitioner (PMHNP) (p. 514)

Combined Programs

- ELM-MSN with:
  - Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 487)
  - Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) (p. 487)
  - Family Nurse Practitioner (FNP) (p. 489)
  - Healthcare Administration and Leadership (p. 491)
  - Nursing Education (p. 492)
  - Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 490)
  - Psychiatric Mental Health Nurse Practitioner (PMHNP) (p. 490)
  - School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) (p. 485)
  - School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 486)
- Master of Science in Nursing (MSN) and School Nurse Services Credential (SNSC) (p. 515)
- Master of Science in Nursing (MSN) and School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 516)
- Master of Science in Nursing (MSN) and School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) (p. 517)

Credential

- School Nurse Services Credential (SNSC) (a nondegree post-bachelor's program) (p. 518)

Certificates

- Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate (p. 519)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate (p. 520)
- Family Nurse Practitioner (FNP) Certificate (p. 520)
- Oncology Nurse Practitioner Certificate (p. 522)
- Pediatric Clinical Nurse Specialist (CNS) Certificate (p. 523)
- Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate (p. 523)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate (p. 525)
- Post-Master's Certificate in Healthcare Administration and Leadership (p. 493)
- Post-Master's Nursing Education Certificate (p. 521)

Professional Programs

- Bachelor of Science in Nursing (BSN) 2+2 Upper-Division Transfer Program (p. 542)
- Licensed Vocational Nurse (LVN) to Bachelor of Science in Nursing (BSN) and LVN to Registered Nurse (RN) Programs (p. 544)
- Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Degree Completion Program (Also Online) (p. 533)

School of Theology: Azusa Pacific Seminary (p. 547)

Doctoral Degree

- Doctor of Ministry (D.Min.) (p. 560)

Master's Degrees

- Master of Divinity (M.Div.) (p. 568)
  - Biblical Studies (p. 570)
- Master of Arts in Pastoral Studies (MAPS) (p. 565)
  - Church Leadership and Development
  - Urban Studies
  - Youth Ministry
  - General Electives
- Master of Arts (Theological Studies) (p. 563)
  - Biblical Studies
  - Theology and Ethics

University Libraries (p. 572)

Master's Degree

- Master of Arts in School Librarianship with an Embedded Teacher Librarian Services Credential (Online) (p. 573)

Credential

- Teacher Librarian Services Credential (Online) (p. 575)

Sunsetted Programs

The following is a list of programs recently active at Azusa Pacific in which students may be finishing up coursework but that are no longer accepting new students.

Degree	Sunset Year
M.A. in Applied Computer Science and Technology	2009
M.A. in Christian Education	2009
M.A. in Ministry Management	2009
M.A. in Nonprofit Leadership	2009
M.A. in Worship Leadership	2009
MBA in Management Information Systems	2009
RN to M.S. in Nursing	2009
M.A. in Education: Curriculum and Instruction in Multicultural Contexts	2012
M.A. in Education: P-12 Teaching	2013
M.A. in Educational Technology and Learning	2013
M.Div. in Anglican Studies	2013
M.S. in Human Physiology	2013
Doctor of Physical Therapy - Transitional	2013
Certificate in Parish Nursing (Secondary Specialty for MSN program)	2014
Certificate for Research Specialist (Added Authorization)	2015
Credential: P-12 Teaching and Multiple Subject/Single Subject Clear Credential	2015
Credential: English Language Learning/California Teachers of English Language Learners Program Leading to Cross-Cultural Language and Academic Development Certificate	2015
Credential: Mild/Moderate Disabilities Specialist Credential, Level II	2015
Credential: Moderate/Severe Disabilities Specialist, Professional Level II	2015
Credential: Multiple Subject/Single Subject Clear Credential	2015
M.A. in Education: Special Education and Mild/Moderate Disabilities Specialist Credential, Level II	2015
M.A. in Education: Special Education and Moderate/Severe Disabilities Specialist Credential, Level II Induction	2015
M.A. in Education: Special Education (Bilingual Special Education Strategies)	2015

M.A. in Education: Special Education (Classroom Interventions)	2015
M.A. in Education: Special Education (Emotional Disturbance)	2015
M.A. in Education: Special Education (Emphasis in Resource Specialist)	2015
M.A. in Educational Leadership	2015
M.A. in Educational Leadership: Educational Technology and Learning	2015
M.A. in Education: Gifted and Talented Education	2015
M.A. in Pastoral Studies: Worship Leadership	2015
M.A. in Pastoral Studies: Youth and Family Ministries	2015
M.Ed. in Special Education and Educational Technology (non-credential)	2015
M.S. in Information Technology	2015
Secondary Specialty: Nursing Education in the MSN program	2015
Secondary Specialty: Nursing Administration in the MSN program	2015
Induction Program Track A, B, C	2016
MBA (Millenium MBA)	2016
MBA (Young Executive)	2016
MBM (Young Executive)	2016
M.A. in Educational Leadership: Educational Technology and Learning with Preliminary Administrative Services Credential	2016
M.A. in Youth Ministry	2016
Certificate in Nursing Administration	2017
Credential: Education Specialist Clear Credential	2017
M.A. in Executive Leadership	2017
Certificate in Advanced Management	2018
Certificate in Business Principles	2018
Certificate in Diversity	2018
Added Authorization in Special Education: Autism Spectrum Disorders	2019
M.A. in Transformational Urban Leadership	2019

College of Liberal Arts and Sciences

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

The college includes six academic departments; several special programs, centers, and institutes; and nearly 100 full-time faculty. CLAS houses graduate programs in applied statistics and analytics, biotechnology, public administration, English, and teaching English to speakers of other languages (TESOL), as well as a professional bachelor's completion program in digital media and communication. CLAS also offers many of the courses in the university's General Education (http://catalog.apu.edu/undergraduate/academic-programs/general-education-program) program and numerous discipline-specific student honor societies.

Department of Biology and Chemistry

Master of Science in Biotechnology (p. 107)

Department of English

Master of Arts in English (p. 111)

Department of Global Studies, Sociology, and TESOL

Master's Degrees in Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 133)
- Online (p. 135)
- Field-based (p. 131)
- Christ's College Cooperative Program (p. 131)

Certificates in:

Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 131)
- Online (p. 131)
- Field-based (p. 130)

Teaching English as a Foreign Language (TEFL)

- On Campus (p. 124)
- Online (p. 124)
- Field-based (p. 124)

Department of History and Political Science

Master of Public Administration (p. 115)

Department of Mathematics, Physics, and Statistics

Master of Science in Applied Statistics and Analytics (p. 139)

Faculty

Interim Dean

Robert Duke (http://www.apu.edu/faculty/rrduke), Ph.D.

Associate Dean

Denise Ferguson (http://www.apu.edu/faculty/dferguson), Ph.D., Professor of Communication Studies

American Language and Culture Institute

The American Language and Culture Institute (http://www.apu.edu/international/alci) (ALCI) offers intensive English as a Second Language (ESL) courses and cultural programs to international students, enabling them to acquire the necessary academic skills to function and compete within the American university environment. Students who have not obtained the required English proficiency scores may complete ALCI's program to enter their undergraduate or graduate program at APU. To serve the whole person, ALCI also offers peer mentoring and leadership development through the American International Mentoring program (AIM) (http://www.apu.edu/international/scholars/programs/aim).

To enter ALCI, students must meet one of the following testing requirements: iBT score of 50; IELTS score of 5.0; or Level 3 placement on the ALCI placement exam. Please note that once a student is accepted to ALCI, that student's placement is determined by the ALCI placement exam taken at the beginning of the semester.

Requirements

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

American Language and Culture Institute Courses

Code	Title	Units
Level 3 Intermediate High		
ALCI 31	Academic Composition and Reading Skills 3	8
ALCI 32	Academic Skills for Intermediate Learners	1
ALCI 35	Intermediate Oral Communication	4
ALCI 37	Introduction to Christian Culture & Values - Intermediate	2
Level 4 Advanced Mid		
ALCI 41	Academic Composition and Reading Skills 4	4
ALCI 43	Intermediate Pronunciation	4
ALCI 44	Intercultural Communication	2
ALCI 45	Grammar/Seminar Speaking 4	4
ALCI 46	Presentation Skills	3
ALCI 47	Biblical Foundations for ESL Learners	2
ALCI 48	Capstone Project	4
Level 5 Advanced High		
ALCI 52	Observation Report	3
ALCI 53	Advanced Pronunciation	2
ALCI 55	Grammar/Seminar Speaking 5	4
ALCI 56	Advanced Presentation and Seminar Skills	3
ALCI 58	Research Project	5
ALCI 61	Advanced Reading and Vocabulary Acquisition Strategies	3
ALCI 64	Personal Leadership Development	2
ALCI 65	Christianity and Contemporary Worldviews	3
ALCI 67	Critical Thinking and Analysis	3
ALCI 68	Advanced Research Project	1-3

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

Program Learning Outcomes

ALCI Level 4

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

1. Write undergraduate-level critiques and research papers on topics related to their majors. (Note: PLOs 1-5 shall be accomplished at Language Proficiency Level Advanced Mid as outlined by the American Council on the Teaching of Foreign Languages (https://www.actfl.org), which is approximate to B2 in the Common European Framework (https://www.coe.int/en/web/language-policy/cefr).)
2. Orally present/defend capstone theses and facilitate/participate in undergraduate--level, seminar-style discussions and debates on topics related to their majors.
3. Offer immediate oral and written responses to undergraduate--level lectures, discussions, in-class readings, and audiovisual media presentations.
4. Apply intercultural communication skills and strategies to acclimate to American culture and interact with Azusa's diverse community.
5. Articulate thoughtful responses to foundational biblical and apologetic content.

ALCI Level 5

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

1. Write graduate-level critiques and research papers on topics related to their programs of study. (Note: PLOs 1-6 shall be accomplished at Language Proficiency Level Advanced High as outlined by the American Council on the Teaching of Foreign Languages (https://www.actfl.org), which is approximate to C1 in the Common European Framework (https://www.coe.int/en/web/language-policy/cefr).)
2. Orally present/defend capstone theses and facilitate/participate in graduate--level, seminar--style discussions and debates on topics related to their programs of study.
3. Offer immediate oral and written responses to graduate-level lectures, discussions, in--class readings, and audiovisual media presentations.
4. Apply intercultural communication skills and strategies to acclimate to American culture and interact with Azusa's diverse community.
5. Explain verbally and in writing their current philosophy of leadership and its application to their own personal and professional leadership development.
6. Articulate their worldview to those from other belief systems in a culturally appropriate manner in a university context.

ALCI 27, Introduction to Christian Culture & Values - Basic, 2 Units

This course is designed for international students who have no knowledge of Christianity, or who are young Christians. This course introduces basic terminology, concepts and themes of the Bible and Christian life that are necessary for students to understand and apply in their undergraduate studies and community life at APU.
Prerequisite: Must be a student in the ALCI Program.

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

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

ALCI 32, Academic Skills for Intermediate Learners, 1 Unit

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

ALCI 35, Intermediate Oral Communication, 4 Units

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

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

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

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

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

ALCI 43, Intermediate Pronunciation, 4 Units

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

ALCI 44, Intercultural Communication, 2 Units

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

ALCI 45, Grammar/Seminar Speaking 4, 4 Units

This advanced ESL class trains students to apply advanced grammar structures in undergraduate writing/speaking. In addition to writing undergraduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style university courses.
Prerequisite: Must be a student in the ALCI Program.

ALCI 46, Presentation Skills, 3 Units

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

ALCI 47, Biblical Foundations for ESL Learners, 2 Units

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

ALCI 48, Capstone Project, 4 Units

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

ALCI 52, Observation Report, 3 Units

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

ALCI 53, Advanced Pronunciation, 2 Units

This advanced course focuses on accurate production of intonation, sounds, and rhythm of American English at the graduate level. Course content addresses individual pronunciation errors that hinder comprehensibility. This course is taken in Level 5 or as required by the director of ALCI.
Prerequisite: Prerequisite: ALCI 43. Must be a student in the ALCI Program.

ALCI 55, Grammar/Seminar Speaking 5, 4 Units

This advanced ESL class trains students to apply advanced grammar structures in graduate writing/speaking. In addition to writing graduate-level critiques, students use grammar in meaningful, realistic conversations that replicate seminar-style graduate courses.
Prerequisite: Prerequisite: ALCI 45 Grammar/Seminar Speaking - Level 4. Must be a student in the ALCI Program.

ALCI 56, Advanced Presentation and Seminar Skills, 3 Units

This course equips international ESL students with advanced presentation skills needed to succeed in the university. Critical thinking, organization, and rhetorical cues are addressed.
Prerequisite: Prerequisites: This course is offered to Level S-6 students. As such, students must successfully meet Level4 exit criteria prior to the course. Must be a student in the ALCI Program.

ALCI 58, Research Project, 5 Units

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

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

This course equips advanced ESL students with the requisite reading and vocabulary acquisition strategies, techniques, and practices necessary to comprehend graduate-level texts while concurrently developing a foundational, field-based lexicon.
Prerequisite: Prerequisites: This course is offered to Advanced level students. As such, students must successfully meet Level 4 exit criteria prior to the course. Must be a student in the ALCI Program.

ALCI 64, Personal Leadership Development, 2 Units

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

ALCI 65, Christianity and Contemporary Worldviews, 3 Units

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

ALCI 67, Critical Thinking and Analysis, 3 Units

This course equips advanced ESL students with the requisite strategies, techniques and practices to develop critical and analytical skills necessary to rigorously engage ideas and arguments in spoken and written forms at the graduate level.
Prerequisite: Prerequisites: This course is offered to Level 5-6 students. As such, students must successfully meet Level 4 exit criteria prior to the course. Must be a student in the ALCI Program.

ALCI 68, Advanced Research Project, 1-3 Units

This course equips Level 6 students in advanced skills of research, writing, and presentation in the field of their master's program, and serves as a supplementary course for those who need additional ALCI units. This optional independent tutorial course replaces certain waived Level 6 courses as approved by ALCI administration.
Prerequisite: Prerequisite: ALCI 58. Must be a student in the ALCI program.

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

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

Faculty

Program Director and Associate Professor

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

Assistant Professor

Lauren Carroll (http://www.apu.edu/clas/faculty/ldcarroll), M.A.

Senior Adjunct Faculty

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

Adjunct Faculty

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

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

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

Rita Van Dyke-Kao (http://www.apu.edu/clas/faculty/rkao), M.A.

Center for Research in Science (CRIS)

The Center for Research in Science (CRIS) (https://www.apu.edu/research-science) serves students, scholars, and the general community by promoting research that encompasses and extends the scope of scientific studies to address the inseparable relationships between science, faith, and culture. In addition, CRIS explores the role of science in a classical liberal arts education and the ancient dialogue between faith and reason.

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

CRIS also encourages student and faculty research by arranging intra- and extramural internships, inviting visiting scientists to engage with students on campus, and working to establish synergistic partnerships with local businesses and organizations.

Department of Biology and Chemistry

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

- Master of Science in Biotechnology (p. 107)

BIOT 500, Biotechnology Internship, 3 Units

The biotechnology internship is a mandatory component of the Masters of Science in Biotechnology program, and is reserved for students enrolled in that program. The internship requirement is 320 hours, and generally takes 10-12 weeks to complete. Internships may be paid or unpaid, and are carried out at the business sites of biomedical product companies. Internship projects are presented at a biotechnology internship symposium in the fall semester after completion of the internship.
Prerequisite: BIOT 511, BIOT 512, and BIOT 515.

BIOT 510, Commercialization of Technology, 3 Units

This course serves as an introduction to issues related to new product development, formulating strategies, acquiring resources, setting up and managing operations, and creating technology-focused businesses with an emphasis on ethics in the high-tech workforce environment. Assignments and project focus on learning how to manage and commercialize technology.
Prerequisite: Must be admitted into the M.S. in Biotechnology program.
Corequisites: BIOT 513 and BIOT 514

BIOT 511, Molecular Biology, Pharmacology, and Toxicology of Biopharmaceutics, 3 Units

This course is an overview of molecular biology, pharmacology, and toxicology concepts as applied to the development of biopharmaceutical products and biomedical devices. Students work collaboratively toward a final project to propose a new pharmaceutical product and/or biomedical device.
Prerequisite: BIOT 510, BIOT 513, and BIOT 514.
Corequisites: BIOT 512 and BIOT 515

BIOT 512, Bioinformatics, 3 Units

This course is an introduction to the strategies, approaches, and computer applications used in drug discovery, database design, and data mining. Case studies illustrate specific applications of the methods for measuring, visualizing, representing, inferring, clustering, classifying, and modeling biotechnological data. Class format involves didactic instruction and hands-on experience with various bioinformatics tools and databases.
Prerequisite: BIOT 510, BIOT 513, and BIOT 514.
Corequisites: BIOT 511 and BIOT 515

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

This course is a detailed examination of the terminology, timelines, and practices followed by regulatory affairs professionals employed in the biotechnology industry. Case studies from the industry are examined to supplement certain topics and to illustrate interpretation of regulations.
Prerequisite: Must be admitted into the M.S. in Biotechnology program.
Corequisites: BIOT 510 and BIOT 514

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

This course is an examination of the statistical methods and computer applications used in drug manufacturing processes. Topics covered include data presentation, probability, hypothesis testing, univariate and multivariate analysis, linear regression, and confidence interval estimation.
Prerequisite: Must be admitted into the M.S. in Biotechnology program.
Corequisites: BIOT 510 and BIOT 513

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

This course is designed to prepare students in business, engineering, and technology for the task of managing projects, such as information technology projects, business process improvement projects, and product development projects.
Prerequisite: BIOT 510, BIOT 513, and BIOT 514.
Corequisites: BIOT 511 and BIOT 512

BIOT 516, Ethics for Biomedical Products Industries, 3 Units

Biotechnology exists at a critical intersection of science and ethics, and the power and potential of biotechnology demands caution to ensure ethical progress. This course examines the ethical roles and responsibilities of key participants in the biomedical development process, including industry, government, and healthcare authorities. Students examine ethical issues related to biomedical product advancement and use, and specific areas of science are also explored from a Christian ethics viewpoint through lectures, student oral presentations, team debate, and final written projects.
Prerequisite: BIOT 511, BIOT 512, and BIOT 515.
Corequisites: BIOT 500 and BIOT 600A

BIOT 517, Clinical Trials, 3 Units

This course examines governmental laws, practices, and regulations associated with human clinical trials, and includes development and evaluation of a series of in-class assignments with class discussion and a capstone project for small student groups culminating with in-class presentations.
Prerequisite: BIOT 500, BIOT 516, and BIOT 600A.
Corequisite: BIOT 600B

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

This 3-unit course comprises the first part of the capstone master's degree project (MDP) for the M.S. in Biotechnology program, and is to be taken in the fall semester of students' second year. In this course, students identify and begin work on the MDP, for which they must complete a minimum of 480 hours of in-person work at a project site approved by the program director-120 hours in BIOT 600A, and the balance of the hours in the 9-unit BIOT 600B in the spring semester of students' second year.
Prerequisite: BIOT 511, BIOT 512, and BIOT 515, and good second-year standing in the M.S. in Biotechnology program.
Corequisites: BIOT 500 and BIOT 516

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

This 9-unit course comprises the second part of the capstone master's degree project (MDP) for the M.S. in Biotechnology program, and is to be taken in the spring semester of students' second year. In this course, students must complete the remaining 360 hours of in-person work at a project site approved by the program director, and must also give an oral presentation (defense) and a written report of the project to fulfill the degree requirement.
Prerequisite: BIOT 500, BIOT 516, and BIOT 600A, and good standing in the M.S. in Biotechnology program.
Corequisite: BIOT 517

Faculty

Director, M.S. in Biotechnology Program

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

Master of Science in Biotechnology

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

Requirements

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

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

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Department of English and Modern Languages

Mission

The Department of English (https://www.apu.edu/clas/english) introduces students to significant works of the literary imagination, guides their development in language and composition, and encourages them to read attentively, reflect deeply, write cogently, and express themselves creatively, all to glorify God and serve others.

Program Overview

The M.A. in English (p. 111) provides professional preparation and personal enrichment to students in the field of literary studies, broadly conceived to include literature, cultural/film studies, and creative and/or professional writing. In keeping with the mission of Azusa Pacific, this program encourages an active conversation between Christianity and literature, preparing scholars, writers, and teachers for cultural engagement from a Christian perspective through the development of analytical and creative writing skills enriched by a theologically informed approach to reading, writing, teaching, and thinking about literary and other cultural texts.

4+1 B.A./M.A. Program

For undergraduate students, a fifth-year option allows recent graduates to complete the master's degree in just one additional academic year. Exceptionally promising APU English majors (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/english/#undergraduateprogramstext) may apply in their junior year for admission to the 4+1 B.A./M.A. degree program. Once admitted, these students complete up to 9 units of 500-level graduate coursework during their senior year and complete the remaining 21 units over the next academic year (fall, spring, and summer terms; e.g., 9 units in the fall term, 9 units in the spring term, 3 units in the summer term). For more information about this program, contact the department at (626) 812-3079.

Career Opportunities

The Master of Arts in English equips students for careers in higher education, secondary school teaching, community college teaching, writing, business, government, and nonprofit organizations. The program also develops students' ability to think critically, write persuasively, and solve problems creatively —strengths that are desirable in many career fields.

- Master of Arts in English (p. 111)

ENGL 500, The Christian Imagination, 3 Units

Students in this course will explore the history of Christian Aesthetics, especially as it applies to the reading and writing of literature. They will engage with thinkers representing a broad range of historical periods, geographic locations, and faith traditions, seeking to understand various ways that Christians have understood the role of the arts in church and culture. After surveying this variety of approaches, students will begin refining their own convictions about the relationship between literature and faith and begin articulating their own sense of vocation as writers, readers, scholars, critics, and teachers. Students will respond to the extensive reading in this class by writing a scholarly paper.

ENGL 510, Literature and the Bible, 3 Units

Students in this course develop critical strategies for using the Bible as a tool for literary study, learning various ways the Bible has been read as literature, as well as the special challenges of reading the Bible as a sacred text. They gain expertise in bringing the Bible into conversation with secular literature and culture in ways that open rather than shut down dialogue. They also examine biblical imagery, symbols, archetypes, and other storytelling devices in literary and other texts, making applications to genres pertinent to their concentration - for example, poetry and the Bible, parables in film and literature, or critical analysis of biblical archetypes in the work of a particular author or group of authors.

ENGL 520, Literature and Theology, 3 Units

Students in this course read, discuss, and critically analyze literary texts that deal directly or implicitly with religious themes. The main goal is to integrate the study of literary texts with insights gleaned from Christian theology and the Bible; to that end, students familiarize themselves with one or several theological themes within the Christian tradition and develop this theme (or cluster of themes) through analysis of one or several literary texts. The culminating project is a publishable (or conference-worthy) critical paper that examines one or several literary texts from a theologically informed Christian perspective. Theological themes vary according to the interests of students and faculty; previous topics included secularism and the sacred, the problem of evil, materialism vs. supernaturalism, sacramental imagination, social justice, poverty, the sacred land, Christ figures, prodigal sons and daughters, and illness, suffering, and death.

ENGL 530, British Literature Seminar, 3 Units

This course studies various special topics in British literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in British literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

ENGL 540, American Literature Seminar, 3 Units

This course studies various special topics in American literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in American literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

ENGL 550, World Literature Seminar, 3 Units

This course studies various special topics in world literature and culture, including but not limited to authors, genres, movements, periods, and methodologies in comparative literature and literary studies. Students will study a range of authors and texts as well as relevant secondary sources.

ENGL 560, Creative Writing Seminar, 3 Units

The creative writing workshop will enable students to create original texts in a creative genre (poetry, fiction, creative nonfiction, playwriting, screenwriting, or hybrid genres) by studying existing texts in that genre, exploring writing craft, and working through revision techniques.

ENGL 568, Writing for Religious Audiences, 3 Units

Millions of readers across the world enjoy works written specifically for a Christian audience. The daily devotional magazine The Upper Room, for example, has a worldwide readership of 2 million. Charles Stanley's In Touch magazine has a readership of 1 million for the print and online versions of the publication. Students in this course will learn to write for this large Christian audience and how to market their work to editors and agents. They will focus on the types of articles that are particularly open to freelance writers, such as book reviews, personal experience articles, and personal profiles. They will also learn and practice the process of writing a book proposal and sample chapters for a non-fiction book targeted to the Christian market. Students will participate in an off-campus professional writers conference where they will pitch their article or book ideas to editors and agents.

ENGL 570, Graduate Research Methods in English, 3 Units

The goal of this class is to help students make the intellectual and emotional transition from undergraduate to graduate work, empower students with the key skills they will need during their graduate work, and prepare them for work and/or further study beyond the MA. The course will introduce students to graduate level standards for doing and presenting research in English and its related disciplines. It will enlarge and deepen students' repertoire of skills in effectively using available research tools, including library databases, WorldCat, Link+, etc. Students will build on the skills acquired as undergraduates in finding, critically evaluating, analyzing, and synthesizing primary and secondary sources in order to make a contribution to the existing scholarly discourse. Students will learn to recognize how and where their individual interests and worldview intersect with, challenge, and speak to the larger academic community. Students will also learn to formulate, deepen, and pursue graduate level questions of scholarly interest over a sustained period of time. This class will prepare students for their other graduate level classes in the MA program and equip students to function as independent scholars outside the umbrella of a professor's guidance. Students who intend to pursue doctoral work, the legal field, or other careers involving research are strongly encouraged to take this class. Students who have been away from study for more than a year are also strongly encouraged to take this class.

ENGL 580, Critical Theory Seminar, 3 Units

This course introduces students to critical theory in the context of a specific theme, theoretical movement, or literary topic. Students will examine and practice models of critique and cultural analysis, considering how literature and language develops in particular social and material conditions. Topics will cover both major theoretical movements in critical theory, such as post-structuralism, reader-response, queer theory, hermeneutics, and post-colonial studies, as well as emerging theoretical approaches, such as affect studies, critical race studies, eco-criticism, historical phenomenology, new formalism, and transnational studies. Course assignments are designed to equip students with the knowledge and skills required to do interdisciplinary work in literary studies.

ENGL 590, Writing Center Pedagogy and Practice, 3 Units

In this course, students will explore the pedagogical theory behind writing centers and, at a basic level, composition courses. Students will also learn to apply the theory in their own interactions with students, potentially in Azusa Pacific University's Writing Center while enrolled in the Master's program, and/or in their future careers. In addition, students will come to better understand the complexities of writing processes, what successful writing processes look like, process and post-process theory, and how to improve their own processes.

ENGL 591, Literature Pedagogy for Adult Audiences, 3 Units

In this course, students will deepen their work of developing the literary mind as they apply their knowledge of literature to processes of planning, implementing, assessing, and reflecting on lessons, materials (including media), and curricula for adolescent and adult learners. To accomplish these competencies, students will read, discuss, and critically analyze texts and media that deal directly or implicitly with the study of literature, learning theory (e.g., envisionment, transactional theory of the literary work, formalism), and the Common Core State Standards. They will practice research-based teaching pedagogy that addresses the needs of diverse learners (e.g., generational, cultural, linguistic, learning styles, learning needs) at the secondary or college level. Observation of, and interviews with, expert teachers, coupled with curricular (lesson and syllabus) planning, teaching, research, discussion, application, and assessment will provide students with a practical foundation for teaching from a theologically-informed Christian perspective.

ENGL 592, Introduction to Composition Studies, 3 Units

This course provides an introduction to the rich, diverse field that is Composition studies today. The focus in the course is on learning about pedagogy that encourages effective writing, though some reading in theory is recommended to deepen awareness of how unexamined theory can lead to ineffective classroom practices. Topics of focus will include teaching process, understanding discourse models, using assessment for effective learning, studying composition historiographies, understanding how social, expressivist, and cognitive approaches to writing and language are important to pedagogies, understanding post-process theories of rhetoric, and learning new and various ways to assess writing.

ENGL 598, Thesis/Portfolio, 3 Units

Students in this seminar will write a forty to sixty page thesis that examines a well-focused question or problem through an informed context that is critical, theoretical, and/or historical. Students focusing on creative or professional writing may choose to develop a portfolio consisting of various original works of fiction, poetry, creative non-fiction, or material formatted for presentation on the stage or screen. To this portfolio of original creative efforts students will append a brief (five to ten page) commentary or critical paper discussing the aesthetic, philosophical, psychological, and/or theological dimensions of their work.
Prerequisite: Sixty percent of MA coursework completed

ENGL 599, Independent Study, 1-3 Units

In this course students pursue a program of individual study with a supervising faculty member on a subject or interest not covered in regular course offerings, which is developed in consultation with the faculty member and approved by the department chair.

Faculty

Department Chair

Windy Petrie (http://www.apu.edu/faculty/wpetrie), Ph.D.

Director of Graduate Studies

Emily Griesinger (http://www.apu.edu/faculty/egriesinger), Ph.D.

Professors

Thomas Allbaugh (http://www.apu.edu/faculty/tallbaugh), Ph.D.

Patricia Brown (http://www.apu.edu/faculty/plbrown), Ph.D.

Joseph Bentz (http://www.apu.edu/faculty/jbentz), Ph.D.

Andrea Ivanov-Craig (http://www.apu.edu/faculty/aivanovcraig), Ph.D.

Eric Drewry (http://www.apu.edu/faculty/edrewry), JD, Ph.D.

Mark Eaton (http://www.apu.edu/faculty/meaton), Ph.D.

Emily Griesinger (http://www.apu.edu/faculty/egriesinger), Ph.D.

Carole Lambert (http://www.apu.edu/faculty/clambert), Ph.D.

Windy Petrie (http://www.apu.edu/faculty/wpetrie), Ph.D.

Associate Professors

Sarah Adams (http://www.apu.edu/faculty/sadams), Ph.D.

Michael Clark (http://www.apu.edu/faculty/mclark), Ph.D.

Matthew Smith (http://www.apu.edu/faculty/mjsmith), Ph.D.

Caleb Spencer (http://www.apu.edu/faculty/cspencer), Ph.D.

Derek Updegraff (http://www.apu.edu/faculty/dupdegraff), Ph.D.

Faculty Emeriti

Nancy Brashear (http://www.apu.edu/faculty/nbrashear), Ph.D.

David Esselstrom (http://www.apu.edu/faculty/desselstrom), Ph.D.

Master of Arts in English

APU offers an M.A. in English (https://www.apu.edu/clas/programs/masters-in-english) that provides professional preparation and personal enrichment to students in the field of literary studies, broadly conceived to include literature, cultural/film studies, and creative and/or professional writing. In keeping with the mission of Azusa Pacific University, this program encourages an active conversation between Christianity and literature, preparing scholars, writers, and teachers for cultural engagement from a Christian perspective through the development of analytical and creative writing skills enriched by a theologically informed approach to reading, writing, teaching, and thinking about literary and other cultural texts.

Students in the program take a total of 10 courses of 3 units each (30 units).

No more than 12 units (or 4 courses) may be taken in a given term, and students usually complete the program in 3-4 terms by taking 2-3 courses each term. However, exceptionally promising undergraduate students admitted into the 4+1 B.A./M.A. degree option may complete up to 9 units of 500-level graduate coursework during their senior year and complete the remaining 21 units over the next academic year (fall, spring, and summer terms; e.g., 9 units in the fall term, 9 units in the spring term, and 3 units in the summer term). For more information about the 4+1 option, contact Windy Petrie, department chair, at wpetrie@apu.edu.

Requirements

In consultation with the director of graduate studies, students design a program consisting of 27 units of coursework and 3 units of thesis/portfolio preparation and assessment. Individual programs vary depending on the student's personal and professional goals and on the availability of courses in any given term. It is highly recommended that students consult early in and throughout their program with the director of graduate studies in choosing their courses.

Code	Title	Units
Core Courses		6
Select two of the following: [1]		
ENGL 500	The Christian Imagination	
ENGL 510	Literature and the Bible	
ENGL 520	Literature and Theology	
Thesis Course		3
ENGL 598	Thesis/Portfolio	
Elective Courses		21
Select seven of the following: [2, 3]		
ENGL 530	British Literature Seminar	
ENGL 540	American Literature Seminar	
ENGL 550	World Literature Seminar	
ENGL 560	Creative Writing Seminar	
ENGL 568	Writing for Religious Audiences	
ENGL 570	Graduate Research Methods in English	
ENGL 580	Critical Theory Seminar	
ENGL 590	Writing Center Pedagogy and Practice	
ENGL 591	Literature Pedagogy for Adult Audiences	
ENGL 592	Introduction to Composition Studies	
ENGL 599	Independent Study	
Total Units		30

1 If the student wishes, the third core course may be taken as an elective.

2 ENGL 500, ENGL 510, and/or ENGL 520 may be repeated as an elective choice, even if the course was previously taken as part of the core, as long as the topic differs from previous enrollments. Consult with the director of graduate studies for the M.A. in English program.

[3] ENGL 530, ENGL 540, ENGL 550, ENGL 560, ENGL 580, ENGL 599 may be repeated if the seminar topic differs from the previous enrollments.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Examine how theology, biblical studies, and church history can inform the reading, writing, and critical analysis of literary and other cultural texts.
2. Demonstrate the ways Christian faith and practice may illuminate, inspire, and enrich vocation and the creative process of writers, scholars, teachers, and literary artists.
3. Compare, contrast, and critically examine literary theory from a variety of schools and perspectives, including perspectives conversant with Christian faith and practice.
4. Utilize advanced research and/or creative writing skills to produce and analyze texts across a variety of literary forms, styles, and genres.

Department of History and Political Science

Mission Statement

The Department of History and Political Science (http://www.apu.edu/clas/historypolisci) at Azusa Pacific University:

1. Offers undergraduate degree programs in political science, history, international relations, and social science, and a single subject waiver for a teaching credential in social science.
2. Provides General Education courses in history and political science consistent with the outcomes of a liberal arts education.
3. Prepares students for graduate study, law school, and success in their chosen careers.

Department Overview

This department offers majors in history (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/history-major), international relations (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/international-relations-ba), political science (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/political-science-major), and social science (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/social-science-major), and minors in classics (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/classic-minor), history (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/history-minor), international relations (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/international-relations-minor), political science (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/political-science-minor), and prelaw (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/prelaw-minor). The department is also home to chapters of the national political science honor society, Pi Sigma Alpha; the national history honor society, Phi Alpha Theta; and the international legal community honor society, Phi Delta Phi.

Many courses in the department emphasize the reading of classic texts or the study of primary sources. All courses offered in the department are within the College of Liberal Arts and Sciences and are designed to contribute to a Christian liberal arts education.

The department's programs strive to:

- Develop intellectual curiosity.
- Equip students with the abilities to write and speak well, think critically, and judge wisely.
- Enable students to distinguish justice from injustice.
- Teach students the legitimate purposes and necessary limits of political power.
- Provide students historical perspective for making judgments in the present.
- Instruct students in human possibilities and limits.
- Prepare students for careers calling for clear, cogent reasoning.
- Familiarize students with other cultures and times.
- Make available to students the knowledge that is needed by citizens and political leaders.
- Prepare students to teach various social science disciplines.

Students who want to earn up to 9 units in their major through the American Studies Program (https://www.bestsemester.com/locations-and-programs/washingtondc/asp) in Washington, DC, may do so by arrangement with the Department of History and Political Science.

- Master of Public Administration (p. 115)

PADM 350, Origin of Public Administration, 3 Units

This course provides a detailed overview of the theoretical foundation for federal, state, and local government management and operations in California. Special elections, voter-mandated initiatives, and the role and function of publicly funded agencies are examined using case studies, digital media, Q&A discussion board assignments, and assigned online coursework.
Prerequisite: Co-requisite: PADM 399

PADM 375, Program Implementation and Evaluation, 3 Units

This course details the rationale for public programs authorized and managed by public agencies and nonprofit organizations. Public policies and management principles applied to the administration of programs are examined using the course textbook, course reader, online discussion Q&A, digital media, and assigned online coursework. *Meets the General Education Requirement: Integrative and Applied Learning.*

PADM 399, Public Administration Practicum, 1-8 Units

As part of the Sacramento study away program, this course offers fieldwork internship opportunities in an area chosen by the student in consultation with the faculty director for the Azusa Pacific University Center for Public Affairs in Sacramento. Up to 12 units may be earned, but only 6 units are counted toward the political science major and other majors, and 3 units count as general elective credits. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
Prerequisite: Co-requisite: PADM 350

PADM 501, Origin of Public Administration, 3 Units

This course provides professional training in the identification and explanation of theoretical foundations for federal, state and local government management and operations. The creation of special elections, mandated initiatives and the inception and function of publicly funded agencies are discussed using course textbook, course reader, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 502, Organizations and Behavior, 3 Units

This course is an exploratory evaluation and assessment of organizational behavior and communication strategies used by federal, state and local government managers. Students learn to categorize leadership concepts, diversity, change management and inter-organizational communication in publicly funded agencies using the course textbook and lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 503, The Policy Process, 3 Units

This course is an examination of procedural requirements for policy design and implementation in federal, state, county and municipal government. Elections, public policies, mandated initiatives and the role and function of publicly funded agencies are analyzed and critically evaluated using the course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 504, Public Sector Economic Development, 3 Units

This course prepares students for public sector organization management by providing instruction about differentiating between and contrasting community development programs, municipal budgeting and expenditures, grants administration, joint powers agreements and public private partnerships. Non-profit organizations, county, state and municipal government economic development programs and fiscal management policies are interpreted using course textbook, journal articles, lecture discussions, Q&A discussion board assignments, and assigned online coursework.

PADM 505, Public Sector Research Methods, 3 Units

This course is a practical review of data retrieval and analytical techniques used for program evaluation. Recognition of implementation outcomes for programs managed by government and non-profit organizations, and interpretation of legislative requirements for publicly funded programs are examined using course textbook, journal articles, lecture discussions, Q&A discussion board assignments, and assigned online coursework.

PADM 506, Public Sector Leadership and Management, 3 Units

This course exposes emerging and current managers to leadership models and managerial tactics used by professionals working in the public and private sectors, in addition to the roles and functions of administrative agencies and the legislative authorities used by such agencies. Administrative policies are examined by using course textbook, journal articles, lecture discussions, Q&A discussion board assignments, and assigned online coursework.

PADM 510, California's Public Healthcare System [Proposed], 3 Units

The State of California has 21 publicly funded health care systems that support individuals and families regardless of their ability to pay. These systems comprise only six percent of the state's hospitals, but provide more than 40 percent of hospital care to the uninsured. Course provides detailed discussion and instruction about public health systems and federal, state, county and municipal government systems management. Publicly funded health care providers are studied in the course by using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 511, Federal Health Insurance Policy (Implementation and Administration) [Proposed], 3 Units

CalPERS is the nation's largest public pension fund and serves more than 1.9 million members in the retirement system and 1.5 million members in their health care program. Course provides detailed discussion and instruction about CalPERS and public pension programs are examined using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 512, Local Government and Public Health Interventions (Federal/State/Local) [Proposed], 3 Units

School Based Health Centers (SBHC's) provide alternatives for low income and other families located in medically underserved areas. Community health centers (CHC) are community-based and patient-directed organizations that serve populations with limited access to health care, as noted by the federal Centers for Disease Control. Course provides detailed discussion regarding the public sector management of SBHC's and CHC's and the development of local government sponsored programs for older adults, youth, families and the uninsured. Programs are examined and evaluated using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 513, Community Health and the Built Environment (State/Local) [Proposed], 3 Units

Creating a neighborhood serving built environment that encourages positive public health outcomes results in major policy issues for federal, state, and local government managers and elected officials. Municipal planning departments must manage the development of parks, business centers, malls, and historically preserved landmarks. In addition to the elimination of brownfields, the construction of new rail lines for high-speed transit, and provision of quality water sources for distribution to local residents. Course provides detailed discussion and instruction regarding the public sector management of legislative initiatives regarding public health and land use using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 514, Communicating Public Policy [Proposed], 3 Units

Government communication to citizens evolved due to the creation of social media. Elected officials, department managers, state and federal agencies continue to experience challenges when attempting to communicate public policy to citizens effectively. This course examines the competitive environment governments must now compete in against businesses and nonprofits, when trying to reach everyday citizens and registered voters. Course provides detailed discussion and instruction regarding effectively communicating public policy using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 515, Social Media/Digital Media and the Public Sector [Proposed], 3 Units

Social Media is a major communication channel for businesses and individuals that are designated "influencers" for products and lifestyle brands. Many public sector organizations use social media as an opportunity to enhance citizen engagement in political and social affairs. Course provides detailed discussion and instruction regarding social media, privacy and brand representation using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 516, The Press and Politics [Proposed], 3 Units

Media influence partly shaped the development of American government. National news coverage, local newspapers and social media can greatly influence public opinion and can very much influence the viability of controversial policy proposals and elections. Course provides detailed discussion and instruction regarding mass media, elected officials and public policies that affect government program implementation using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 517, Field Report (Independent Study) [Proposed], 3 Units

Course is a mandated field study requirement for students completing their capstone concentration through use of communication strategies and tactics that advance practice in local government.

PADM 518, Public-Private Partnerships (Economic Development) [Proposed], 3 Units

Public infrastructure investments are opportunities for private investors that seek to do business with government. Public-Private Partnerships or P3 projects are supplemented by businesses and investors that seek returns through the collection of fees and other assessments that are paid by taxpayers. Course provides detailed discussion and instruction pertinent to P3 projects in major U.S. cities and local impact using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 519, Small Business Administration and State/Local Government [Proposed], 3 Units

The United States Small Business Administration (SBA) was created through the adoption of the Small Business Act of 1953. The legislative design for this program includes the delivery of loans, loan guarantees, contracts, counseling sessions and assistance to small businesses. Course provides a detailed discussion and instruction pertinent to SBA activities that encourage the creation of small businesses in U.S. cities and examines the SBA California State Trade Expansion Program (California STEP) using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 520, Education and Workforce Development Policy Administration [Proposed], 3 Units

The Workforce Investment and Opportunity Act (WIOA) provides resources to local government for job training and placement programs. WIOA supersedes the Workforce Investment Act of 1998 (WIA) and amends the Wagner-Peyser Act, the Adult Education and Family Literacy Act, and the Rehabilitation Act of 1973.Course provides a detailed discussion and instruction pertinent to the design and implementation of Workforce Investment Boards, Employment Development Department activities and workforce development initiatives in urban and rural cities using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 521, Federal Health Insurance Policy (Implementation and Administration) [Proposed], 3 Units

The Small Business Health Care Tax Credit and Small Business Health Options Program (SHOP) help businesses provide health coverage to their employees. Reproductive rights and cost of care subsidies are major policy issues for private and other employers. Course provides detailed discussion and instruction about health care initiatives for small businesses in urban and rural cities using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 522, Regional Science and Public Data (Seminar in GIS) [Proposed], 3 Units

Regional Science is an emerging field of study that includes data collection and the use of Geographic Information Science and Technology (GIST) for spatial analysis. Public data and individual privacy are major issues in this field due to data collection efforts resulting from voter registration, election outcomes, individual purchasing habits and the use of smart phone technology. Course provides a detailed discussion about spatial analysis and data collection in the public sector using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 523, Big Data and Elections (Polling/Statistics) [Proposed], 3 Units

Individual privacy and the political process are major issues in the United States of America. Public sector organizations are responsible for managing the collection of data for use during local and state elections. This course provides a detailed discussion about the electoral process and the use of data for elections and polling activities conducted by major universities and media networks using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 524, Smart Cities and Workforce Development [Proposed], 3 Units

Autonomous vehicles drone municipal departments for enforcement related activities and for public works utilize technology and artificial intelligence. This course provides a detailed discussion regarding the evolution of smart cities and policy implications resulting for local government adaption to digital management tactics using course textbook, journal articles, lecture discussion examples, Q&A discussion board assignments and assigned online coursework.

PADM 525, Field Report: Spatial or Statistical Analysis of a Public Challenge (Moral Hazard) [Proposed], 3 Units

Course is a mandated field study requirement for students completing their capstone concentration through use of spatial analysis and application of regional science.

PADM 599, Readings in Public Administration, 1-3 Units

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

PADM 600A, Public Administration Capstone A, 3 Units

This course offers credit for fieldwork in an area chosen by the student in consultation with the faculty director of the Azusa Pacific University Center for Public Affairs in Sacramento. The 6-unit public administration capstone (parts A and B combined) is required for completion of the Master of Public Administration degree.

Prerequisite: Second-year good standing in the MPA program.

PADM 600B, Public Administration Capstone B, 3 Units

This course offers credit for fieldwork in an area chosen by the student in consultation with the faculty director of the Azusa Pacific University Center for Public Affairs in Sacramento. The 6-unit public administration capstone (parts A and B combined) is required for completion of the Master of Public Administration degree.

Prerequisite: Second-year good standing in the MPA program.

Faculty

Department Chair

Daniel Palm (http://www.apu.edu/faculty/dpalm), Ph.D.

Master of Public Administration

Learn more (https://www.apu.edu/clas/programs/mpa-degree) about the Master of Public Administration program.

Requirements

Code	Title	Units
Core Courses		
PADM 501	Origin of Public Administration	3

PADM 502	Organizations and Behavior	3
PADM 503	The Policy Process	3
PADM 504	Public Sector Economic Development	3
PADM 505	Public Sector Research Methods	3
PADM 506	Public Sector Leadership and Management	3
PADM 600A	Public Administration Capstone A	3
PADM 600B	Public Administration Capstone B	3
Concentration		12
Choose one of the following:		
Health Policy and Public Administration		
PADM 510	California's Public Healthcare System [Proposed]	
PADM 511	Federal Health Insurance Policy (Implementation and Administration) [Proposed]	
PADM 512	Local Government and Public Health Interventions (Federal/State/Local) [Proposed]	
PADM 513	Community Health and the Built Environment (State/Local) [Proposed]	
Communication and the Public Sector		
PADM 514	Communicating Public Policy [Proposed]	
PADM 515	Social Media/Digital Media and the Public Sector [Proposed]	
PADM 516	The Press and Politics [Proposed]	
PADM 517	Field Report (Independent Study) [Proposed]	
Public Sector Business Administration		
PADM 518	Public-Private Partnerships (Economic Development) [Proposed]	
PADM 519	Small Business Administration and State/Local Government [Proposed]	
PADM 520	Education and Workforce Development Policy Administration [Proposed]	
PADM 521	Federal Health Insurance Policy (Implementation and Administration) [Proposed]	
Emerging Technology and the Public Sector		
PADM 522	Regional Science and Public Data (Seminar in GIS) [Proposed]	
PADM 523	Big Data and Elections (Polling/Statistics) [Proposed]	
PADM 524	Smart Cities and Workforce Development [Proposed]	
PADM 525	Field Report: Spatial or Statistical Analysis of a Public Challenge (Moral Hazard) [Proposed]	
Total Units		36

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate leadership and management techniques in public governance by differentiating and describing characteristics of and distinctions between public agencies based on role, function and general authority provided by federal, state and local government.
2. Assess and evaluate participatory methods and contributions to the policy process during the creation of public programs by using professional standards and guidelines created by NASPAA and American Evaluations Association.
3. Articulate and apply a public service perspective when producing tactical organizational management and strategic communications plans designed for use by public and private sector employees.
4. Compare and contrast communication strategies and methods used to interact productively with a diverse and changing workforce and citizenry, within a Christian worldview.
5. Differentiate between public sector finance and investment methods used for community and economic development and public social service programs.

Department of Global Studies, Sociology, and TESOL

Master of Arts in TESOL, Certificate in TESOL, and Certificate in TEFL

Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) offers prospective and experienced teachers of English as a second or foreign language a 36-unit master’s degree program comprising courses in language acquisition theory, English grammar and pronunciation,

intercultural communication and sociolinguistics, language teaching methods, observation and practice in classroom teaching, language assessment, program design, and classroom research.

The 6-unit Certificate in Teaching English as a Foreign Language (TEFL) is designed for students who seek minimal qualifications to teach English abroad. The 18-unit Certificate in TESOL program is designed for postbaccalaureate students who desire more specialized skills in TESOL but do not wish to pursue the entire graduate degree.

Mission Statement for TESOL Programs

The TESOL programs at Azusa Pacific University prepare present and future educators, both international and domestic, with the competencies and perspectives needed to teach English in a manner marked by professional excellence, intercultural sensitivity, integrity, and compassion. To this end, the program offers a 18-unit undergraduate TESOL minor, an 18-unit graduate certificate in TESOL, a 6-unit graduate certificate in TEFL, and a 36-unit master's degree in TESOL taught by experienced Christian faculty who are motivated to serve God and their students, and who engage students in practical training grounded in theory and research.

Corequisites

1. **Language Proficiency**
   a. For the master's degree, prior to graduation, native speakers of English must verify completion within the last 10 years of a minimum of 6 semester units of college-level foreign language with at least a 3.0 grade-point average on a 4.0 scale, or its equivalent. Options to satisfy the foreign language requirement include formal coursework and community language learning. Students may also establish proficiency via an exam.
   b. All students graduating from non-English speaking institutions must satisfy the English Proficiency Requirements (p. 22). In addition, the following scores on the Internet-based TOEFL are required for admission to the online or field-based TESOL programs.
      i. Reading: 25
      ii. Speaking: 25
      iii. Writing: 25
      iv. Listening: 25
2. **Professional Development**
   Students are required to provide evidence of attendance at a national, state, or regional conference related to language teaching prior to completion of the master's degree.

Cross-program Enrollment

Students in the TESOL master's degree programs may take up to four courses in a different format—on campus, online, or field-based. The program director's approval is required prior to enrollment.

Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org).

Learn more (http://www.apu.edu/clas/globalstudies) **about the Department of Global Studies, Sociology, and TESOL.**

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 14)).

View (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program) **program-specific application requirements.**

International students have a separate application procedure (except for online TESOL programs). Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Master's

Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 133)
- Online (p. 135)
- Field-based (p. 131)
- Christ's College Cooperative Program (p. 131)

Certificates

Teaching English to Speakers of Other Languages (TESOL)

- On Campus (p. 131)
- Online (p. 131)
- Field-based (p. 130)

Teaching English as a Foreign Language (TEFL)

- On Campus (p. 124)
- Online (p. 124)
- Field-based (p. 124)

TESL 500, English for Internationals, 3 Units

The course prepares international students for the interpersonal and academic language tasks of graduate study. Topics include developing effective listening techniques, giving persuasive oral presentations, reading authentic materials, and writing academic prose. Offered only in on-campus program.

TESL 501, Language Learning through Technology, 3 Units

Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons. Students prepare a presentation on online learning suitable for a conference presentation. Offered only in online program.

TESL 503, Language and Culture Learning, 3 Units

Students engage in exploring, learning, and acquiring a language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation. Offered only in field-based program.

TESL 505, Second-language Acquisition, 3 Units

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition?

TESL 505A, Second-language Acquisition: Part I, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

TESL 505B, Second-language Acquisition: Part II, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.
Prerequisite: TESL 505A

TESL 505C, Second-language Acquisition: Part III, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.
Prerequisite: TESL 505A, TESL 505B

TESL 509, Special Topics in TESOL, 1-3 Units

A subject of current interest in TESOL is examined in depth. Students analyze controversial issues and develop a reflective position. Course requirements may include attendance at the annual TESOL convention. Students may repeat the course up to a maximum of 6 units. Each course must address a different topic.

TESL 515, Teaching English Grammar, 3 Units

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework.

TESL 515A, Teaching English Grammar: Part I, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

TESL 515B, Teaching English Grammar: Part II, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

Prerequisite: TESL 515A

TESL 515C, Teaching English Grammar: Part III, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

Prerequisite: TESL 515A, TESL 515B

TESL 525, Teaching English Pronunciation, 3 Units

The phonology of English is addressed with a view towards pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation.

TESL 525A, Teaching English Pronunciation: Part I Phonetic Description, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

TESL 525B, Teaching English Pronunciation: Part II Teaching Materials, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisite: TESL 525A

TESL 525C, Teaching English Pronunciation: Part III Needs Assessment, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisite: TESL 525A, TESL 525B

TESL 530, Intercultural Communication and Language Teaching, 3 Units

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions.

TESL 530A, Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

TESL 530B, Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.
Prerequisite: TESL 530A

TESL 530C, Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.
Prerequisite: TESL 530A, TESL 530B

TESL 535, Sociolinguistics and Language Teaching, 3 Units

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy.

TESL 535A, Sociolinguistics and Language Teaching: Part I, 1 Unit

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.

TESL 535B, Sociolinguistics and Language Teaching: Part II, 1 Unit

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.
Prerequisite: TESL 535A

TESL 535C, Sociolinguistics and Language Teaching: Part III, 1 Unit

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.
Prerequisite: TESL 535A, TESL 535B

TESL 537, Critical Perspectives on Christianity and English Language Teaching, 3 Units

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives.

TESL 537A, Critical Perspectives on Christianity and English Language Teaching: Part I, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

TESL 537B, Critical Perspectives on Christianity and English Language Teaching: Part II, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

Prerequisite: TESL 537A

TESL 537C, Critical Perspectives on Christianity and English Language Teaching: Part III, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

Prerequisite: TESL 537A, TESL 537B

TESL 545, Second-language Pedagogy I, 3 Units

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

TESL 545A, Second-language Pedagogy I: Part I, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

TESL 545B, Second-language Pedagogy I: Part II, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

Prerequisite: TESL 545A

TESL 545C, Second-language Pedagogy I: Part III, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

Prerequisite: TESL 545A, TESL 545B

TESL 548, Teaching EFL with Children, 3 Units

This course covers theoretical and practical aspects of language and literacy development opportunities for children learning English as a foreign language (EFL). Teachers in this course study concerns, approaches, and model programs in teaching English to children in non-English speaking contexts where there may be (a) distinctive demands on the use of required curriculum materials, (b) limitations in facilities, resources, and teaching time; and (c) strong expectations on students to pass standardized examinations.

TESL 550, Second-language Pedagogy II, 3 Units

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language.

TESL 550A, Second-language Pedagogy II: Part I, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

TESL 550B, Second-language Pedagogy II: Part II, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

Prerequisite: TESL 550A

TESL 550C, Second-language Pedagogy II: Part III, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

Prerequisite: TESL 550A, TESL 550B

TESL 557, Reflective Teaching, 3 Units

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results.

TESL 557A, Reflective Teaching: Part I, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

TESL 557B, Reflective Teaching: Part II, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

Prerequisite: TESL 557A

TESL 557C, Reflective Teaching: Part III, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

Prerequisite: TESL 557A, TESL 557B

TESL 560, Language Program Design, 3 Units

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan.

TESL 560A, Language Program Design: Part I, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

TESL 560B, Language Program Design: Part II, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

Prerequisite: TESL 560A

TESL 560C, Language Program Design: Part III, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

Prerequisite: TESL 560A, TESL 560B

TESL 570, Second-language Assessment, 3 Units

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment.

TESL 570A, Second-language Assessment: Part I, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

TESL 570B, Second-language Assessment: Part II, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

Prerequisite: TESL 570A

TESL 570C, Second-language Assessment: Part III, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.
Prerequisite: TESL 570A, TESL 570B

TESL 580, TESOL Portfolio, 3 Units

This course supports students in completing their TESOL program portfolio, which contains evidence of the competencies upon which the program is built.

TESL 589, Research Methods in TESOL, 3 Units

This course prepares teachers to conduct their own research in the area of second-language learning/teaching, and helps them become intelligent users of such research. Class members survey research methods applicable to second-language research, review studies exemplifying each approach, and walk through the process of developing a research proposal: selecting a topic, developing a working bibliography and literature review, and constructing a research design.

TESL 590, Thesis Preparation, 3 Units

Students engage in intensive study, research, and writing on a particular topic or problem in TESOL under the direction of a department faculty member. They are guided in reviewing the literature and in carrying out a previously approved research design. Enrollment is by petition only and must be approved by the department chair.
Prerequisite: TESL 589

TESL 595A, Action Research Project, 2 Units

This advanced course designed for in-service teachers, focuses on the planning, implementation, and evaluation of a self-designed action research project. Teachers select an area of teaching to investigate, design a research plan, collect data, observe behavior, reflect on the results, and write a research report. Teachers present their projects to peers and their professor in TESL 595B Action Research Project. Offered only in field-based program.

TESL 595B, Action Research Project, 1 Unit

This course is a sequel to TESL 595A, enabling in-service teachers to present, discuss, and defend the results of their action research project with their peers and professor. (This course is offered in the field-based program only.)
Prerequisite: TESL 595A

TESL 597A, Action Research: Part I, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

TESL 597B, Action Research: Part II, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.
Prerequisite: TESL 597A

TESL 597C, Action Research: Part III, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.
Prerequisite: TESL 597A, TESL 597B (May be taken concurrently)

TESL 599, Readings in TESOL, 1-3 Units

This course involves an independent study of subjects and interests beyond regular course offerings. Students explore particular topics or issues in accordance with an individualized study plan developed with a sponsoring faculty member and approved by the department chair.

Faculty

Department Chair

Richard Robison (http://www.apu.edu/faculty/rrobison), Ph.D.

Professors

Richard Robison (http://www.apu.edu/faculty/rrobison), Ph.D., Director, On-campus TESOL Program

Mary Shepard Wong (http://www.apu.edu/faculty/mwong), Ph.D., Director, Field-based TESOL Program

Associate Professor

Tasha Bleistein (http://www.apu.edu/faculty/tbleistein), Ph.D., Director, Online TESOL Program

Adjunct Faculty

Nancy Ackles (http://www.apu.edu/faculty/nackles), Ph.D., TESOL

Denzil Barnett (http://www.apu.edu/faculty/dbarnett), M.Ed., TESOL

Gena Bennett (http://www.apu.edu/faculty/gbennett), Ph.D., TESOL

Dana Aliel Cunningham, Ph.D., TESOL

Rita Van Dyke-Kao (http://www.apu.edu/faculty/rkao), M.A., TESOL

Abigail Kleier (http://www.apu.edu/faculty/akleier), M.A., TESOL

Manar Metry (http://www.apu.edu/faculty/mmetry), M.A., TESOL

Jerry Ruth (http://www.apu.edu/faculty/jruth), Ph.D., TESOL

Erin Thorp (http://www.apu.edu/faculty/ethorp), M.A., TESOL

Kimberly Todd (http://www.apu.edu/faculty/todd), M.A., TESOL

Merari Weber (http://www.apu.edu/faculty/mlweber), Ed.D., TESOL

Certificate in TEFL (On Campus, Online, and Field-based)

The Certificate in TEFL (https://www.apu.edu/clas/programs/tefl-certification) consists of the following coursework:

Code	Title	Units
TESL 545	Second-language Pedagogy I	3
TESL 557	Reflective Teaching	3
Total Units		6

TESL 500, English for Internationals, 3 Units

The course prepares international students for the interpersonal and academic language tasks of graduate study. Topics include developing effective listening techniques, giving persuasive oral presentations, reading authentic materials, and writing academic prose. Offered only in on-campus program.

TESL 501, Language Learning through Technology, 3 Units

Students explore how the use of technology can enhance language learning and use online tools to design language learning lessons. Students prepare a presentation on online learning suitable for a conference presentation. Offered only in online program.

TESL 503, Language and Culture Learning, 3 Units

Students engage in exploring, learning, and acquiring a language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation. Offered only in field-based program.

TESL 505, Second-language Acquisition, 3 Units

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition?

TESL 505A, Second-language Acquisition: Part I, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.

TESL 505B, Second-language Acquisition: Part II, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.
Prerequisite: TESL 505A

TESL 505C, Second-language Acquisition: Part III, 1 Unit

This course examines the process of acquiring a language, focusing on second-language acquisition. Questions to be explored include: What is the nature of language proficiency? What regular patterns characterize the process of language acquisition? What strategies do successful language learners employ? How do linguistic, affective, cognitive, and social factors affect second-language development? What is the role of language teaching in facilitating the process of second-language acquisition? In the field-based program, courses are offered as three 1-unit courses to be taken in sequence. TESL 505A, B, C combined is interchangeable with/equivalent to TESL 505.
Prerequisite: TESL 505A, TESL 505B

TESL 509, Special Topics in TESOL, 1-3 Units

A subject of current interest in TESOL is examined in depth. Students analyze controversial issues and develop a reflective position. Course requirements may include attendance at the annual TESOL convention. Students may repeat the course up to a maximum of 6 units. Each course must address a different topic.

TESL 515, Teaching English Grammar, 3 Units

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework.

TESL 515A, Teaching English Grammar: Part I, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.

TESL 515B, Teaching English Grammar: Part II, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.
Prerequisite: TESL 515A

TESL 515C, Teaching English Grammar: Part III, 1 Unit

This course focuses on cultivating grammatical competence in ESL/EFL students. It incorporates an overview of English grammatical structures, from word level to discourse level, in the context of how these structures are acquired by ESL/EFL students and with particular attention to assessing structures in student writing. Class members explore effective means of presenting and practicing these structures within a communicative framework. The field-based program offers three 1-unit courses to be taken in sequence. TESL 515A, B, C combined is interchangeable with/equivalent to TESL 515.
Prerequisite: TESL 515A, TESL 515B

TESL 525, Teaching English Pronunciation, 3 Units

The phonology of English is addressed with a view towards pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation.

TESL 525A, Teaching English Pronunciation: Part I Phonetic Description, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

TESL 525B, Teaching English Pronunciation: Part II Teaching Materials, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisite: TESL 525A

TESL 525C, Teaching English Pronunciation: Part III Needs Assessment, 1 Unit

The phonology of English is addressed with a view toward pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation. TESL 525A, B, C combined is interchangeable with/equivalent to TESL 525.

Prerequisite: TESL 525A, TESL 525B

TESL 530, Intercultural Communication and Language Teaching, 3 Units

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions.

TESL 530A, Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

TESL 530B, Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

Prerequisite: TESL 530A

TESL 530C, Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry, 1 Unit

This course explores the complex process of intercultural communication and how this affects teaching English as a second or foreign language. Students explore the process of learning another culture and learning their own culture through films, course readings, discussions, and an ethnographic experience. They explore the process of teaching culture by developing and presenting an ESL/EFL unit applying the guidelines for culture teaching presented in class texts, lectures, and discussions. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence (either Summer 2, FI, FII or Spring I, II, and Summer 1), each section (A,B,C) is one unit each. TESL 530A, B, C combined is interchangeable with/equivalent to TESL 530.

Prerequisite: TESL 530A, TESL 530B

TESL 535, Sociolinguistics and Language Teaching, 3 Units

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy.

TESL 535A, Sociolinguistics and Language Teaching: Part I, 1 Unit

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.

TESL 535B, Sociolinguistics and Language Teaching: Part II, 1 Unit

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.
Prerequisite: TESL 535A

TESL 535C, Sociolinguistics and Language Teaching: Part III, 1 Unit

This introduction to sociolinguistics explores multiple expressions of English. These include national, regional, social, and gender varieties, as well as styles, registers, pidgins, and creoles. Also studied are language change, the mutual effect of culture and language, and the influence of cultural patterns on speech acts within the larger perspective of governmental language planning as impacted by the historical legacy of the English language. Students develop more complex understandings of how language and language teaching is influenced by societal, political, cultural, psychological, and interpersonal issues and consider the implications of this enhanced understanding on their classroom pedagogy and their views on language planning and policy. TESL 535A, B, C combined is interchangeable with/equivalent to TESL 535.
Prerequisite: TESL 535A, TESL 535B

TESL 537, Critical Perspectives on Christianity and English Language Teaching, 3 Units

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives.

TESL 537A, Critical Perspectives on Christianity and English Language Teaching: Part I, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.

TESL 537B, Critical Perspectives on Christianity and English Language Teaching: Part II, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.
Prerequisite: TESL 537A

TESL 537C, Critical Perspectives on Christianity and English Language Teaching: Part III, 1 Unit

This course engages students in a critical examination of Christianity and English language teaching, investigating the ethical and professional dilemmas that arise when faith and spirituality enter, or are barred from, the language classroom. Students research, discuss, and present on diverse, opposing perspectives. TESL 537A, B, C combined is interchangeable with/equivalent to TESL 537.
Prerequisite: TESL 537A, TESL 537B

TESL 545, Second-language Pedagogy I, 3 Units

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management.

TESL 545A, Second-language Pedagogy I: Part I, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.

TESL 545B, Second-language Pedagogy I: Part II, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.
Prerequisite: TESL 545A

TESL 545C, Second-language Pedagogy I: Part III, 1 Unit

An introduction to the field of teaching English to speakers of other languages, this course deals with learner needs; approaches and methods of teaching; techniques for teaching speaking, listening, and integrated skills; lesson planning; the use of technology in language teaching and learning; and classroom management. TESL 545A, B, C combined is interchangeable with/equivalent to TESL 545.
Prerequisite: TESL 545A, TESL 545B

TESL 548, Teaching EFL with Children, 3 Units

This course covers theoretical and practical aspects of language and literacy development opportunities for children learning English as a foreign language (EFL). Teachers in this course study concerns, approaches, and model programs in teaching English to children in non-English speaking contexts where there may be (a) distinctive demands on the use of required curriculum materials, (b) limitations in facilities, resources, and teaching time; and (c) strong expectations on students to pass standardized examinations.

TESL 550, Second-language Pedagogy II, 3 Units

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language.

TESL 550A, Second-language Pedagogy II: Part I, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.

TESL 550B, Second-language Pedagogy II: Part II, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.
Prerequisite: TESL 550A

TESL 550C, Second-language Pedagogy II: Part III, 1 Unit

This course focuses on the theoretical foundations, relevant research, and classroom applications of the teaching of reading and writing to those who are considered advanced students of English as a second or foreign language. TESL 550A, B, C combined is interchangeable with/equivalent to TESL 550.
Prerequisite: TESL 550A, TESL 550B

TESL 557, Reflective Teaching, 3 Units

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results.

TESL 557A, Reflective Teaching: Part I, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.

TESL 557B, Reflective Teaching: Part II, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.
Prerequisite: TESL 557A

TESL 557C, Reflective Teaching: Part III, 1 Unit

Students complete classroom observation tasks designed to help them consider various dimensions of teaching and engage in practice teaching under the guidance of a mentor teacher. While observing, teaching, and reflecting, students use several strategies to explore their teaching, discovering alternative ways of achieving desired results. TESL 557A, B, C combined is interchangeable with/equivalent to TESL 557.
Prerequisite: TESL 557A, TESL 557B

TESL 560, Language Program Design, 3 Units

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan.

TESL 560A, Language Program Design: Part I, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.

TESL 560B, Language Program Design: Part II, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.
Prerequisite: TESL 560A

TESL 560C, Language Program Design: Part III, 1 Unit

Based upon their articulated beliefs about language learning and teaching and the anticipated needs of their target ESL/EFL population, students develop a language program by formulating goals and objectives; evaluating, selecting, and developing materials; organizing the content and syllabus; and creating an assessment plan. TESL 560A, B, C combined is interchangeable with/equivalent to TESL 560.
Prerequisite: TESL 560A, TESL 560B

TESL 570, Second-language Assessment, 3 Units

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment.

TESL 570A, Second-language Assessment: Part I, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.

TESL 570B, Second-language Assessment: Part II, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.
Prerequisite: TESL 570A

TESL 570C, Second-language Assessment: Part III, 1 Unit

Participants in this course examine the purposes, design, and administration of language proficiency and achievement tests used in ESL/EFL programs. Class members evaluate a standardized language test, construct a multiskill achievement test, and explore alternative means of classroom assessment. TESL 570A, B, C combined is interchangeable with/equivalent to TESL 570.
Prerequisite: TESL 570A, TESL 570B

TESL 580, TESOL Portfolio, 3 Units

This course supports students in completing their TESOL program portfolio, which contains evidence of the competencies upon which the program is built.

TESL 589, Research Methods in TESOL, 3 Units

This course prepares teachers to conduct their own research in the area of second-language learning/teaching, and helps them become intelligent users of such research. Class members survey research methods applicable to second-language research, review studies exemplifying each approach, and walk through the process of developing a research proposal: selecting a topic, developing a working bibliography and literature review, and constructing a research design.

TESL 590, Thesis Preparation, 3 Units

Students engage in intensive study, research, and writing on a particular topic or problem in TESOL under the direction of a department faculty member. They are guided in reviewing the literature and in carrying out a previously approved research design. Enrollment is by petition only and must be approved by the department chair.
Prerequisite: TESL 589

TESL 595A, Action Research Project, 2 Units

This advanced course designed for in-service teachers, focuses on the planning, implementation, and evaluation of a self-designed action research project. Teachers select an area of teaching to investigate, design a research plan, collect data, observe behavior, reflect on the results, and write a research report. Teachers present their projects to peers and their professor in TESL 595B Action Research Project. Offered only in field-based program.

TESL 595B, Action Research Project, 1 Unit

This course is a sequel to TESL 595A, enabling in-service teachers to present, discuss, and defend the results of their action research project with their peers and professor. (This course is offered in the field-based program only.)
Prerequisite: TESL 595A

TESL 597A, Action Research: Part I, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.

TESL 597B, Action Research: Part II, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.
Prerequisite: TESL 597A

TESL 597C, Action Research: Part III, 1 Unit

This set of courses (597A,B,C) is designed for in-service teachers and focuses on the planning, implementation, and presentation of a self-designed action research project. In 597A, teachers select a classroom-based issue or problem and design a research plan to investigate it and implement their plan, by collecting and analyzing data. In 597B teachers complete their research and present the findings to a group of their peers. In 597C teachers write up and submit a written report. In the Field-based program, courses are offered as three one-unit courses to be taken in sequence; however, TESL 597B and 597C can be taken concurrently. TESL 595A and B combined is interchangeable with/equivalent to TESL 597A,B,C.
Prerequisite: TESL 597A, TESL 597B (May be taken concurrently)

TESL 599, Readings in TESOL, 1-3 Units

This course involves an independent study of subjects and interests beyond regular course offerings. Students explore particular topics or issues in accordance with an individualized study plan developed with a sponsoring faculty member and approved by the department chair.

Certificate in TESOL (Field-based)

Each course in the field-based certificate program (https://www.apu.edu/clas/programs/tesol-certification) is composed of three 1-unit courses to be taken in sequential order—A, B, and C. These course groupings are interchangeable with the corresponding 3-unit TESOL courses in the on-campus and online (p. 131) formats.

Code	Title	Units
TESL 505A	Second-language Acquisition: Part I	1
TESL 505B	Second-language Acquisition: Part II	1
TESL 505C	Second-language Acquisition: Part III	1
TESL 515A	Teaching English Grammar: Part I	1
TESL 515B	Teaching English Grammar: Part II	1
TESL 515C	Teaching English Grammar: Part III	1
TESL 535A	Sociolinguistics and Language Teaching: Part I [1]	1
or TESL 530A	Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry	
TESL 535B	Sociolinguistics and Language Teaching: Part II [1]	1
or TESL 530B	Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry	
TESL 535C	Sociolinguistics and Language Teaching: Part III [1]	1
or TESL 530C	Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry	
TESL 545A	Second-language Pedagogy I: Part I	1
TESL 545B	Second-language Pedagogy I: Part II	1

TESL 545C	Second-language Pedagogy I: Part III	1
TESL 550A	Second-language Pedagogy II: Part I	1
TESL 550B	Second-language Pedagogy II: Part II	1
TESL 550C	Second-language Pedagogy II: Part III	1
TESL 557A	Reflective Teaching: Part I [2]	1
TESL 557B	Reflective Teaching: Part II [2]	1
TESL 557C	Reflective Teaching: Part III [2]	1
Total Units		18

[1] Students opting for TESL 530 need to take the course online or on campus.

[2] TESL 557 is an online course. In lieu of face-to-face instruction, students engage in weekly online interaction with their peers and instructor for four months.

Certificate in TESOL (On Campus and Online)

Students who wish to earn the Certificate in TESOL on campus or online (https://www.apu.edu/clas/programs/tesol-certification) must complete 18 units as follows:

Code	Title	Units
Required Courses		
TESL 505	Second-language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 545	Second-language Pedagogy I	3
TESL 550	Second-language Pedagogy II	3
TESL 557	Reflective Teaching	3
Select one of the following:		3
TESL 530	Intercultural Communication and Language Teaching	
TESL 535	Sociolinguistics and Language Teaching	
Total Units		18

Christ’s College Cooperative M.A. in TESOL Program

The APU/Christ’s College Cooperative Master of Arts in TESOL program offers college graduates in Taiwan the opportunity to earn a 33-unit Master of Arts in TESOL. The cooperative program requires two years, one at Christ’s College and one at APU, and leads one to academic accomplishments equal to those attained by graduates of the on-campus program (p. 133). Students must be accepted by Christ’s College and Azusa Pacific University before enrolling in any program coursework at APU. During the first year of the cooperative program, students take four TESOL courses (12 units) identical in number, title, and content to four courses offered on the APU campus. During the second year, students take an additional 7 courses (21 units) on the APU campus. Beyond coursework, students must also complete the same additional program requirements as in the on-campus program.

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

For more information: (626) 815-3844

The field-based TESOL program offers in-service teachers the opportunity to earn the 6-unit TEFL certificate (p. 124), the 18-unit TESOL certificate (p. 130), or the 33-unit Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (https://www.apu.edu/clas/programs/tesol-masters) while teaching abroad. A tuition discount applies to students in this program.

The master's degree can be completed in two years. Students meet for two weeks of face-to-face sessions each July on the APU campus and reunite for two weeks of sessions each January in Chiang Mai, Thailand. Courses in the field-based program are completed in a sequential "A, B, C" format: three 1-unit courses are taken in sequence over three 8-week sessions, allowing students 24 weeks to complete the entire course. Three of the 11 courses in the program are completed online with no face-to-face sessions required. In lieu of writing a thesis or compiling a portfolio, teachers demonstrate their competence through an Action Research Project course.

In addition to the foreign language and professional conference attendance corequisites listed on the department's catalog homepage (p. 116), candidates must also have secured a teaching contract abroad.

Requirements

Code	Title	Units
Required Courses for the Field-based Master of Arts in TESOL		
TESL 505A	Second-language Acquisition: Part I [1]	1
TESL 505B	Second-language Acquisition: Part II [1]	1
TESL 505C	Second-language Acquisition: Part III [1]	1
TESL 515A	Teaching English Grammar: Part I [1]	1
TESL 515B	Teaching English Grammar: Part II [1]	1
TESL 515C	Teaching English Grammar: Part III [1]	1
TESL 525A	Teaching English Pronunciation: Part I Phonetic Description	1
TESL 525B	Teaching English Pronunciation: Part II Teaching Materials	1
TESL 525C	Teaching English Pronunciation: Part III Needs Assessment	1
Select either the TESL 530A/B/C or TESL 535A/B/C group [1, 2]		3
TESL 530A	Intercultural Communication and Language Teaching: Preparing an Ethnographic Inquiry [1,2]	
TESL 530B	Intercultural Communication and Language Teaching: Implementing an Ethnographic Inquiry [1,2]	
TESL 530C	Intercultural Communication and Language Teaching: Writing up and Reporting an Ethnographic Inquiry [1,2]	
OR		
TESL 535A	Sociolinguistics and Language Teaching: Part I [1,2]	
TESL 535B	Sociolinguistics and Language Teaching: Part II [1,2]	
TESL 535C	Sociolinguistics and Language Teaching: Part III [1,2]	
TESL 537A	Critical Perspectives on Christianity and English Language Teaching: Part I [3]	1
TESL 537B	Critical Perspectives on Christianity and English Language Teaching: Part II [3]	1
TESL 537C	Critical Perspectives on Christianity and English Language Teaching: Part III [3]	1
TESL 545A	Second-language Pedagogy I: Part I [1,4]	1
TESL 545B	Second-language Pedagogy I: Part II [1,4]	1
TESL 545C	Second-language Pedagogy I: Part III [1,4]	1
TESL 550A	Second-language Pedagogy II: Part I [1]	1
TESL 550B	Second-language Pedagogy II: Part II [1]	1
TESL 550C	Second-language Pedagogy II: Part III [1]	1
TESL 557A	Reflective Teaching: Part I [1,4]	1
TESL 557B	Reflective Teaching: Part II [1,4]	1
TESL 557C	Reflective Teaching: Part III [1,4]	1
TESL 560A	Language Program Design: Part I	1
TESL 560B	Language Program Design: Part II	1
TESL 560C	Language Program Design: Part III	1
TESL 570A	Second-language Assessment: Part I	1
TESL 570B	Second-language Assessment: Part II	1
TESL 570C	Second-language Assessment: Part III	1
Action Research Project		3
TESL 597A	Action Research: Part I	

TESL 597B	Action Research: Part II	
TESL 597C	Action Research: Part III	
Total Units		33

1 Courses needed for the 18-unit certificate.

2 Students must take either the TESL 530A/B/C or TESL 535A/B/C group of courses.

3 TESL 537 (the A/B/C sections) is an elective and may be replaced with a course that is transferred in from an M.A. in TESOL program at an accredited university.

4 Courses needed for the 6-unit certificate.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Speak and write English at a level appropriate to their anticipated English teaching context.
2. Reflect upon and apply the experience of learning a foreign language to one's teaching of English.
3. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
4. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
5. Interact with Christian views of language learners, language teaching, and the nature of language.
6. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.
7. Evaluate and use technology in teaching English.
8. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
9. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
10. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
11. Use various classroom research procedures and integrate the TESOL literature with their work.
12. Identify and discuss ethical issues entailed in English language teaching.
13. Articulate how one's worldview/faith, identity, and teaching philosophy impact one's pedagogy and professional activities.
14. Participate in the professional TESOL community, including the abilities to give and receive collegial feedback, participate in professional conferences, and apply insights gained to future or current teaching contexts.

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

For more information: (626) 815-3844

Requirements

The program leading to the Master of Arts in TESOL (https://www.apu.edu/clas/programs/tesol-masters) comprises 11 courses, including required and elective options, totaling 33 units.

Code	Title	Units
Required Courses		
TESL 505	Second-language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 525	Teaching English Pronunciation	3
TESL 545	Second-language Pedagogy I [1]	3
TESL 550	Second-language Pedagogy II	3
TESL 557	Reflective Teaching [1]	3
TESL 560	Language Program Design	3
TESL 570	Second-language Assessment	3
Select at least one of the following (if both selected, one counts as an elective):		3

TESL 530	Intercultural Communication and Language Teaching	
TESL 535	Sociolinguistics and Language Teaching	
Select one of the following:		3
TESL 580	TESOL Portfolio	
TESL 589	Research Methods in TESOL [2]	
Elective Courses		
Select one of the following:		3
TESL 509	Special Topics in TESOL	
TESL 537	Critical Perspectives on Christianity and English Language Teaching	
TESL 548	Teaching EFL with Children	
TESL 590	Thesis Preparation [3]	
TESL 599	Readings in TESOL	
Total Units		33

[1] Required course for the TEFL Certificate.

[2] TESL 589 is required if the thesis option is chosen; if the portfolio option is chosen, TESL 589 can be taken as an elective.

[3] TESL 590 may be repeated for credit.

Thesis or Portfolio

To complete the program, students choose either to create a professional portfolio or write a thesis. Students who choose the portfolio must enroll in TESL 580 and develop a portfolio that demonstrates competence in each of the TESOL program learning outcomes. Students who elect to write a thesis must enroll in TESL 589 or a comparable course in research methods. Most students who elect to write a thesis will also enroll in TESL 590 as their elective. After completing the thesis, students must provide an oral defense.

Time Requirements

Students may begin TESOL studies in either Fall I (end of August) or Spring I (January).

The program is offered in a four-session format: Fall I, Fall II, Spring I, and Spring II. Full-time students typically enroll in two courses per 8-week session and can complete the entire program in approximately six sessions (one and a half years). Part-time students taking one course each term can complete the program in about three years.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Speak and write English at a level appropriate to their anticipated English teaching context.
2. Reflect upon and apply the experience of learning a foreign language to one's teaching of English.
3. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
4. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
5. Interact with Christian views of language learners, language teaching, and the nature of language.
6. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.
7. Evaluate and use technology in teaching English.
8. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
9. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
10. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
11. Use various classroom research procedures and integrate the TESOL literature with their work.
12. Identify and discuss ethical issues entailed in English language teaching.
13. Articulate how one's worldview/faith, identity, and teaching philosophy impact one's pedagogy and professional activities.
14. Participate in the professional TESOL community, including the abilities to give and receive collegial feedback, participate in professional conferences, and apply insights gained to future or current teaching contexts.

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

For more information: (626) 815-3844

In the online TESOL program, full-time students can complete coursework for the 33-unit M.A. in TESOL (https://www.apu.edu/clas/programs/tesol-masters) degree in one and a half years via online delivery from anywhere in the world. Students complete courses sequentially in a cohort model, which connects participants to a learning community with a rich diversity of experiences.

Requirements

Code	Title	Units
TESL 501	Language Learning through Technology [1]	3
or TESL 537	Critical Perspectives on Christianity and English Language Teaching	
TESL 505	Second-language Acquisition	3
TESL 515	Teaching English Grammar	3
TESL 525	Teaching English Pronunciation	3
TESL 530	Intercultural Communication and Language Teaching [2]	3
or TESL 535	Sociolinguistics and Language Teaching	
TESL 545	Second-language Pedagogy I [3]	3
TESL 550	Second-language Pedagogy II	3
TESL 557	Reflective Teaching [3]	3
TESL 560	Language Program Design	3
TESL 570	Second-language Assessment	3
TESL 580	TESOL Portfolio	3
Total Units		33

1 Students may select between TESL 501 and TESL 537 to fulfill the elective requirement for the program.

2 TESL 535 is not offered online; students opting for TESL 535 must take this course on campus.

3 Required for the TEFL certificate.

Time Requirements

Students may begin TESOL studies in either Fall I (August/September) or Spring I (January).

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

Other Requirements

Students must have a computer, reliable online access, and an email account. Prior to graduation, students must complete an online portfolio that displays selected student work and provides evidence that the student has met and reflected upon the TESOL program outcomes. Students start their portfolios in a course dedicated to creating a portfolio and then submit them for review. Three faculty members evaluate each portfolio at the end of the program and either suggest specific revisions or approve the portfolio.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Speak and write English at a level appropriate to their anticipated English teaching context.
2. Reflect upon and apply the experience of learning a foreign language to one’s teaching of English.
3. Analyze their own and other cultural and/or language systems and how this affects the teaching of English.
4. Articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of individual and contextual variables.
5. Interact with Christian views of language learners, language teaching, and the nature of language.

6. Describe the grammatical and phonological structures of English and analyze learners' production to create appropriate/related learning activities.
7. Evaluate and use technology in teaching English.
8. Apply, through anticipated or actual teaching, the principles of classroom language pedagogy to teach oral and written English.
9. Apply the techniques and principles of second language assessment, and to interpret the results of such assessments in determining language proficiency and student progress.
10. Evaluate language teaching materials and design a course of language instruction based upon an articulated working philosophy of language learning and teaching.
11. Use various classroom research procedures and integrate the TESOL literature with their work.
12. Identify and discuss ethical issues entailed in English language teaching.
13. Articulate how one's worldview/faith, identity, and teaching philosophy impact one's pedagogy and professional activities.
14. Participate in the professional TESOL community, including the abilities to give and receive collegial feedback, participate in professional conferences, and apply insights gained to future or current teaching contexts.

Department of Mathematics, Physics, and Statistics

Mission Statement

The Department of Mathematics, Physics, and Statistics (http://www.apu.edu/clas/mathphysics) at Azusa Pacific University:

1. Offers undergraduate programs in mathematics, applied mathematics, physics, and statistics, as well as a single subject waiver for a teaching credential in mathematics;
2. Provides General Education (http://catalog.apu.edu/undergraduate/academic-programs/general-education-program) mathematics and science courses consistent with the outcomes of a liberal arts education;
3. Prepares students for graduate study or success in their chosen careers; and
4. Offers a Master of Science in Applied Statistics and Analytics (p. 139) degree program.

- Master of Science in Applied Statistics and Analytics (p. 139)

MATH 199, Calculus Fundamentals for Statistics, 1 Unit

This course introduces fundamental topics in calculus required for understanding statistical theory and methods, including the interpretation of derivatives and integrals, rules for single-variable differentiation and integration, applications to optimization, moments and areas, and basic multivariable differentiation and integration.
Prerequisite: Acceptance into M.S. in Applied Statistics and Analytics program.

MATH 299, Linear Algebra Fundamentals for Statistics, 1 Unit

This course introduces fundamental topics in linear algebra required for statistical courses, including linear and generalized linear models, vectors and matrices, basic matrix operations, methods to solve linear systems, LU/QR decomposition, singular value decomposition, and computation of eigenvalues and eigenvectors.
Prerequisite: Acceptance into M.S. in Applied Statistics and Analytics program.

STAT 501, Introduction to Modeling with Probability, 3 Units

This course is an introduction to probability models used in statistics and data analysis. Topics include basic axioms of probability, random variables, probability distributions, expected values, and probability distribution theory.
Prerequisite: Calculus (multivariable preferred) and linear algebra. Students who are lacking in one area or the other may satisfy the prerequisite by earning a B- or higher in APU's MATH 199 and/or MATH 299.

STAT 502, Mathematical Statistics, 3 Units

This course offers an introduction to descriptive and inferential statistics used in data analysis. Topics include random sampling, parameter estimation, hypothesis testing and goodness of fit, summarizing data, and comparing samples.
Prerequisite: STAT 501

STAT 511, Applied Regression Analysis, 3 Units

This course is an introduction to simple and multiple linear regression models. Topics include parameter estimation, diagnostics, model selection, prediction, and models with categorical predictors.
Prerequisite: STAT 501;
Corequisite: STAT 502

STAT 512, Analysis of Variance and Design of Experiments, 3 Units

This course offers an introduction to designing and analyzing data using experiments. Basic experimental designs are covered, including block, factorial, and fractional factorial. ANOVA models and their assumptions, estimation, and interpretation are introduced. Statistical software is used for all analysis.
Prerequisite: STAT 501;
Corequisite: STAT 502

STAT 521, Statistical Computing and Programming, 3 Units

Students in this course gain basic familiarity with SAS and R programming for data management and analysis. The course takes place in a computer lab, enabling students to implement the lecture material as it is presented. Assignments require using SAS and R to perform data management techniques, generate descriptive statistics and graphical representations of data, and apply statistical methods available in software.
Prerequisite: MATH 361 or equivalent

STAT 541, Epidemiology Research Methods, 3 Units

The purpose of this course is to equip students with the basic concepts and principles of epidemiology, a discipline that identifies the determinants of disease in human populations and assesses the magnitude of public health problems and the success of interventions designed to control them. Students learn about various epidemiologic study designs and their strengths and limitations, the basic mathematical tools needed in epidemiology, the collection of epidemiologic data, and the criteria of causality. Also, the course addresses the biases that may invalidate epidemiologic studies, and considers ethical concerns in epidemiology from a Christian faith perspective.

STAT 542, Applied Logistic Regression and Survival Analysis, 3 Units

This course offers an introduction to methods for analyzing binary outcome and time-to-event data, with the primary focus on how to analyze such data using methods available in standard statistical software packages. Topics include logistic regression estimation, interpretation, and assessment. For time-to-event data, summary statistics for censored data, nonparametric methods (specifically Kaplan-Meier), and semiparametric regression methods centered on the Cox model are introduced.
Prerequisite: STAT 511 and STAT 521 or equivalent

STAT 543, Applied Longitudinal Data Analysis, 3 Units

This course focuses on classical and modern approaches to analyzing continuous and discrete longitudinal data. Topics include exploratory analysis of correlated data, random effect and growth curve models, random effects models, Generalized Estimating Equations (GEE), and analysis of discrete longitudinal data. Emphasis is on estimation using statistical software and model interpretation.
Prerequisite: STAT 511 and STAT 521

STAT 551, Data Visualization, 3 Units

This course introduces students to the field of data visualization. Students learn basic visualization design and evaluation principles, including methods to evaluate visualizations. They also learn how to acquire, parse, and analyze data sets using various data visualization software tools. Data types included in the course include multivariate, temporal, text-based, geospatial, and network/graph-based.

STAT 552, Time Series Analysis and Forecasting, 3 Units

In this course, students develop a working knowledge of time series analysis and forecasting methods, with a focus on applications. Topics include descriptive analysis, probability models for time series, fitting and forecasting for time series models, bootstrapping, models for nonstationary series, and an introduction to spectral analysis.
Prerequisite: STAT 502 and STAT 521

STAT 553, Data Mining, 3 Units

Data mining focuses on algorithms and computational paradigms that allow computers to find patterns and regularities in data in order to perform prediction or find structure and relationships to help improve decision making. This course covers basic methodology, major software tools, and applications in data mining. Students learn conceptual underpinnings of methods in data mining while focusing more on usage of existing software packages than developing the algorithms. In particular, the course covers the methodology, motivation, assumptions, strengths, and weaknesses of the most widely applicable methods in the field.
Prerequisite: STAT 511 and STAT 521

STAT 571, Applied Multivariate Analysis, 3 Units

This course introduces a variety of standard statistical methods used to analyze multivariate data, emphasizing the implementation and interpretations of the methods. Topics covered include matrix computation of summary statistics, graphical techniques, the geometry of sample data, the multivariate normal distribution, principal components analysis, factor analysis, classification and discrimination, and cluster analysis.
Prerequisite: STAT 511 and STAT 521

STAT 572, Applied Bayesian Analysis, 3 Units

This course provides a practical introduction to Bayesian data analysis. Students are exposed to a variety of Bayesian models, including the Bayesian linear model and Bayesian hierarchical modeling as a strategy for modeling complex processes and as a means of assimilating a variety of sources of data. Models are fit for various types of data using modern simulation techniques in statistical software. The focus of the course is modeling, assessing model appropriateness, and interpretation.
Prerequisite: STAT 511 and STAT 521

STAT 573, Applied Nonparametric Statistics, 3 Units

This course provides an overview of nonparametric statistics, helping students learn the difference between parametric and nonparametric statistics and when each is appropriate. This course includes the basic theory and computing tools to perform traditional rank-based nonparametric tests, and advanced topics include nonparametric density estimation, nonparametric regression, and the bootstrap.
Prerequisite: STAT 511 and STAT 521

STAT 574, Discrete Data Analysis, 3 Units

This course covers basic methods for analysis of discrete data, including methods for analyzing and describing discrete data in contingency tables, and statistical models for discrete outcomes that are binary, counts, nominal, and ordinal. Emphasis is on using statistical software to fit models to data, assessing the appropriateness, and interpreting the results in context.
Prerequisite: STAT 511 and STAT 521

STAT 575, Applied Survey Sampling, 3 Units

This course covers sampling design and analysis methods useful for research and management in many fields. Students learn about the basic methods of sampling and estimation and then explore selected designs and recent developments. Topics include simple random sampling with associated estimation and confidence interval methods, selecting sample sizes, estimating proportions, unequal probability sampling, ratio and regression estimation, stratified sampling, cluster, systematic sampling, multistage designs, and double sampling.
Prerequisite: STAT 502 and STAT 521

STAT 592, Ethics in Data Analytics, 2 Units

The availability and use of data has led to tremendous opportunities. Businesses mine data to gain a competitive advantage, and healthcare organizations use it to help improve medical decision making. The use of data, however, has led to potential abuses. This course explores ethical issues in big data analytics, including issues surrounding collection, use, and reporting of data, and considers them from a Christian worldview.

STAT 595, Special Topics in Applied Statistics, 3 Units

This course presents coverage of topics in applied statistics.
Prerequisite: Based upon the topic offered.

STAT 597, Statistical Consulting Practicum, 2 Units

Students in this course investigate the role of the statistician as consultant and collaborator. Topics include problem solving and communication skills (oral and written), structuring working engagements with nonstatisticians and collaborators, and skills specific to statistical consulting. Case studies or ongoing projects are used to provide hands-on consulting experience. Students identify, and produce their proposal for, their culminating project during this course.
Prerequisite: STAT 511 and STAT 521

STAT 598, Culminating Project, 2 Units

This is the capstone course of the Master of Science in Applied Statistics and Analytics program. It is open to second-year students in good standing. Students provide an oral presentation and a written report of the project.
Prerequisite: STAT 597

STAT 599, Independent Study, 1-3 Units

Faculty

Department Chair

Bradley McCoy (http://www.apu.edu/faculty/bmccoy), Ph.D.

Program Director, M.S. in Applied Statistics and Analytics

Soeun Kim, Ph.D.

Assistant Professors

Soeun Kim, Ph.D.

Yi Millie Mao, Ph.D.

Affiliated Faculty

Chong Ho (Alex) Yu (http://www.apu.edu/faculty/cyu), Ph.D.

Master of Science in Applied Statistics and Analytics

The M.S. in Applied Statistics and Analytics (https://www.apu.edu/clas/programs/applied-statistics-masters) program provides professional preparation for careers involving the use of data analysis to inform decisions. The program includes required courses providing a foundation in statistical methods and theory, and electives that allow students to emphasize biostatistics or business analytics and explore a variety of statistical models and techniques for analyzing data. Expertise in the use of statistical software packages is developed. In keeping with the mission of Azusa Pacific University, this program encourages an active conversation about the role of a Christian perspective in the field of applied statistics, particularly in terms of ethical issues prevalent in data analytics. Students complete a total of 33 units.

Code	Title	Units
Core Courses		
STAT 501	Introduction to Modeling with Probability	3
STAT 502	Mathematical Statistics	3
STAT 511	Applied Regression Analysis	3
STAT 512	Analysis of Variance and Design of Experiments	3
STAT 521	Statistical Computing and Programming	3
STAT 592	Ethics in Data Analytics	2
Culminating Experience		
STAT 597	Statistical Consulting Practicum	2
STAT 598	Culminating Project	2
Elective Courses		12
MATH 199	Calculus Fundamentals for Statistics [1]	
MATH 299	Linear Algebra Fundamentals for Statistics [1]	
STAT 541	Epidemiology Research Methods [2]	
STAT 542	Applied Logistic Regression and Survival Analysis [2]	
STAT 543	Applied Longitudinal Data Analysis [2]	
STAT 551	Data Visualization [3]	
STAT 552	Time Series Analysis and Forecasting [3]	
STAT 553	Data Mining [3]	
STAT 571	Applied Multivariate Analysis [3]	
STAT 572	Applied Bayesian Analysis	
STAT 573	Applied Nonparametric Statistics	
STAT 574	Discrete Data Analysis	
STAT 575	Applied Survey Sampling	
STAT 595	Special Topics in Applied Statistics	
PSYC 518 & 518L	Analysis of Variance and Analysis of Variance Lab	
PSYC 519 & 519L	Regression and Regression Lab	
PSYC 520 & 520L	Psychometrics: Assessment and Measurement and Psychometrics: Assessment and Measurement Lab	
Total Units		33

1 Does not count toward 12 units of elective credit; required if not taken previously.

2 Recommended for biostatistics emphasis.

3 Recommended for business analytics emphasis.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Master fundamental probability models and the statistical theory and methodology required to draw appropriate inferences from data.
2. Demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models in real-world interdisciplinary problems.

3. Employ appropriate statistical software for the management and analysis of data.
4. Communicate the results of statistical analyses effectively both orally and in writing to a broad audience.
5. Critically assess the appropriateness and validity of the statistical applications and methodology involved in published studies.
6. Effectively function in an interdisciplinary collaborative environment using the skills of a professional statistician to support decision making.
7. Articulate ethical issues in data analysis and how Christian perspectives relate to the profession of statistics.

College of the Arts

Azusa Pacific's College of the Arts (https://www.apu.edu/arts), encompassing the School of Music (p. 141), School of Visual and Performing Arts (p. 167), and the Department of Communication Studies (p. 181), aims to further artistic collaboration and integration and expand the impact of the arts on campus, in local communities, and around the world. Within the college, art, cinema, communication, design, music, and theater students work in an environment that supports excellence and artistic integrity firmly grounded in the Christian faith. Among the full-time faculty are numerous industry professionals who bring decades of experience to the classroom.

The School of Music offers a Master of Music in Composition (p. 166), Conducting (p. 156), and Performance (p. 157), a Master of Music Education (p. 166), and a Master of Arts in Music Entrepreneurial Studies (p. 149). The School of Visual and Performing Arts offers an online Master of Arts in Modern Art History, Theory, and Criticism (p. 173), a low-residency MFA in Visual Art (p. 172), a Master of Arts in Art Education (p. 175), a Master of Arts in Screenwriting (p. 177), and a Master of Arts in User Experience Design (p. 181). The Department of Communication Studies offers a Master of Arts in Strategic Communication (p. 184) and a bachelor's program in Digital Media and Communication (p. 185) for professional students.

All programs housed in the College of the Arts provide students with practical techniques, knowledge, analytical skills, preparation for professional success, and a solid integration of faith and scholarship that allow them to practice their craft and positively impact the world.

Faculty

Dean

Stephen P. Johnson (http://www.apu.edu/faculty/stephenjohnson), DMA

Associate Dean of Graduate Studies

John E. Simons (http://www.apu.edu/faculty/jesimons), DMA

School of Music

The School of Music (http://www.apu.edu/cma/music) graduate programs merge classical and contemporary musical training within a Christian academic setting. These programs prepare individuals for advanced studies or for success in their chosen careers. The School of Music encourages the integration of academic learning and practical experience in all of the Master of Music programs

The Department of Music Studies offers a Master of Music in Composition (p. 166) and a Master of Music Education (p. 166). The Department of Commercial Music offers a Master of Arts in Music Entrepreneurial Studies (p. 149). The Department of Music Performance offers a Master of Music in Conducting (p. 156) and a Master of Music in Performance (p. 157), as well as the Artist Certificate Program (https://www.apu.edu/cma/music/certificate).

Mission Statement

The School of Music graduate programs include a Master of Music in Composition, Conducting, Music Education, and Performance, as well as a Master of Arts in Music Entrepreneurship. Merging classical and contemporary musical training within a Christian academic setting, these programs prepare individuals for advanced studies or for success in their chosen careers.

- Department of Commercial Music (p. 147)
- Department of Music Studies (p. 159)
- Department of Music Performance (p. 149)

To uphold the excellence of APU's academic offerings, programs undergo periodic review. Information listed is subject to change. For more information, consult with the appropriate academic department.

Program Learning Outcomes

Students who complete a School of Music program will be skilled in the following areas:

PLO 1: Command of Skills: Demonstrate a command of skills required for professional musicianship, including skills in research, analysis, and music technology.

PLO 2: Contextual Understanding: Demonstrate understanding of music in historical, cultural, and stylistic contexts.

PLO 3: Creative or Interpretive Utilization: Demonstrate creative or interpretive utilization of skills and contextual understanding.

PLO 4: Career-Oriented Application: Demonstrate career-oriented application of skills.

PLO 5: Music and Faith: Demonstrate appropriate understanding of the intersection of music and faith.

Master's Degrees in:

- Composition (p. 166)
- Conducting (p. 156)
- Performance (p. 157)
- Music Education (p. 166)
- Music Entrepreneurial Studies (p. 149)

Courses are scheduled so these programs can be completed in two years. A maximum of eight years is allowed for completion of each degree.

Other

- Artist Certificate Program (https://www.apu.edu/cma/music/certificate)

CMUS 500, Foundations of Music Entrepreneurship, 3 Units

This course examines the fundamentals of a startup as it pertains to the music industry. Topics include record label business structures, strategic improvisation and innovation, your fans as your customers, the power of collaboration (DIY vs. DIT?), building a production and promotion team, contracts, taxes, intellectual property law, and leadership styles.

CMUS 501, Commercial Music Strategic Marketing, 3 Units

This course covers music marketing, strategic marketing management, and an examination of the relationship between marketing, innovation, and entrepreneurship. The curriculum also reviews tools and methods used for understanding entertainment market environments, marketing implications of new models of distribution, and delivery to customers.

CMUS 502, Entrepreneurship and Media-Based Streams in Commercial Music, 3 Units

This course analyzes rapid changes in technology, demographics, and music distribution as they challenge musicians and music business organizations to become more entrepreneurial in their planning and practice. This course examines basic principles of entrepreneurship as well as several entrepreneurial models in commercial music streams, with an emphasis on new income streams from the internet and through social networking (content ID and monetization).

CMUS 503, Commercial Music Structure and Global Industry Issues, 3 Units

This seminar course examines how different organizations are structured to exploit and manage entertainment assets, internationally as well as domestically. Topics include management of copyrights, master recordings and artists, and issues regarding problems in international music distribution and protection of intellectual property.

CMUS 504, Finance and Accounting for Music Entrepreneurs, 3 Units

This course draws on many areas, including economics, finance, and accounting concepts, encompassing the details of knowing how to discern different types of royalty statements (national and international) and exploring various kinds of music funding (traditional and nontraditional) such as venture capital and crowdfunding.

CMUS 505, Music and Media, 3 Units

This course is a survey of the creative, business, and technological media systems and entities within the music industry, including entertainment unions, agents, attorneys, concert production, audio engineers, producers, record companies, online distribution, music in film and television, radio promotions and advertising, album and artist registration, IMDb, NARAS, LARAS, CMA, and GMA.

CMUS 600, Comprehensive Artistic Management, 3 Units

This course is an introduction to creative and business management as it pertains to artists in the sound recording industry. Subjects include execution and evaluation of various management strategies, branding, public relations, and various media types.

CMUS 601, Public Policy and Strategic Planning in the Music Industry, 3 Units

This seminar course covers government policies that directly affect the music industry, and also focuses on the strategic planning process of decision making, and allocation of resources to fortify a plan of action. It features an application of principles and techniques that make up the music entertainment sector of the U.S. economy, and uses the business-related tenets of law and economics to generate a modern, consistent, and formal framework for strategic decision making.

CMUS 602, Music Publishing, 3 Units

This course covers performance rights organizations (ASCAP, BMI, SESAC), publishing deals, mechanical licensing, synchronization licensing, music reports, SoundExchange, and Christian Copyright Licensing International (CCLI).

CMUS 603, Ethics and Faith in Music Industry Management, 3 Units

This course examines the role of faith and ethics within the music industry, exploring Christian beliefs and values that influence business practices. Emphasis is placed on the growth of faith-based entertainment, as well as the historical context of spirituality within the music industry.

CMUS 604, Music Entrepreneurship Project, 2 Units

This capstone project highlights the knowledge gained from the entire program. In conjunction with the professor/instructor, the student chooses an area of research and presentation focused on the student's particular career specialty, such as publishing, music marketing, touring, artist management, and album/single release coordination.

Prerequisite: Completion of 24 units of CMUS courses

GMUS 500, Introduction to Graduate Research Methods, 3 Units

In this course, students assess and evaluate various research methods and fields of research in music, achieving mastery of the resources available in academic libraries and online databases. Students employ research tools to develop academic research projects, including abstracts, annotated bibliographies, research papers, and grant proposals. Emphasis and subjects of relevance apply to composers, performers, musicologists, educators, conductors, and researchers. Students interpret the major historical themes, events, and personalities in current academic research.

GMUS 501A, Seminar in Musicology: The Renaissance, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.

Prerequisite: GMUS 500

GMUS 501B, Seminar in Musicology: The Baroque, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.

Prerequisite: GMUS 500

GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.

Prerequisite: GMUS 500

GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.

Prerequisite: GMUS 500

GMUS 503, Advanced Analysis of Form and Style, 3 Units

The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation.

Prerequisite: MUS 427 or equivalent

GMUS 504, Advanced Orchestration, 3 Units

This course offers discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.

Prerequisite: MUS 423 or equivalent

GMUS 505, Advanced Choral Arranging, 3 Units

This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.

Prerequisite: MUS 421 or equivalent

GMUS 506, Special Topics in Musicology, 3 Units

This course addresses special topics from any period of musicology as decided by the instructor and department.

Prerequisite: GMUS 500

GMUS 507A, Seminar A: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507B, Seminar B: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507C, Seminar C: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 507D, Seminar D: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 509A, Conducting I (Choral), 3 Units

Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

GMUS 510, Conducting II (Instrumental), 3 Units

Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

GMUS 511, Applied Conducting, 1-3 Units

Each student in this course studies privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this course.

GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units

The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

GMUS 514, Issues in Music Classroom Pedagogy, 2 Units

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515, Instrumental Pedagogy, 2 Units

Students survey method books and 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 Units

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

GMUS 518A, Seminar A: Choral Conducting, 1 Unit

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

GMUS 518B, Seminar B: Choral Conducting Literature, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

GMUS 520, Applied Instruction I, 1-3 Units

Individual instruction in an instrument or composition is given in this course. Additional fee is required.
Prerequisite: Admission to the graduate program or instructor's permission

GMUS 524, Keyboard Literature, 2 Units

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525, Chamber Ensemble, 2 Units

This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

GMUS 526, Fingerboard Harmony, 2 Units

This course directly applies the principles of diatonic and chromatic harmony to the guitar fingerboard. Students learn to harmonize melodies on the guitar fingerboard by creating arrangements of various styles. The course also makes realizations of ancient tablature so that the student can make arrangements that adapt to the modern guitar.
Prerequisite: Bachelor of Music in guitar performance or Bachelor of Arts with an emphasis in music

GMUS 527, Guitar Ensemble, 1 Unit

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

GMUS 528, Organ Literature, 2 Units

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

GMUS 529, Literature and Resources for Music Education, 2 Units

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

GMUS 530, Applied Voice, 1-3 Units

Individual instruction in voice is given in this course. Additional fee is required.
Prerequisite: Admission to the graduate program in vocal performance or instructor's permission

GMUS 534, Vocal Literature A, 2 Units

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

GMUS 535, Vocal Literature B, 2 Units

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

GMUS 536, Seminar in Professional Preparation, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

GMUS 537, Operatic History and Performance Practice, 3 Units

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

GMUS 540, Advanced Vocal Pedagogy, 2 Units

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.
Prerequisite: GMUS 500

GMUS 541A, Professional Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

GMUS 541B, Advanced Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

GMUS 544, Music Technology Seminar, 3 Units

To broaden students' preparation in using Logic Pro, Finale, and Pro Tools, students learn music software that is new to them. Proficient students deepen their skills and/or learn another software system.
Prerequisite: MUS 296 or equivalent, MUS 327 or equivalent, and MUS 423; not required but highly recommended: MUS 322 or equivalent

GMUS 550, Vocal Collaboration for Pianists, 2 Units

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation.

GMUS 551, Instrumental Collaboration for Pianists, 2 Units

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. The repertoire is predominately instrumental sonatas.

GMUS 561, History of Congregational Song, 2 Units

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

GMUS 562, Survey of Contemporary Worship Styles, 2 Units

This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

GMUS 563, Introduction to Technology and Worship, 2 Units

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

GMUS 565, Aesthetics of Worship, 2 Units

This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

GMUS 567, Arranging: Choral and Instrumental, 2 Units

This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

GMUS 588, Ensemble, 1.00 Unit

This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which students participate is determined by their emphasis.
Prerequisite: The 0-unit option can be taken only with the permission of the associate dean of graduate studies.

GMUS 590, Directed Research, 1-3 Units

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

GMUS 591, Thesis, 2 Units

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.
Prerequisite: Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

GMUS 599, Readings in Music, 1-4 Units

Department of Commercial Music

Mission

To prepare students personally and professionally for careers in the music industry, the Department of Commercial Music focuses on development and integration of skills in the areas of music business, composition and arranging, live and studio performance, and audio recording and production. The combination of internship opportunities, an ever-growing network of working APU alumni, and faculty who are experienced professionals offers students access to strategic links within the Los Angeles music industry.

Department Overview

The department offers a Master of Arts in Music Entrepreneurial Studies (p. 149) program, emphasizing preparation for careers in the ever-changing music industry. Coursework focuses on music business, commercial composition and arranging, audio recording technology, and instrumental and vocal performance.

- Master of Arts in Music Entrepreneurial Studies (p. 149)

CMUS 500, Foundations of Music Entrepreneurship, 3 Units

This course examines the fundamentals of a startup as it pertains to the music industry. Topics include record label business structures, strategic improvisation and innovation, your fans as your customers, the power of collaboration (DIY vs. DIT?), building a production and promotion team, contracts, taxes, intellectual property law, and leadership styles.

CMUS 501, Commercial Music Strategic Marketing, 3 Units

This course covers music marketing, strategic marketing management, and an examination of the relationship between marketing, innovation, and entrepreneurship. The curriculum also reviews tools and methods used for understanding entertainment market environments, marketing implications of new models of distribution, and delivery to customers.

CMUS 502, Entrepreneurship and Media-Based Streams in Commercial Music, 3 Units

This course analyzes rapid changes in technology, demographics, and music distribution as they challenge musicians and music business organizations to become more entrepreneurial in their planning and practice. This course examines basic principles of entrepreneurship as well as several entrepreneurial models in commercial music streams, with an emphasis on new income streams from the internet and through social networking (content ID and monetization).

CMUS 503, Commercial Music Structure and Global Industry Issues, 3 Units

This seminar course examines how different organizations are structured to exploit and manage entertainment assets, internationally as well as domestically. Topics include management of copyrights, master recordings and artists, and issues regarding problems in international music distribution and protection of intellectual property.

CMUS 504, Finance and Accounting for Music Entrepreneurs, 3 Units

This course draws on many areas, including economics, finance, and accounting concepts, encompassing the details of knowing how to discern different types of royalty statements (national and international) and exploring various kinds of music funding (traditional and nontraditional) such as venture capital and crowdfunding.

CMUS 505, Music and Media, 3 Units

This course is a survey of the creative, business, and technological media systems and entities within the music industry, including entertainment unions, agents, attorneys, concert production, audio engineers, producers, record companies, online distribution, music in film and television, radio promotions and advertising, album and artist registration, IMDb, NARAS, LARAS, CMA, and GMA.

CMUS 600, Comprehensive Artistic Management, 3 Units

This course is an introduction to creative and business management as it pertains to artists in the sound recording industry. Subjects include execution and evaluation of various management strategies, branding, public relations, and various media types.

CMUS 601, Public Policy and Strategic Planning in the Music Industry, 3 Units

This seminar course covers government policies that directly affect the music industry, and also focuses on the strategic planning process of decision making, and allocation of resources to fortify a plan of action. It features an application of principles and techniques that make up the music entertainment sector of the U.S. economy, and uses the business-related tenets of law and economics to generate a modern, consistent, and formal framework for strategic decision making.

CMUS 602, Music Publishing, 3 Units

This course covers performance rights organizations (ASCAP, BMI, SESAC), publishing deals, mechanical licensing, synchronization licensing, music reports, SoundExchange, and Christian Copyright Licensing International (CCLI).

CMUS 603, Ethics and Faith in Music Industry Management, 3 Units

This course examines the role of faith and ethics within the music industry, exploring Christian beliefs and values that influence business practices. Emphasis is placed on the growth of faith-based entertainment, as well as the historical context of spirituality within the music industry.

CMUS 604, Music Entrepreneurship Project, 2 Units

This capstone project highlights the knowledge gained from the entire program. In conjunction with the professor/instructor, the student chooses an area of research and presentation focused on the student's particular career specialty, such as publishing, music marketing, touring, artist management, and album/single release coordination.
Prerequisite: Completion of 24 units of CMUS courses

Faculty

Department Chair

David Beatty (http://www.apu.edu/faculty/dbeatty), M.M., MBA

Assistant Professor

Henry Alonzo (http://www.apu.edu/faculty/halonzo), MBA, Director, M.A. in Music Entrepreneurial Studies Program

Master of Arts in Music Entrepreneurial Studies

Learn more (https://www.apu.edu/music/programs/masters-in-music-entrepreneurship) about the Master of Arts in Music Entrepreneurial Studies program.

Requirements

Code	Title	Units
CMUS 500	Foundations of Music Entrepreneurship	3
CMUS 501	Commercial Music Strategic Marketing	3
CMUS 502	Entrepreneurship and Media-Based Streams in Commercial Music	3
CMUS 503	Commercial Music Structure and Global Industry Issues	3
CMUS 504	Finance and Accounting for Music Entrepreneurs	3
CMUS 505	Music and Media	3
CMUS 600	Comprehensive Artistic Management	3
CMUS 601	Public Policy and Strategic Planning in the Music Industry	3
CMUS 602	Music Publishing	3
CMUS 603	Ethics and Faith in Music Industry Management	3
CMUS 604	Music Entrepreneurship Project	2
Total Units		32

Department of Music Performance

Mission

With a conservatory focus, the Department of Music Performance provides student musicians with the opportunity to work with outstanding professional faculty artists in solo and ensemble settings in pursuit of a Master of Music (p. 150) or the Artist Certificate Program (https://www.apu.edu/cma/music/certificate). Through such engagement, students refine their craft for a lifetime of expression and individual creativity that reflects the creative and transformative nature of God.

Experiential Learning

The School of Music encourages the integration of academic learning and practical experience in all of the Master of Music programs. Domestic and international graduate students are encouraged to work as professional musicians (e.g., choral and instrumental directors, vocal and instrumental performers, private teachers, etc.) while completing their degree.

Master of Music in Performance majors are required to gain performing experience each semester. On- and off-campus performances are acceptable.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC) (http://www.wscuc.org).
- The School of Music is accredited by the National Association of Schools of Music (NASM) (https://nasm.arts-accredit.org).

Learn more (http://www.apu.edu/cma/music) **about the School of Music.**

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Graduate Admissions Policies (p. 14)). Additionally, all graduate music applicants must complete an entrance exam. **Program-specific application requirements are available online** (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Requirements Common to All Master's Degree Candidates

Comprehensive Master's Degree Exit Exam

A comprehensive master's-level exit exam must be taken and passed in the last semester of a student's degree coursework in order to graduate with a master's degree from Azusa Pacific University's School of Music.

Grade-point Average

Degree candidates must maintain a 3.0 GPA for the duration of their time in the master's degree program.

Recital Performance

Degree candidates in performance, conducting, and composition must present a graduate recital. Performances (other than those presented at Azusa Pacific University) proposed to meet this requirement must be requested through the petition process and submitted to the graduate associate dean of the School of Music. Degree candidates in music education are not required to present a graduate recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Applied Music

1. Degree candidates in conducting, performance, and composition are required to take at least 8 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.
3. Any student wishing to take more than 2 units of applied lessons in one semester must have written permission from the associate dean or dean of the School of Music in the form of an in-house petition.
4. Jury examinations are required each semester for all students taking private lessons.
5. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
   a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
   b. Faculty may request a specific accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
   c. If no Accompanist Request Form is submitted, or requested after the indicated deadlines, faculty are responsible to make arrangements for their students.
6. Private Lessons:
   a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the annual mandatory solo performance requirement, an *F* will be assigned for the spring semester applied grade.
   b. A department representative will assign an instructor.
   c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

Ensemble Requirement

Performance degree candidates must take part in an ensemble. View ensemble requirements (https://www.apu.edu/cma/music/ensembles).

- Master of Music in Conducting (p. 156)
- Master of Music in Performance (p. 157)
- Artist Certificate Program (http://www.apu.edu/cma/music/certificate)

GMUS 500, Introduction to Graduate Research Methods, 3 Units

In this course, students assess and evaluate various research methods and fields of research in music, achieving mastery of the resources available in academic libraries and online databases. Students employ research tools to develop academic research projects, including abstracts, annotated bibliographies, research papers, and grant proposals. Emphasis and subjects of relevance apply to composers, performers, musicologists, educators, conductors, and researchers. Students interpret the major historical themes, events, and personalities in current academic research.

GMUS 501A, Seminar in Musicology: The Renaissance, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.
Prerequisite: GMUS 500

GMUS 501B, Seminar in Musicology: The Baroque, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.
Prerequisite: GMUS 500

GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.
Prerequisite: GMUS 500

GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.
Prerequisite: GMUS 500

GMUS 503, Advanced Analysis of Form and Style, 3 Units

The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation.
Prerequisite: MUS 427 or equivalent

GMUS 504, Advanced Orchestration, 3 Units

This course offers discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.
Prerequisite: MUS 423 or equivalent

GMUS 505, Advanced Choral Arranging, 3 Units

This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.
Prerequisite: MUS 421 or equivalent

GMUS 506, Special Topics in Musicology, 3 Units

This course addresses special topics from any period of musicology as decided by the instructor and department.
Prerequisite: GMUS 500

GMUS 507A, Seminar A: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
Prerequisite: GMUS 500

GMUS 507B, Seminar B: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
Prerequisite: GMUS 500

GMUS 507C, Seminar C: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
Prerequisite: GMUS 500

GMUS 507D, Seminar D: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.

Prerequisite: GMUS 500

GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 509A, Conducting I (Choral), 3 Units

Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

GMUS 510, Conducting II (Instrumental), 3 Units

Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

GMUS 511, Applied Conducting, 1-3 Units

Each student in this course studies privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this course.

GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units

The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

GMUS 514, Issues in Music Classroom Pedagogy, 2 Units

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515, Instrumental Pedagogy, 2 Units

Students survey method books and 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 Units

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

GMUS 518A, Seminar A: Choral Conducting, 1 Unit

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

GMUS 518B, Seminar B: Choral Conducting Literature, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

GMUS 520, Applied Instruction I, 1-3 Units

Individual instruction in an instrument or composition is given in this course. Additional fee is required.
Prerequisite: Admission to the graduate program or instructor's permission

GMUS 524, Keyboard Literature, 2 Units

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525, Chamber Ensemble, 2 Units

This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

GMUS 526, Fingerboard Harmony, 2 Units

This course directly applies the principles of diatonic and chromatic harmony to the guitar fingerboard. Students learn to harmonize melodies on the guitar fingerboard by creating arrangements of various styles. The course also makes realizations of ancient tablature so that the student can make arrangements that adapt to the modern guitar.
Prerequisite: Bachelor of Music in guitar performance or Bachelor of Arts with an emphasis in music

GMUS 527, Guitar Ensemble, 1 Unit

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

GMUS 528, Organ Literature, 2 Units

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

GMUS 529, Literature and Resources for Music Education, 2 Units

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

GMUS 530, Applied Voice, 1-3 Units

Individual instruction in voice is given in this course. Additional fee is required.
Prerequisite: Admission to the graduate program in vocal performance or instructor's permission

GMUS 534, Vocal Literature A, 2 Units

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

GMUS 535, Vocal Literature B, 2 Units

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

GMUS 536, Seminar in Professional Preparation, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

GMUS 537, Operatic History and Performance Practice, 3 Units

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

GMUS 540, Advanced Vocal Pedagogy, 2 Units

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.
Prerequisite: GMUS 500

GMUS 541A, Professional Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

GMUS 541B, Advanced Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

GMUS 544, Music Technology Seminar, 3 Units

To broaden students' preparation in using Logic Pro, Finale, and Pro Tools, students learn music software that is new to them. Proficient students deepen their skills and/or learn another software system.
Prerequisite: MUS 296 or equivalent, MUS 327 or equivalent, and MUS 423; not required but highly recommended: MUS 322 or equivalent

GMUS 550, Vocal Collaboration for Pianists, 2 Units

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation.

GMUS 551, Instrumental Collaboration for Pianists, 2 Units

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. The repertoire is predominately instrumental sonatas.

GMUS 561, History of Congregational Song, 2 Units

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

GMUS 562, Survey of Contemporary Worship Styles, 2 Units

This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

GMUS 563, Introduction to Technology and Worship, 2 Units

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

GMUS 565, Aesthetics of Worship, 2 Units

This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

GMUS 567, Arranging: Choral and Instrumental, 2 Units

This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

GMUS 588, Ensemble, 1.00 Unit

This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which students participate is determined by their emphasis.
Prerequisite: The 0-unit option can be taken only with the permission of the associate dean of graduate studies.

GMUS 590, Directed Research, 1-3 Units

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

GMUS 591, Thesis, 2 Units

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.
Prerequisite: Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

GMUS 599, Readings in Music, 1-4 Units

Faculty

Department Chair

Christopher Russell (http://www.apu.edu/faculty/cprussell), M.M.

Professors

Joel Clifft (http://www.apu.edu/faculty/jclifft), DMA

Claire Fedoruk (http://www.apu.edu/faculty/cfedoruk), DMA

Janet Harms (http://www.apu.edu/faculty/jharms), Ed.D.

John Sutton (http://www.apu.edu/faculty/jsutton), DMA

Associate Professors

Melanie Galloway (http://www.apu.edu/faculty/mgalloway), DMA

Michael Kozubek (http://www.apu.edu/faculty/mkozubek), DMA

Christopher Russell (http://www.apu.edu/faculty/cprussell), M.M.

Assistant Professors

David Hughes (http://www.apu.edu/faculty/dhughes), DMA

Michelle Jensen (http://www.apu.edu/faculty/mjensen), M.M.

Alexander Russell (http://www.apu.edu/faculty/arussell), DMA

Instructor

Patricia Edwards (http://www.apu.edu/faculty/pedwards), DMA

Lecturer

Jeffrey Williams, M.M.

Master of Music in Conducting

The Master of Music in Conducting (https://www.apu.edu/cma/music/programs/masters-in-conducting) prepares musicians for professional careers in the specialized and competitive field of conducting.

Requirements

Code	Title	Units
Comprehensive Master's-Level Exit Exam (0 Units) [1]		
Core Courses		12
GMUS 500	Introduction to Graduate Research Methods	
GMUS 503	Advanced Analysis of Form and Style	
Students will enroll in GMUS 501A or B depending upon diagnostic entrance exam results.		
GMUS 501A	Seminar in Musicology: The Renaissance	
GMUS 501B	Seminar in Musicology: The Baroque	
Students will enroll in GMUS 502A or B depending upon diagnostic entrance exam results.		
GMUS 502A	Seminar in Musicology: The Nineteenth Century	
GMUS 502B	Seminar in Musicology: The Twentieth Century	
Major Area (Choose Emphasis)		20
Instrumental Emphasis [2]		
GMUS 504	Advanced Orchestration	
GMUS 509A	Conducting I (Choral)	
GMUS 519A	Seminar A: Instrumental Conducting	
GMUS 519B	Seminar B: Instrumental Conducting Literature	
GMUS 519C	Seminar C: Instrumental Performance Practice and Rehearsal Techniques	
GMUS 519D	Seminar D: Professional and Current Issues in Instrumental Conducting	
GMUS 511	Applied Conducting [2]	
Choral Emphasis [3]		
GMUS 505	Advanced Choral Arranging	
GMUS 510	Conducting II (Instrumental)	
GMUS 518A	Seminar A: Choral Conducting	
GMUS 518B	Seminar B: Choral Conducting Literature	
GMUS 518C	Seminar C: Choral Performance Practice and Rehearsal Techniques	
GMUS 518D	Seminar D: Professional and Current Issues in Choral Conducting	
GMUS 540	Advanced Vocal Pedagogy	
GMUS 511	Applied Conducting [3]	
Ensemble [4]		2
GMUS 588	Ensemble	
Graduate Recital		N/C
Electives [5]		2
Total Units		36

1 Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

2 Candidates in the Instrumental Emphasis enroll in a total of 10 units of applied conducting lessons, of which 8 units are taken with their primary professor, depending on their primary interest area (wind or orchestral), and the remaining 2 units are in the alternative area (wind for orchestral interest, and orchestral for wind interest). Candidates taking applied instrumental conducting lessons are required to attend a weekly instrumental conducting lab/master class.

3 Candidates in the Choral Emphasis enroll in 8 units of applied conducting lessons with their primary professor, and are required to attend a weekly instrumental conducting lab/master class. Entering candidates must have an earned bachelor's degree in music with one semester of undergraduate conducting, two semesters of undergraduate diction (including German, Italian, French, Latin, and English), at least two semesters of undergraduate applied voice lessons, and a history of participation in collegiate choral ensembles during the graduate degree. Deficiency in conducting study, voice, and diction hours may be resolved with appropriate enrollment during M.M. degree progress, but these undergraduate hours will not count toward the graduate degree.

4 Candidates are to be in an appropriate instrumental or choral ensemble, as assigned by the supervising conductor or program director, for two terms of full-time residence. Candidates must enroll in 2 units of an instrumental ensemble to fulfill this requirement for instrumental conducting, or 2 units of a choral ensemble for choral conducting.

5 Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement will generate an additional fee.

Master of Music in Performance

The Master of Music in Performance (https://www.apu.edu/cma/music/programs/masters-in-music-performance) allows emphasis in several areas, including instrumental performance, piano and organ performance, vocal performance, and keyboard collaborative arts.

Requirements

Code	Title	Units
Comprehensive Master's-Level Exit Exam (0 Units) [1]		
Piano and Organ Emphasis Core Courses		
GMUS 500	Introduction to Graduate Research Methods	3
Students will enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results.		
GMUS 501A	Seminar in Musicology: The Renaissance	3
or GMUS 501B	Seminar in Musicology: The Baroque	
GMUS 502A	Seminar in Musicology: The Nineteenth Century	3
or GMUS 502B	Seminar in Musicology: The Twentieth Century	
GMUS 503	Advanced Analysis of Form and Style	3
Additional Courses		
GMUS 509A	Conducting I (Choral)	3
or GMUS 510	Conducting II (Instrumental)	
GMUS 520	Applied Instruction I (2 units each for 4 terms: 8 units total)	2
GMUS 524	Keyboard Literature	2
GMUS 525	Chamber Ensemble	2
Electives [2,3]		3
Graduate Recital (N/C)		
Total Units		30

1 A Comprehensive Master's-Level Exit Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

2 Private lessons taken for elective units require an additional fee.

3 Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Courses must be numbered 500 or higher.

Code	Title	Units
Comprehensive Master's-Level Exit Exam (0 Units) [1]		
Vocal Emphasis Core Courses		12
GMUS 500	Introduction to Graduate Research Methods	
GMUS 503	Advanced Analysis of Form and Style	

Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results.		
GMUS 501A	Seminar in Musicology: The Renaissance	
GMUS 501B	Seminar in Musicology: The Baroque	
Students enroll in GMUS 502A or B, depending upon diagnostic entrance exam results.		
GMUS 502A	Seminar in Musicology: The Nineteenth Century	
GMUS 502B	Seminar in Musicology: The Twentieth Century	
Major Area		22
GMUS 530	Applied Voice [2]	
GMUS 534	Vocal Literature A	
GMUS 535	Vocal Literature B	
GMUS 536	Seminar in Professional Preparation	
GMUS 537	Operatic History and Performance Practice	
GMUS 540	Advanced Vocal Pedagogy	
GMUS 541A	Professional Vocal Coaching	
GMUS 541B	Advanced Vocal Coaching	
GMUS 588	Ensemble [3]	
Electives [4]		2
Graduate Recital (N/C)		
Total Units		36

1 Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

2 Students take a total of 8 units of applied lessons with their primary professor. This includes a weekly studio/master class.

3 Opera is recommended for these two units. If chosen, opera must be taken as a yearlong commitment of 1 unit each in the fall and spring terms, consecutively.

4 Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement generate an additional fee.

Code	Title	Units
Comprehensive Master's-Level Exit Exam (0 Units) [1]		
Instrumental Emphasis Core Courses		
GMUS 500	Introduction to Graduate Research Methods	3
Students will enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results.		
GMUS 501A	Seminar in Musicology: The Renaissance	3
or GMUS 501B	Seminar in Musicology: The Baroque	
GMUS 502A	Seminar in Musicology: The Nineteenth Century	3
or GMUS 502B	Seminar in Musicology: The Twentieth Century	
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 509A	Conducting I (Choral)	3
or GMUS 510	Conducting II (Instrumental)	
Additional Courses		15
GMUS 520	Applied Instruction I (2 units per term for 4 terms; 8 units total)	
GMUS 525	Chamber Ensemble (2)	
GMUS 526	Fingerboard Harmony (For guitar performance majors only; 2)	
GMUS 588	Ensemble (2 units required)	
Electives (1-3 units) [2, 3, 4]		
Graduate Recital (N/C)		
Total Units		30

1 A Comprehensive Master's-Level Exit Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

2 Private lessons taken for elective or required units require an additional fee.

[3] Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Courses must be numbered 500 or higher.

[4] 1 unit of elective credit for guitar, 3 units for all others.

Code	Title	Units
Keyboard Collaborative Arts Emphasis Core Courses		12
Comprehensive Master's-Level Exit Exam (0 Units) [1]		
GMUS 500	Introduction to Graduate Research Methods	
GMUS 503	Advanced Analysis of Form and Style	
Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results.		
GMUS 501A	Seminar in Musicology: The Renaissance	
GMUS 501B	Seminar in Musicology: The Baroque	
Students enroll in GMUS 502A or B, depending upon diagnostic entrance exam results.		
GMUS 502A	Seminar in Musicology: The Nineteenth Century	
GMUS 502B	Seminar in Musicology: The Twentieth Century	
Major Area		19
GMUS 525	Chamber Ensemble [2]	
GMUS 508A	Seminar A: Keyboard Collaborative Arts	
GMUS 508B	Seminar B: KCA Instrumental Collaboration	
GMUS 508C	Seminar C: KCA Issues in Keyboard Collaboration	
GMUS 508D	Seminar D: KCA Professional Preparation	
Applied Lessons [3]		
GMUS 520	Applied Instruction I (2 units per term)	
Students enroll in GMUS 509A or 510, depending upon personal preference.		
GMUS 509A	Conducting I (Choral)	
GMUS 510	Conducting II (Instrumental)	
Electives [4]		2
Graduate Recital (N/C)		
Total Units		33

[1] Exam must be taken and passed by all master's degree candidates in the last term of their degree coursework in order to graduate with the Master of Music from Azusa Pacific University.

[2] This course is taken twice for a total of 4 units.

[3] Students take a total of 8 units of applied lessons with their primary professor. This includes a weekly studio/master class.

[4] Two elective units are required for this degree. These units may be chosen from any graduate-level music course. Applied lessons used in this requirement generate an additional fee.

Department of Music Studies

The Department of Music Studies in APU's School of Music houses the Master of Music in Composition and Master of Music Education programs.

Experiential Learning

The School of Music encourages the integration of academic learning and practical experience in all of the Master of Music programs. Domestic and international graduate students are encouraged to work as professional musicians (e.g., choral and instrumental directors, vocal and instrumental performers, private teachers, etc.) while completing their degree. Master of Music in Performance students are required to gain performing experience each semester. On- and off-campus performances are acceptable.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org).
- The School of Music is accredited by the National Association of Schools of Music (NASM) (https://nasm.arts-accredit.org).

Learn more (http://www.apu.edu/music) **about the School of Music.**

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Graduate Admission to the University (p. 14)). Additionally, all graduate music applicants must complete an entrance exam. **Program-specific admission requirements are available online** (http://www.apu.edu/graduatecenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Requirements Common to All Master's Degree Candidates

Comprehensive Master's Degree Exit Exam

A comprehensive master's-level exit exam must be taken and passed in the last semester of a student's degree coursework in order to graduate with a master's degree from Azusa Pacific University's School of Music.

Grade-point Average

Degree candidates must maintain a 3.0 GPA for the duration of their time in the master's degree program.

Recital Performance

Degree candidates in performance, conducting, and composition must present a graduate recital. Performances (other than those presented at Azusa Pacific University) proposed to meet this requirement must be requested through the petition process and submitted to the graduate associate dean of the School of Music. Degree candidates in music education are not required to present a graduate recital. In the case of a student who is taking instruction in more than one applied area, recital performance is required only in the primary applied area.

Applied Music

1. Degree candidates in conducting, performance, and composition are required to take at least 8 units in one applied area.
2. Students must take at least 1 unit of applied lessons each semester, even if the minimum number of units for their emphasis has been met.
3. Any student wishing to take more than 2 units of applied lessons in one semester must have written permission from the associate dean or dean of the School of Music in the form of an in-house petition.
4. Jury examinations are required each semester for all students taking private lessons.
5. All students, in conjunction with the instructor, are responsible for selecting an accompanist for juries by the indicated deadlines. There are three ways to select an accompanist:
   a. Faculty may request an accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
   b. Faculty may request a specific accompanist with the Accompanist Request Form available in the School of Music office by the indicated deadlines.
   c. If no Accompanist Request Form is submitted, or requested after the indicated deadlines, faculty are responsible to make arrangements for their students.
6. Private Lessons:
   a. Grades for private lessons are issued based on a minimum of 12 lessons per semester. The grade will be lowered if the student attends fewer than the minimum of 12 lessons. Additionally, if the student does not meet the annual mandatory solo performance requirement, an *F* will be assigned for the spring semester applied grade.
   b. A department representative will assign an instructor.
   c. When the student is ill and notifies the teacher in advance, a makeup lesson will be rescheduled if possible. "No-show" students do not receive makeup lessons.

- Master of Music in Composition (p. 166)
- Master of Music Education (p. 166)

GMUS 500, Introduction to Graduate Research Methods, 3 Units

In this course, students assess and evaluate various research methods and fields of research in music, achieving mastery of the resources available in academic libraries and online databases. Students employ research tools to develop academic research projects, including abstracts, annotated bibliographies, research papers, and grant proposals. Emphasis and subjects of relevance apply to composers, performers, musicologists, educators, conductors, and researchers. Students interpret the major historical themes, events, and personalities in current academic research.

GMUS 501A, Seminar in Musicology: The Renaissance, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the 14th century to the early 16th century.
Prerequisite: GMUS 500

GMUS 501B, Seminar in Musicology: The Baroque, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the early 16th century to the mid-18th century.
Prerequisite: GMUS 500

GMUS 502A, Seminar in Musicology: The Nineteenth Century, 3 Units

This course traces the development of music in Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 19th century.
Prerequisite: GMUS 500

GMUS 502B, Seminar in Musicology: The Twentieth Century, 3 Units

This course traces the development of music in Western and non-Western traditions through various ideas and procedures within specific geographical and cultural time frames. Students examine the implications, in a Christian framework, of the various developments and procedures used in music of classical and folk traditions of Western cultures from the beginning to the end of the 20th century.
Prerequisite: GMUS 500

GMUS 503, Advanced Analysis of Form and Style, 3 Units

The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation.
Prerequisite: MUS 427 or equivalent

GMUS 504, Advanced Orchestration, 3 Units

This course offers discussion, study, and analysis of orchestrational techniques, as well as scoring for varied instrumental groupings. It concentrates on using scoring knowledge as a conductor and on practical writing techniques.
Prerequisite: MUS 423 or equivalent

GMUS 505, Advanced Choral Arranging, 3 Units

This course is designed to enhance skills in arranging music for performance, with emphasis on choral arranging.
Prerequisite: MUS 421 or equivalent

GMUS 506, Special Topics in Musicology, 3 Units

This course addresses special topics from any period of musicology as decided by the instructor and department.
Prerequisite: GMUS 500

GMUS 507A, Seminar A: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
Prerequisite: GMUS 500

GMUS 507B, Seminar B: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
Prerequisite: GMUS 500

GMUS 507C, Seminar C: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
Prerequisite: GMUS 500

GMUS 507D, Seminar D: Music Education, 1 Unit

This course is part of a 4-unit cycle of 1-unit seminars that address specific topics in music education. Students engage creatively with philosophical and rationalist approaches to modern music education, and master research in the field. Topics are outlined by the professor and department as the program progresses.
Prerequisite: GMUS 500

GMUS 508A, Seminar A: Keyboard Collaborative Arts, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508B, Seminar B: KCA Instrumental Collaboration, 1 Unit

In this course, students collaborate with vocalists in a master class setting. Together they prepare and perform art songs and arias in Italian, French, German, and English. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each song they perform, communicating the poetic content for each work in their own words. In addition, they write a word-for-word translation in the score for each piece. Students are encouraged to critique the performance of their colleagues after each performance. They also interpret the musical language of history's greatest composers.

GMUS 508C, Seminar C: KCA Issues in Keyboard Collaboration, 1 Unit

Students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students verbally present a precis for each work they perform, communicating the content for each work in their own words. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 508D, Seminar D: KCA Professional Preparation, 1 Unit

In this seminary, students collaborate with keyboardists in a master class setting. Together they prepare and perform works from different periods and styles, including French, Italian, Spanish, and German. After completing the class, students are able to articulate distinct performance practices for each style. Students learn to prepare professional recitals, chamber works, and vocal and choral works. Class participants are encouraged to critique the performance of their colleagues after each performance.

GMUS 509A, Conducting I (Choral), 3 Units

Students develop advanced choral conducting and rehearsal techniques. Music from various historical periods and styles are studied and conducted.

GMUS 510, Conducting II (Instrumental), 3 Units

Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

GMUS 511, Applied Conducting, 1-3 Units

Each student in this course studies privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this course.

GMUS 513, Philosophical and Psychological Foundations of Music Education, 2 Units

The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

GMUS 514, Issues in Music Classroom Pedagogy, 2 Units

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

GMUS 515, Instrumental Pedagogy, 2 Units

Students survey method books and 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 Units

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

GMUS 518A, Seminar A: Choral Conducting, 1 Unit

In this course, students study with an instructor and graduate colleagues in a weekly seminar setting, exploring cornerstone literature and fundamental repertoire of the choral art, encompassing Medieval Chant and historic musical compositions spanning the Renaissance, Baroque, and Classical periods within the Western European tradition.

GMUS 518B, Seminar B: Choral Conducting Literature, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices spanning the Romantic period through the 20th and early 21st centuries within the Western European tradition and contemporary choral landscape.

GMUS 518C, Seminar C: Choral Performance Practice and Rehearsal Techniques, 1 Unit

In this seminar, students explore cornerstone literature and fundamental repertoire of the choral art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts, as well as the affected literature.

GMUS 518D, Seminar D: Professional and Current Issues in Choral Conducting, 1 Unit

In this seminar, students explore cornerstone issues and professional considerations of the choral profession. The focus is on professional conferences and organizations that connect students with professional conductors and colleagues, as well as on controversial issues regarding the choral art in current practice.

GMUS 519A, Seminar A: Instrumental Conducting, 1 Unit

In this course, students develop advanced instrumental conducting and rehearsal techniques over a series of four seminars. Emphasis is placed on wind ensemble and orchestral conducting literature, performance practice, and historical context.

GMUS 519B, Seminar B: Instrumental Conducting Literature, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, emphasis is placed on wind ensemble and orchestral conducting literature from the Romantic period through the 21st century.

GMUS 519C, Seminar C: Instrumental Performance Practice and Rehearsal Techniques, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone literature and fundamental repertoire of the instrumental conducting art, and "historic informed performance" practices. Deeper consideration is given to the effect performance practice has on rehearsal and production of concerts as well as the affected literature.

GMUS 519D, Seminar D: Professional and Current Issues in Instrumental Conducting, 1 Unit

Students develop advanced instrumental conducting and rehearsal techniques over a series of 4 seminars. In this seminar, students explore cornerstone issues and professional considerations of the instrumental profession. Focus is given to professional conferences and organizations that connect students with professional conductors and colleagues, as well as to controversial issues regarding the instrumental conducting art in current practice.

GMUS 520, Applied Instruction I, 1-3 Units

Individual instruction in an instrument or composition is given in this course. Additional fee is required.
Prerequisite: Admission to the graduate program or instructor's permission

GMUS 524, Keyboard Literature, 2 Units

Students survey keyboard musical literature from all historical periods. Solo and small ensemble literature are emphasized.

GMUS 525, Chamber Ensemble, 2 Units

This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

GMUS 526, Fingerboard Harmony, 2 Units

This course directly applies the principles of diatonic and chromatic harmony to the guitar fingerboard. Students learn to harmonize melodies on the guitar fingerboard by creating arrangements of various styles. The course also makes realizations of ancient tablature so that the student can make arrangements that adapt to the modern guitar.
Prerequisite: Bachelor of Music in guitar performance or Bachelor of Arts with an emphasis in music

GMUS 527, Guitar Ensemble, 1 Unit

This course develops skills in sight reading and part playing in ensembles of varying sizes from duets to guitar orchestras. Graduate students have the opportunity to assist undergraduates as well as challenge themselves with the more difficult parts of the ensembles relating to upper registers and more technically demanding parts.

GMUS 528, Organ Literature, 2 Units

A survey of music written for the pipe organ from pre-Renaissance times through the present will be studied. Various organ builders during the centuries will be discussed and how they influenced composition written during their time. Many works will be heard and examined.

GMUS 529, Literature and Resources for Music Education, 2 Units

This course traces and analyzes appropriate literature for classroom teaching of musical ensembles, as well as resources for music educators.

GMUS 530, Applied Voice, 1-3 Units

Individual instruction in voice is given in this course. Additional fee is required.
Prerequisite: Admission to the graduate program in vocal performance or instructor's permission

GMUS 534, Vocal Literature A, 2 Units

Students explore a rich and diverse literature: the German Lied or art song. Each student selects a significant Lied composer as well as a Liederzyklus (song cycle) to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course's assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed to help in preparing the presentations. The professor chooses the content of presentations, and this work is assigned at the professor's discretion.

GMUS 535, Vocal Literature B, 2 Units

Students in this course explore a rich and diverse literature of the art song in American, British, French, Italian, and Russian settings. Each student selects a significant composer as well as a national school or style to research and study in planning for a performance. Class meetings consist of interactive learning that includes student research and presentation as a part of the discussion each class. Student presentations are drawn from the course-assigned readings, and all students engage in conversation during classroom presentations. An outline is distributed, to be used to prepare the presentations. The professor chooses the content of presentations, and work is assigned at their discretion.

GMUS 536, Seminar in Professional Preparation, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in professional performance situations. Students study the art of auditioning and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to giving a public audition.

GMUS 537, Operatic History and Performance Practice, 3 Units

This course addresses the history of opera from its inception in 1600 to its current practice. The course includes a survey of operatic styles, types, and developments, and educates students about performance practices of the relevant time periods. Students attend and analyze opera performances as part of their coursework, and engage in critical thinking and writing regarding the topic of operatic history.

GMUS 540, Advanced Vocal Pedagogy, 2 Units

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in solo and choral settings. Students study the anatomy of the larynx, as well as the physiology of breathing, respiration, vowel formants, timbre, registers, and vocal health. Students also read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to teaching a public practice voice lesson.
Prerequisite: GMUS 500

GMUS 541A, Professional Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students in this course gain a deeper understanding of the professional use of vocal coaching and how to respond in professional situations with a professional voice coach. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to receiving a professional-style vocal coaching.

GMUS 541B, Advanced Vocal Coaching, 1 Unit

Through study, discussion, practice, and examination, students gain a deeper understanding of the physiology and psychology of the singing voice in vocal coaching situations. Students study the art of vocal coaching and its benefits, and read a significant amount of material and comment on that foundational knowledge. In-class discussion, reading responses, and two extensive take-home examinations afford opportunities to exhibit mastery of the material, and students deliver one in-class presentation in addition to taking a public practice voice coaching.

GMUS 544, Music Technology Seminar, 3 Units

To broaden students' preparation in using Logic Pro, Finale, and Pro Tools, students learn music software that is new to them. Proficient students deepen their skills and/or learn another software system.
Prerequisite: MUS 296 or equivalent, MUS 327 or equivalent, and MUS 423; not required but highly recommended: MUS 322 or equivalent

GMUS 550, Vocal Collaboration for Pianists, 2 Units

Students learn to collaborate with vocalists in a master class setting. Pianists perform Italian, French, German, and American art songs and arias. Emphasis is placed on both musical and poetic interpretation.

GMUS 551, Instrumental Collaboration for Pianists, 2 Units

Students learn to collaborate with instrumentalists in a master class setting. Each major historical period is surveyed, and pianists work with instrumentalists from every family of instruments. The repertoire is predominately instrumental sonatas.

GMUS 561, History of Congregational Song, 2 Units

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the lives of the men and women who wrote hymns, the times in which they lived, and the effect this had on their work. Some attention is given to the music to which these texts have been set.

GMUS 562, Survey of Contemporary Worship Styles, 2 Units

This course investigates the philosophy, practice, and history of diverse worship styles and traditions being used today in the United States as well as around the world. Styles and expressions such as liturgical, traditional, contemporary, blended, Gen X, Taize, and global expressions are discussed and researched to identify their strengths and weaknesses in helping today's church voice its song of worship unto God.

GMUS 563, Introduction to Technology and Worship, 2 Units

This course is an introduction to the historical, theological, philosophical, and practical uses of technology. Powerpoint, MIDI, sound systems, video projection, and multimedia of all kinds are examined in order to understand the appropriate role of technology in assisting the Church's worship unto God.

GMUS 565, Aesthetics of Worship, 2 Units

This course focuses on the unique role of aesthetics in worship with particular emphasis on music and the visual symbols of faith and ritual. It includes the study of iconography, imagination, movement, and the dramatic integration of the arts in corporate worship.

GMUS 567, Arranging: Choral and Instrumental, 2 Units

This course teaches advanced skills in arranging for choral and instrumental ensembles for use in worship services. Arranging for several musical levels is included, from less experienced to advanced levels.

GMUS 588, Ensemble, 1.00 Unit

This course provides opportunity for students to enhance performance skills in a larger ensemble. The specific ensemble in which students participate is determined by their emphasis.

Prerequisite: The 0-unit option can be taken only with the permission of the associate dean of graduate studies.

GMUS 590, Directed Research, 1-3 Units

This course offers individualized assistance in researching thesis materials. A completed prospectus is necessary for advancement to GMUS 591, where the thesis is completed. This course may be repeated for credit until the prospectus is completed to the satisfaction of the advising professor. Two units of this course are required for graduation, but the course may be repeated for credit if necessary.

GMUS 591, Thesis, 2 Units

This course involves creation and approval of a final written thesis, which is the culmination of a student's area of research. This course may be taken only once.

Prerequisite: Successful completion of GMUS 590 Directed Research and permission of the graduate program director to proceed to this final stage of the thesis process.

GMUS 599, Readings in Music, 1-4 Units

Faculty

Department Chair

Philip Shackleton (http://www.apu.edu/faculty/pshackleton), DMA

Professors

Claire Fedoruk (http://www.apu.edu/faculty/cfedoruk), DMA

Philip Shackleton (http://www.apu.edu/faculty/pshackleton), DMA

John Simons (http://www.apu.edu/faculty/jesimons), DMA

Associate Professors

Alexander Koops (http://www.apu.edu/faculty/akoops), DMA

Don Neufeld (http://www.apu.edu/faculty/dneufeld), M.A.

Assistant Professor

John Burdett (http://www.apu.edu/faculty/jburdett), Ed.D.

Instructor

Stephen Martin (http://www.apu.edu/faculty/smartin), DCM

Faculty Emeriti

Dennis Royse (http://www.apu.edu/faculty/droyse), Ph.D.

Master of Music Education

The Master of Music Education (https://www.apu.edu/cma/music/programs/masters-in-music-education) broadens the scope and increases the expertise of current teaching professionals and those training as school music specialists. Students may select the choral emphasis or the instrumental emphasis.

Requirements

Code	Title	Units
Comprehensive Master's-Level Exit Exam (0 Units) [1]		
Core Courses		12
GMUS 500	Introduction to Graduate Research Methods	
GMUS 503	Advanced Analysis of Form and Style	
Students enroll in GMUS 501A or B, depending upon diagnostic entrance exam results.		
GMUS 501A	Seminar in Musicology: The Renaissance	
GMUS 501B	Seminar in Musicology: The Baroque	
Students enroll in GMUS 502A or B, depending upon diagnostic exam results.		
GMUS 502A	Seminar in Musicology: The Nineteenth Century	
GMUS 502B	Seminar in Musicology: The Twentieth Century	
Major Area		18
GMUS 507A	Seminar A: Music Education	
GMUS 507B	Seminar B: Music Education	
GMUS 507C	Seminar C: Music Education	
GMUS 507D	Seminar D: Music Education	
GMUS 513	Philosophical and Psychological Foundations of Music Education	
GMUS 516	Social and Historical Foundations of Music Education	
GMUS 529	Literature and Resources for Music Education	
GMUS 590	Directed Research [2]	
GMUS 591	Thesis	
GMUS 588	Ensemble	
Students enroll in GMUS 509A for the Choral Emphasis, and GMUS 510 for the Instrumental Emphasis.		
GMUS 509A	Conducting I (Choral)	
GMUS 510	Conducting II (Instrumental)	
Electives [3]		4
Total Units		34

1. This exam must be taken and passed by all master's degree candidates in the last semester of their degree coursework in order to graduate with the Master of Music Education from Azusa Pacific University.
2. Two units are required, but additional units may be taken each semester until completion of degree, and completion of research to the satisfaction of the advising professor.
3. Four elective units are required for this degree. It is suggested that the student enroll in 2 units of any graduate-level music course and 2 units of applied lessons. Applied lessons used in this requirement generate an additional fee.

Master of Music in Composition

The Master of Music in Composition (https://www.apu.edu/cma/music/programs/masters-in-composition) prepares musicians for professional careers in the specialized and competitive field of composition and arranging.

Requirements

Code	Title	Units
Comprehensive Master's-Level Exit Exam (0 Units) [1]		
Core Courses		
GMUS 500	Introduction to Graduate Research Methods	3
Students enroll in GMUS 501A or B, and GMUS 502 A or B, depending upon diagnostic entrance exam results.		

GMUS 501A	Seminar in Musicology: The Renaissance	3
or GMUS 501B	Seminar in Musicology: The Baroque	
GMUS 502A	Seminar in Musicology: The Nineteenth Century	3
or GMUS 502B	Seminar in Musicology: The Twentieth Century	
GMUS 503	Advanced Analysis of Form and Style	3
Additional Courses		
GMUS 504	Advanced Orchestration	3
GMUS 505	Advanced Choral Arranging	3
GMUS 520	Applied Instruction I (2 units each semester, 8 total units)	2
GMUS 544	Music Technology Seminar	3
Electives or Piano [2]		4
Composition Recital		N/C
Total Units		33

[1] This exam must be taken and passed by all master's degree candidates in the last semester of their degree coursework in order to graduate with the Master of Music in Composition from Azusa Pacific University.

[2] Students with adequate skills as determined by the diagnostic entrance exam may take electives other than piano. Elective courses may be selected from any of Azusa Pacific University's graduate programs with the approval of the associate chair of graduate studies. Courses must be numbered 500 or higher.

School of Visual and Performing Arts

The School of Visual and Performing Arts (https://www.apu.edu/cma/vpa) offers students rich artistic experiences and training in the fields of visual art, cinematic arts, graphic design, and theatrical arts. At the graduate and professional level, the school offers five master's degree programs in the Department of Art (p. 167), the Department of Cinematic Arts (p. 175), and the Department of Design (p. 178).

- Master of Arts in Art Education (p. 175)
- Master of Arts in Modern Art History, Theory, and Criticism (Online) (p. 173)
- Master of Fine Arts in Visual Art (p. 172)
- Master of Arts in Screenwriting (p. 177)
- Master of Arts in User Experience Design (p. 181)

Department of Art

Accreditation

- Azusa Pacific University is accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org).
- The Department of Art programs are accredited by the National Association of Schools of Art and Design (NASAD) (https://nasad.arts-accredit.org).

Learn more (https://www.apu.edu/vpa/art) **about the Department of Art.**

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 14)).

Program-specific application requirements are available on the APU website (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit the center's website (http://www.apu.edu/international).

Mission

The mission of the Azusa Pacific University Department of Art is to prepare art students for a lifetime of artistic expression and to cultivate individual creativity through the study of history, technique, presentation, and social engagement, as a reflector of the creative and transformative nature of God.

Faculty believe that art is a socially responsible calling that challenges students to act as transformers in the world. In human history, artists have been the vehicles for spiritual, social, political, and psychological definition and change. Therefore, art is presented as a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.

- Master of Fine Arts in Visual Art (p. 172)
- Master of Arts in Modern Art History, Theory, and Criticism (Online) (p. 173)
- Master of Arts in Art Education (p. 175)

ART 501, Integration: Theory and Practice I, 2 Units

This seminar course stimulates students' thinking regarding the relationship between the life of art making and the personal development of faith issues.

ART 502, Integration: Theory and Practice II, 2 Units

In this second-semester course, students write a comprehensive artist's statement reflecting both artistic issues and faith concerns. It forms the basis for future renditions, wall statements, and concept statements for proposed projects.

ART 503, Foundations of Art Education, 3 Units

This course explores the historical and philosophical foundations of art education. Students also examine concepts regarding how artistic learning occurs in children in K-12 settings, including special populations, and investigate how these concepts shape current art education practice related to the movement from STEM to STEAM.

ART 504, Contemporary Issues in Art Education, 3 Units

This course explores contemporary issues in multifaceted areas of art education, including (but not limited to) the rationale for art education (advocacy), community connections and multiculturalism, special populations, creativity, and visual culture. Through weekly reading assignments, discussions, and individual projects, students examine scholarly writings, creative practices, and contemporary issues as they shape art education.

ART 510, Introduction to Graduate Studies/Critical Issues in Art I, 2 Units

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 511, Curriculum and Planning in Art Education, 3 Units

This course covers theory and application for the development of art curricula in K-12 classrooms. Based on contemporary theory and methods of application, emphasis is on strategic classroom planning and assessment.

ART 512, Artistic Growth and Human Development, 3 Units

Students in this course examine major theories of human development, discussing and critiquing them in terms of application to art education practice. Course material provides relevant connections between artistic growth theories and research as applied to contemporary issues of human development.

ART 513, Studio Art Exploration and Application I, 3 Units

Students in this course engage in studio residency experiences that enable them to expand their drawing and two-dimensional design skills and their visual communication skills as they explore a variety of design processes and techniques, as well as compositional and aesthetic concepts.

ART 520, Critical Issues in Art II, 2 Units

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 525, Professional Practice, 3 Units

This seminar course discusses the intricacies and responsibilities of the professional artist as students prepare their portfolios.

ART 530, Graduate Studio: Special Topics I, 2 Units

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 540, Graduate Studio: Special Topics II, 2 Units

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 545, Directed Experience, 3 Units

This course requires one semester of field experience, either as a teaching assistant for a member of the studio faculty or as an intern in an arts-related organization. Discussion addresses the growing number of roles in which artists often participate in addition to or in conjunction with art making. The class includes meetings in a seminar format.

ART 550, History of 19th-Century Art, Criticism, and Theory, 3 Units

This course aims to provide an in-depth study of the art of 19th-century Europe and America, and an introduction to a variety of methods by which art is customarily understood.

ART 553, Art History and Museum Education: 19th-century Europe and America, 3 Units

This course offers an in-depth study of the art of 19th-century Europe and America, and an introduction to a variety of customary methods for understanding art. Course material also covers all aspects of the educational role of museums for art educators and their constituents through the lens of art history.

ART 555, History of 20th-Century Art, Criticism, and Theory, 3 Units

This course aims to provide an in-depth study of the art of 20th-century Europe, America, and beyond.

ART 560, Reading and Translating French, 3 Units

This optional elective course develops proficiency in reading French at an intermediate level, reviewing basic grammar concepts and stylistic elements.

ART 565, Methodologies of Art History, 3 Units

This course provides an advanced examination of art history in the form of a survey of methods used by practitioners since the 16th century.

ART 570, Theories and Practices of Abstraction, 3 Units

This course provides an in-depth study of abstract painting and sculpture of Europe and America from the 1880s to roughly 1970. It is explores the relationship between the academy and the deconstruction of the figure.

ART 575, Writing Art Criticism, 3 Units

This course addresses a range of strategies for interpreting and building experiences and meanings that address both the individual and shared experience of makers and viewers of visual art.

ART 576, The Modern Object, 3 Units

This course addresses the origins and development of sculpture in the Modern era. An advanced exploration includes the methods and historical relevance of sculpture in relation to modernity.

ART 577, Visual Culture, 3 Units

This course asks how all of our visual languages from high art to popular culture should be organized and addressed as art historians.

ART 580, Critique, 1 Unit

This critique course is to be taken the first term in residence and consists of in-depth processing of the artist's work. Both student and faculty evaluation are the primary content of the class.

ART 581, Critique, 1 Unit

This second critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.
Prerequisite: ART 580 and ART 590

ART 582, Critique, 1 Unit

This third critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.
Prerequisite: ART 581 and ART 591

ART 583, Critique, 1 Unit

This fourth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.
Prerequisite: ART 582 and ART 592

ART 584, Critique, 1 Unit

This fifth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.
Prerequisite: ART 583 and ART 593

ART 585, Critique, 1 Unit

This sixth critique course consists of in-depth processing of the artist's work created up to this point in the program. Both student and faculty evaluation are the primary content of the class.
Prerequisite: ART 584 and ART 594

ART 590, Independent Studio, 5 Units

This independent studio course is required following the first term in residence. A faculty mentor is selected to supervise the development of student's work.
Prerequisite: ART 580

ART 591, Independent Studio, 4 Units

This is the second required independent studio course. A faculty mentor is selected each semester to supervise the development of student's work.
Prerequisite: ART 581 and ART 590

ART 592, Independent Studio, 5 Units

This is the third required independent studio course. A faculty mentor is selected each semester to supervise the development of student's work.
Prerequisite: ART 582 and ART 591

ART 593, Independent Studio, 4 Units

This is the fourth independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work.
Prerequisite: ART 583 and ART 592

ART 594, Independent Studio, 5 Units

This is the fifth independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work.
Prerequisite: ART 584 and ART 593

ART 595, Independent Studio, 4 Units

This is the final required independent studio course. A faculty mentor is selected each semester to supervise the development of the student's work.
Prerequisite: ART 585 and ART 594

ART 600, Regional Modernism, 3 Units

This course offers regional perspectives on how people think about the Modern Era. Perspectives change according to expertise and locations available to study. This course may be offered as an on-site, short-term class in cities around the U.S.

ART 601, Integration: Theory and Practice III, 2 Units

This thesis course encourages and trains students to write about art and faith through the development of critical writing skills essential to drafting successful grant applications, and foundational to the larger literary demands of an artist's career.

ART 602, Integration: Theory and Practice IV, 3 Units

This culminating seminar course allows students to articulate the philosophical basis for their life's work as artists with a spiritual understanding and how they plan to interact with the contemporary art world.

ART 603, Methods in Art Education Research, 3 Units

Students in this course explore research methods rooted in theories and current practices of the visual arts. Students examine current research trends, focusing on qualitative and quantitative art education scholarly research, and learn how to recognize research methods and explore new themes within the context of creation of their own ideas toward a final capstone project.

ART 605, Modernism and the Museum, 3 Units

The birth and growth of the modern museum has emerged as a significant institution for the art historian and artist. This course will consider the objects, buildings, and landscapes and explores how their contexts of display influence our understanding of history, education, and the object.

ART 610, Critical Issues in Art III, 2 Units

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 613, Studio Art Exploration and Application II, 3 Units

Students in this course engage in studio residency experiences that enable them to expand their photography and digital media skills, and develop mastery in concept, composition, and execution of technique, as they investigate various forms of expression and techniques that use the principles and elements of design.

ART 615, Modernism and Religion, 3 Units

Catholic and Protestant views of art have a long history with the appreciation, facilitation, and creation of art. This course examines the radical and dramatic relationship between religion and modern art from the Industrial Revolution to the mid-20th century.

ART 618, Master's Capstone I, 3 Units

Students complete a capstone writing project, converting an existing graduate research paper or project into a polished example of scholarship. Each student must revise the paper/project for content and style, and the final product must be of the quality one might see in a scholarly journal or at a professional conference.
Prerequisite: Successful completion of 4 required courses and 4 elective courses.

ART 620, Critical Issues in Art IV, 3 Units

This in-depth seminar course examines contemporary issues in the visual arts, their relation to the Christian faith, and how they ultimately relate to the student's own work. Topics vary according to the faculty.

ART 621, Art Education Master's Capstone I, 3 Units

Students in this course research and write a capstone proposal and literature review related to the field of art education.
Prerequisite: ART 603

ART 622, Art Education Master's Capstone II, 3 Units

Students in this course complete the art education research projects that started in ART 621.
Prerequisite: ART 621

ART 625, Master's Capstone II, 3 Units

Students in this course produce a capstone portfolio demonstrating the breadth and depth of their master's experience and articulating the value of the degree to potential employers or admissions committee members.
Prerequisite: ART 618

ART 630, Graduate Studio III, 3 Units

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 640, Graduate Studio IV, 3 Units

This course centers on art concerns and critiques stemming from each student's work. Focus varies based on the professor's specialties.

ART 690, Creative Work Project, 2 Units

Students use this course for the creation or completion of the culminating body of art, while engaging in regular critique with their graduate committee.

ART 695, Exhibition Preparation, 3 Units

Under the direction of the graduate art faculty, students plan, publicize, and install their graduate exhibition. The course focuses on exhibition design, execution, and documentation.

ART 697, Special Topics, 1-3 Units

This advanced level studio/research or lecture course allows for occasional offerings of diverse topics in art not covered by regular department courses. Special interests of faculty and students may be targeted under this category. Selection varies depending on student interest and faculty availability.

ART 699, Independent Study/Readings in Art, 1-3 Units

This course involves an independent study of subjects and interests beyond regular course offerings. Students explore particular topics or issues in accordance with an individualized study plan developed with a sponsoring faculty member and approved by the department chair.

Faculty

Department Chair

William Catling (http://www.apu.edu/faculty/bcatling), MFA

Director, M.A. in Modern Art History, Theory, and Criticism

Angela S. George (http://www.apu.edu/faculty/ageorge), Ph.D.

Director, M.A. in Art Education

Erin Weaver (http://www.apu.edu/faculty/eweaver), M.A.

Director, MFA in Visual Art

Nery Gabriel Lemus (http://www.apu.edu/faculty/nlemus), MFA

Director of Exhibitions

Stephen Childs (http://www.apu.edu/faculty/schilds), MFA

Professors

William Catling (http://www.apu.edu/faculty/bcatling), MFA

Stephen Childs (http://www.apu.edu/faculty/schilds), MFA

Associate Professors

Brent Everett Dickinson (http://www.apu.edu/faculty/bdickinson), MFA

Lyrica Taylor (http://www.apu.edu/faculty/ltaylor), Ph.D.

Assistant Professors

Angela S. George (http://www.apu.edu/faculty/ageorge), Ph.D.

Nery Gabriel Lemus (http://www.apu.edu/faculty/nlemus), MFA

Erin Weaver (http://www.apu.edu/faculty/eweaver), M.A.

Adjunct Faculty

Marcus Doyle (http://www.apu.edu/faculty/mdoyle), M.A.

Amy Fox (http://www.apu.edu/faculty/afox), MFA

Jeffrey Grubbs (http://www.apu.edu/faculty/jgrubbs), Ph.D.

Nathan Huff (http://www.apu.edu/faculty/nhuff), MFA

Sue Lafferty, Ph.D.

Meredith Munson, Ph.D.

Carolyn Robertson, MFA

Stephanie Sabo (http://www.apu.edu/faculty/ssabo), MFA

Daniel Siedell (http://www.apu.edu/faculty/dsiedell), Ph.D.

Jamie Sweetman (http://www.apu.edu/faculty/jsweetman), MFA

Tamara Valdry (http://www.apu.edu/faculty/tvaldry), MFA

Catherine Wagley (http://www.apu.edu/faculty/cwagley), MFA

Department Representatives

Julia Heins, Administrative Assistant

Tom Weaver, Studio Technical and Safety Manager

Master of Fine Arts in Visual Art

The MFA in Visual Art program (https://www.apu.edu/cma/vpa/programs/mfa-in-visual-art) is a terminal degree that seeks to cultivate the entire person, motivating students to achieve their highest possible level of development and articulation through their art. Along with intensive faculty-student mentoring relationships, students study art theory and practice, historical and contemporary precedents, social context and interaction, audience, and professional presentation.

Program Format

APU's MFA program accommodates the working artist/educator by requiring students to be on campus for two residencies each year, with students participating in the same cohort for the duration of the program, learning and growing together. Additionally, during these on-site times, students partner with MFA professors, visiting artists, and speakers who serve as artist-mentors, pushing and encouraging students to explore and develop beyond their current aesthetic and stylistic positions.

Individual studio time comprises an essential aspect of the program and offers the opportunity to retreat and augment on-campus interaction (e.g., classroom instruction, guest lectures, peer reviews, mentor direction, and critiques) and emerge with a cohesive and thoughtful perspective on art and faith. Through the consistency that studio time provides, students cultivate the discipline that lays the groundwork for excellence and inspiration. Ultimately, students graduate as artists who naturally integrate their art-making with the major facets of their lives.

Requirements

Code	Title	Units
ART 501	Integration: Theory and Practice I	2
ART 510	Introduction to Graduate Studies/Critical Issues in Art I	2
ART 530	Graduate Studio: Special Topics I	2
ART 580	Critique	1

ART 590	Independent Studio	5
ART 581	Critique	1
ART 591	Independent Studio	4
ART 502	Integration: Theory and Practice II	2
ART 520	Critical Issues in Art II	2
ART 540	Graduate Studio: Special Topics II	2
ART 582	Critique	1
ART 592	Independent Studio	5
ART 583	Critique	1
ART 593	Independent Studio	4
ART 584	Critique	1
ART 601	Integration: Theory and Practice III	2
ART 610	Critical Issues in Art III	2
ART 690	Creative Work Project	2
ART 594	Independent Studio	5
ART 585	Critique	1
ART 595	Independent Studio	4
ART 602	Integration: Theory and Practice IV	3
ART 620	Critical Issues in Art IV	3
ART 695	Exhibition Preparation	3
Total Units		60

Additional Requirements

Students must complete at least 19 semester units in residence at Azusa Pacific University. Courses are scheduled so that the maximum length of the program is three years and four summers. Classes, critiques, and workshops are held throughout three weeks in July and one weekend in January—these residencies are required, with no exceptions. A maximum of eight years is allowed for completion of the degree.

A 3.0 grade-point average (GPA) is considered satisfactory progress in the MFA program. In the event that the student's GPA drops below the minimum 3.0, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage in and contribute toward problems/questions of relevance within the contemporary art world.
2. Develop advanced research skills and products.
3. Display an understanding of worldviews and religious issues in relation to the visual arts.
4. Understand the professional art world, academic context, and personal aspirations.
5. Prepare to engage in professional exhibitions, conferences, presentations, and publications (function as a working artist).
6. Pursue serving as an arts educator in an academic context.

Master of Arts in Modern Art History, Theory, and Criticism (Online)

The online M.A. in Modern Art History, Theory, and Criticism (https://www.apu.edu/vpa/programs/modern-art-history-masters) is a two-year, 36-unit program that provides an in-depth study of modern and contemporary art. Rooted in solid historical training and current critical methods, the program develops students' skills in visual analysis, close reading of texts, and the cultivation of independent and original research. Upon completion of the program, students are equipped with skills that are vital to further academic study and to the pursuit of a variety of careers in the arts.

Program Highlights

- Courses offered in a convenient online format
- Part-time or full-time study allowed
- Courses delivered in accelerated 8-week terms that start several times per year

- Multiple entry points that enable students to select the best time to start their graduate education
- Experienced faculty who are professionally active scholars committed to student success

Foreign Language Requirement

Before completing the M.A. program, students must demonstrate knowledge of a modern foreign language (note: American Sign Language does not fulfill this requirement). Students may fulfill the requirement by:

- Passing ART 560 Reading and Translating French (offered online by APU). Note that ART 560 does not count as coursework toward the degree.
- Passing the CLEP exam (https://clep.collegeboard.org/?navId=gf-clep&navId=gf-clep) (French Level I, German Level I, or Spanish Level I) with a score of 50 or better. The CLEP exam may be taken at one of more than 1,800 designated test centers worldwide.
- Presenting evidence of completion of a semester-long course in a foreign language from an accredited college or university with a grade of *B* or better. The course may be at the undergraduate level, but it must cover oral and written aspects of the language. Contact the director of the M.A. program for more information on how to submit the documentation necessary to fulfill the foreign language requirement in this manner.
- Native speakers of a language other than English *may* be considered for exemption from the language requirement, along with students who have completed study in a foreign language at a foreign university. Contact the director of the M.A. program for more information on how to submit the documentation necessary to fulfill the foreign language requirement in this manner.

Requirements

Code	Title	Units
Core Courses		12
ART 550	History of 19th-Century Art, Criticism, and Theory	3
ART 555	History of 20th-Century Art, Criticism, and Theory	3
ART 565	Methodologies of Art History	3
ART 575	Writing Art Criticism	3
Electives		18
ART 570	Theories and Practices of Abstraction	3
ART 576	The Modern Object	3
ART 577	Visual Culture	3
ART 600	Regional Modernism	3
ART 605	Modernism and the Museum	3
ART 615	Modernism and Religion	3
Optional Foreign Language Course [1]		
ART 560	Reading and Translating French	
Master's Capstone		6
ART 618	Master's Capstone I	3
ART 625	Master's Capstone II	3
Total Units		36

[1] This course is available to meet the foreign language requirement. It does not count toward the required 36 units for the degree.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Students obtain advanced knowledge of specialized areas of art history and gain proficiency in interpreting images/objects in ways that consider the historical contexts in which they were produced and received.
2. Students are versed in the historiography and methodologies of art history and are able to apply the fundamental methods of the discipline in their academic work.
3. Students are able to assess and critique complex scholarly arguments and to critically evaluate the strength of the visual and textual evidence presented.
4. Students develop advanced skill in art historical research and are able to locate and enlist research resources in both print and digital form and assess the strengths and weaknesses of various types of resources.
5. Students acquire the writing and communication skills necessary for the accurate investigation and dissemination of art historical research.
6. Students demonstrate reading proficiency in a foreign language.
7. Students graduating with an M.A. in Art History are prepared for entry into a Ph.D. program or the job market.

Master of Arts in Art Education

The M.A. in Art Education (http://www.apu.edu/cma/vpa/programs/masters-in-art-education) is designed to support a new generation of art teachers who value the unique processes and knowledge that comes with a robust studio practice and the subsequent integration of those skills into the classroom. Aspiring and seasoned art educators will hone their commitment to the studio and classroom and strengthen their research and contribution to the field of art education.

Code	Title	Units
ART 503	Foundations of Art Education	3
ART 504	Contemporary Issues in Art Education	3
ART 511	Curriculum and Planning in Art Education	3
ART 512	Artistic Growth and Human Development	3
ART 513	Studio Art Exploration and Application I	3
ART 553	Art History and Museum Education: 19th-century Europe and America	3
ART 603	Methods in Art Education Research	3
ART 613	Studio Art Exploration and Application II	3
ART 621	Art Education Master's Capstone I	3
ART 622	Art Education Master's Capstone II	3
Total Units		30

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop advanced research skill and use of data that enhance the work of an art educator.
2. Display an understanding of skills related to art instruction and curriculum development.
3. Articulate how faith and ethics impacts art instruction.
4. Integrate historical and cultural artistic influences in art education.
5. Engage in aesthetic inquiry and understand creative practice (and the practice of other artists/educators) through the process of looking, reading, making, and finally through writing about these practices.

Department of Cinematic Arts

Mission Statement

The Department of Cinematic Arts (http://www.apu.edu/vpa/cinematicarts) fosters a learning community dedicated to the creative and scholarly principles of visual storytelling. Integrating mastery of craft with spiritual growth and the development of meaningful collaboration, the department encourages transformational art from a culturally engaged Christian worldview.

Department Overview

The department offers a Master of Arts in Screenwriting (p. 177), a low-residency program that prepares writers with literary talent and strong motivation to tell substantive stories that point audiences toward truth and beauty while exploring the dialogue between faith and cinematic arts.

Cinematic arts faculty are working professionals who have collectively accumulated hundreds of industry credits and who are passionate about mentoring students as they hone their craft. Azusa Pacific University's proximity to Hollywood allows students to benefit from collaborative opportunities and learn from visiting professionals.

Department facilities include an edit lab equipped with 21 work stations, a 70-seat screening room outfitted with DTS-HD 7.1 digital surround sound, a 1,500-square-foot sound stage that includes a green screen and Foley stage, and a 1,450-square-foot equipment distribution center stocked with professional production equipment. The department is an Avid Learning Partner and teaches Avid postproduction workflows exclusively.

Cinematic Arts Program Learning Outcomes

Department faculty train and mentor students in production, writing, criticism, animation, and entertainment management, combining artistic excellence with scholarship. Students learn how to do the following:

Story

Apply principles of cinematic storytelling to creative and analytical works.

Technical Practice

Demonstrate proficiency in the aesthetic, practical, and technical aspects of production, writing, criticism, animation, or entertainment management.

Knowledge/Analysis

Articulate, critique, and apply the historical, social, and theoretical contexts of the cinematic arts.

Professional Development

Implement the protocol, vocabulary, and work ethic necessary for professional careers.

Collaboration

Serve and participate as a member of a creative team in leadership and/or supporting roles to meet project goals.

Spiritual/Faith

Integrate an understanding of Christian faith through critical, creative, and collaborative endeavors.

- Master of Arts in Screenwriting (p. 177)

SCW 501, Cinematic Arts and Culture, 3 Units

A study of film and television's roles as culture shapers. Students will consider issues of faith, ethics, and social justice and their relationship to cinematic arts. Particular emphasis will be placed on spiritual, artistic, and community development.

SCW 519, Directing for Screenwriters, 3 Units

An in-depth workshop/lecture demonstration on pre-production, production, and post-production processes and the aesthetics of film and video. The course will emphasize dramatic form and mechanics of story, including use of design, cinematographic, sound, and editorial crafts to communicate a coherent vision among producers, crew, and cast. Students will apply knowledge of these subjects in a collaborative working environment.

SCW 520, Script Analysis for Screenplays and Teleplays, 3 Units

Students in this course analyze feature films and television series from the screenwriter's point of view via an in-depth study of each story's dramaturgical elements. This study deepens the understanding of these principles and techniques for each student's own creative work.

SCW 575, Screenwriting: Story and Character, 3 Units

This course focuses on dramaturgical principles needed to write for film and television. Building on Aristotelian three-act structure, students learn to create dimensional characters and craft narratives suitable for visual storytelling. Particular emphasis is placed on theme, genre, scene, and sequence construction.

SCW 595, Entertainment Production, 3 Units

This seminar course will provide students with a working knowledge in key phases of entertainment production - development, financing, production management, and marketing. Entertainment industry professionals will supplement classroom instruction by delivering guest lectures and/or participating in panel discussions.

SCW 611, Adaptation for Film and Television, 3 Units

Students in this course explore using source material-such as true stories, myths, fairy tales, and classic literature-to create screenplay and teleplay adaptations. Through screenings, readings, lectures, and exercises, students examine the process and efficacy of taking stories that originated in one medium and making them suitable for film or television.

SCW 615, Web Series Development and Production, 3 Units

In this workshop class, students study and practice the essential elements and conventions for developing, writing, and producing an original web series. Topics include concept, structure, character, and target audience, as well as marketing and distribution of the web series. Students create a three-episode web series and shoot, edit, and screen the pilot episode.
Prerequisite: SCW 519

SCW 685, Writing the Feature Screenplay, 3 Units

This seminar course focuses on the integration of dramaturgical principles of story and character development as students write an original, feature-length screenplay. They also examine classic films from the canon of American cinema to gain an enhanced understanding of narrative and learn to implement constructive criticism from peers and the course instructor.

SCW 687, Writing the Drama Pilot, 3 Units

This course focuses on the creation of an original, dramatic television series. Each student will create a series bible that defines the concept, major characters, and brief descriptions for season one episodes. During the semester, the instructor will lead a virtual writers room as student peers provide feedback as each writes a pilot episode. In addition, the course will explore current trends in broadcast, cable, and streaming television services.

SCW 688, Writing the Comedy Pilot, 3 Units

This course focuses on the creation of an original, comedic television series. Each student creates a series bible defining the concept and major characters and containing brief descriptions for season-one episodes. During the semester, the instructor leads a virtual writers room as student peers provide feedback as each writes a pilot episode. In addition, the course explores current trends in broadcast, cable, and streaming television services.

SCW 699, Screenplay/Teleplay Portfolio Workshop, 3 Units

This course prepares second-year students to submit a portfolio of screenplays and/or teleplays to agents, managers, or producers for representation and/or employment opportunities. The course instructor matches each student with a professional screenwriter who helps ensure that work in the portfolio is commercially viable. In addition, students explore marketing strategies-such as blogs, social media, and building a brand-and their usefulness in starting a career in the entertainment industry.
Prerequisite: SCW 685, SCW 687 or SCW 688, and instructor permission.

Faculty

Department Chair

Gregory Michael (http://www.apu.edu/faculty/gmichael), MFA

Professor and Director, M.A. in Screenwriting

Thomas D. Parham (http://www.apu.edu/faculty/tparham), Ph.D.

Assistant Professors

Gregory Michael (http://www.apu.edu/faculty/gmichael), MFA

Jesse Negron (http://www.apu.edu/faculty/jnegron), MFA

Adjunct Professors

James W. Lincoln (http://www.apu.edu/faculty/jwlincoln), M.A.

Philip Lollar (http://www.apu.edu/faculty/plollar), MFA

Cheryl McKay Price (http://www.apu.edu/faculty/cprice), M.A.

Jonathan Vermeer (http://www.apu.edu/faculty/jvermeer), MPW

Professionals-in-Residence

Sheryl J. Anderson, B.A.

Brian L. Davidson, B.S.

Leilani Downer, B.A.

Anthony Epling, M.A.

Master of Arts in Screenwriting

The Master of Arts in Screenwriting (http://www.apu.edu/cma/vpa/programs/masters-in-screenwriting) prepares writers with literary talent and strong motivation to tell substantive stories that point audiences toward truth and beauty, while exploring the dialogue between faith and cinematic arts. Faculty are entertainment industry veterans who are passionate about mentoring students as they hone their craft. And with close proximity to Hollywood, students benefit from collaborative opportunities to learn from visiting professionals.

The M.A. in Screenwriting program is offered in a low-residency format that supports working professionals. It is the only graduate screenwriting program offered among Council for Christian Colleges & Universities (CCCU) member schools on the West Coast.

Program Highlights

- A low-residency format enables students to complete their master's degree during three summer terms and online courses during the fall and spring terms.
- Multiple entry points so students can select the ideal time to start their graduate education journey.
- Highly collaborative relationships with professor-mentors who encourage writers to hone their craft through critique and individual instruction.
- A learning environment located less than 25 miles from Hollywood, the entertainment capital of the world.

Department Policies

Students enrolled in SCW 519 Directing for Screenwriters and SCW 615 Web Series Development and Production must follow guidelines expressed in the APU Cinematic Arts Production Bible. Prior to production, the department's safety and risk management coordinator must vet and approve student projects. In addition, students must sign required legal, safety, insurance, permissions, permitting, and equipment release agreements; failure to follow guidelines contained within these documents, as well as all policies outlined in the Production Bible, will have consequences varying from loss of equipment privileges to reduction of the project grade to academic disciplinary action.

Advanced Standing

- Master of Arts in Screenwriting students may petition for up to 6 units of Advanced Standing from upper-division undergraduate work in cinematic arts, communication studies, or theater arts.
- The number of core courses that may be replaced by Advanced Standing is limited to two.
- Courses in which a grade of *B-* or lower was earned may not be used for Advanced Standing.
- Undergraduate work must be from a regionally accredited college or university.

Requirements

Code	Title	Units
Required Courses		
SCW 501	Cinematic Arts and Culture	3
SCW 519	Directing for Screenwriters	3
SCW 520	Script Analysis for Screenplays and Teleplays	3
SCW 575	Screenwriting: Story and Character	3
SCW 595	Entertainment Production	3
SCW 615	Web Series Development and Production	3
SCW 611	Adaptation for Film and Television	3
SCW 685	Writing the Feature Screenplay	3
SCW 699	Screenplay/Teleplay Portfolio Workshop	3
Select one of the following:		3
SCW 687	Writing the Drama Pilot	
SCW 688	Writing the Comedy Pilot	
Total Units		30

Department of Design

Vision Statement

The Department of Design (https://www.apu.edu/vpa/design) impacts the global design marketplace through top-level instruction, integrating individualized attention with professional perspective.

Department Overview

At the graduate level, the department offers a Master of Arts in User Experience Design, which prepares current and aspiring UI/UX professionals to tailor and shape human-centered interactive tools to be intuitive, useful, and pleasing. The program approaches human-centered design from an artistic perspective in which students learn to manage and lead creative and collaborative projects that communicate effectively through design across a range of art, technology, commercial, and cultural domains.

- Master of Arts in User Experience Design (p. 181)

ART 618, Master's Capstone I, 3 Units

Students complete a capstone writing project, converting an existing graduate research paper or project into a polished example of scholarship. Each student must revise the paper/project for content and style, and the final product must be of the quality one might see in a scholarly journal or at a professional conference.
Prerequisite: Successful completion of 4 required courses and 4 elective courses.

ART 625, Master's Capstone II, 3 Units

Students in this course produce a capstone portfolio demonstrating the breadth and depth of their master's experience and articulating the value of the degree to potential employers or admissions committee members.
Prerequisite: ART 618

DSGN 503, Research and Design Process Methods, 3 Units

This is a foundation course in user experience design (UXD), covering the fundamental theories, techniques, practices, workflows, and tools associated with the practice. Students learn how to apply these concepts through a semester-long project. Key concepts include user research, contextual design, design thinking, ideation, iterative design, prototyping, and design documentation.

DSGN 504, Digital Experience Design [Proposed], 3 Units

This course synthesizes 2D, 3D, and 4D conceptions of space with knowledge and skills of interactivity to create and produce the digital experience. This is course helps students expand their ability to innovate within a digital concept.

DSGN 506, Web Design Principles [Proposed], 3 Units

Equipped with a historical understanding of the Web's evolution and key industry-standard design guidelines to ensure strong online presentation, students will have a foundational knowledge of website creation, and will apply it to the planning, design and development of your own Web page over the course of the semester. Students will create, code and post basic HTML and CSS files to the Internet. Critical thinking will be encouraged through class interactions, projects, and online postings.

DSGN 507, Digital Imagery in Web Design [Proposed], 3 Units

This course familiarizes students with the development and impact of imagery in interactive media. Students will learn how visual 'language' is the basis for developing contextual symbolic meanings that are shared throughout a culture. Semiotics, information design and persuasive communication will be explored in this course. Students will develop communicative images using their knowledge gained through lectures, discussion, projects, collaboration and Adobe Photoshop training.

DSGN 514, Mobile Communication Design [Proposed], 3 Units

Students will explore a strategic process of how to design for a multiscreen environment with emphasis on mobile platforms. At the end of the course, students will have an understanding of how to plan, design, develop, and market potential mobile applications.

DSGN 515, Digital Innovation Design [Proposed], 3 Units

This course is comprised of several projects which highlight the role that digital designers play in the multi-disciplinary attempt to bridge the gap between functionality and usability.

DSGN 516, Interactive Narrative/Story, 3 Units

This course examines the application of storytelling within the context of user experience design (UXD). Students will investigate the creation and analysis of narratives to provide clarity and distinctiveness, capture attention, inspire to action, create a meaningful journey, and forge lasting, emotional impact with end users.

DSGN 517, Digital Media Layout and Design [Proposed], 3 Units

This course introduces students to the skills and concepts that will help create documents for both print and interactivity. Using Adobe InDesign, students will apply their understanding of color, type, layout, and design to create a portfolio project. While InDesign permits several possible workflows, this course will focus on those that most readily translate into digital design.

DSGN 518, Web Interactivity and Engagement [Proposed], 3 Units

The purpose of this course is to provide students with an understanding of the most practical tool of a web manager, the content management system (CMS). Using WordPress, students will gain an understanding of CMSs and how they are valuable tools for saving time and handling large amounts of data. Students will also learn more about server scripting using PHP and database integration with MySQL.

DSGN 521, Research Methods and Collaboration in Digital Communications [Proposed], 3 Units

This course is designed to make students think strategically about how, why and with whom they interact via digital media. By the end of the course, students should have fundamental understanding of research tools that will help them plan for and evaluate the effectiveness of online communication methods, including a multitude of social media and web tools. Students will understand search engine optimization (SEO) and the consequences - costs and benefits - of local and global messaging and interactivity.

DSGN 606, Database Management and Scripting [Proposed], 3 Units

Using PHP, Students will learn fundamental server-side scripting concepts like creating arrays and functions, automating Unix commands, gathering and processing user input, and dynamically writing out HTML and JavaScript. The course will culminate with the students creating a web application that ties HTML front-end to a MySQL database using PHP.

DSGN 607, Design Business and Entrepreneurship [Proposed], 3 Units

Students will examine the fields of study related to the design business and explore the basic tenets of entrepreneurship as related to creating and running a design business.

DSGN 608, Mobile Web Technology [Proposed], 3 Units

Mobile Web Technology concentrates on the importance of responsive design and how it has changed the way websites are designed to adapt to mobile devices. The class will include the use of JavaScript and jQuery as well as designing with advanced CSS and HTML5. The course will also include the creation of a mobile app.

DSGN 609, Advanced Web Design: Corporate and Brand Identity on the Web [Proposed], 3 Units

This course synthesizes two different but complementary tools of communication: graphic design and assembly. Students will learn the fundamental design principles and techniques for effective visual communication. These principles and techniques are applied, through projects, to achieve a communication objective across different platforms. Students can expect a practical, hands-on experience. A key tool for creating your digital work in this course is Adobe Illustrator. Illustrator is an effective tool for creating original artwork, and for designing logos, banners, icons and navigational elements for online and print. The artwork can then easily be exported to the Web or imported into other programs.

DSGN 612, Strategic Communication: Ethical Issues and Web Design [Proposed], 3 Units

This course introduces students to the discipline of strategic communications and the ethical and social issues that can arise from its practice. Students are given a background in important concepts in strategic communication, including branding, target audiences, technologies of strategic communication, the history and evolution of strategic communication, and other topics. With this knowledge, students utilize ethical thought and Christian principles to apply these to real-world strategic communications contexts.

DSGN 613, Web Design Internship [Proposed], 3 Units

This course will provide students with the opportunity to complete projects related to the students# career goals under the supervision of an experienced practitioner in the field. By the end of the internship, students will have first-hand knowledge of trends in the field, the skills necessary to be employable after graduation, and the importance of networking. Each student will set goals from the beginning of the course with a supervising professor about what the student needs to accomplish during the internship, and the student will self-reflect about the progress made at the end of the term. The internship must be approved by the program director.

DSGN 614, Web Design Independent Study [Proposed], 3 Units

This course is an option for students already employed in the web design field or in an area of the country where an internship is not available. Students will meet with the program director to outline goals, projects, and outcomes for the independent study. The goals is for the students to gain knowledge of trends in the field, skills necessary for employment, and the importance of networking. Course enrollment must be approved by the program director.

DSGN 615, UXD Internship or Independent Study [Proposed], 3 Units

Under faculty supervision, students work in positions related to their program and/or career goal, develop learning objectives and complete reflective academic assignments. As an alternative, students employed in the UXD area may choose to utilize their current work position as an independent study. These students will also work with a faculty supervisor to develop learning objects and complete reflective assignments that compliment their work environment.

DSGN 619, Web Design Project and Portfolio [Proposed], 3 Units

The course is designed to incorporate acquired design and communication skills into a real-world website, a communications pitch to a client, and a portfolio the student can use to find employment. The capstone project will incorporate skills such as branding, layouts, strategic communication, research methods, coding and web design. Students will develop a comprehensive communication campaign based on research and client needs. The completed campaign will be presented at the end of the course, and a professional portfolio of the students work will be critiqued and assembled for use. Students must have completed 24 units of DSGN graduate web design courses prior to enrolling in this course.

Faculty

Interim Chair

Rebecca Roe (http://www.apu.edu/faculty/broe), MFA, Ph.D.

Associate Professor

Terry Dobson (http://www.apu.edu/faculty/tdobson), MFA

Adjunct Faculty

Jonathan Huang, BFA

Nathan Lu, BFA

Stephanie Sabo (http://www.apu.edu/faculty/ssabo), MFA

Vance Sanders (http://www.apu.edu/faculty/vsanders), BFA

Brenda Whitehill Schlenker (http://www.apu.edu/faculty/bwhitehillschlenker), MFA

Master of Arts in User Experience Design

Learn more (https://www.apu.edu/vpa/programs/ux-design-degree) about the Master of Arts in User Experience Design.

Requirements

Code	Title	Units
User Experience Design Courses		24
DSGN 503	Research and Design Process Methods	3
DSGN 504	Digital Experience Design [Proposed]	3
DSGN 514	Mobile Communication Design [Proposed]	3
DSGN 515	Digital Innovation Design [Proposed]	3
DSGN 516	Interactive Narrative/Story	3
DSGN 615	UXD Internship or Independent Study [Proposed]	3
ART 618	Master's Capstone I	3
ART 625	Master's Capstone II	3
Other Art and Design Courses		6
DSGN 606	Database Management and Scripting [Proposed]	3
DSGN 607	Design Business and Entrepreneurship [Proposed]	3
Total Units		30

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop reflective practices that are consistent with key principles of design process methods and theoretical frameworks of User Experience Design.
2. Apply design principles and guidelines over mobile and digital platforms of user interaction.
3. Demonstrate adaptive communication skills with project management stakeholders.
4. Practice individual and collaborative skills in design problem-solving.
5. Describe key business and management principles related to UXD practice.
6. Articulate design thinking ideas, design practice constructs, and design studies research in written form.

Department of Communication Studies

Mission

The Department of Communication Studies (http://www.apu.edu/clas/communication) develops creators, connectors, and change makers in a spiritually and intellectually transformative learning community rooted in Truth.

Department Overview

At the graduate and professional level, the department offers a Master of Arts in Strategic Communication and a professional bachelor's degree completion program in digital media and communication.

- Master of Arts in Strategic Communication (p. 184)
- Digital Media and Communication Major (Professional) (p. 185)

COMM 500, Strategic Communication Theory and Practice, 3 Units

This course examines the history, theory, research, trends, tools, and practices of strategic communication, with special attention given to the use and influence of social and digital media. Students analyze realistic case studies as the applied understanding of how they design and execute strategic communication plans, and explore the role of strategic communication in business, government, not-for-profit organizations, and agencies.
Prerequisite: Acceptance into the Master of Arts in Strategic Communication program.

COMM 502, Writing and Media Content Development, 3 Units

This course examines the foundational and essential tools of writing across multimedia platforms, emphasizing effective content development and precision in writing strategically. The course encompasses principles and applications for branding, advertising, integrated marketing communication, public relations, and crisis communication, and the technologies for producing and disseminating effective content and engaging key publics. Students are required to master writing strategy, design fundamentals, typology, research, terminology, production techniques, pitching, digital platform development, and portfolio construction for actual clients and/or community partners.
Prerequisite: Acceptance into the Master of Arts in Strategic Communication program.

COMM 503, Research Methods and Analytics [Proposed], 3 Units

This course examines how professionals utilize research and data. Student will gather, review, analyze, explain and apply the methods and practices of popular and academic research in order to effectively achieve organizational goals and build relationships with publics. The course will also focus on the understanding and use of social and digital media data analytics.

COMM 504, Business and Organizational Fundamentals for Strategic Communication [Proposed], 3 Units

This course will explore the fundamentals of business functions in organizations of all sizes. Students will learn how to effectively integrate basic knowledge of finance, marketing, management, human relations, professional development, and strategic communication in the real-world business environments.

COMM 505, Ethical, Legal and Social Responsibility in Strategic Communication [Proposed], 3 Units

This course will allow students to better understand the presuppositional thinking and faith-based foundations that will guide their motivations and actions related to legal and ethical principles in the profession of strategic communication. Additionally, students will explore the role of Corporate Social Responsibility and Diversity in various types of organizations in a growing global marketplace.

COMM 506, Crisis, Risk and Reputation Management [Proposed], 3 Units

Issue management in strategic communication involves scanning the public environment, policy advocacy, media relations, local and global mobilization, coalition management, and organizational reputation maintenance. Consequently, students in this course will analyze case-studies, interact with multiple interpretations and thus equip themselves with practical skills need to shape and guide public opinion and advance organizational mission.

COMM 510, Communication Platforms (Social Media +) [Proposed], 3 Units

Course explores the sector of digital media platforms and the online marketplace with a focus on audience usability, content creation and placement, and models for social and commercial impact.

COMM 511, Transmedia Storytelling [Proposed], 3 Units

This course will help students develop the skills and techniques of creating and disseminating single stories across multiple platforms and formats using digital technologies.

COMM 512, Multi-Platform Video Integration [Proposed], 3 Units

This course examines the rapidly changing integration of video in multiple media platforms. Students will learn hands-on content creation and management with a variety of tools for a variety of medium for effective strategic communication impact.

COMM 513, Multi-Media Branding [Proposed], 3 Units

This course will explore the development of organizational identity in terms of standard work products like logos and web pages to the use of search engine optimization, institutional ethos, and aligned verbal and visual brand management.

COMM 520, Conflict Management and Resolution [Proposed], 3 Units

This course will require students to examine the process of communication and the conflict that often arises both at the interpersonal and organizational level. The skills learned in this class will be effective in managing the strategic communication team as well as client relationships.

COMM 590, Internship or Practicum [Proposed], 3 Units

This course provides an opportunity for directed experiences in applying the principles and skills of strategic communication theory while performing specific tasks in a job-related field with an organization. Internships are arranged individually with approval of the department advisor. The internship will be taken for three units which will involve 120 hours of on-site work, related assignments and submission of work product and deliverables that serve the client organization. (This is an option for those students not currently in the strategic communication field).

COMM 596, Strategic Communication Capstone Project, 3 Units

This course enables students to complete the M.A. in Strategic Communication program, and is reserved for students in the program. Capstone students must complete the requisite number of on-site hours and are regularly evaluated by the program director and site supervisor. Projects are presented at a symposium for faculty, industry professionals, and students.
Prerequisite: COMM 500, COMM 502, COMM 503, COMM 505, COMM 506

COMM 599, Readings in Communication, 1-3 Units

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

PRCO 111, Public Communication, 3 Units

This course offers practical instruction in how to speak effectively and introduces the basic principles underlying effective communication. Topics range from the study of theoretical models of interpersonal and public communication to the fundamental skills of research, organization, and delivery of informative and persuasive discourse. *Meets the General Education Requirement: Oral Communication.*

PRCO 200, Introduction to Mass Communication, 3 Units

This course provides a study of the forms, content, environments, and strategies of the mass media (e.g., newspaper, magazine, radio, television, film, etc.). Emphasis is given to an historical and critical understanding of media structures and functions.

PRCO 210, News Writing and Reporting, 3 Units

This course allows students to practice the basics of newspaper and on-line reporting. The focus is on techniques of researching and writing hard news stories and features.

PRCO 211, Professional Communication, 3 Units

Improves students' professional communication skills and develops an understanding of vocational calling necessary to establish a professional identity. The course provides the structural skills necessary to deliver effective professional presentations using innovative technologies in a variety of contexts. **Prerequisite:** PRCO 111

PRCO 230, Small Group Communication, 3 Units

Provides the student with both a theoretical and an active acquaintance with group participation and leadership. It examines the antecedents, processes, and outcomes of group communication, including group development, leadership emergence, norms and roles, performance, cohesion, conflict, and decision making.

PRCO 305, Media and Communication Ethics, 3 Units

This course offers a comparison of the organizations, processes, and functions of local government in the United States, including counties, cities, and special districts.

PRCO 310, Writing 3: Writing for Communication, 3 Units

This course prepares students to participate in the discourse community of communication studies. It transitions students from classroom writing tasks, genres, and audiences to those that will be expected of them once they enter an academic field or profession. This includes researching in the Information Age, synthesizing information from sources, upholding communications industries' standards, and building identities as communication specialists. Portfolio-based assignments focus on writing for advanced study, strategic communication, media, businesses, online platforms, and professional contexts. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

PRCO 330, Writing 3: Public Relations Strategies and Techniques, 3 Units

This course helps students develop skills in writing and creative strategy in the public relations profession, with special attention given to news and persuasive writing in print, broadcast, digital, and social media platforms; key message construction; and writing for internal and external audiences. Course content also addresses professional standards, ethical issues, and critical thinking as part of the public relations writing process. Each student produces a personal portfolio of writing samples of public relations products, such as news releases, op-eds, media kits, interviews, scripted interviews, fact sheets, and online materials. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

PRCO 335, Leadership Communication, 3 Units

This course provides students with opportunities to understand theoretical, empirical, and practical aspects of leadership communication by taking a distinct communication approach to leadership studies. Topics including leadership and followership communication styles and practices; various leadership theories and perspectives; power and influence; team/group leadership; organizational, crisis, and public leadership; diversity; ethics in leadership, and leadership development are examined.

PRCO 340, Journalism Research Methods, 3 Units

This course allows students to explore the research process, examining how research is planned and designed for journalism and media studies. It introduces students to quantitative and qualitative methods, with an emphasis on the qualitative nature of media research. The course also explores how research data is used in journalistic storytelling, and prepares students to do that.

PRCO 420, Entertainment, Religion, and Specialty Writing and Reporting, 3 Units

Azusa Pacific is located between the greater Los Angeles and San Diego areas, which comprise one of the world's largest media markets and the epicenter of digital entertainment media. This course helps students understand the entertainment and religion media industries, as well as other specialty reporting, focusing on reporting and writing techniques that prepare students to thrive in such specialty areas. Students analyze real cases of writing and journalistic reporting, and produce their own professional samples. Course material also addresses issues of religion and media from a Christian worldview, enabling students to understand and report on these issues.

PRCO 425, Conflict Management, 3 Units

This course examines the process of communication to create, manage, and resolve conflict situations, and analyzes conflict on intrapersonal, interpersonal, group, and organizational levels.
Prerequisite: Junior or Senior standing

PRCO 430, Organizational Communication, 3 Units

Examines the nature and process of communication in and constitutive of modern organizations. Explores the pragmatic implications of organizational communication theories as they relate to understanding, shaping, and participating in organizations.

PRCO 440, Religion and the Media, 3 Units

This seminar in religion and media examines the role of faith in public life and culture. Included in the course is an examination of media that routinely deal with faith and values.
Prerequisite: PRCO 210

PRCO 495, Special Topics, 3 Units

This course allows occasional offerings of diverse topics in communication studies not covered by regular department courses. Performance areas, emerging skills needs, contemporary issues, and trends in the field of communication studies, or special interests of faculty and students, may be targeted under this category. Performance areas such as forensics, as well as subject areas such as leadership communication, urban communication, and health communication, are some topics that may be taught in this course. Course may be repeated, but only 3 units count toward major elective credit. Additional units may be taken for credit toward graduation.

PRCO 499, Thesis/Project, 1-4 Units

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

Faculty

Department Chair

Christopher Leland (http://www.apu.edu/faculty/cleland), Ph.D.

Professors

Denise P. Ferguson (http://www.apu.edu/faculty/dferguson), Ph.D., APR

Christopher Leland (http://www.apu.edu/faculty/cleland), Ph.D.

Associate Professors

Ishmael Lopez Medel (http://www.apu.edu/faculty/ilopezmedel), Ph.D.

Mia L. Anderson, Ph.D., Program Director, M.A. in Strategic Communication

Assistant Professor

Pamela Fisher (http://www.apu.edu/faculty/pfisher), M.A.

Adjunct Faculty

David Peck (http://www.apu.edu/faculty/dpeck), Ph.D.

Master of Arts in Strategic Communication

Requirements

Code	Title	Units
Core Courses		21
COMM 500	Strategic Communication Theory and Practice	3
COMM 502	Writing and Media Content Development	3
COMM 503	Research Methods and Analytics [Proposed]	3
COMM 504	Business and Organizational Fundamentals for Strategic Communication [Proposed]	3

COMM 505	Ethical, Legal and Social Responsibility in Strategic Communication [Proposed]	3
COMM 506	Crisis, Risk and Reputation Management [Proposed]	3
COMM 590	Internship or Practicum [Proposed]	3
or COMM 596	Strategic Communication Capstone Project	
Concentration		12
Choose one of the following:		
Strategic Communication Content Development (Skills)		
COMM 510	Communication Platforms (Social Media +) [Proposed]	
COMM 511	Transmedia Storytelling [Proposed]	
COMM 512	Multi-Platform Video Integration [Proposed]	
COMM 513	Multi-Media Branding [Proposed]	
Strategic Communication Data Analysis		
STAT 501	Introduction to Modeling with Probability	
STAT 551	Data Visualization	
STAT 552	Time Series Analysis and Forecasting	
STAT 553	Data Mining	
Strategic Communication Management and Marketing		
COMM 520	Conflict Management and Resolution [Proposed]	
Choose 3 of the following:		
ECON 521	Managerial Economics	
MGMT 521	Organizational Development and Change	
MKTG 527	Marketing Strategy	
MKTG 580	Strategic Digital Marketing	
Total Units		33

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate mastery of the knowledge, skills, and research appropriate to strategic communication professionals.
2. Create professional-quality strategic communication materials that meet the needs of a wide variety of diverse communities.
3. Examine business and organizational fundamentals related to the strategic communication field as well as various for-profit and nonprofit settings.
4. Produce high-quality multimedia content that demonstrates clarity of writing, mastery of transmedia platforms, and design expertise for a variety of audiences.
5. Incorporate faith-based decision making, professional ethical standards, and legal foundations in the pursuit of Truth, equity, and fairness in the strategic communication space.

Digital Media and Communication Major (Professional)

36 units

The professional bachelor's completion program in digital media and communication (https://www.apu.edu/clas/programs/digital-media-bachelors-completion) prepares graduates for the fastest-growing job sector in Southern California: digital media. Students prepare for positions with PR agencies, online news sites, nonprofits, or social media management, polishing their skills in courses designed to help them publish in online magazines, websites, or client communications. Courses refine interpersonal communication, writing, and digital storytelling skills across many media.

Code	Title	Units
Core Requirements		
Lower Division		12
PRCO 200	Introduction to Mass Communication	
PRCO 210	News Writing and Reporting	
PRCO 211	Professional Communication	
PRCO 230	Small Group Communication	
Upper Division		18

PRCO 305	Media and Communication Ethics	
PRCO 310	Writing 3: Writing for Communication [1]	
PRCO 335	Leadership Communication	
PRCO 420	Entertainment, Religion, and Specialty Writing and Reporting	
PRCO 430	Organizational Communication	
PRCO 495	Special Topics	
Electives		6
Select 6 units from the following:		
PRCO 330	Writing 3: Public Relations Strategies and Techniques [1]	
PRCO 340	Journalism Research Methods	
PRCO 425	Conflict Management	
PRCO 440	Religion and the Media	
PRCO 499	Thesis/Project	
Total Units		36

[1] Meets the General Education Writing 3 requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Create digital content to clearly express ideas in oral, written and visual forms across multiple media.
2. Express fluency in personal presentations incorporating multi-media: images, video, audio and charts in group settings.
3. Skillfully integrate text, audio, video, graphics in a communication or story across platforms such as YouTube, Instagram, Twitter, Snapchat, Facebook or other web platforms.
4. Demonstrate written fluency and narrative development in creative mastery of storytelling skill sets across mediums: digital and print publications, video, audio and social media.
5. Articulate legal, ethical biblical principles impacting digital media professionals and the fields and industries they serve.
6. Explain the relationship between the forms of media in a digital media ecosystem and the implications of content analytics.
7. Ethically apply interpersonal and negotiation skills to arrive at solutions and resolutions in small work group settings.

School of Behavioral and Applied Sciences

Introduction

The School of Behavioral and Applied Sciences (BAS) (https://www.apu.edu/bas) comprises a wide range of programs across numerous departments:

- Department of Clinical Psychology (p. 188): Doctor of Psychology (Psy.D.) in Clinical Psychology
- Department of Criminal Justice (p. 208): Bachelor of Arts in Criminal Justice (Bachelor's Completion), Criminal Justice Minor (Professional)
- Department of Higher Education (p. 215): Master of Science in College Counseling and Student Development, Doctor of Philosophy (Ph.D.) in Higher Education, Doctor of Education (Ed.D.) in Higher Education Leadership, and the Doctoral-Level Certificate in Strengths-Oriented Higher Education
- Department of Kinesiology: (p. 237) Master of Science in Athletic Training, Master of Science in Physical Education (also online), Master of Arts in Physical Education and Single Subject Teaching Credential, Master of Arts in Physical Education and Adapted Physical Education Added Authorization, and Adapted Physical Education Added Authorization
- Department of Leadership and Organizational Psychology (p. 256): Master of Arts in Leadership (also online), Master of Science in Organizational Psychology, and Leadership Minor (Professional)
- Department of Marriage and Family Therapy (p. 265): Master of Arts in Clinical Psychology: Marriage and Family Therapy, and the Substance Use Disorders Certificate
- Department of Physical Therapy: (p. 274) Doctor of Physical Therapy (DPT), Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science, and the Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance
- Department of Psychology (p. 287): Master of Science in Research Psychology and Data Analysis, Master of Science in Child Life (including Advanced Standing option), Master of Science in Counseling Psychology with Specialization in Children and Adolescents, Bachelor of Arts in Psychology (Bachelor's Completion), and minors in psychology and alcohol and drug counseling (professional)
- Department of Social Work (p. 305): Master of Social Work (MSW)

All programs within the school carry a distinctly Christian perspective that challenges students intellectually and spiritually while remaining flexible and student-oriented. Creative scheduling allows professionals engaged in evolving careers to enroll in graduate courses taught by highly qualified faculty and held on APU's Azusa campus and at regional locations throughout Southern California.

Professional Accreditation

All Azusa Pacific programs are accredited by the WASC Senior College and University Commission (http://www.wascsenior.org), and professional programs in the School of Behavioral and Applied Sciences have earned the following specialized accreditations:

- The athletic training program is accredited through 2025-26 by the Commission on Accreditation of Athletic Training Education (CAATE) (http://www.caate.net), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184, (512) 733-9700.
- The Master of Arts in Physical Education and Single Subject Teaching Credential, Master of Arts in Physical Education and Adapted Physical Education Added Authorization, and Adapted Physical Education Added Authorization programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (http://www.caepnet.org) (CAEP), and are approved by the California Commission on Teacher Credentialing (http://www.ctc.ca.gov) (CTC).
- The Psy.D. program is accredited by the Office of Program Consultation and Accreditation of the American Psychological Association (APA) (http://www.apa.org/ed/accreditation)[1]. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*.
- The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (http://www.capteonline.org/home.aspx).
- The MSW program is accredited by the Council on Social Work Education (CSWE) (http://www.cswe.org).

[1] Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242, (202) 336-5979.

Faculty

Dean

Robert Welsh (http://www.apu.edu/faculty/rwelsh), Ph.D., ABPP

Campus Locations

Programs offered by the School of Behavioral and Applied Sciences may be taken on the university's main campus, located in Azusa, California, or at the regional locations listed below. Check with the regional locations for specific programs offered.

High Desert Regional Campus
15283 Pahute Ave.
Victorville, CA 92395
(760) 952-1765
(877) 247-3462
highdesert@apu.edu
apu.edu/highdesert

Inland Empire Regional Campus
375 W. Hospitality Lane
San Bernardino, CA 92408
(909) 888-9977
(800) 964-8807
inlandempire@apu.edu
apu.edu/inland

Murrieta Regional Campus
40508 Murrieta Hot Springs Rd.
Murrieta, CA 92563
(951) 304-3400
(877) 210-8841
murrieta@apu.edu
apu.edu/murrieta

Orange County Regional Campus
1915 Orangewood Ave., Suite 100
Orange, CA 92868
(714) 935-0260
(800) 272-0111
orangecounty@apu.edu
apu.edu/orange

San Diego Regional Campus
5353 Mission Center Rd., Suite 300
San Diego, CA 92108
(619) 718-9655
(877) 210-8839
sandiego@apu.edu
apu.edu/sandiego

Monrovia Regional Site
606 E. Huntington Dr.
Monrovia, CA 91016
(626) 815-6302
sonmonrovia@apu.edu (sonmonrovia@apu.edu)

apu.edu/monrovia

Department of Clinical Psychology

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org).
- The APU Psy.D. program is accredited by the American Psychological Association (APA) (http://www.apa.org/ed/accreditation/about/coa)[1] Commission on Accreditation. APA accreditation recognizes that the program meets the standards for high-quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.

[1] Office of Program Consultation and Accreditation, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242, (800) 374-2721, email: apaaccred@apa.org (apaaccred@apa.org)

Learn more (http://www.apu.edu/bas/clinical-psychology) **about the Department of Clinical Psychology.**

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 14) section of this catalog). **Learn more** (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program) **about program-specific application requirements.**

International students have a separate application procedure. Visit the International Center website (http://www.apu.edu/international) *or call +1-626-812-3055.*

- Doctor of Psychology (Psy.D.) in Clinical Psychology (p. 199)

PPSY 700A, Theories of Personality and Psychotherapy, 3 Units

This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Established schools of thought, the recovery model, evidence-based and promising practices and their immediate descendants are presented in a blended learning format (both face-to-face and online instruction) through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts and skills introduced in this course.

PPSY 700B, Moral Identity Formation and Psychotherapy, 3 Units

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of the psychotherapeutic psychologies and to identify their underlying philosophical assumptions. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700C, Psychopathology, 3 Units

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage and family dysfunction. Students develop their diagnostic and analytical skills through a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders 4th Edition Text Revision (DSM-IV-TR). This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700D, Introduction to Clinical Practice: Basic Skills, 3 Units

This course provides students with an introduction to the skill and the art of psychotherapy. The course incorporates didactic instruction, experiential learning, readings, and reflection in order to meet this course objective. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700E, Advanced Developmental Psychology I: Infancy through Adolescence, 2 Units

This course is part of a two-course sequence that helps students learn to utilize a life-span perspective in their work as clinical psychologists. This course reviews important developmental issues and milestones from infancy through adolescence, paying particular attention to context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low education attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of development are included; models of psychological development are presented; and the processes of change and adaptation are examined, including clinical issues such as grief and loss. Clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. This course is taken during the first year of the Psy.D. program and is foundational to the curriculum; as such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700F, Diversity I: Multiculturally Responsive Attitudes and Knowledge, 3 Units

This course provides an introduction and overview to Multicultural Responsiveness within the context of the psychotherapeutic relationship and through the development of the counselor/therapist. Self-awareness of one's own cultural values and biases, awareness of the patient's worldview, and the application of culturally appropriate intervention strategies are all emphasized. This course will address the cultural dimensions of race/ethnicity, socioeconomic status, gender, sexual orientation, age, mental/physical disabilities, and religion/spirituality. The course will combine didactic and experiential elements of instruction in order to promote student growth and professional development regarding cultural diversity and the practice of psychotherapy.

PPSY 700G, Christian Spiritual Formation and Psychotherapy, 3 Units

This course will provide an historical overview of Christian Spirituality, which is understood as ways of expressing devotion to God. As background for discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology, spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

PPSY 700H, Assessment I, 3 Units

This course gives students a broad understanding of the psychometric principles related to psychological assessment. This course is the first in a sequence of assessment courses that are continued in the doctoral program, and, therefore, has specific emphases necessary to provide a foundation for a psychologist's knowledge base in assessment. Special emphasis is placed on understanding the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. Structuring a basic assessment battery, conducting clinical interviews and the use of psychological tests in diverse contexts is also addressed. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 700I, Systems II: Family Therapy, 3 Units

This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.

Prerequisite: PPSY 711

PPSY 700J, Introduction to Clinical Skills: Advanced Skills, 3 Units

This course provides an introduction to the clinical world of the psychologist. A review of basic clinical skills is provided, with an emphasis on developing and refining the skills related to the relationship between clinician and client-respect, warmth, genuineness, empathy, concreteness, potency, self-disclosure, confrontation, and immediacy. Work in small groups gives students an opportunity to role play and receive feedback concerning their skills. This course is taken during the first year of the doctoral program and is foundational to the curriculum; as such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

Prerequisite: PPSY 700D

PPSY 700K, Interdisciplinary Integration and Psychotherapy, 3 Units

With moral and spiritual maturity as a primary focus, students apply interdisciplinary integrative strategies to the clinical setting using perspectives gained from biblical, theological, and psychological frameworks. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 701, Introduction to Clinical Practicum and Professional Practice, 2 Units

This course provides a further introduction to the field of clinical psychology. Students practice basic skills in assessment, interviewing, and sensitivity to diversity, with a special focus on case conceptualization. Activities include role playing and videotaping of clinical practice. Additional exploration of ethical issues in the practice of clinical psychology is also included.

PPSY 702, Legal and Ethical Competence for Psychologists, 3 Units

This course introduces students to the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct and laws relevant to the practice of psychology. Students must pass a competency examination on legal and ethical issues, practice basic clinical skills, and have their clinical work reviewed.

PPSY 703, Psychological Theories: Psychoanalytic/Psychodynamic, 2 Units

Using primary and secondary sources, this survey course provides an overview of the history of psychoanalytic thought from Freud to the present. Prominent theorists and movements within psychoanalytic history will be featured, with an emphasis on central concepts such as: key theoretical concepts, theory of development, philosophy/structure of mind, theory of psychopathology, theory of treatment/change. Empirical support for the efficacy of psychodynamic psychotherapy will be presented. Key movements in the consideration of religion and spirituality within psychoanalysis will also be discussed.

PPSY 704, Psychological Theories: Cognitive and Behavioral, 2 Units

Students will learn the cognitive and behavioral research and theory that underpin evidence-based cognitive-behavioral interventions. Cognitive and behavioral research and theory will be examined in the context of specific populations and disorders. Students will develop a basic understanding of the efficacy of cognitive-behavioral therapy as a psychotherapeutic treatment modality.

PPSY 705, Psychological Theories: Group, 2 Units

This course provides an introduction to the theory and practice of group psychotherapy. Students explore several prominent group therapy models and develop some clinical competency in group therapy.

PPSY 706, Psychological Theories: Postmodern, 2 Units

This course provides an overview of postmodern theories that are prominent in the field of clinical psychology. Course material covers the theoretical and research underpinnings of specific models, along with their relationship to language, human interaction, and social constructivism; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools on the practice of psychology. Models covered include narrative therapy, solution-focused therapy, feminist therapy, and multicultural therapy, and students explore the subject matter through lectures, readings, discussions, and videos.

PPSY 707, Clinical Interventions: Psychodynamic, 2 Units

Students in this course learn an empirically supported model of time-limited psychodynamic psychotherapy. This course includes conceptual/theoretical underpinnings as well as clinical application, and ideally, students are already in a clinical setting where this modality may be utilized. Consultation on cases is provided to students in this course.

PPSY 708, Clinical Interventions: Cognitive Behavioral Therapy, 2 Units

This course provides an overview of interventions related to cognitive behavioral therapy (CBT). Students learn conceptual foundations and interventions of CBT theory in order to modify thought patterns, affective states, and behaviors as related to specific disorders and clinical populations. Students also develop a basic understanding of the efficacy of CBT as a psychotherapeutic treatment modality. Interventions are taught through in-class written assignments, by engaging in role-plays, and by observing sessions.

PPSY 709, Clinical Interventions: Group, 2 Units

This course provides an introduction to the practice of group psychotherapy. Students explore several prominent group therapy models and begin to develop clinical competency in group therapy.
Prerequisite: PPSY 705

PPSY 710, Clinical Interventions: Postmodern, 2 Units

In this course, students learn conceptual, perceptual, and executive skills of postmodern interventions, including solution-focused brief therapy. Students develop a better understanding of how postmodern interventions enhance the treatment of clients.

PPSY 711, Psychology and Systems Theory, 3 Units

This course provides an introduction to the discipline of Family Psychology and the theoretical orientation of the Psy.D. curriculum. An in-depth analysis of the tenets of systems theory and their application to psychotherapy is provided. Philosophical, theological, and psychological ramifications of systems theory are considered. Students are challenged to adopt an ecological systems epistemology and think critically regarding the integration of psychological theories within a systemic framework.

PPSY 712, Theories of Change and Evidence-based Treatment, 3 Units

This course examines major theoretical orientations regarding the process of change in psychotherapy and provides instruction in the selection of evidence-based 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, 4 Units

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. This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

PPSY 714, Assessment III: Cognitive Assessment, 4 Units

This course covers the assessment of intelligence in children, adolescents, and adults and the assessment of children for developmental, learning, and emotional disorders. The course emphasizes the Wechsler intelligence scales. Critical analysis of cultural considerations in test interpretation is considered. The development and composition of comprehensive assessment batteries are addressed. This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

PPSY 715, Adult Psychology, 3 Units

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 Units

This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families is discussed. Students develop systemic treatment plans that recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

PPSY 717, Child Psychology, 2 Units

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 Units

This course provides an overview of the history of the discipline of psychology. Topics covered include the theoretical and research underpinnings of the discipline; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools upon the practice of psychology. Students explore the subject matter through lecture, readings, discussion, and videos.

PPSY 719, Social Psychology, 2 Units

The course provides an overview of the theoretical and applied knowledge of social psychology, which consists of how individuals affect their environment, and how the environment affects individual behavior and social interactions. The focus is on theory and empirical research which supports theory. In addition, classic action-oriented social psychology is examined in the application of social psychological theory to real-life situations.

PPSY 720, Clinical Consultation, 1 Unit

This course offers additional support to Psy.D. students' clinical placement and supervision experiences as they receive clinical training at practicum sites. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload in order to further develop their case conceptualization and presentation skills. Furthermore, the class provides an opportunity for faculty to encourage professional development and provide department oversight of students' clinical placement experience. This course is required every semester students are at a practicum site, and successful completion of the practicum is required to receive credit for this course.
Corequisite: Clinical training at a practicum site

PPSY 721, Addictive Behaviors, 2 Units

This course addresses the etiology, course of progression, assessment methodologies, and treatment of addictive behaviors. A range of addictive behaviors is 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 Units

This course provides an introduction to research design and its application to psychology. Emphasis is given to developing knowledge and skills in research design, and in assessing the technical adequacy of research conducted by others. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.

PPSY 723, Research Design II, 3 Units

This course focuses on statistical methodologies and their applications in the analysis of both empirical and qualitative data. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential laboratory component. This course provides the foundational skills necessary for students to finalize their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

PPSY 724, Systems IV: Couples Theory and Therapy, 3 Units

This course reviews the current literature on dyadic relationships and psychotherapeutic approaches to couples. A minimum of three contemporary theoretical orientations and their clinical applications are studied in depth. Demonstration, simulation, case presentations, and clinical experience are used to reinforce the models presented. Students receive training in the administration and interpretation of assessment devices for the clinical evaluation of couples. Variations across cultures and interaction with wider systems are considered.

PPSY 725, Moral Psychology, 3 Units

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 Units

In this course, students examine the primary ethical perspectives of Scripture in order to understand their role in the development of personal 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: Diversity Competency, 2 Units

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: Domestic Violence and Case Conceptualization, 2 Units

This course provides an on-campus forum for review of clinical experience at a practicum site. Focus is on detection, assessment, and intervention strategies for spousal or partner abuse and meets the California requirements for training in this area. Students must pass a competency examination in domestic violence to complete this course. Students consider the conceptualization of clinical cases and are evaluated on the development of increased skill in the practice of psychology.

PPSY 729, Treatment Planning, 1 Unit

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 Units

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy is considered.

PPSY 731, Dissertation Development, 1 Unit

This course provides advanced instruction in the development of the Psy.D. dissertation. Students participate in the section of the course that addresses the category they have chosen for their dissertation (e.g., qualitative research, quantitative research, program consultation, critical literature analysis, theoretical development, or clinical application).

PPSY 732, Child and Adolescent Psychology, 3 Units

This course is designed to give students a broad understanding of clinical child and adolescent psychology. This course will mainly emphasize diagnosis and treatment of common childhood and adolescent psychiatric disorders. This course will utilize a developmental psychopathology model; therefore, both protective factors and risk factors for children and adolescent mental health will be covered. The course will highlight empirically validated treatments in work with children and adolescents; however, general treatment approaches will also be discussed.

PPSY 733, Spiritual Narrative in Psychotherapy, 2 Units

This course provides a forum for exploration and discussion of spirituality in psychotherapy. Of particular import is the student's spirituality and how this experiential foundation affects, and is affected by, the spirituality of the patient. This course is not about techniques or particularly explicit interventions; it is about developing a deepening awareness and experience of personal spirituality, reflecting on how this may be a resource in psychotherapy, and enlarging the capacity to contain and respond to spirituality in the clinical context. This course combines didactic and experiential elements of instruction in order to promote student growth and professional development regarding spirituality and the practice of psychotherapy.

PPSY 734, Gerontology, 2 Units

This course focuses on the specific developmental issues, psychopathology, and therapeutic interventions relevant to the aging. Special attention is given to ecosystemic factors, such as extended family dynamics and community services, as they relate to treatment. Differences across cultures are considered.

PPSY 735, Adolescent Psychology, 2 Units

This course covers current perspectives on adolescent development, psychopathology, and psychotherapy. Traditional and recent models of adolescent development are reviewed. DSM-IV criteria for disorders that relate especially to adolescents are reviewed and therapeutic interventions studied. Special attention is given to models that recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

PPSY 736, Social Ethics and Psychotherapy, 3 Units

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: Interdisciplinary Integration, 2 Units

This course provides an on-campus forum for review of clinical experience at a practicum site. It 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 738, Clinical Practicum VI: The Future Psychologist - Management, Private Practice, and Advocacy, 2 Units

This course provides students with an introduction to the possibilities, responsibilities, and options after graduation. Skills in developing a private practice, management of non-profit organizations, and advocacy for mental health are presented. Students are encouraged to develop a plan for advocating for a chosen public health issue or a plan for developing a private practice.

PPSY 739, Psychobiology, 3 Units

This course introduces the biological and neurological bases of human behavior. The role of the central nervous system and organic bases of psychological development and psychopathology are examined. The effects of trauma, head injury, and the neurological aspects of DSM-IV disorders are discussed.

PPSY 740, Consultation in Clinical Psychology, 2 Units

This course provides instruction and training in the provision of professional clinical consultation. Students are introduced to the theoretical and practical aspects of providing consultation.

PPSY 742, Diversity II: Historical and Current Causes of Systemic Differences and Oppression, 3 Units

This course examines the historical legacy, events, and circumstances that have led to structural and systemic policies that have advantaged certain populations and people groups over others in the United States. As the second in a sequence of four diversity courses, the focus of this course is upon equipping students to understand the impact of historical events on their clients' lives and learning how to consider the historical context in psychotherapy.

Prerequisite: PPSY 700F

PPSY 743, Diversity III: Responsiveness in Clinical Practice, 3 Units

This course builds on previous PPSY diversity courses, emphasizing application of diversity concepts. It provides a review of and expansion upon key concepts and essential elements, as well as an introduction to some other aspects of multicultural counseling/therapy competency (MCT). The course also provides an on-campus forum for the review and integration of multicultural competence concepts in clinical practice at a practicum site chosen as part of each student's individual training plan. Course material focuses on MCT competency in the delivery of psychological services to diverse populations, as students must pass an integrative MCT competency evaluation to complete this course, and are evaluated on the development in increased MCT skill in the practice of psychology through a final integrative paper.

PPSY 744, Supervision in Clinical Psychology, 2 Units

This course provides instruction and training in the provision of professional clinical supervision. Students are introduced to the theoretical and practical aspects of providing supervision. In addition to lectures and readings focused on the process of supervision, students are supervised as they provide supervision to master's-level trainees.

PPSY 745, Dissertation I, 1 Unit

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 746, Dissertation II, 1 Unit

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 747, Dissertation III, 1 Unit

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 748, Dissertation IV, 1 Unit

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 749, Diversity IV: Global Psychology, 3 Units

This course focuses on the role of the psychologist in international contexts. Specifically, this course addresses awareness, knowledge, skills, and attitudes in working with religiously diverse populations. Furthermore, this course addresses the role of the psychologist working internationally. To this end, this course provides an overview of Global Psychology, International Psychology, global mental health, and other related movements. Critical analysis of current practices in psychological research and clinical intervention is discussed, and students identify how they will apply course content to their future professional roles.

PPSY 750, Predoctoral Internship, 1 Unit

This is a one-year professional internship at an external site approved by the Clinical Training Committee. Students register for internship during the fall and spring semesters.

Prerequisite: Completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship from Clinical Training Committee (Students who opt to take a half-time, two-year internship must register both years.)

PPSY 752, Predoctoral Internship, 0 Units

This is a one-year professional internship at an external site approved by the director of clinical training of internship. Students register for this course during the fall, spring, and summer semesters while on internship.

Prerequisite: Completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship by director. Students who opt to take a two-year half-time internship must register for this course both years.

PPSY 753, Moral and Spiritual Identity Formation in the Family, 3 Units

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, 4 Units

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). This course includes a mandatory lab for practice in the administration, scoring, and interpretation of assessment devices.

PPSY 755, Dissertation V, 1 Unit

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 756, Dissertation VI, 1 Unit

Students enroll for dissertation credit while they work with their committees on their clinical dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

PPSY 757, Psychopharmacology, 2 Units

This course introduces the use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly or substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to physicians or neuropsychologists is part of therapeutic practice.

PPSY 758A, Techniques of Change: Cognitive-behavioral Interventions, 2 Units

Students learn conceptual, perceptual, and executive skills of cognitive-behavior therapy designed to change problematic behaviors, affective states, and thought patterns in relation to specific disorders and clinical populations. Students develop a better understanding of how cognitive-behavior therapy and the paradigm of family psychology enhance the treatment of clients.

PPSY 759A, Techniques of Change: Solution-focused Brief Therapy, 2 Units

Students learn conceptual, perceptual, and executive skills of solutionfocused brief therapy designed to apply to a variety of clinical populations. Students develop a better understanding of how solution-focused brief therapy and the paradigm of family psychology enhance the treatment of clients.

PPSY 760, Techniques of Change: Psychodynamic Interventions, 2 Units

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 Unit

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 Unit

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 763, Psychodynamic Systems of Psychotherapy I, 2 Units

This seminar-style course is the first in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This first course includes a review of major theorists and theories from Freud (classical analysis) to Kohut (self-psychology), focusing particularly on the British Middle School's (Fairbairn, Guntrip, and Winnicott) distinctive contributions to this spectrum of theories and therapies. Particular attention is given to the evolution from drive to relationship as primary motivation for human development and from individual to interpersonal intrapsychic systems frameworks. Implications for the understanding of religious experience from the perspective of these psychodynamic frameworks is also explored.

PPSY 764, Psychodynamic Systems of Psychotherapy II, 2 Units

This seminar-style course is the second part of a three-course sequence, following the review of the British Middle School's unique contributions to theory and technique, and elaborates upon the distinction between one-person, two-person, and contextual psychotherapies. This course provides advanced instruction and training in contemporary psychodynamic approaches to personality and psychotherapy and highlights the systemic theory that undergirds their development. An in-depth exploration of relational psychoanalysis that diverges from traditional psychoanalytic assumptions by considering contextual daily interactions and broader social and cultural dynamics, is presented. Extensive clinical material is used to illustrate how relational thinking explores the interface between mother-infant research, dynamic systems theory, trauma research, family therapy, and social learning theory, all of which are powerfully contextual in nature. In addition, implications for understanding spirituality from within this tradition are considered.
Prerequisite: PPSY 763

PPSY 765, Psychodynamic Systems of Psychotherapy III, 2 Units

This seminar-style course is the third in a three-course sequence on psychodynamic systems of psychotherapy, which provides instruction and training in psychodynamic approaches to personality, psychopathology, and psychotherapy. This third course focuses on synthesis and consolidation of understanding regarding the spectrum of psychodynamic theories and therapies with particular attention to demonstrated clinical competency, and pays particular attention to how psychodynamic theory interfaces with social issues, life transitions, faith, and film and literature.
Prerequisite: PPSY 764

PPSY 766, Consultation II: Systemic and Organizational Context, 2 Units

This course explores the critical dimensions of organizational life from the vantage point of systemic, structural, and cultural perspectives. Students examine organizing principles for leadership and management, cultural artifacts of organizational life, and key contextual variables that might prove significant for consultancy engagement. This course provides a framework for students to gain insights into organizational life and the importance of key factors as a backdrop for consultancy engagements that involve organizational redesign, management principles, and cultural contexts.
Prerequisite: PPSY 740

PPSY 767, Consultation III: Leadership and Organizational Assessment, 2 Units

This course introduces students to qualitative and quantitative assessment methods as key tools for leadership and organizational assessment. Students gain competency in the use of several key assessment methods and instruments, learn the importance of assessment in organizational and leadership dynamics, and learn to apply these instruments to leadership and organizational development.
Prerequisite: PPSY 740, PPSY 766

PPSY 768, Consultation IV: Interventional Strategies, 2 Units

This course provides instruction and training in interventional strategies central to consultation assignments within organizational settings. Students are introduced to interventional strategies that correspond to the primary issues related to organizational life: change management, organizational culture, and leadership and team dynamics. Students gain competency in focusing on these critical areas of consultancy engagement and intervention.
Prerequisite: PPSY 740, PPSY 766, PPSY 767

PPSY 770, Introduction to Forensic Psychology, 2 Units

This course provides the clinical psychology student an introduction to forensic psychology theory, methods, and assessment. This is the first and foundational course in a series of four elective courses in the family forensic psychology elective concentration. This course provides students with the opportunity to learn the foundational theory in law and psychology that serves as prerequisite knowledge to explore deeper study in forensic assessment and family forensic psychology. Specifically, this course covers the introduction to the psychological and legal aspects of criminal, civil, and family forensic psychology.

PPSY 771, Forensic Assessment, 2 Units

This course provides substantive coverage of forensic mental health assessment. It presents the psychological and legal conceptual framework for applying forensic instruments and forensically relevant instruments to answer questions presented by a civil, family, or criminal court. Foundational issues such as forensic ethics, multicultural considerations, basic forensic assessment methodology, and assessment of response styles and dissimulation are covered. In addition, relevant legal concepts and landmark cases that substantially shape the delivery of forensic mental health assessment are addressed. Students learn the basics of conducting the following evaluation types: 1) competency to stand trial; 2) mental status at the time of the offense and criminal responsibility; 3) violence risk management; 4) sex offender risk assessment; 5) death penalty mitigation; and 6) personal injury.
Prerequisite: PPSY 770

PPSY 772, Family Forensic Psychology I, 2 Units

This course provides a substantive overview of juvenile forensic and child custody evaluations. Students have the opportunity to learn legal cases and principles that apply to the work of forensic psychologists in juvenile and family courts, as well as assessment methodology and instruments that are employed when conducting juvenile forensic and child custody evaluations. Types of the evaluations covered include juvenile risk assessment, juvenile psychopathy, juvenile transfer waiver, juvenile competency, child custody, and fitness for parenting.
Prerequisite: PPSY 771

PPSY 773, Family Forensic Psychology II, 2 Units

This course covers specialized issues within family forensic psychology including conducting evaluations that are useful for making legal dispositions within the family court system. Students learn the fundamental elements of conducting the following assessments: visitation risk, child trauma, child sexual abuse allegations, domestic violence risk, battered spouse, decisional/testamentary capacity and substituted judgement, psychological autopsies, and reproductive capacity. In addition, students are exposed to divorce mediation and more advanced expert testimony strategies. At the end of the four-course sequence, students have the opportunity to participate in a mock court hearing where they present their findings and undergo cross-examination by an attorney.
Prerequisite: PPSY 772

PPSY 774, Assessment II: Personality, 3 Units

This course provides a review of the fundamentals of psychological assessment: the administration, scoring, and interpretation of self-report instruments for the clinical assessment of personality and professional report writing. Primary instruments studied will include the Minnesota Multiphasic Personality Inventory-2 (MMPI-2), MMPI-2-RF, Millon Clinical Multiaxial Inventory IV, Personality Assessment Inventory (PAI), NEO-Personality Inventory-3 (NEO-PI-3), Sixteen Personality Factor Questionnaire (16PF) and Beck Inventories.
Prerequisite: PPSY 700H

PPSY 775, Assessment IV: Integrated Report Writing, 3 Units

This course focuses on the art and science of psychological assessment and report writing. Consistent with the assessment competence of the APA, this course is intended as a capstone or final, culminating course occurring at the conclusion of the assessment sequence. It provides students with the tools to refine report-writing skills, with a focus on conducting clinical interviewing, test selection, and third-party collaborative interviews, and learning to write integrated, clear, useful psychological reports.
Prerequisite: PPSY 700H, PPSY 774, PPSY 714

PPSY 779, Advanced Developmental Psychology II: Early Adulthood through Late Adulthood, 2 Units

This course is part of a two course sequence that aims to help students learn to utilize a lifespan perspective in their work as clinical psychologists. This course reviews important developmental issues and milestones from early adulthood through late adulthood, paying particular attention to context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low-education attainment, abuse and neglect, and inadequate housing impact development. Biological, social, psychological aspects of development are included in this course. Models of psychological development are presented, and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities. This course is taken during the first year of the doctoral program and is foundational to the curriculum. As such, subsequent coursework builds upon the knowledge, concepts, and skills introduced in this course.

PPSY 780, Object Relations Theory and Therapy, 2 Units

This course provides advanced instruction and training in object relations approaches to personality and psychotherapy. This seminar-style course includes a review of the British Middle School's distinct contributions to personality theory, the primary object relations' models of personality, and contemporary clinical applications of this theory. Implications for the understanding of religious experience from within this theoretical and clinical framework are also explored.

PPSY 781, Interpersonal Theory and Psychotherapy, 2 Units

This course provides advanced instruction and training in interpersonal approaches to personality and psychotherapy. This seminar-style course includes a review of Harry Stack Sullivan's distinctive contributions to personality theory, the primary interpersonal models of personality, and several contemporary clinical applications of this theory.

PPSY 782, Advanced MMPI-2 & Advanced MCMI-III, 2 Units

This course provides advanced instruction and training in psychological assessment utilizing the MMPI-2 and the MCMI-III. The construction and characteristics of both tests are reviewed, and students gain experience in the scoring, written interpretation, and oral interpretation of the tests.

PPSY 783, Advanced Supervision, 2 Units

This course provides a continuation of the skills and techniques learned in Supervision in Clinical Psychology. Focus is on application of supervisory skills such as parallel process, setting boundaries, determining the difference between content and process issues, and evaluation of students supervised. Course participants provide supervision to Pre-Psy.D. students in their first practicum experience.
Prerequisite: PPSY 744

PPSY 784, Phenomenology of Presence, 2 Units

This course explores the dimensions of therapeutic presence from the vantage point of phenomenological analysis and existential categories. Students examine their own therapeutic presence from within this perspective and reflect on the individual and relational qualities that define and enhance therapeutic presence.

PPSY 785, Women's Spiritual Experience: Psychological and Theological Perspectives, 2 Units

Based on the research conducted by scholars in the disciplines of theology and psychology on the unique experiences of women, this seminar course provides an introduction to the literature in women's issues from both a psychological and theological perspective. Through readings, discussion, research, and introspective writing, students explore the work of well-known scholars and begin to explore connections between the work of biblical scholars, historical theologians, and psychologists looking at women's experiences. Students are also given opportunities to apply their learning to their own spiritual and psychological development.

PPSY 786, Global Psychology, 2 Units

This course provides a systematic overview of existing approaches to working globally. Theory, research, and intervention are highlighted, and the history of globalization, current trends, and common problems and issues are examined. Students are encouraged to develop their clinical skills in applying psychology to significant global concerns in diverse countries and cultures and practically apply their knowledge during an intensive, three-week practicum in Kenya, East Africa.

PPSY 787, Dissertation Continuation, 0 Units

This course is for students who have have completed Dissertation I-VI and have not yet defended their dissertation. Students are expected to meet regularly with their dissertation chair; to complete specific goals, objectives, and tasks; and to demonstrate satisfactory progress toward completion of their dissertation. Students (including those who have not yet completed their dissertation after proceeding to internship and/or completing internship) enroll in this course until the dissertation is successfully defended and the final document is submitted for the required APA editing process and APU's publications approval.

Prerequisite: PPSY745, PPSY 746, PPSY 747, PPSY 748, PPSY 755, PPSY 756

PPSY 788, Integrated Health Psychology, 2 Units

In this course students are introduced to the field of integrated health psychology, learn the role and duties of a health psychologist, and develop an understanding of the collaboration that can occur will allied health professionals in order to help patients achieve better outcomes.

PPSY 795, Dissertation Continuation, 3 Units

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 meet or interact with their faculty mentor and dissertation committee to facilitate completion of the dissertation.

PPSY 796, Dissertation Continuation [Proposed], 0 Units

PPSY 797, Dissertation Continuation [Proposed], 0 Units

PPSY 798, Special Topics, 1-6 Units

Elective courses are offered each semester according to the interests of students and faculty. Students are required to take elective courses during their program; some may choose to take additional courses of interest beyond the unit requirement of the program.

PPSY 799, Readings in Psychology, 1-4 Units

Faculty

Chair

Marjorie Graham-Howard (http://www.apu.edu/faculty/mlhoward), Ph.D.

Director, Psy.D. Program

Samuel Girguis (http://www.apu.edu/faculty/sgirguis), Psy.D.

Director of Clinical Training (Internship)

Ted Scott Bledsoe (http://www.apu.edu/faculty/tsbledsoe), Psy.D.

Director of Clinical Training (Practicum)

Marjorie Graham-Howard (http://www.apu.edu/faculty/mlhoward), Ph.D.

Professors

David Brokaw (http://www.apu.edu/faculty/dbrokaw), Ph.D., ABPP

Stephen Cheung (http://www.apu.edu/faculty/scheung), Psy.D.

Marjorie Graham-Howard (http://www.apu.edu/faculty/mlhoward), Ph.D.

Loren Martin (http://www.apu.edu/faculty/lamartin), Ph.D.

Theresa Clement Tisdale (http://www.apu.edu/faculty/tctisdale), Ph.D., Psy.D.

Associate Professors

Ted Scott Bledsoe (http://www.apu.edu/faculty/tsbledsoe), Psy.D.

Holli Eaton (http://www.apu.edu/faculty/heaton), Psy.D.

Charles Chege (http://www.apu.edu/faculty/cchege), Psy.D.

Katharine Putman (http://www.apu.edu/faculty/kputman), Psy.D.

Assistant Professor

Samuel Girguis (http://www.apu.edu/faculty/sgirguis), Psy.D.

Professors Emeriti

Marv Erisman (http://www.apu.edu/faculty/merisman), Ph.D.

Sheryn T. Scott (http://www.apu.edu/faculty/sscott), Ph.D.

Doctor of Psychology (Psy.D.) in Clinical Psychology

APU's Doctor of Psychology (Psy.D.) in Clinical Psychology (https://www.apu.edu/bas/programs/psyd) is a professional doctorate that identifies as a practitioner-scholar program. The curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

Mission Statement

The Doctor of Psychology in Clinical Psychology program educates, prepares, and trains students to become practitioner-scholars in clinical psychology with professional competencies in relationship, research, assessment, intervention, diversity, consultation, supervision, integration of faith/spirituality and practice, and systems thinking (family psychology).

Program Goal

The Psy.D. program at Azusa Pacific University has developed a unifying goal to guide the mission of the program: Cultivate culturally competent practitioner-scholars who are equipped to serve a wide range of clients with a special emphasis in systems thinking, diversity, and the integration of faith/spirituality and practice.

APU's Psy.D. program utilizes a competency-based training model consistent with the 2009 revision of the APA Commission on Accreditation's *Guidelines and Principles for Accreditation of Programs in Professional Psychology*. The National Council of Schools and Programs of Professional Psychology (NCSPP) has identified **seven core objectives/competencies**:

1. Relationship
2. Assessment
3. Intervention
4. Research
5. Diversity
6. Consultation
7. Supervision

The Seven Core Objectives/Competencies of the Psy.D. Program [1]

The curriculum for the Psy.D. program is competency based. Such a curriculum recognizes that it is essential to identify core competency areas in psychology as the primary organizing principle for a professional degree. Successful degree completion requires the achievement of the competencies necessary to function well in the field of psychology. The curriculum reflects concern for the development of seven core competencies in psychology:

research and evaluation, relationship, assessment, intervention, diversity, consultation and education, and management and supervision. The seven professional competency areas are defined briefly:

Objective 1: Develop the capacity to maintain a constructive working alliance with clients. *Relationship* is informed by psychological knowledge of self and others. In the development of the relationship objective/competencies, special attention should be given to the diversity of persons encountered in clinical practice. Curriculum design includes education and training in attitudes essential for the development of the relationship competency, such as intellectual curiosity and flexibility, open-mindedness, belief in the capacity to change, appreciation of individual and cultural diversity, personal integrity and honesty, and a value of self-awareness. Experiential learning with self-reflection, direct observation, and feedback by peers and experts is essential in the development of the relationship objective/competencies.

- Competency/student learning objective 1a: Ability to form therapeutic relationships with client
- Competency/student learning objective 1b: Ability to demonstrate empathy, genuineness, and nonpossessive warmth
- Competency/student learning objective 1c: Ability to maintain appropriate boundaries and awareness of countertransference

Objective 2: Acquire the knowledge, skills, and attitudes necessary to conduct effective psychological assessments. *Assessment* is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, and predict relevant aspects of a client. Assessment is a fundamental process that is interwoven with all other aspects of professional practice. As currently defined, assessment involves a comprehensive approach addressing a wide range of client functions. Assessment takes into account sociocultural context and focuses not only on limitations and dysfunctions but also on competencies, strengths, and effectiveness. Assessment increasingly addresses the relationship between the individual and his or her systemic context. The assessment curriculum is not limited to courses but involves a pattern of experiences covering general principles as well as specific techniques. Supervised skill training is an essential component of the assessment curriculum.

- Competency/student learning objective 2a: Knowledge of standardized psychological tests
- Competency/student learning outcome 2b: Knowledge of legal and ethical principles and guidelines involved in assessment and knowledge of potential courses of action
- Competency/student learning outcome 2c: Ability to write an integrated report and give feedback

Objective 3: Acquire the knowledge, skills, and attitudes necessary to conduct effective psychotherapy. *Intervention* involves activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services. The intervention competency is based on the knowledge of theories of individual and systemic change, theories of intervention, methods of evaluation, quality assurance, professional ethical principles, and standards of practice. Effective training for intervention includes knowledge of a broad diversity of clients and teaching materials, practicum client populations, teachers, and supervisors. Service systems reflect diversity. The issues of power and authority are particularly relevant to this competency.

- Competency/student learning outcome 3a: Knowledge of theory and its application in personality, psychopathology, change processes, and the interaction and influences of social, environmental, cultural, and physiological factors
- Competency/student learning outcome 3b: Awareness of and compliance with legal requirements of practice (e.g., mandated reporting, confidentiality rules) and the APA Ethical Principles of Psychologists and Code of Conduct
- Competency/student learning outcome 3c: Ability to use diagnostic nomenclature in diagnosis and formulation of treatment plans
- Competency/student learning outcome 3d: Ability to relate to clients of different ethnic, racial, cultural, religious, or sexual orientations from him/herself
- Competency/student learning outcome 3e: Understanding of the therapeutic process within a given theoretical orientation
- Competency/student learning outcome 3f: Flexibility in the use of intervention techniques appropriate to needs of client

Objective 4: Demonstrate the ability to critically evaluate research and conduct research in applied settings. *Research and evaluation* comprise a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. Psychologists have learned to think critically and engage in rigorous, careful, and disciplined scientific inquiry. Education and training in the epistemological foundations of research, the design and use of qualitative and quantitative methods, the analysis of data, the application of research conclusions, and sensitivity to philosophical and ethical concerns is needed for psychologists to develop in this area.

- Competency/student learning objective 4a: Ability to critically evaluate clinical research
- Competency/student learning objective 4b: Evaluate, conduct, and use clinical research in compliance with ethics guidelines

Objective 5: Provide psychological services that integrate a deep understanding of individual and cultural differences and issues of power, privilege, and oppression. *Diversity* refers to an affirmation of the richness of human differences, ideas, and beliefs. An inclusive definition of diversity includes but is not limited to age, color, disability and health, ethnicity, gender, language, national origin, race, religion/spirituality, sexual orientation, and socioeconomic status, as well as the intersection of these multiple identities and multiple statuses. Exploration of power differentials, power dynamics, and privilege is at the core of understanding diversity issues and their impact on social structures and institutionalized forms of discrimination. Training of psychologists includes opportunities to develop understanding, respect, and value for cultural and individual differences. A strong commitment to the development of knowledge, skills, and attitudes that support high regard for human diversity is integrated throughout the professional psychology training program and its organizational culture.

- Competency/student learning outcome 5a: Knowledge of theory and its application of the following concepts: multiple identities; power, oppression and privilege; and individual and cultural differences
- Competency/student learning outcome 5b: Provide culturally competent services, and understand and implement ethical issues pertinent to individual and cultural differences
- Competency/student learning outcome 5c: Knowledge and awareness of self with respect to personal cultural identity and impact of this on clinical practice

Objective 6: Demonstrate the knowledge and abilities necessary to engage in consultation and education services. *Consultation* is a planned, collaborative interaction that is an explicit intervention process based on principles and procedures found within psychology and related disciplines in which the professional psychologist does not have direct control of the actual change process. *Education* is the directed facilitation by the professional psychologist for the growth of knowledge, skills, and attitudes in the learner. Students are required to complete experiential tasks in consultation and education as part of their coursework or internship.

- Competency/student learning outcome 6a: Knowledge of evidence-based theories, models, and interventions related to consultation and education
- Competency/student learning outcome 6b: Ability to develop consultative and educational relationships

Objective 7: Acquire the knowledge, skills, and attitudes necessary to engage in management and supervision. *Management* consists of those activities that direct, organize, or control the services of psychologists and others as offered or rendered to the public. *Supervision* is a form of management blended with teaching in the context of relationship directed toward the enhancement of competence in the supervisee. This competency is informed by the knowledge of professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behavior and psychopathology, cultural bases of behavior, theoretical models of supervision, and awareness of diversity. Self-management processes and structures are provided for students. Demonstrated competence in supervision includes the development of receptivity to supervision and the acquisition of skills in providing supervision.

[1] Adapted from Bent, R. (1992). The professional core competency areas. In R.L. Peterson, et al. (Eds.) *The Core Curriculum in Professional Psychology* (pp. 77-81). Washington, DC: American Psychological Association.

Psy.D. Program's Special Emphases

In addition to the seven core objectives/competencies developed by NCSPP, the Psy.D. program at APU has identified **three areas of special emphasis**:

1. Diversity
2. Systems Thinking (Family Psychology)
3. Integration of Faith/Spirituality and Practice

Diversity

The Psy.D. program has a strong commitment to individual and cultural diversity and is committed to creating an inclusive and positive environment for diverse students and faculty, and the development of competency in serving diverse populations. Diversity competence is interwoven throughout every course; additionally, there are specific courses that focus on developing diversity competency. In addition to coursework, the Psy.D. program sponsors a student-run diversity committee that is focused on addressing diversity issues in the program through forums, guest speakers, and trainings.

Systems Thinking: The Discipline of Family Psychology

Based on systems theory, the discipline of family psychology recognizes the dynamic interaction between persons and environments without detracting from an awareness of individual, intrapsychic issues. The Psy.D. program's emphasis in family psychology incorporates numerous elements from several disciplines within psychology (e.g., clinical psychology, developmental psychology, personality theory, environmental psychology, neuropsychology, psychobiology, and social psychology). All the disciplines are related by the theoretical understanding of the dynamic, reciprocal relationship between these factors as they impact human behavior. This theoretical foundation undergirds the program courses at APU. In courses that have traditionally had an individual focus, systemic aspects relevant to the content area are incorporated. The Psy.D. program strives to equip students to think systemically and apply systemic analysis to clinical situations.

Integration of Faith/Spirituality and Practice: Interdisciplinary Integration

Azusa Pacific University has a strong Christian heritage and commitment to integrating evangelical Christian thought into university programs. The Psy.D. expresses this heritage and commitment through an emphasis on the integration of psychology with ethics, theology, and spiritual formation. Students are encouraged to explore the role and importance of moral and spiritual identity formation in the process of psychotherapy. The Psy.D. program also has a strong commitment to open enrollment. As such, individuals from any religious or nonreligious tradition may be admitted to the Psy.D. program. However, it is important for prospective students to recognize that coursework and training are structured using Christian values and principles. Students are asked to learn and thoughtfully interact with the content of courses, as well as to reflect on their own beliefs and values as they relate to preparation for professional practice. In addition to providing students with an interdisciplinary framework from which to understand psychological theory and practice, the emphasis also facilitates and enhances the development of competency with respect to addressing religious and spiritual diversity in clinical practice.

Admissions

APU graduate admission and program acceptance requirements must be met before an application is complete (see the Graduate Admission to the University (p. 14) section of this catalog). Learn more (http://www.apu.edu/bas/programs/psyd/admission) about program-specific application requirements.

Application Deadline

The application deadline is January 15. Students who apply prior to this date will be given priority consideration for admission.

Interview Process, Acceptance, and Deposit

Upon invitation, Psy.D. applicants complete an interview with at least one member of the Psy.D. faculty. The purpose of the interview is to determine the applicant's potential for success in the Psy.D. program. Applicants who are accepted into the Psy.D. program are notified after the interview process. Upon notification of admission, applicants must confirm intent to attend in writing to the department by April 15. A $500 deposit is also required by April 15. Please note that 100 percent of the deposit is applied toward tuition.

Psy.D. Doctoral Assistantships (TRAs)

Funds are allocated to provide teaching-research assistantships (TRAs) for each academic cohort. Recipients of the assistantships receive $9,000 tuition remission per year for the first four years of the program for a scholarship total of $36,000. TRAs provide 8 hours of service per week in the Department of Clinical Psychology during September through June of the academic year. The department chair (or designee) determines the roles and responsibilities of the TRAs. Students may apply for the assistantship during the first year of their Psy.D. program. Preference is given to applicants who evidence strong academic credentials (e.g., high GPA and GRE scores) and financial need. Cultural knowledge and language skills that facilitate the provision of psychological services in an underserved community and commitment to provide psychological services in an underserved community following graduation are also taken into consideration. Applications for the assistantships and criteria for evaluation of applications are available in the department.

TRAs will be reviewed annually and must meet minimum standards to continue the assistantship. This review is intended to guarantee that persons awarded an assistantship will continue to evidence the qualities that led to their original selection. Minimum standards for continuation include maintaining good standing throughout all aspects of the program, including maintenance of a 3.5 GPA, sufficient progress on dissertation, positive evaluations from clinical training sites, willingness to receive constructive criticism regarding performance of tasks, demonstrated remediation of performance deficits that have been formally identified to the student by the directors of the Psy.D. program and M.A. program, department chair, and/or the designated supervisor, and continued ability to be available on a schedule that meets the needs of the department.

Any student who has been awarded an assistantship and who has received tuition remission is responsible to repay the amount equal to the tuition remission if the student withdraws from the Psy.D. program prior to graduation. Such students may work with Student Financial Services to arrange a repayment plan for the loan balance. The annual stipend is exempt from this repayment requirement (it is considered remuneration for service).

Curriculum

The Psy.D. curriculum is designed to meet the requirements of the APA for professional education in psychology. Courses stress the importance of critical thinking in the discipline of psychology, and the curriculum provides a breadth of knowledge regarding scientific psychology. Since this is a professional degree, clinical education and application of scientific knowledge to clinical domains are stressed throughout the curriculum, as well as in the clinical practicum experience. Cultural and individual diversity perspectives are woven into courses across the curriculum. In addition, all of the courses incorporate a systemic perspective on psychology. The coursework also includes interdisciplinary courses that integrate ethics, theology, and psychology—issues relevant to Christian faith—where appropriate.

The Psy.D. curriculum is composed of 125 units of required courses plus 8 units of elective courses for a total of 133 units. Psy.D. students may apply for a Master of Arts in Clinical Psychology en route to the Psy.D., after completing 57 units in the Psy.D. and attendance at a child abuse workshop. Note: The Master of Arts in Clinical Psychology is a nonlicensable degree.

Certain courses or mandatory seminars may be scheduled for Saturdays. Attendance at these courses or seminars is required to fulfill degree requirements.

Code	Title	Units
PPSY 700B	Moral Identity Formation and Psychotherapy	3
PPSY 700C	Psychopathology	3
PPSY 700D	Introduction to Clinical Practice: Basic Skills	3
PPSY 700E	Advanced Developmental Psychology I: Infancy through Adolescence	2
PPSY 700F	Diversity I: Multiculturally Responsive Attitudes and Knowledge	3
PPSY 700G	Christian Spiritual Formation and Psychotherapy	3
PPSY 700H	Assessment I	3
PPSY 700I	Systems II: Family Therapy	3

PPSY 700J	Introduction to Clinical Skills: Advanced Skills	3
PPSY 700K	Interdisciplinary Integration and Psychotherapy	3
PPSY 701	Introduction to Clinical Practicum and Professional Practice	2
PPSY 702	Legal and Ethical Competence for Psychologists	3
PPSY 703	Psychological Theories: Psychoanalytic/Psychodynamic	2
PPSY 704	Psychological Theories: Cognitive and Behavioral	2
PPSY 705	Psychological Theories: Group	2
PPSY 706	Psychological Theories: Postmodern	2
PPSY 711	Psychology and Systems Theory	3
PPSY 714	Assessment III: Cognitive Assessment	4
PPSY 716	Family Psychology	3
PPSY 718	History and Systems of Psychology	3
PPSY 719	Social Psychology	2
PPSY 720	Clinical Consultation (1-unit course taken seven times)	1
PPSY 722	Research Design I	3
PPSY 723	Research Design II	3
PPSY 724	Systems IV: Couples Theory and Therapy	3
PPSY 730	Cognition	2
PPSY 731	Dissertation Development	1
PPSY 732	Child and Adolescent Psychology	3
PPSY 734	Gerontology	2
PPSY 736	Social Ethics and Psychotherapy	3
PPSY 739	Psychobiology	3
PPSY 740	Consultation in Clinical Psychology	2
PPSY 742	Diversity II: Historical and Current Causes of Systemic Differences and Oppression	3
PPSY 743	Diversity III: Responsiveness in Clinical Practice	3
PPSY 744	Supervision in Clinical Psychology	2
PPSY 745	Dissertation I	1
PPSY 746	Dissertation II	1
PPSY 747	Dissertation III	1
PPSY 748	Dissertation IV	1
PPSY 749	Diversity IV: Global Psychology	3
PPSY 752	Predoctoral Internship (required to take 3 times)	0
PPSY 753	Moral and Spiritual Identity Formation in the Family	3
PPSY 755	Dissertation V	1
PPSY 756	Dissertation VI	1
PPSY 757	Psychopharmacology	2
PPSY 774	Assessment II: Personality	3
PPSY 775	Assessment IV: Integrated Report Writing	3
PPSY 779	Advanced Developmental Psychology II: Early Adulthood through Late Adulthood	2
PPSY 788	Integrated Health Psychology	2
Clinical Intervention Courses		4
Choose two of the following:		
PPSY 707	Clinical Interventions: Psychodynamic	
PPSY 708	Clinical Interventions: Cognitive Behavioral Therapy	
PPSY 709	Clinical Interventions: Group	
PPSY 710	Clinical Interventions: Postmodern	
Elective Courses [1]		8
Choose four of the following:		
PPSY 735	Adolescent Psychology	
PPSY 781	Interpersonal Theory and Psychotherapy	
PPSY 786	Global Psychology	

PPSY 798	Special Topics	
Family Forensic Concentration		
PPSY 770	Introduction to Forensic Psychology	
PPSY 771	Forensic Assessment	
PPSY 772	Family Forensic Psychology I	
PPSY 773	Family Forensic Psychology II	
Consulting Concentration		
PPSY 766	Consultation II: Systemic and Organizational Context	
PPSY 767	Consultation III: Leadership and Organizational Assessment	
PPSY 768	Consultation IV: Interventional Strategies	
Psychodynamic Systems Concentration		
PPSY 763	Psychodynamic Systems of Psychotherapy I	
PPSY 764	Psychodynamic Systems of Psychotherapy II	
PPSY 765	Psychodynamic Systems of Psychotherapy III	
Dissertation Courses [2]		0
PPSY 787	Dissertation Continuation (Required if students have not defended their dissertation by the time they complete Dissertation I-VI courses)	
PPSY 796	Dissertation Continuation [Proposed] (Required if students have not defended their dissertation by the time they complete Dissertation I-VI courses)	
PPSY 797	Dissertation Continuation [Proposed] (Required if students have not defended their dissertation by the time they complete Dissertation I-VI courses)	
Total Units		133

[1] All students must take 8 units of electives. Students may choose to take electives grouped in the listed concentrations.

[2] PPSY 787, PPSY 796, and PPSY 797 are required if a student has not successfully defended their dissertation by the beginning of their fourth year in the program (and after having enrolled in Dissertation I-VI during their first three years in the program). Continuous enrollment is required from that point until the student has successfully defended their dissertation.

See below for more information regarding the five-year academic plan versus the six-year academic plan.

Academic Probation and Disqualification

Students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or when they obtain a grade below a *B-* in their coursework. Students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a *B-* in their coursework.

Electives

Students are required to take four elective courses in residency. Students may take miscellaneous electives in psychotherapy, integration, or assessment; other courses related to clinical psychology; or they may complete one of the elective concentrations described below.

Psychodynamic Systems of Psychotherapy Concentration

The psychodynamic systems of psychotherapy elective concentration provides an opportunity for students to learn a comprehensive model of personality, psychopathology, and psychotherapy that reflects the systemic epistemology of the doctoral program. This course sequence provides a historical overview of major psychodynamic systems of theory and therapy (from origins to the present). Each course focuses on key theorists, theoretical constructs, conceptualization and treatment planning, supporting research, and clinical demonstration and application. Students seeking a Certificate of Proficiency in Psychodynamic Systems of Psychotherapy must complete a three-course sequence of electives and a yearlong clinical practicum placement in which students are permitted to provide psychodynamic psychotherapy to clients:

Code	Title	Units
PPSY 763	Psychodynamic Systems of Psychotherapy I	2
PPSY 764	Psychodynamic Systems of Psychotherapy II	2
PPSY 765	Psychodynamic Systems of Psychotherapy III	2

For more information, contact Theresa Clement Tisdale, Ph.D., at tctisdale@apu.edu.

Family Forensic Psychology Concentration

The family forensic psychology elective concentration provides an opportunity for students to pursue more-focused training in the specialty area of forensic psychology. This concentration strives to prepare graduate students for competitive forensic psychology internships and postdoctoral

training experiences. While completion of the certificate program does not guarantee placement in supervised training sites, it enhances the student's educational foundation in preparation for advanced training in forensic psychology. Students seeking the Certificate of Proficiency in Family Forensic Psychology must complete the following four-course sequence of electives:

Code	Title	Units
PPSY 770	Introduction to Forensic Psychology	2
PPSY 771	Forensic Assessment	2
PPSY 772	Family Forensic Psychology I	2
PPSY 773	Family Forensic Psychology II	2

For more information, contact Marjorie Graham-Howard, Ph.D., chair of the Department of Clinical Psychology, at mlhoward@apu.edu.

Consulting Psychology Concentration

The consulting psychology elective concentration provides an opportunity for students to pursue an interest in organizational and consulting psychology. Students gain critical and fundamental knowledge in the consultation competencies necessary for the scholar-practitioner who chooses to work in assessment and interventional venues within organizations. Completion of this concentration adds significantly to the student's overall educational experience and depth of understanding systemic and organizational contexts. This concentration emphasizes the knowledge and competencies that increase the student's scope of practice within the field as a scholar-practitioner. Students seeking a Certificate of Proficiency in Consulting Psychology must complete a four-course sequence that includes required course PPSY 740 Consultation in Clinical Psychology and three elective courses: PPSY 766, 767, and 768.

Code	Title	Units
PPSY 766	Consultation II: Systemic and Organizational Context	2
PPSY 767	Consultation III: Leadership and Organizational Assessment	2
PPSY 768	Consultation IV: Interventional Strategies	2

For more information, contact Marv Erisman, Ph.D., at merisman@apu.edu.

Computer and Email Access Required

Students are required to own or have ready access to a computer during their tenure in the Psy.D. program, and required to maintain and utilize a student email address. Students are also responsible for the information sent to them by the program or department via email, and for responding to email in a consistent and timely manner.

Academic Advising

In addition to the advisement by the program director and the directors of clinical training, each student selects a dissertation committee chair during their first year in the program who also serves as the student's academic advisor.

Progress Review and Annual Evaluation

Department faculty review the progress of all students in the Psy.D. program each semester in order to encourage professional development and successful completion of the program. Since personal characteristics are important to competency in clinical psychology, students are evaluated regularly on categories determined to be professional standards in the field of clinical psychology. The evaluation form, noting the dimensions for evaluation, is provided to students upon entrance to the program (or earlier by request). Student behavior that does not reflect the professional standards in the field of clinical psychology will be documented on the evaluations form and the student will receive a written notice; furthermore, the Psy.D. student will be required to meet with their faculty advisor, the program director, and/or the Clinical Training Committee to determine a personal development plan. Students who fail to improve according to their development plan may be dismissed from the program. Students who receive more than one written notice during a semester may be dismissed from the program. Students who receive more than three written notices while in the program may be dismissed from the program.

An annual student progress evaluation is conducted in July, following the summer term. All aspects of student progress in the program are reviewed and a letter is sent to students informing them of the results of the review, noting strengths or completion of particular requirements and areas for improvement or remediation needed in order to remain current in the program.

The program evaluates multiple domains of student training beyond that of academic success. Other areas of evaluation that are expected competencies of professional psychologists include intrapersonal, interpersonal, and professional development and functioning as articulated in the *Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs*, produced by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC). In addition to policies outlined in the catalog, other sources of program policy include the clinical training manual, the program manual, and the dissertation manual.

Student Grievance and Due Process Procedures

Students' rights to due process are clearly outlined in the Academic Policies and Procedures (p. 50) section of this catalog. Additional information may be found in the program manual and the clinical training manual.

Five- and Six-Year Academic Plans and Time to Degree Completion

Five-Year Program

Participation in the full-time plan requires attending classes during the day or evening at least two days per week, plus occasional Saturday courses (usually four Saturdays in a year). An additional 15-20 hours per week minimum for practicum is required throughout the program.

Six-Year Program

Participation in the reduced-load-per-semester, six-year plan requires attending classes during the day or evening at least two days per week plus occasional Saturday courses (usually four Saturdays in a year). An additional 15-20 hours per week minimum for practicum is required in the first three years of the program or more, depending upon student progress.

Time to Degree Completion

Psy.D. students are permitted 8 years from the date of initial enrollment to complete all requirements. Extensions beyond the 8-year limit may be granted for students experiencing unusual circumstances, at the discretion of the department with approval from the dean of the School of Behavioral and Applied Sciences.

Other Degree Requirements for the Psy.D. program

Clinical Training

Clinical training is central to the practitioner-scholar (Psy.D.) model for educating clinical psychologists. Azusa Pacific's program is committed to assisting students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as clinical psychologists. In their clinical placements, students gain experience in a variety of clinical settings including inpatient/residential, child, outpatient, brief/managed care, and settings utilizing psychological assessment. Supervision is provided by the field placement sites as well as psychologists on the APU faculty. Students entering the program with existing clinical training or licensure must still complete the program's clinical training sequence. Clinical training involves three years of practicum and a full-time, yearlong predoctoral internship (a limited number of two-year, half-time internships are available in some settings).

Practicum training is taken along with coursework as a means of enriching the academic experience, and is designed to provide the student with exposure to assessment and clinical treatment. A minimum of 1,500 practicum hours are required. Some students may elect to obtain an additional year of practicum experience in their fifth year and complete their internship during a sixth year. Concurrent with their supervised external practicum, students are required to participate in a 1-unit clinical consultation course (PPSY 720) that provides input from faculty on the student's clinical and professional development. Students are also required to document their practicum hours using the program Time2Track (https://time2track.com).

The predoctoral internship is required at the end of the program when coursework and the 1,500 hours (three years) of practicum experience are complete. Internship provides the student with a more in-depth training experience. A minimum of 1,800 hours are required for internship training, though some sites may require 2,000 hours. It is highly recommended that the internship be APA/APPIC-approved, but alternative internships are provided by CAPIC. All placements must be an APA-, APPIC-, or CAPIC-approved site; this is a state law for California licensure. Permission to not seek an APA/APPIC internship must be requested from the director of clinical training and/or the Clinical Training Committee.

For those students who are licensed or registered in mental health professions other than psychology, the Department of Clinical Psychology requires that all practicum training in the Psy.D. program be entirely separate from any practice under such existing license or registration. For purposes of clinical training in professional psychology, all students are to be identified exclusively as psychology trainees, psychology students, or psychology interns. Practicum students are not allowed to make known in any manner any other status they may hold in other mental health professions. Practicum hours from training in psychology may not be "double counted" toward training required for other mental health professions. If a student conducts a clinical practice or performs mental health services under an existing nonpsychology mental health license while he or she is a student in the Psy.D. program, the Department of Clinical Psychology officially recommends that these students consider the impact of their education and training in psychology on such practice and that they seek supervision for any services that may be deemed to be part of the profession of psychology.

To facilitate the identification of students with the profession of psychology, all students are required to join the American Psychological Association as student members upon acceptance into the program. APA membership provides many benefits, including subscriptions to the *Monitor on Psychology* and *American Psychologist*. Students are also required to maintain liability insurance while in the program.

Clinical Training Manual

Every fall semester, a clinical training manual is released to students, who are responsible for understanding its contents and being aware of any changes required by the department.

Quality Assurance in Clinical Placements

The director of clinical training (DCT) and the Clinical Training Committee have an ongoing responsibility to ensure that the program's clinical training standards meet all state licensing and APA requirements. All clinical training is intended to be consistent with the requirements stated in the *California Board of Psychology Laws and Regulations*. Modifications in state law shall be reflected in program changes to ensure training consistent with the current practice of psychology. Additionally, the clinical training required by the Psy.D. program is consistent with APA ethical and professional standards and training guidelines.

Evaluation of Clinical Training

The clinical training goals and objectives are integrated into the clinical practicum sequence and coordinated with the clinical courses in the program. Outcomes in the clinical sequence are measured throughout the program and include regular presentations of audio- or videotaped work of students, classroom demonstrations and role plays, assessment reports presented in class, minicompetency exams, supervisor evaluations, integration paper, Clinical Competency Exam, intern acceptance and level, and licensure acquisition.

Formative Evaluation

Formative evaluation consists of feedback given to students by their clinical supervisors, the directors of clinical training and program director, and the faculty. Although primarily verbal and situational, this kind of evaluation is of great importance due to its immediacy to clinical interventions and the issues arising during the students' clinical placements.

Summative Evaluation

Summative evaluation occurs at the end of each semester of clinical placement. Students are evaluated by their field site supervisor as well as by all faculty members. The site supervisor evaluation is discussed with students prior to its being sent to the DCT and becoming part of the students' clinical files. Students receiving inadequate evaluations are placed on probation, counseled by their faculty advisor, and, should their clinical performance fail to meet expected standards, dismissed from the program. The Clinical Training Committee (CTC) may require students to complete remediation assignments to meet competency standards. As noted above, students are evaluated at the end of each semester for the achievement of competency in key clinical areas. This helps prepare the student for the Clinical Competency Exam, a cumulative evaluation of readiness for the predoctoral internship.

Students also evaluate their site experience and site supervisor at the end of each semester. These evaluations are submitted to the DCT and are used to ensure the quality of placement sites and on-campus supervision groups.

Clinical Competency Examination

As a final evaluation measure, each student must pass a Clinical Competency Exam (CCE) after completing required coursework and clinical training.

For the CCE, a student submits a sample of his or her clinical work (case presentation, psychological assessment, and a videotape of a psychotherapy session), along with his or her clinical portfolio (including supervisor evaluation, verification of practicum hours, list of assessments performed, curriculum vita, and conference presentations or published works), to a two-member faculty committee. In addition, the student must respond to case vignettes illustrating various clinical issues. The purpose of this exam is to ensure that the student has developed the clinical competencies and requisite skills to begin an internship. Therefore, successful completion of the exam is required before applying to internship.

Dissertation

The Psy.D. program requires the successful proposing, conducting, and defending of a dissertation. Further details are provided in the Psy.D. Dissertation Handbook. Students are required to take the following courses as part of the dissertation process: PPSY 722 Research Design I; PPSY 723 Research Design II; PPSY 731 Dissertation Development, and six 1-unit dissertation courses (PPSY 745, PPSY 746, PPSY 747, PPSY 748, PPSY 755, PPSY 756). If, upon completion of these dissertation courses, a student has not yet defended their dissertation, they must enroll in a dissertation continuation course every semester until they successfully defend their dissertation and submit it to the APU Libraries for binding and publication.

Students are required to consult the APU Doctoral Programs Handbook for Style and Format Requirements for the year of their dissertation defense to determine specific deadlines for May graduation.

Minimum Levels of Acceptable Achievement (MLAs)

In order to successfully complete the Psy.D. program, the following minimum levels of acceptable achievement are required:

- Obtaining a grade of *B-* or better in all coursework (see academic probation policy for process if a grade below a *B-* is obtained in any class)
- Completing a minimum of three years of clinical practicum (see clinical training manual for details) and obtaining an overall score of 3 or better on summative supervision evaluations (see clinical training manual for process if the overall score on summative evaluations is below a 3)
- Successfully passing Parts I-IV of the Clinical Competency Exam (CCE)
- Successfully proposing a dissertation (see dissertation manual for process if the dissertation is not successfully proposed)
- Successfully defending a dissertation and submitting it for binding and/or publication through APU Libraries (see dissertation manual for process if the dissertation is not successfully defended)
- Completing a minimum of 1,800 hours of a predoctoral internship (see clinical training manual for further details)

Personal Psychotherapy Required

All Psy.D. students must complete 30 hours of psychotherapy with a licensed psychologist of their choice. Additional individual psychotherapy may be recommended or required by the program as part of the degree requirements if deemed necessary by department faculty.

Degree Posting

The doctoral degree is posted after the student has met all program requirements, including verification of the following:

- Completion of all required coursework (prior to commencing internship)
- Passing of Clinical Competency Exam
- Successful dissertation defense
- Submission of dissertation for binding
- Verification of completion of personal psychotherapy hours (see above)
- Verification of completion of the predoctoral internship

Note: Doctoral degree posting dates conform to those published in the Graduate and Professional Catalog (p. 48).

Academic Psychology Licensure

The APU Psy.D. program fulfills the graduate education requirements in the state of California for licensure as a psychologist. Students seeking licensure in California may obtain information regarding requirements by contacting:

California Board of Psychology
1625 N. Market Blvd., Ste. N-215
Sacramento, CA 95834
(916) 574-7720
bopmail@dca.ca.gov
psychboard.ca.gov (http://www.psychboard.ca.gov)

Students seeking licensure in another state should contact the appropriate examining board in that state.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop the capacity to maintain a constructive working alliance with clients (NCSPP Relationship Competency).
2. Acquire the knowledge, skills and attitudes necessary to conduct effective psychological assessments (NCSPP Assessment Competency).
3. Acquire the knowledge, skills, and attitudes necessary to conduct effective psychotherapy (NCSPP Intervention Competency).
4. Demonstrate the ability to critically evaluate research and conduct research in applied settings (NCSPP Research and Evaluation Competency).
5. Provide psychological services that integrate a deep understanding of individual and cultural differences and issues of power, privilege, and oppression (NCSPP Diversity Competency; DCP special emphasis).
6. Demonstrate the knowledge and abilities necessary to engage in consultation and education services (NCSPP Consultation and Education Competency).
7. Acquire the knowledge, skills, and attitudes necessary to engage in management and supervision (NCSPP Management and Supervision Competency).
8. Demonstrate the ability to apply systems thinking to professional work (DCP special emphasis).
9. Acquire the knowledge, skills, and attitudes necessary to integrate the discipline of psychology with the disciplines of ethics, theology, and spiritual formation (DCP special emphasis).

Department of Criminal Justice

Mission Statement

The Department of Criminal Justice (https://www.apu.edu/bas/criminaljustice) prepares students to apply knowledge of criminal justice and critical analysis of social problems to promote the equitable application of the law for all people and become ethical Christian leaders in public and private organizations that intend to make communities safer. The department provides an academically rigorous focus within a liberal arts education, developing criminal justice professionals who embody Christian social justice perspectives.

About the Department

Criminal justice is an interdisciplinary social science involving the study of crime and societal responses to it. The department seeks to foster an environment of inquiry, innovation, and lifelong learning in which students learn to recognize, critically examine, and solve social problems related

to crime and criminal behavior. By examining the policies and systems designed to control criminality, students learn the sociopolitical context of crime and explore the historical and contemporary theories of violent and antisocial behavior. In addition to learning academic theories and analyzing criminal justice practices, students develop practical skills such as writing for criminal justice audiences, locating relevant laws and regulations, and understanding courtroom procedures.

The department provides foundational courses for understanding contemporary criminological theory and criminal justice practice with scholarly appraisal of law enforcement, the courts, and corrections. The department also offers elective courses that encourage the reflection, critical thinking, and ethical decision making essential to becoming responsible practitioners and leaders in the criminal justice field. Department programs at the professional level include a bachelor's completion program (p. 212) for transfer students who want to complete a bachelor's degree in criminal justice, as well as a professional minor (p. 215) in criminal justice.

Career Opportunities

Graduates of the criminal justice program are prepared to enter a broad range of career paths and/or graduate study in the criminal justice field, including criminology/criminal justice, forensic psychology, forensic science, and law.

Major

- Criminal Justice (Professional) (p. 212)

Minor

- Criminal Justice (Professional) (p. 215)

PRCJ 110, Intro to Criminal Justice, 3 Units

This course provides an overview of the field of criminology/criminal justice as an academic discipline involving the scientific study of theoretical perspectives on crime and justice. Students consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the system's necessity in society, and these issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

PRCJ 200, Criminal Justice, Civic Engagement, and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system, preparing students to address important 21st-century issues of ethics, justice, and poor relations between criminal justice professionals and community members. Students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system, and organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

PRCJ 220, Police and Society, 3 Units

This course introduces students to the history of policing and examines major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing, and other types, students identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes toward law enforcement.

PRCJ 240, Introduction to Corrections: Jails and Prisons, 3 Units

Prisons are total institutions that exert control over inmates' daily lives, and this course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation are explored. Students take a critical look at life in prison, exploring how incarceration affects inmates and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

PRCJ 250, Juvenile Justice, 3 Units

This course familiarizes students with the juvenile justice system, including types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings, and court orders. Course material also addresses interventions that can be utilized with children who engage in delinquency, and prevention programs that reduce the risk factors contributing to delinquency.

PRCJ 251, Criminal Law, 3 Units

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

PRCJ 255, The Criminalization of Youth, 3 Units

This course explores the criminalization of youth and its effects in today's society. The criminalization of youth refers to the myriad ways in which youth in the U.S. are ignored, mistreated, or otherwise excluded and incarcerated by society long before they are sentenced to time behind bars. The study of the criminalization of youth seeks to investigate U.S. systems and structures that treat young people like criminals, police their bodies, and hold young people accountable for larger systemic and institutional failures. The course begins with an investigation of the overpolicing of young people, especially young people of color, in communities and schools. Then, by examining these issues, students search for possible alternatives to the criminalization of youth.
Prerequisite: PRCJ 250

PRCJ 280, The American Court System, 3 Units

Students in this course analyze the structure, process, and personnel involved in the American court system. By examining state and federal courts, students discover the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the courtroom.

PRCJ 310, Criminological Theories, 3 Units

In this course, students identify different perspectives of crime causation and critically assess why people commit crimes. Included are the ideas, worldviews, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.

PRCJ 340, Victimology, 3 Units

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. Such analysis focuses on the physical, emotional, and financial harm people suffer because of criminal activities, and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students gain a greater understanding of the frequently forgotten victims of crime. Students also discuss the programs and policies that have resulted from society's increasing concern about the rights of victims.

PRCJ 350, Race, Ethnicity, and Crime, 3 Units

Race, ethnicity, socioeconomic class, gender, and age are critical factors in the administration of criminal justice in the United States. Students in this course critically examine race, ethnicity, and socioeconomic class within the U.S. criminal justice system as they explore the experiences of different racial and ethnic groups with different facets of the criminal justice system (e.g., policing, juvenile justice, sentencing, courts, etc.). Course material also introduces theories about the treatment of the poor compared to that of the nonpoor in criminal offending, and students examine theoretical issues of race and justice. Empirical understandings of the relationship between race, class, and gender and the criminal justice system are also discussed.
Prerequisite: PRCJ 220, PRCJ 240, PRCJ 280

PRCJ 351, Criminal Procedure, 3 Units

Students in this course study specific criminal procedural concepts, such as the right to counsel, exclusionary rule, search warrants, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, and postconviction relief.
Prerequisite: PRCJ 110 or instructor consent.

PRCJ 355, Gender and Crime, 3 Units

Students in this course explore the intersection between gender (with special focus on women) and crime. Topics include gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.

PRCJ 362, Writing 3: Criminal Justice Research Design, 3 Units

The course focuses on the nature, purpose, and value of doing and communicating research in the field of criminal justice. Material builds on students' understanding of research methods (as learned in PRWR 262) and focuses on teaching students basic concepts and tools for designing a research project, collecting and analyzing data, and writing for an academic and professional audience. Students develop and conduct a methodologically sound empirical research project and craft a well-written scholarly research paper that communicates their research and findings. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Prerequisite: PRWR 262

PRCJ 395, Sex Crimes, 3 Units

This course focuses on sex crimes, sex offenders, the criminal justice system response, and policy, and begins with an overview of the types of sex crimes that occur and their prevalence. Criminological theories and theories specific to sex offending are identified. Three broad types of sex crimes are assessed: (1) rape, (2) child sexual abuse, and (3) child pornography. An emphasis is placed on typologies, which emphasize the heterogeneity that exists among sex offenders. Attention is also given to specialized groups of sex offenders: (1) juvenile sex offenders, (2) female sex offenders, and (3) those who sexually abuse in the context of an institution (school, church, daycare, etc.). Recent trends in investigation strategies, assessment tools, treatment approaches, and legal responses are reviewed and discussed. Students have the opportunity to explore problems with current trends and discuss related issues. Emphasis is placed on critical research disputing commonly held myths regarding this population of offenders.

PRCJ 450, Forensic Psychology for Criminal Justice Professionals, 3 Units

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.

PRCJ 460, Criminal Justice Internship, 3 Units

The internship program allows students to apply their learning and gain work experience within a professional criminal justice setting. Assignments help students view professional experiences through the lenses of multiple criminal justice professionals (e.g., law enforcement officers, prosecutors, defense attorneys, probation officers, etc.), and allow students to network with professionals and gain experience for inclusion on resumes and job applications. Classroom time is spent in small groups with facilitated discussions, and focuses on processing learning in the field; addressing questions, challenges, or concerns regarding the experience; and encouraging thinking about professional and graduate work in related fields. *Meets the General Education Requirement: Integrative and Applied Learning.*

PRCJ 495, Special Topics in Criminal Justice, 3 Units

This course addresses topics of current interest in criminal justice not covered by core and elective courses. Topics vary by semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once, as topics change.

PRCJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Prerequisite: PRWR 262 (Writing 2) and a minimum of 90 units

Faculty

Chair and Associate Professor

Deshonna Collier-Goubil (http://www.apu.edu/faculty/dcollier), Ph.D.

Assistant Professors

Candice Hodge (http://www.apu.edu/faculty/chodge), Ph.D.

Analicia Mejia Mesinas (http://www.apu.edu/faculty/amejiamesinas), Ph.D. (Cand.)

Aris Rodriguez (http://www.apu.edu/faculty/arodriguez), JD

Louis Tuthill (http://www.apu.edu/faculty/ltuthill), Ph.D.

Charles K. Wilhite (http://www.apu.edu/faculty/cwilhite), Ph.D.

Adjunct Faculty

Keith Anderson, M.A.

Christopher Cano, MPA

Miriam Fox, M.S.

Simeon Greene, MPA

Matthew O'Deane, Ph.D.

Robert Rose, DPA

Jared Sinclair, MBA, M.A.

Eric Stanley, MPA

Regena Weatherford, Ph.D.

Danny Young, M.A.

Bachelor of Arts in Criminal Justice

51 units

Azusa Pacific's bachelor's completion program in criminal justice (https://www.apu.edu/bas/programs/criminal-justice-bachelors-completion) is designed for transfer students who have at least 15 units and are interested in completing a Bachelor of Arts in Criminal Justice at the Inland Empire, Murrieta, or San Diego regional campus. Students gain hands-on field experience as they learn about the criminal justice system, preparing them to make a difference in the lives of others.

Azusa Pacific's bachelor's completion programs allow students who began a program of study at another higher education institution to finish their degree at APU. In order to graduate, students must complete the required program units and General Education (http://catalog.apu.edu/undergraduate/academic-programs/general-education-program/general-education-requirements) units, for a minimum total of 120 units.

No more than 10 percent of the criminal justice major credits may be completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination must be clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").

Students must earn at least 50% of major course credits at Azusa Pacific University to graduate with a degree in criminal justice.

Code	Title	Units
Core Courses		
PRMA 130	Introduction to Statistics [1]	3
PRCJ 110	Intro to Criminal Justice [2]	3
PRCJ 220	Police and Society	3
PRCJ 240	Introduction to Corrections: Jails and Prisons	3
PRCJ 250	Juvenile Justice	3
PRCJ 280	The American Court System	3
PRCJ 310	Criminological Theories	3
PRCJ 340	Victimology	3
PRCJ 350	Race, Ethnicity, and Crime	3
PRWR 262	Writing 2: Criminal Justice Research Methods [3]	3
PRCJ 362	Writing 3: Criminal Justice Research Design [4]	3
PRCJ 496	Writing 3: Senior Capstone in Criminal Justice [4]	3
Elective Courses		15
PRCJ 200	Criminal Justice, Civic Engagement, and Social Responsibility [5]	
PRCJ 251	Criminal Law	
or PRPO 250	Introduction to Criminal Law	
PRCJ 255	The Criminalization of Youth	
PRCJ 351	Criminal Procedure	
or PRPO 350	Constitutional Law: Fundamental Freedoms	
PRCJ 355	Gender and Crime	
PRCJ 395	Sex Crimes	
PRCJ 450	Forensic Psychology for Criminal Justice Professionals	
PRCJ 460	Criminal Justice Internship [6]	
PRCJ 495	Special Topics in Criminal Justice	
PRPO 250	Introduction to Criminal Law	
PRPO 350	Constitutional Law: Fundamental Freedoms	
PRPO 380	Studies of Terrorism	
PRSW 410	Family Violence	
Total Units		51

1 Meets the General Education Quantitative Literacy requirement.

2 Meets the General Education Social Sciences requirement.

3 Meets the General Education Writing 2 requirement.

4 Meets the General Education Writing 3 requirement.

[5] Meets the General Education Civic Knowledge and Engagement requirement.

[6] Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate comprehension of traditional and contemporary criminology theories.
2. Critique how major components of the criminal justice system respond to crime, criminals, and victims from theoretical and practical perspectives.
3. Employ data and methods of social science research to respond to contemporary criminal justice issues.
4. Illustrate ways in which social inequalities are linked to differential justice within criminal justice systems.
5. Demonstrate a Christian worldview in recognizing, understanding, and applying ethical reasoning skills in criminal justice.

PRCJ 110, Intro to Criminal Justice, 3 Units

This course provides an overview of the field of criminology/criminal justice as an academic discipline involving the scientific study of theoretical perspectives on crime and justice. Students consider the respective roles of law, rehabilitation, public health, morality, and justice in the study of why crime occurs, how society responds to crime, and the scientific methods criminologists use to measure the extent of crime. The people who commit crime, the crimes they commit, and society's response to those actions cannot be fully understood outside the context of the larger criminal justice system, how it operates, the differential treatment of certain racial/ethnic groups, and the system's necessity in society, and these issues are discussed throughout this course. *Meets the General Education Requirement: Social Science.*

PRCJ 200, Criminal Justice, Civic Engagement, and Social Responsibility, 3 Units

This course provides an experiential introduction to the criminal justice system, preparing students to address important 21st-century issues of ethics, justice, and poor relations between criminal justice professionals and community members. Students are introduced to types of civic engagement in a democracy as it relates to the criminal justice system, and organize community forums to address issues in policing, the courts, and the reintegration of offenders into the community. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

PRCJ 220, Police and Society, 3 Units

This course introduces students to the history of policing and examines major trends in contemporary law enforcement. By comparing community policing, problem-oriented policing, evidence-based policing, and other types, students identify the legal framework of policing and administration of police work. This course also includes an in-depth examination of police behavior, police discretion, and societal attitudes toward law enforcement.

PRCJ 240, Introduction to Corrections: Jails and Prisons, 3 Units

Prisons are total institutions that exert control over inmates' daily lives, and this course provides an in-depth introduction to the historical evolution and current state of incarceration and detention in the United States. By focusing on the theories and ideologies informing punitive practices, the goals of deterrence, rehabilitation, and incapacitation are explored. Students take a critical look at life in prison, exploring how incarceration affects inmates and the potential consequences for society. Special emphasis is given to current controversies in jail and prison policy, such as overcrowding and violence.

PRCJ 250, Juvenile Justice, 3 Units

This course familiarizes students with the juvenile justice system, including types of delinquency, causes of delinquency (why a minor would engage in delinquent behavior), gang culture, social problems contributing to delinquency, law enforcement agencies that address delinquency, court proceedings, and court orders. Course material also addresses interventions that can be utilized with children who engage in delinquency, and prevention programs that reduce the risk factors contributing to delinquency.

PRCJ 251, Criminal Law, 3 Units

This course introduces students to the concepts of criminal law, including history and development, constitutional limitations on crimes and punishment, principles of criminal liability, criminal defenses, inchoate crimes, and elements of crimes against persons, property, and habitation.

PRCJ 255, The Criminalization of Youth, 3 Units

This course explores the criminalization of youth and its effects in today's society. The criminalization of youth refers to the myriad ways in which youth in the U.S. are ignored, mistreated, or otherwise excluded and incarcerated by society long before they are sentenced to time behind bars. The study of the criminalization of youth seeks to investigate U.S. systems and structures that treat young people like criminals, police their bodies, and hold young people accountable for larger systemic and institutional failures. The course begins with an investigation of the overpolicing of young people, especially young people of color, in communities and schools. Then, by examining these issues, students search for possible alternatives to the criminalization of youth.

Prerequisite: PRCJ 250

PRCJ 280, The American Court System, 3 Units

Students in this course analyze the structure, process, and personnel involved in the American court system. By examining state and federal courts, students discover the relationship between the judiciary and other criminal justice functions. Special emphasis is given to current court reform programs and the role of technology in the courtroom.

PRCJ 310, Criminological Theories, 3 Units

In this course, students identify different perspectives of crime causation and critically assess why people commit crimes. Included are the ideas, worldviews, and theories common to criminal justice professions regarding criminal motivation, what is considered a criminal act, how those acts should be handled, and the role of professionals in the criminal justice system.

PRCJ 340, Victimology, 3 Units

This course provides advanced study and critical appraisal of the theories and recent research on victims of crime. Such analysis focuses on the physical, emotional, and financial harm people suffer because of criminal activities, and the role of the victim in the criminal justice system. By exploring the relationships between the offender, the victim, and the criminal justice system, students gain a greater understanding of the frequently forgotten victims of crime. Students also discuss the programs and policies that have resulted from society's increasing concern about the rights of victims.

PRCJ 350, Race, Ethnicity, and Crime, 3 Units

Race, ethnicity, socioeconomic class, gender, and age are critical factors in the administration of criminal justice in the United States. Students in this course critically examine race, ethnicity, and socioeconomic class within the U.S. criminal justice system as they explore the experiences of different racial and ethnic groups with different facets of the criminal justice system (e.g., policing, juvenile justice, sentencing, courts, etc.). Course material also introduces theories about the treatment of the poor compared to that of the nonpoor in criminal offending, and students examine theoretical issues of race and justice. Empirical understandings of the relationship between race, class, and gender and the criminal justice system are also discussed.
Prerequisite: PRCJ 220, PRCJ 240, PRCJ 280

PRCJ 351, Criminal Procedure, 3 Units

Students in this course study specific criminal procedural concepts, such as the right to counsel, exclusionary rule, search warrants, permissible warrantless searches, stop and frisk, entrapment, wiretapping, confessions, lineups, jury selection, voir dire, negotiated pleas, and postconviction relief.
Prerequisite: PRCJ 110 or instructor consent.

PRCJ 355, Gender and Crime, 3 Units

Students in this course explore the intersection between gender (with special focus on women) and crime. Topics include gender differences in offending, theoretical explanations for female offending, the social construction of offending, women as victims of crime and violence, the sexualization and criminalization of women's bodies, women's experiences with prison and the criminal justice system, and women working in criminal justice fields.

PRCJ 362, Writing 3: Criminal Justice Research Design, 3 Units

The course focuses on the nature, purpose, and value of doing and communicating research in the field of criminal justice. Material builds on students' understanding of research methods (as learned in PRWR 262) and focuses on teaching students basic concepts and tools for designing a research project, collecting and analyzing data, and writing for an academic and professional audience. Students develop and conduct a methodologically sound empirical research project and craft a well-written scholarly research paper that communicates their research and findings. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Prerequisite: PRWR 262

PRCJ 395, Sex Crimes, 3 Units

This course focuses on sex crimes, sex offenders, the criminal justice system response, and policy, and begins with an overview of the types of sex crimes that occur and their prevalence. Criminological theories and theories specific to sex offending are identified. Three broad types of sex crimes are assessed: (1) rape, (2) child sexual abuse, and (3) child pornography. An emphasis is placed on typologies, which emphasize the heterogeneity that exists among sex offenders. Attention is also given to specialized groups of sex offenders: (1) juvenile sex offenders, (2) female sex offenders, and (3) those who sexually abuse in the context of an institution (school, church, daycare, etc.). Recent trends in investigation strategies, assessment tools, treatment approaches, and legal responses are reviewed and discussed. Students have the opportunity to explore problems with current trends and discuss related issues. Emphasis is placed on critical research disputing commonly held myths regarding this population of offenders.

PRCJ 450, Forensic Psychology for Criminal Justice Professionals, 3 Units

This course provides an in-depth introduction to the science of psychology applied to the criminal justice system. Students explore the psychological principles related to eyewitness testimony, lineups, police interrogations, jury decision making, competence, insanity, and future dangerousness. Special emphasis is given to current research findings in forensic psychology.

PRCJ 460, Criminal Justice Internship, 3 Units

The internship program allows students to apply their learning and gain work experience within a professional criminal justice setting. Assignments help students view professional experiences through the lenses of multiple criminal justice professionals (e.g., law enforcement officers, prosecutors, defense attorneys, probation officers, etc.), and allow students to network with professionals and gain experience for inclusion on resumes and job applications. Classroom time is spent in small groups with facilitated discussions, and focuses on processing learning in the field; addressing questions, challenges, or concerns regarding the experience; and encouraging thinking about professional and graduate work in related fields. *Meets the General Education Requirement: Integrative and Applied Learning.*

PRCJ 495, Special Topics in Criminal Justice, 3 Units

This course addresses topics of current interest in criminal justice not covered by core and elective courses. Topics vary by semester and may reflect new issues in the criminal justice system, theories, or faculty research interests in the field. This course may be taken more than once, as topics change.

PRCJ 496, Writing 3: Senior Capstone in Criminal Justice, 3 Units

This course provides students an opportunity to combine their learning experience from multiple courses in criminal justice into a research project that demonstrates their learning. This course will focus on writing instruction for students entering criminal justice professions. Students will expound on a contemporary issue in criminal justice and present their findings to professionals in the criminal justice field. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: PRWR 262 (Writing 2) and a minimum of 90 units

Criminal Justice Minor (Professional)

Criminal Justice Minor (Professional) (https://www.apu.edu/bas/programs/criminal-justice-bachelors-completion), 21 units

Requirements

Code	Title	Units
Core Courses		9
PRCJ 220	Police and Society	
PRCJ 240	Introduction to Corrections: Jails and Prisons	
PRCJ 280	The American Court System	
Electives		12
Select four of the following:		
PRCJ 250	Juvenile Justice [1]	
PRCJ 310	Criminological Theories	
PRCJ 340	Victimology	
PRCJ 350	Race, Ethnicity, and Crime	
PRCJ 200	Criminal Justice, Civic Engagement, and Social Responsibility [1, 2]	
PRCJ 251	Criminal Law [1]	
PRCJ 351	Criminal Procedure	
PRCJ 355	Gender and Crime	
PRCJ 450	Forensic Psychology for Criminal Justice Professionals	
PRCJ 495	Special Topics in Criminal Justice	
Total Units		21

[1] Only 3 lower-division units may be used to satisfy elective requirements.

[2] Meets the General Education Civic Knowledge and Engagement requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain how major components of the criminal justice system (police, courts, and corrections), respond to crime, criminals, and victims.
2. Demonstrate comprehension of traditional and contemporary criminal justice theories.

Department of Higher Education

Mission Statement

The Department of Higher Education (https://www.apu.edu/bas/highered) focuses on preparing the next generation of leaders, scholars, faculty, and student development professionals who will shape colleges and universities across the globe. We offer three degree programs: a Master of Science (M.S.) in College Counseling and Student Development, a Doctor of Education (Ed.D.) in Higher Education Leadership, and a Doctor of Philosophy (Ph.D.) in Higher Education. We also offer a doctoral-level Certificate in Strengths-Oriented Higher Education. Together, we strive to be a community of scholars and disciples who make a difference in the world.

Contact

- Learn more about our programs on our website (https://www.apu.edu/bas/highered/about).
- Email: doctoralhighered@apu.edu
- Phone: (626) 815-5349

Accreditation

- All APU programs in higher education are accredited by the WASC Senior College and University Commission (WSCUC) (https://www.wscuc.org).

- Master of Science in College Counseling and Student Development (p. 225)
- Doctoral Programs in Higher Education (p. 227)
  - Doctor of Philosophy (Ph.D.) in Higher Education (p. 229) (2019)
  - Doctor of Philosophy (Ph.D.) in Higher Education (p. 233) (2020)
  - Doctor of Education (Ed.D.) in Higher Education Leadership (p. 235)
- Doctoral-Level Certificate in Strengths-Oriented Higher Education (p. 229)

CCSD 543, Legal and Ethical Issues in College Student Affairs, 3 Units

This course provides an examination of the major legal and ethical issues confronting contemporary student affairs professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards of the student affairs profession.

CCSD 551, Introduction to College Student Affairs, 3 Units

An introduction to and overview of the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

CCSD 552, The Process Of Adult Development, 3 Units

Students study and critique selected human development theories relevant to the process of being and becoming an adult. An overview of models for translating theory to practice and assessment techniques to be applied to individuals, groups, and the environment is provided.

CCSD 553, Administration in College Student Affairs, 3 Units

Strategies, techniques, and issues related to the organization and administration of college student affairs' functions and divisions are stressed. Organizational structure, staff selection, training, supervision, budgeting, planning, policy development, and leadership as well as program implementation and evaluation are addressed.

CCSD 562, Qualitative Research with Today's Diverse College Students, 3 Units

Students are provided with a review and analysis of the ecology of college students in contemporary American higher education. Student characteristics, subcultures, values, beliefs, lifestyles, and other critical variables are examined in relation to qualitative assessment methods and policy/program implications.

CCSD 563, Counseling: The Helping Relationship, 3 Units

This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques with culturally diverse populations as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

CCSD 567, The Role of Diversity in Student Affairs Practice, 3 Units

This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations.

CCSD 568, Inclusive Diversity Practices in Student Affairs, 3 Units

This course helps students develop professional skills and practices in designing culturally sensitive and appropriate interventions for any campus setting in the context of higher education. Students taking this course should already have a solid awareness and knowledge of the theoretical bases and content of social justice, privilege, and marginalized groups within higher education. Learning is targeted at experiential activities that provide opportunities to practice multicultural skills. Based on Pope and Reynolds (1997), multicultural skills allow for effective and meaningful interactions with people who differ culturally. Skill is based on awareness and knowledge to bring about appropriate, effective change in multicultural situations. Students receive feedback as they develop these skills, with specific attention paid to: 1) frameworks of social justice and ally ship, including social justice as a Christian tradition; 2) involvement with the unique experiences of marginalized social groups of college students; and 3) examining critical dimensions of the design and delivery of multicultural education programs. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students' multicultural skills shape interventions related to inclusive diversity practices on a college campus.
Prerequisite: CCSD 567

CCSD 571, Student Learning in the Cocurriculum, 3 Units

Students are exposed to a dual study of theory and research pertaining to student learning as it occurs outside the classroom in the higher education setting. The course focuses on strengths for creating seamless learning experiences that extend beyond those offered in the formal curriculum, partnering with faculty members, and creating conditions that effectively engage students in educationally purposeful activities.

CCSD 573, Career Counseling and Development, 3 Units

This course provides a comprehensive review of career theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling are emphasized. A focus on the relationship of career to other issues of counseling and development is addressed.

CCSD 575, Quantitative Analysis in College Student Affairs, 3 Units

Students explore the basic elements of descriptive and inferential statistics, and use a statistical software package to develop computer skills necessary for quantitative analysis. The application of data analysis to student affairs practice is emphasized. It is strongly recommended that students complete this course prior to enrolling in CCSD 592 Program Evaluation in College Student Affairs.

CCSD 581, Foundations of Higher Education, 3 Units

Students explore and analyze the various purposes served by American colleges and universities and the principal policy questions currently confronting these institutions. Classic works and events that have influenced professional thought, public opinion, and policy related to higher education are addressed.

CCSD 583, Counseling Issues and Practice, 3 Units

Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to student populations, including prejudice, substance abuse, suicide, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

CCSD 592, Program Evaluation in College Student Affairs, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the social sciences. Problem identification, research/program design, instrument development, data collection techniques, fundamental statistical tests, cost/benefit analyses, and interpretation of findings are addressed. Critical analysis of relevant literature is emphasized.

CCSD 595, Capstone Project in College Student Affairs, 3 Units

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

CCSD 595A, Capstone Project in College Student Affairs, 2 Units

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

CCSD 595B, Capstone Project in CSA, 1 Unit

This course supports students in completing their professional portfolio which contains evidence of the 12 competencies upon which the program is built.

CCSD 598, Special Topics, 3 Units

This course examines in depth a topic of current interest or need. Students analyze and evaluate topics/issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

CCSD 599, Readings in College Student Affairs, 3 Units

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

HED 701, Strengths-Oriented Leadership, 4 Units

This course is a critical analysis of leadership theory and practice with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change.

HED 701A, Strengths-Oriented Leadership, 2 Units

This course is a critical analysis of leadership theory and practice with an emphasis on how an awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, individual reflection, and presentations, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change. This is the first part of a three-part course.

HED 701B, Strengths-Oriented Leadership, 1 Unit

This course is a critical analysis of leadership theory and practice with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change. This is the second part of a three-part course.

HED 701C, Strengths-Oriented Leadership, 1 Unit

This course is a critical analysis of leadership theory and practice with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change. This is the third part of a three-part course.

HED 702, The Nature of Inquiry, 4 Units

This course introduces beginning doctoral students to the methods, theoretical perspectives, and epistemologies associated with various approaches to the research process. Students examine the nature of doctoral study, begin their own scholarly inquiry and synthesis process in higher education leadership, and identify potential areas for future research.

HED 702A, The Nature of Inquiry, 1 Unit

This course introduces beginning doctoral students to the methods, theoretical perspectives, and epistemologies associated with various approaches to the research process. Students examine the nature of doctoral study, begin their own scholarly inquiry and synthesis process in higher education leadership, and identify potential areas for future research. This is the first part of a three-part course.

HED 702B, The Nature of Inquiry, 2 Units

This course introduces beginning doctoral students to the methods, theoretical perspectives, and epistemologies associated with various approaches to the research process. Students examine the nature of doctoral study, begin their own scholarly inquiry and synthesis process in higher education leadership, and identify potential areas for future research. This is the second part of a three-part course.

HED 702C, The Nature of Inquiry, 1 Unit

This course introduces beginning doctoral students to the methods, theoretical perspectives, and epistemologies associated with various approaches to the research process. Students examine the nature of doctoral study, begin their own scholarly inquiry and synthesis process in higher education leadership, and identify potential areas for future research. This is the third part of a three-part course.

HED 703, Critical Issues in Higher Education, 4 Units

This foundational course will introduce students to an array of critical issues facing U.S. higher education. Areas of focus will include the formative influences that led to the diversification of American higher education as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education. These topics will be explored through a lens of ethics and social justice and framed around the potentially-competing priorities of affordability, accessibility/equity, and academic quality.

HED 703A, Critical Issues in Higher Education, 2 Units

This foundational course will introduce students to an array of critical issues facing U.S. higher education. Areas of focus will include the formative influences that led to the diversification of American higher education as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education. These topics will be explored through a lens of ethics and social justice and framed around the potentially-competing priorities of affordability, accessibility/equity, and academic quality. This is the first part of a two-part course.

HED 703B, Critical Issues in Higher Education, 2 Units

This foundational course will introduce students to an array of critical issues facing U.S. higher education. Areas of focus will include the formative influences that led to the diversification of American higher education as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education. These topics will be explored through a lens of ethics and social justice and framed around the potentially-competing priorities of affordability, accessibility/equity, and academic quality. This is the second part of a two-part course.

HED 704, Ethical Issues in Higher Education, 2 Units

Ethics is the study of what should be and what ought to be, rather than what is. In this course, ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophical and theological perspectives. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and calling in the leadership roles assumed.

HED 705, Student Access, Equity, and Success in College, 4 Units

This course examines the impact of the college student experience, beginning with the college choice process and culminating with graduation and lifetime impact. Student development theories, theories and models of student change in college, student retention theories, and strategies for defining and measuring student success and institutional effectiveness are emphasized. Policies, programs, and best practices that enhance student learning, success, and persistence are explored.

HED 705A, Student Access, Equity, and Success in College, 2 Units

This course examines the impact of the college student experience, beginning with the college choice process and culminating with graduation and lifetime impact. Student development theories, theories and models of student change in college, student retention theories, and strategies for defining and measuring student success and institutional effectiveness are emphasized. Policies, programs, and best practices that enhance student learning, success, and persistence are explored. This is the first part of a two-part course.

HED 705B, Student Access, Equity, and Success in College, 2 Units

This course examines the impact of the college student experience, beginning with the college choice process and culminating with graduation and lifetime impact. Student development theories, theories and models of student change in college, student retention theories, and strategies for defining and measuring student success and institutional effectiveness are emphasized. Policies, programs, and best practices that enhance student learning, success, and persistence are explored. This is the second part of a two-part course.

HED 709, The Philosophy of Action Research, 4 Units

This course offers students an opportunity to begin exploring all aspects of doctoral study. Students learn about various approaches to research, with an emphasis on action research, while also exploring their roles as change agents and examining how their actions as leaders influence people, systems, and themselves. They are given the opportunity to enhance their skills in locating and evaluating the literature of the field, explore scholarly writing, and identify possible dissertation topics.

HED 710, Research Design and Statistics, 4 Units

This course integrates statistical procedures with quantitative research methodologies in a practical setting that emphasizes conducting the research and statistical analyses within the context of higher education. Students learn to write a proposal for an Institutional Review Board, analyze and critique published research, and design, implement, analyze, and report results from a quantitative research study. Use of SPSS statistical software is also emphasized.

Prerequisite: HED 702

HED 710A, Research Design and Statistics, 1 Unit

This course integrates statistical procedures with quantitative research methodologies in a practical setting that emphasizes conducting the research and statistical analyses within the context of higher education. Students learn to write a proposal for an Institutional Review Board, analyze and critique published research, and design, implement, analyze, and report results from a quantitative research study. Use of SPSS statistical software is also emphasized. This is the first part of a three-part course.

HED 710B, Research Design and Statistics, 2 Units

This course integrates statistical procedures with quantitative research methodologies in a practical setting that emphasizes conducting the research and statistical analyses within the context of higher education. Students learn to write a proposal for an Institutional Review Board, analyze and critique published research, and design, implement, analyze, and report results from a quantitative research study. Use of SPSS statistical software is also emphasized. This is the second part of a three-part course.

HED 710C, Research Design and Statistics, 1 Unit

This course integrates statistical procedures with quantitative research methodologies in a practical setting that emphasizes conducting the research and statistical analyses within the context of higher education. Students learn to write a proposal for an Institutional Review Board, analyze and critique published research, and design, implement, analyze, and report results from a quantitative research study. Use of SPSS statistical software is also emphasized. This is the third part of a three-part course.

HED 711, Qualitative Research Methods, 4 Units

Students are introduced to the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research, and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis, and interpretation are studied and practiced.

HED 711A, Qualitative Research Methods, 2 Units

Students are introduced to the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research, and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis, and interpretation are studied and practiced. This is the first part of a two-part course.

HED 711B, Qualitative Research Methods, 2 Units

Students are introduced to the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research, and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis and the skills of data management, analysis, and interpretation are studied and practiced. This is the second part of a two-part course.

HED 714, Introduction to Action Research, 2 Units

The purpose and processes of action research will be introduced. Students will explore their roles as change agents and examine how their actions as leaders have an impact on people, systems, and themselves. Assessment strategies will focus on quantitative approaches.

HED 715, Qualitative Methods in Action Research, 3 Units

Students in this course analyze models of action research while developing specific strategies for using the action research model in their professional practice. Assessment strategies focus on qualitative approaches.

HED 716, Survey Methods and Quantitative Analysis, 3 Units

In this course, students are introduced to the principles of good survey design and the quantitative procedures that are most useful in analyzing survey research data. Students explore the application of survey methods and quantitative analysis to their work as action researchers and change agents within higher education settings.

HED 720, Campus Ecology and Creating Spaces for Thriving, 3 Units

This course examines how higher education institutions can create actual and virtual spaces that more effectively promote student thriving, sustainability, and community. Innovative architectural designs are identified and evaluated, and students have the opportunity to design, or redesign, a "thriving space" for a college campus.

HED 721, Diversity and Social Justice in Higher Education, 4 Units

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within post-secondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins.

HED 721A, Diversity and Social Justice in Higher Education, 1 Unit

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within post-secondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins. This is the first part of a three-part course.

HED 721B, Diversity and Social Justice in Higher Education, 2 Units

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within post-secondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins. This is the second part of a three-part course.

HED 721C, Diversity and Social Justice in Higher Education, 1 Unit

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within post-secondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins. This is the third part of a three-part course.

HED 722, Global Policy Analysis in Higher Education, 4 Units

This course offers a unique opportunity to examine postsecondary policies at the institutional, local, state, national, regional, and international level with a special focus on social justice. Global policy students will examine core policy principles, the culture of higher education, and critical theory. The course includes a site visit to an international location for an opportunity to deeply reflect on issues of policy and justice from a Christian perspective. The examination of policies will include those that lead to justice-oriented change as well as policies that result in greater inequality.

HED 722A, Global Policy Analysis in Higher Education, 2 Units

This course offers a unique opportunity to examine postsecondary policies at the institutional, local, state, national, regional, and international level with a special focus on social justice. Global policy students will examine core policy principles, the culture of higher education, and critical theory. The course includes a site visit to an international location for an opportunity to deeply reflect on issues of policy and justice from a Christian perspective. The examination of policies will include those that lead to justice-oriented change as well as policies that result in greater inequality. This is the first part of a two-part course.

HED 722B, Global Policy Analysis in Higher Education, 2 Units

This course offers a unique opportunity to examine postsecondary policies at the institutional, local, state, national, regional, and international level with a special focus on social justice. Global policy students will examine core policy principles, the culture of higher education, and critical theory. The course includes a site visit to an international location for an opportunity to deeply reflect on issues of policy and justice from a Christian perspective. The examination of policies will include those that lead to justice-oriented change as well as policies that result in greater inequality. This is the second part of a two-part course.

HED 723, Higher Education Law and Policy, 3 Units

Students in this course examine the historical, contextual, and theoretical aspects of higher education law and policy as they affect students, faculty members, administrators, and organizational systems. Course material also involves the analysis of contemporary legal and policy issues confronting public and private higher education in the United States.

HED 724, Teaching, Learning, and Assessment in Higher Education, 4 Units

This course will explore the higher education teaching-learning experience and the role of assessment at the individual, course, program, and university levels. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, outcomes assessment, and developing a learning ethos within the university.

HED 724A, Teaching, Learning, and Assessment in Higher Education, 1 Unit

This course will explore the higher education teaching-learning experience and the role of assessment at the individual, course, program, and university levels. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, outcomes assessment, and developing a learning ethos within the university. This is the first part of a three-part course.

HED 724B, Teaching, Learning, and Assessment in Higher Education, 2 Units

This course will explore the higher education teaching-learning experience and the role of assessment at the individual, course, program, and university levels. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, outcomes assessment, and developing a learning ethos within the university. This is the second part of a three-part course.

HED 724C, Teaching, Learning, and Assessment in Higher Education, 1 Unit

This course will explore the higher education teaching-learning experience and the role of assessment at the individual, course, program, and university levels. Emphasis will be placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, outcomes assessment, and developing a learning ethos within the university. This is the third part of a three-part course.

HED 725, Administration in Higher Education, 4 Units

Offered each July and required of all Ed.D. and Ph.D. students in the Organizational Leadership concentration. This course serves as one of the foundational courses in the higher education leadership doctoral program. Focused on educating emerging leaders in the field, the course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings.

HED 725A, Administration in Higher Education, 1 Unit

Offered each July and required of all Ed.D. and Ph.D. students in the Organizational Leadership concentration. This course serves as one of the foundational courses in the higher education leadership doctoral program. Focused on educating emerging leaders in the field, the course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings. This is the first part of a three-part course.

HED 725B, Administration in Higher Education, 2 Units

Offered each July and required of all Ed.D. and Ph.D. students in the Organizational Leadership concentration. This course serves as one of the foundational courses in the higher education leadership doctoral program. Focused on educating emerging leaders in the field, the course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings. This is the second part of a three-part course.

HED 725C, Administration in Higher Education, 1 Unit

Offered each July and required of all Ed.D. and Ph.D. students in the Organizational Leadership concentration. This course serves as one of the foundational courses in the higher education leadership doctoral program. Focused on educating emerging leaders in the field, the course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings. This is the third part of a three-part course.

HED 729, The Spirituality of Leadership, 3 Units

This course examines the spiritual dimensions of leadership by exploring vocation, calling, and thriving. Students examine how the Christian faith informs leadership development and practice, but also investigate the spirituality of leadership across other traditions and perspectives.

HED 730, Advanced Quantitative Methods, 4 Units

This course is for Ph.D. students who plan to write a quantitative dissertation. The course content introduces more advanced quantitative methods and statistical concepts such as multivariate analysis of variance and covariance, factorial analysis of variance, structural equation modeling, exploratory and confirmatory factor analysis, discriminant analysis, and logistic regression. Experimental and quasi-experimental research designs are emphasized along with computer applications with SPSS and AMOS software.
Prerequisite: HED 702

HED 730A, Advanced Quantitative Methods, 2 Units

This course exposes doctoral students to the use of advanced quantitative methods typically utilized in quantitative research such as confirmatory factor analysis, multivariate analysis of variance and covariance, path analysis, and structural equation modeling. The focus of the course is on conceptualizing the design and methods of quantitative research study and building a practical skill set in quantitative design and methods; as a result, the course emphasizes applied approaches to the conceptualization, design, and execution of a research study. Topically, the course is divided into four broad sections: (a) overview and review of quantitative research design in higher education, (b) evaluating quantitative research, (c) quantitative research design, and (d) quantitative research methods and techniques. Experimental and quasi-experimental research designs are emphasized along with computer applications with SPSS and AMOS software.
Prerequisite: HED 702A, HED 702B, HED 702C

HED 730B, Advanced Quantitative Methods, 2 Units

This course exposes doctoral students to the use of advanced quantitative methods typically utilized in quantitative research such as confirmatory factor analysis, multivariate analysis of variance and covariance, path analysis, and structural equation modeling. The focus of the course is on conceptualizing the design and methods of quantitative research study and building a practical skill set in quantitative design and methods; as a result, the course emphasizes applied approaches to the conceptualization, design, and execution of a research study. Topically, the course is divided into four broad sections: (a) overview and review of quantitative research design in higher education, (b) evaluating quantitative research, (c) quantitative research design, and (d) quantitative research methods and techniques. Experimental and quasi-experimental research designs are emphasized along with computer applications with SPSS and AMOS software.
Prerequisite: HED 702A, HED 702B, HED 702C

HED 731, Advanced Qualitative Research, 4 Units

This course is required of Ph.D. students who plan to write a qualitative dissertation. In this advanced seminar on qualitative research, the focus is on data collection and analysis approaches representing the major qualitative methodologies. Each qualitative methodology leads to particular ways of gathering, analyzing, and presenting data, which will be explored through primary source readings. The course culminates in a comparative methodologies paper or pilot research project.

HED 731A, Advanced Qualitative Research, 2 Units

This course is required of Ph.D. students who plan to write a qualitative dissertation. In this advanced seminar on qualitative research, the focus is on data collection and analysis approaches representing the major qualitative methodologies. Each qualitative methodology leads to particular ways of gathering, analyzing, and presenting data, which will be explored through primary source readings. The course culminates in a comparative methodologies paper or pilot research project.

HED 731B, Advanced Qualitative Research, 2 Units

This course is required of Ph.D. students who plan to write a qualitative dissertation. In this advanced seminar on qualitative research, the focus is on data collection and analysis approaches representing the major qualitative methodologies. Each qualitative methodology leads to particular ways of gathering, analyzing, and presenting data, which will be explored through primary source readings. The course culminates in a comparative methodologies paper or pilot research project.

HED 732, Leading Change in Higher Education, 4 Units

This course examines leadership, organizational development, and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated. The concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment.

HED 732A, Leading Change in Higher Education, 2 Units

This course examines leadership, organizational development, and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated. The concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment. This is the first part of a two-part course.

HED 732B, Leading Change in Higher Education, 2 Units

This course examines leadership, organizational development, and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated. The concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment. This is the second part of a two-part course.

HED 733, The Changing Worlds of Higher Education, 4 Units

Students will explore the rapidly changing nature of higher education in the United States and around the world. The problems facing higher education, in all its forms, will be examined as will emerging innovative models and structures. Participation in an international travel experience is a requirement of this course.

HED 740, Critical Issues in Higher Education, 3 Units

This foundational course introduces students to an array of critical issues facing U.S. higher education. Areas of focus include the formative influences that led to the diversification of American higher education, as well as current and emerging issues and trends related to the purposes, governance, funding, and delivery of postsecondary education. These topics are explored through a lens of ethics and social justice and framed around the potentially competing priorities of affordability, accessibility/equity, and academic quality.

HED 741, Strengths-Oriented Leadership, 3 Units

This course is a critical analysis of leadership theory and practice, with an emphasis on how awareness and application of a strengths philosophy can increase leadership effectiveness. Using group discussions, research papers, and individual reflection, students develop and evaluate theoretical principles of leadership development and develop a personal approach to creating institutional change.

HED 742, Student Access, Equity, and Success in College, 3 Units

This course examines the impact of the college student experience, beginning with the college choice process and culminating with graduation and lifetime impact. Student development theories, theories and models of student change in college, student retention theories, and strategies for defining and measuring student success and institutional effectiveness are emphasized. Policies, programs, and best practices that enhance student learning, success, and persistence are explored.

HED 743, Diversity and Social Justice in Higher Education, 3 Units

This course examines the social ecology of higher educational institutions through a lens of justice and equity. Focus is on research as it informs policy and practice within postsecondary institutions, and how higher education is shaped by sociopolitical forces, cultural norms, and voices from its margins.

HED 744, Administration in Higher Education, 4 Units

This course gives students an appreciation for the challenges of approaching institutional decision making from the various perspectives represented on the president's cabinet. Various organizational models are also presented as frameworks for understanding the complex organizational cultures typically found in college and university settings.

HED 745, Leading Change in Higher Education, 3 Units

This course covers leadership, organizational development, and change theories, with particular application to the contemporary public and private higher educational environment and to university governance. Emphasis is on the leadership role as change agent within organizations. Theoretical as well as practical perspectives relative to the nature of leadership are incorporated, and the concepts of communication, motivation, delegation, creativity, conflict, and change are incorporated throughout the course. Students have the opportunity to diagnose organizational needs, identify challenges, and produce effective solutions for interpersonal, structural, and organizational problems experienced within the higher education environment.
Prerequisite: HED 785

HED 748, Guided Inquiry Project I, 1 Unit

In this introductory course, students explore a potential topic for their action research dissertation, focusing on conceptualizing an area of concern and developing a problem statement around that area of concern.

HED 749, Guided Inquiry Project II, 1 Unit

In this course, Ed.D. students continue to work on steps toward the dissertation begun in HED 748, identifying the innovation they intend to introduce, and outlining the research design that will be used to gather evidence regarding the impact of the innovation.
Prerequisite: HED 748

HED 760, Research Seminar, 1-2 Units

This research seminar exposes doctoral candidates to the creation, implementation, and dissemination of a focused research agenda based on the area of specializations of the core faculty. The seminar focuses on reading and evaluating educational research, collecting and analyzing qualitative or quantitative data, and engaging in collaborative research. This course is required of all Ph.D. students beginning their second year of the program and requires attendance at team meetings each semester. Students take 1-2 units per semester for a total of 4-6 units.

HED 761, Strengths-Oriented Research and Programming, 2 Units

This course provides students with the opportunity to design, implement, and assess strengths-oriented programs for college students. A culminating project is the hallmark of the course, with an emphasis on either the design of a strengths-oriented program or the assessment of the effectiveness of strengths-oriented interventions.

HED 785, Dissertation Proposal, 1 Unit

Students complete the first three chapters of the action research dissertation. Successful completion of these three chapters is a prerequisite for continuing coursework in the final two semesters of the program.

HED 787, Dissertation Seminar, 3 Units

In this course, students complete work on chapter 4 of their dissertation by gathering and analyzing data and presenting the findings from their research.
Prerequisite: HED 785

HED 789, Dissertation Research, 2-3 Units

In this course, students complete chapter 5 of their action research dissertation and successfully defend their research with their dissertation committee.
Prerequisite: HED 787

HED 790, Doctoral Seminar in Research Studies, 1-2 Units

Students identify a research topic and develop a dissertation proposal (the first three chapters of the dissertation). Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students select a dissertation chair and committee and develop an action plan for completing the dissertation. Ed.D students take this course for 1 unit; Ph.D. students take this course for 2 units and must pass all comprehensive exams before defending their proposal.

HED 791, Dissertation Proposal I, 1 Unit

Students identify a research topic and develop a dissertation proposal(the first three chapters of the dissertation). Steps include identifying a significant problem in higher education, conducting a literature search, writing a literature review, selecting a research methodology, and selecting appropriate qualitative and statistical tools.

HED 792, Dissertation Proposal II, 1 Unit

Students continue writing their dissertation proposal (the first three chapters of the dissertation). The focus in this course is on selecting a research methodology and selecting appropriate qualitative and statistical tools. Ph.D. students must pass all comprehensive exams before defending their proposal. Note: If students do not successfully defend their proposal by July 1, they must register for HED 790 for 2 units every term until they successfully defend their proposal.

HED 794, Dissertation Research I, 2-3 Units

This course is offered each term and is required of all students in the dissertation phase. Students work with their dissertation committee in conducting a doctoral-level research project, enrolling for 2-3 units of credit in this course their first semester of dissertation research, then enrolling in HED 795 Dissertation Research II continuously in subsequent semesters until the dissertation is complete.

HED 795, Dissertation Research II, 2-3 Units

In this course, offered each term and required of all students in the dissertation phase, students work with their dissertation committee in conducting a doctoral-level research project in higher education. After enrolling in HED 794 for one semester, students enroll for 2-3 units of dissertation credit in this course and must re-enroll each semester from the time their proposal is approved until the dissertation is completed.

HED 798, Special Topics, 1-4 Units

Offered upon faculty request. In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of 6 units. Each course must address a different topic.

HED 799, Readings in Higher Education, 1-4 Units

Offered as Independent Study with approval of department chair. Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

Faculty

Chair

Laurie Schreiner (http://www.apu.edu/faculty/lschreiner), Ph.D.

Program Directors, Doctoral Higher Education

Karen Longman (http://www.apu.edu/faculty/klongman), Ph.D., Director, Ph.D. in Higher Education Program

Dennis Sheridan (http://www.apu.edu/faculty/dsheridan), Ph.D., Ed.D., Director, Ed.D. in Higher Education Leadership Program

Program Director, College Counseling and Student Development

Kandy Mink Salas (http://www.apu.edu/faculty/kminksalas), Ph.D.

Professors

Laurie Schreiner (http://www.apu.edu/faculty/lschreiner), Ph.D.

Young K. Kim (http://www.apu.edu/faculty/ykkim), Ph.D.

Alexander Jun (http://www.apu.edu/faculty/ajun), Ph.D.

Karen Longman (http://www.apu.edu/faculty/klongman), Ph.D.

Dennis Sheridan (http://www.apu.edu/faculty/dsheridan), Ph.D., Ed.D.

Associate Professors

Christopher Collins (http://www.apu.edu/faculty/ccollins), Ph.D.

Jeannine Kranzow (http://www.apu.edu/faculty/jkranzow), Ph.D.

Michelle Louis (http://www.apu.edu/faculty/mlouis), Ph.D.

Christopher Newman (http://www.apu.edu/faculty/cnewman), Ph.D.

Assistant Professors

Tabatha Jones Jolivet (http://www.apu.edu/faculty/tjonesjolivet), Ph.D.

Mari Luna De La Rosa (http://www.apu.edu/faculty/mlunadelarosa), Ph.D.

Kandy Mink Salas (http://www.apu.edu/faculty/kminksalas), Ph.D.

Master of Science in College Counseling and Student Development

For more information: (626) 815-5485, ccsdprogram@apu.edu

The Master of Science in College Counseling and Student Development (https://www.apu.edu/bas/programs/student-development-masters) prepares student affairs professionals who work effectively with college students at a diversity of institutions. The program encourages students to integrate their academic learning with their life experience in order to grow personally and professionally. The curriculum is based on developing competence in 10 areas through academic coursework, internship experience, and research opportunities.

Mission Statement

The graduate program in college counseling and student development at Azusa Pacific University prepares individuals to become student affairs educators whose special interest is college students and the environments that affect their development as whole persons and scholar-students.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 14) section; program-specific application requirements are available online (https://www.apu.edu/bas/programs/student-development-masters/admission)).

Application Deadlines

Completed applications with all supporting documentation received by January 15 will receive priority consideration for fall admission. These applicants also will be given priority for on-campus graduate assistantship interviews.

Admissions Interview

Upon invitation, applicants complete an interview with at least one member of the faculty. The purpose of the interview is to discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the program.

Program Delivery

The program is a two-year, on-campus program for students attending full time. Classes are held weekly utilizing the university's 8-week session schedule (http://www.apu.edu/calendar/academic). Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.

Career Opportunities

Program graduates pursue career opportunities in residential life, career development, campus ministries, admissions, counseling, academic support services, student activities, student financial services, service-learning, and many other co-curricular campus programs.

Student Outcomes

Because the specific roles of student affairs practitioners vary greatly across functions and institution types, this program seeks to prepare student affairs educators who have a generalist perspective of the profession and possess the basic competencies necessary to be successful in a wide range of circumstances. Specifically, upon completion of the program, students should be able to demonstrate competence in these areas:

- Moral, Spiritual, and Ethical Foundations
- Values, Philosophy, and History
- Assessment, Evaluation, and Research
- Law, Policy, and Governance
- Organizational and Human Resources
- Leadership
- Social Justice and Inclusion
- Student Learning and Development

- Technology
- Advising and Supporting

Prerequisites

In order to be admitted into the program, students should provide evidence of the following:

1. A baccalaureate degree from a regionally accredited institution
2. Baccalaureate or master's grade-point average of at least 3.0 on a 4.0 scale
3. Three references: two faculty and one student affairs professional preferred
4. International students who have graduated from a college or university where English was not the principal language must meet requirements listed in the English Proficiency Requirements (p. 22) section.

Requirements

The program comprises 45 semester units of coursework. Of this total, at least 36 must be taken at APU; up to 9 semester units of appropriate graduate work may be transferred into the program with department approval.

The coursework is divided into three major components: foundational studies, professional studies, and integration. Foundational studies are those that explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assist students in the assessment of their personal leadership skills. Professional studies are those that assist students in developing competencies in program design and evaluation, administration, counseling, and research. The integration of the theoretical and practical is provided through supervised experiences and the capstone project.

Code	Title	Units
Foundational Studies		
CCSD 551	Introduction to College Student Affairs	3
CCSD 567	The Role of Diversity in Student Affairs Practice	3
CCSD 568	Inclusive Diversity Practices in Student Affairs	3
CCSD 575	Quantitative Analysis in College Student Affairs	3
CCSD 581	Foundations of Higher Education	3
Professional Studies		
CCSD 543	Legal and Ethical Issues in College Student Affairs	3
CCSD 552	The Process Of Adult Development	3
CCSD 553	Administration in College Student Affairs	3
CCSD 562	Qualitative Research with Today's Diverse College Students	3
CCSD 563	Counseling: The Helping Relationship	3
CCSD 571	Student Learning in the Cocurriculum	3
CCSD 573	Career Counseling and Development	3
CCSD 583	Counseling Issues and Practice	3
CCSD 592	Program Evaluation in College Student Affairs	3
CCSD 595	Capstone Project in College Student Affairs	3
Integration and Supervised Practice		
Capstone Project and Colloquium		
750 hours of supervised field placement in at least two practice areas		
Total Units		45

Fieldwork

All students are required to complete a minimum of 750 hours of supervised fieldwork in student affairs practice in a college or university. This fieldwork must be completed in at least two distinct areas, with at least 150 hours of supervised fieldwork in each. Graduate assistantships (see next section) can be used toward fieldwork hours.

Graduate Assistantships

Azusa Pacific University provides a number of graduate assistantships for students enrolled in the program. A student who receives a graduate assistantship is required to enroll in at least 3 units of coursework in the program each term. Graduate assistants are expected to work 600 hours over the academic year, for which they are compensated with a stipend.

Capstone Project

During the final semester, students are required to complete a professional portfolio that contains evidence of competence in 10 aspects of student affairs practice. The presentation of the portfolio should be before a committee of at least one faculty member and two student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project. Successful completion of this project is required for graduation.

Scholarships

Students are also eligible for consideration for a program-funded scholarship. Program-funded aid is awarded based on financial need and/or merit.

Doctoral Programs in Higher Education

For more information: (626) 815-5349

APU's doctoral programs in higher education produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education. The department offers the Doctor of Philosophy (Ph.D.) in Higher Education and the Doctor of Education (Ed.D.) in Higher Education Leadership. The Ph.D. emphasizes research and leadership skills that make a difference in the field of higher education; the Ed.D. emphasizes leadership development that makes a difference at the institutional level.

The doctoral programs require that the student already holds a master's degree in a field related to higher education. Because the programs are geared for higher education professionals, all students are expected to be employed in a college or university setting and to have at least five years of experience in higher education or a closely related field. Both doctoral programs employ a cohort model in which students are in residency in Azusa part time; the Ph.D. program meets for two weeks each January and July, with students completing course assignments independently, and the Ed.D. program meets for one week in June and one weekend (Friday/Saturday) each month except for May and August, with students completing course assignments independently. Campus intensive sessions continue to be required each term during the dissertation phase, as well.

Mission Statement

The mission of the doctoral programs in higher education is to produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education.

Core Values of the Doctoral Programs in Higher Education

The doctoral programs in higher education are driven by these core values:

- A Christian worldview that enables students to become "big-picture thinkers" who are people of character and integrity
- A strengths-based perspective of learning and leadership that encourages students to become the persons they were created to be
- A commitment to rigorous research that makes a difference in real-world settings
- A passion for social justice and the belief that diversity is a strength that enhances learning for all
- A passion for learning and student success
- A commitment to mentoring doctoral students academically, personally, and spiritually

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 14) section of this catalog).

Program-specific application requirements are available online (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center (http://www.apu.edu/international) *at +1-626-812-3055.*

Application Deadlines

For the Ph.D. program, completed applications with all supporting documentation received by January 31 will receive priority consideration for July admission. The final application deadline is May 1.

For the Ed.D. program, completed applications with all supporting documentation received by January 31 will receive priority consideration for May admission. The final application deadline is April 1.

Note: Applications for both programs are reviewed on a rolling basis and are accepted until the new cohort has been finalized.

Interview

Upon invitation, doctoral applicants complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to discuss career and education goals, evaluate the match of the program to the student, and ascertain, at least initially, the applicant's potential for success in the doctoral program.

Admission Decisions

Applicants must meet department and university criteria for admission; admission to the university is the first step in the process, but it does not guarantee admission to the doctoral program.

The department reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, program faculty specify the additional requirements necessary for full admission and the time limit for completing them. Failure to meet these requirements will result in dismissal from the program.

Upon notification of admission, applicants to either doctoral program have 30 days to confirm via email their intent to begin their doctoral studies at APU. A nonrefundable deposit of $500 is due by April 15 to secure a place in the cohort.

Advisement

Upon admission, each student is assigned a faculty advisor. Academic advising is viewed as a collaborative relationship between the student and the faculty advisor, and the purpose of the collaboration is to enable the student to achieve maximum benefits from his or her doctoral experience. The advisor's role is to work with the student to develop a plan for timely and successful completion of the doctorate. The student should plan to meet with the advisor regularly. Once the student selects a dissertation chair, that person assumes the role of faculty advisor.

Transferring Units from Another Doctoral Program

Students in the Ed.D. program may transfer up to 12 units from another regionally accredited doctoral program. Students in the Ph.D. program may transfer up to 18 units of doctoral work from another regionally accredited university. Official transcripts and course descriptions must be submitted. The department chair will determine the courses that successfully transfer.

International Travel Requirement in Second Year

In both programs, one week of international travel is included in the required coursework during the spring term of the second year, often in late May or early June. The costs of the trip are included in tuition, except for airfare to the selected location and some meals while in country.

Computer Requirement

Students must bring a laptop computer or tablet to campus for all coursework. The SPSS statistical software package is required of students in their research courses throughout the Ph.D. program. The University Bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For more information, contact the Office of Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs) at (626) 815-4570.

Residence Requirement

Students must meet a residence requirement by completing a minimum of 39 units in the Ed.D. program or 42 units in the Ph.D. program through APU.

Statistical Competency

Students admitted to the Ph.D. program are expected to have completed a master's-level course in statistics and/or research design prior to admission. Students without this level of preparation are expected to design a plan to adequately prepare for doctoral-level statistics. Students are given a take-home diagnostic exam to complete during the first year of the program, so that they are adequately prepared for the research courses that begin in the second year.

Research Assistantships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the Office of Graduate and Professional Student Financial Services (http://www.apu.edu/graduateprofessionalcenter/sfs). Students are advised to contact the office early in the admissions process at (626) 815-4570 or gpc@apu.edu.

In addition, the department offers a limited number of research scholarships to entering Ph.D. students by application: the Social Justice, Leadership, and Student Success scholarships. These research scholarships are offered on a competitive basis for $3,500 per year for three years of coursework for those students whose research interests and dissertation plans align with one of these priorities. Dissertation fellowships of $2,000, as well as research and teaching assistantships of varying amounts, are available to continuing students by faculty invitation. The Noel Academy for Strengths-Based Leadership and Education (https://www.apu.edu/strengthsacademy) also offers a $3,500 scholarship to Ed.D. or Ph.D. students whose research

interests align with strengths development; these scholarships are by separate application through the Noel Academy. Information will be mailed to all admitted students about the availability of scholarships and the application process for each.

Doctoral-Level Certificate in Strengths-Oriented Higher Education

The doctoral programs in higher education, in conjunction with the Noel Academy for Strengths-Based Leadership and Education, offer a 10-unit Doctoral-Level Certificate in Strengths-Oriented Higher Education (https://www.apu.edu/bas/programs/strengths-certificate). Designed for educators and leaders who wish to deepen their knowledge and application of a strengths development model to their work in higher education, the certificate consists of three courses.

Course Requirements

Code	Title	Units
Opening Course		
HED 701	Strengths-Oriented Leadership	4
Choose from the following:		
HED 705	Student Access, Equity, and Success in College	4
- OR -		
HED 724	Teaching, Learning, and Assessment in Higher Education	4
Concluding Course		
HED 761	Strengths-Oriented Research and Programming	2
Total Units		10

This program is offered on the Azusa campus, comprising two weeks in January and two weeks in July, and program participants join existing cohorts of doctoral students in their classes. The doctoral credits from the certificate may be transferred to any other university. Participants must have a master's degree or higher with a GPA of at least 3.0 at the graduate level to be eligible for admission to this program, and must complete all certificate courses with a *B-* or above.

If you have questions about this program, email doctoralhighered@apu.edu.

Doctor of Philosophy (Ph.D.) in Higher Education (2019)

For more information: (626) 815-5349

The Doctor of Philosophy in Higher Education (https://www.apu.edu/bas/programs/higher-education-phd) is a research degree program consisting of 60 units of coursework, inclusive of dissertation. It primarily develops scholars who are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership. The dissertation for the Ph.D. involves original research that extends the theoretical knowledge base of higher education policy and practice.

Schedule

Students are admitted to the program once a year, with coursework beginning in July of the admission year. The program requires students to complete their coursework on the Azusa campus during two-week visits in early January and again in July each year for four years, or until the dissertation is completed. In addition, all students are assigned to a research team when beginning the second year of the program. Students are expected to attend meetings required of their research team, which may be held in conjunction with a designated conference. In May of the second year of the program, all students are expected to travel internationally as part of the required course HED 722 Global Policy Analysis in Higher Education. All in-country travel costs are included in tuition; students are responsible for purchasing their own international airfare.

Sequence of Courses

The Ph.D. is a sequenced program of courses with only 2 units of electives. Because this program is designed in a cohort model, students take courses together in January and July in a specified sequence as follows:

Code	Title	Units
Year 1		
Summer II		
HED 701A	Strengths-Oriented Leadership	2
HED 702A	The Nature of Inquiry	1
Fall		
HED 701B	Strengths-Oriented Leadership	1
HED 702B	The Nature of Inquiry	2
Spring I		
HED 701C	Strengths-Oriented Leadership	1
HED 702C	The Nature of Inquiry	1
Spring II		
HED 703A	Critical Issues in Higher Education	2
HED 705A	Student Access, Equity, and Success in College	2
Summer		
HED 703B	Critical Issues in Higher Education	2
HED 705B	Student Access, Equity, and Success in College	2
Summer II		
HED 710A	Research Design and Statistics	1
HED 721A	Diversity and Social Justice in Higher Education	1
Year 2		
Fall		
HED 710B	Research Design and Statistics	2
HED 721B	Diversity and Social Justice in Higher Education	2
HED 704	Ethical Issues in Higher Education	2
or HED 761	Strengths-Oriented Research and Programming	
HED 760	Research Seminar	2
Spring I		
HED 710C	Research Design and Statistics	1
HED 721C	Diversity and Social Justice in Higher Education	1
Spring II		
HED 711A	Qualitative Research Methods	2
HED 722A	Global Policy Analysis in Higher Education	2
Summer		
HED 711B	Qualitative Research Methods	2
HED 722B	Global Policy Analysis in Higher Education	2
Summer II		
HED 724A	Teaching, Learning, and Assessment in Higher Education	1
HED 725A	Administration in Higher Education	1
Year 3		
Fall		
HED 760	Research Seminar	2
HED 724B	Teaching, Learning, and Assessment in Higher Education	2
HED 725B	Administration in Higher Education	2
Spring I		
HED 724C	Teaching, Learning, and Assessment in Higher Education	1
HED 725C	Administration in Higher Education	1
Spring II		
HED 730A	Advanced Quantitative Methods	2
or HED 731A	Advanced Qualitative Research	
HED 732A	Leading Change in Higher Education	2
HED 791	Dissertation Proposal I	1

Summer		
HED 730B	Advanced Quantitative Methods	2
or HED 731B	Advanced Qualitative Research	
HED 732B	Leading Change in Higher Education	2
HED 792	Dissertation Proposal II	1
Year 4		
Fall		
HED 794	Dissertation Research I	2
Spring		
HED 795	Dissertation Research II	2
Total Units		60

Program of Study

The program requires 60 units beyond the master's degree, inclusive of dissertation, with all courses being 1 or 2 units. Some elective courses are offered in conjunction with travel to professional conferences. The required research seminars (HED 760) each term meet between sessions, often in conjunction with professional conferences. Read the complete course descriptions for more information.

Code	Title	Units
Required Courses		
HED 701A	Strengths-Oriented Leadership	2
HED 701B	Strengths-Oriented Leadership	1
HED 701C	Strengths-Oriented Leadership	1
HED 702A	The Nature of Inquiry	1
HED 702B	The Nature of Inquiry	2
HED 702C	The Nature of Inquiry	1
HED 703A	Critical Issues in Higher Education	2
HED 703B	Critical Issues in Higher Education	2
HED 705A	Student Access, Equity, and Success in College	2
HED 705B	Student Access, Equity, and Success in College	2
HED 710A	Research Design and Statistics	1
HED 710B	Research Design and Statistics	2
HED 710C	Research Design and Statistics	1
HED 711A	Qualitative Research Methods	2
HED 711B	Qualitative Research Methods	2
HED 721A	Diversity and Social Justice in Higher Education	1
HED 721B	Diversity and Social Justice in Higher Education	2
HED 721C	Diversity and Social Justice in Higher Education	1
HED 722A	Global Policy Analysis in Higher Education	2
HED 722B	Global Policy Analysis in Higher Education	2
HED 724A	Teaching, Learning, and Assessment in Higher Education	1
HED 724B	Teaching, Learning, and Assessment in Higher Education	2
HED 724C	Teaching, Learning, and Assessment in Higher Education	1
HED 725A	Administration in Higher Education	1
HED 725B	Administration in Higher Education	2
HED 725C	Administration in Higher Education	1
HED 730A	Advanced Quantitative Methods	2
HED 730B	Advanced Quantitative Methods	2
HED 732A	Leading Change in Higher Education	2
HED 732B	Leading Change in Higher Education	2
HED 760	Research Seminar (Taken 2 times over 2 terms for a total of 4 units)	2
HED 791	Dissertation Proposal I	1
HED 792	Dissertation Proposal II	1
HED 794	Dissertation Research I	2

HED 795	Dissertation Research II	2
Elective Courses		
Select two units from the following:		2
HED 704	Ethical Issues in Higher Education	
HED 761	Strengths-Oriented Research and Programming	
HED 798	Special Topics	
HED 799	Readings in Higher Education	
Total Units		60

Dissertation Courses

The dissertation proposal process begins in the third year, as students take HED 791 (1 unit) and HED 792 (1 unit) while they write the first three chapters of their dissertation. If students do not successfully defend their dissertation proposal in HED 792, they enroll in HED 790 for 2 units each term until the proposal is successfully defended. Once students successfully defend their dissertation proposal, they enroll in HED 794 for one semester (2 units) and then in HED 795 (2 units) for each semester thereafter until the dissertation has been successfully defended. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. Continuous enrollment in dissertation courses is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HED 791) through the completion of the dissertation (HED 795). Students are expected to come to campus for one week each term during the dissertation phase. Credit for dissertation courses is given for completion of the stated course objectives as outlined in the syllabus. Students who do not meet the designated course outcomes will not receive credit for the course and will be required to retake the course.

Code	Title	Units
HED 791	Dissertation Proposal I	1
HED 792	Dissertation Proposal II	1
HED 794	Dissertation Research I	2
HED 795	Dissertation Research II	2

Independent Study

Students may petition to take an independent study course (HED 799) to substitute for an elective course.

Comprehensive Examinations

All students enrolled in the program must pass all of their comprehensive examinations before defending their dissertation proposal and advancing to candidacy. The purpose of the comprehensive exam process is to ensure that all students graduating from APU with a Ph.D. in Higher Education are able to articulate a thorough grasp of the critical issues and theories impacting the professional field. Accordingly, there are three key areas of the program's learning outcomes that are assessed via this process:

1. Social justice and diversity
2. Leadership and change
3. Student success

Students demonstrate each competency as follows:

- **Social justice and diversity:** Students produce a "TED Talk" type of video per instructions.
- **Leadership and change:** Students create an electronic leadership portfolio per instructions.
- **Student success:** Students produce a creative design project per instructions.

Projects submitted for demonstration of the above competencies are due either April 15 or November 15 each year. Complete instructions are provided to students upon arrival to campus. Students have two opportunities to earn a passing score on a particular competency; failure of the second opportunity results in potential dismissal from the program.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Conduct and disseminate original research that extends the theoretical knowledge base of higher education policy and practice and answers meaningful questions.
2. Competently engage the critical issues and help shape the conversations that affect the future direction of higher education at the national and international levels.
3. Lead effectively, collaboratively, and with vision.
4. Articulate and evaluate a strengths-based approach to teaching, learning, and leadership development.

5. Foster optimal learning in the students they serve, through effective pedagogy and institutional practices that are learning-centered.
6. Articulate and evaluate a Christian perspective on effective leadership in higher education.
7. Effectively address personal, institutional, and systemic injustices through competent policy analysis, formulation, and revision, as well as individual actions.

Doctor of Philosophy (Ph.D.) in Higher Education (2020)

NOTE: This sequence of coursework will begin in spring 2020 and become standard for the cohort beginning in summer 2020. All students (current and newly admitted) will be on A-B-C segments for summer and fall 2019, then switch in January 2020 to the course sequence found here.

For more information: (626) 815-5349

The Doctor of Philosophy in Higher Education (https://www.apu.edu/bas/programs/higher-education-phd) is a research degree program consisting of 60 units of coursework, inclusive of dissertation. It primarily develops scholars who are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership. The dissertation for the Ph.D. involves original research that extends the theoretical knowledge base of higher education policy and practice.

Schedule

Students are admitted to the program once a year, with coursework beginning in July of the admission year. The program requires students to complete their coursework on the Azusa campus during two-week visits in early January and again in July each year for four years, or until the dissertation is completed. In addition, all students are assigned to a research team when beginning the second year of the program. Students are expected to attend meetings required of their research team, which may be held in conjunction with a designated conference. In May of the second year of the program, all students are expected to travel internationally as part of the required course HED 722 Global Policy Analysis in Higher Education. All in-country travel costs are included in tuition; students are responsible for purchasing their own international airfare.

Sequence of Courses

The Ph.D. is a sequenced program of courses with only 2 units of electives. Because this program is designed in a cohort model, students take courses together in January and July in a specified sequence as follows:

Code	Title	Units
Year 1		
Summer II (24-week term)		
HED 701	Strengths-Oriented Leadership	4
HED 702	The Nature of Inquiry	4
Spring (24-week term)		
HED 703	Critical Issues in Higher Education	4
HED 705	Student Access, Equity, and Success in College	4
Year 2		
Summer II (24-week term)		
HED 710	Research Design and Statistics	4
HED 721	Diversity and Social Justice in Higher Education	4
HED 760	Research Seminar	1
Elective [1]		2
Spring (24-week term)		
HED 711	Qualitative Research Methods	4
HED 722	Global Policy Analysis in Higher Education	4
HED 760	Research Seminar	1
Year 3		
Summer II (24-week term)		
HED 724	Teaching, Learning, and Assessment in Higher Education	4
HED 725	Administration in Higher Education	4
HED 760	Research Seminar	1
Spring (24-week term)		

HED 730	Advanced Quantitative Methods	4
or HED 731	Advanced Qualitative Research	
HED 732	Leading Change in Higher Education	4
HED 760	Research Seminar	1
HED 791	Dissertation Proposal I	1
Year 4		
Summer II (24-week term)		
HED 792	Dissertation Proposal II	1
Spring (24-week term)		
HED 794	Dissertation Research I	2
Year 5		
Summer II (24-week term)		
HED 795	Dissertation Research II	2
Total Units		60

[1] During Year 2, students must complete a 2-unit elective from the following: HED 704, HED 761, HED 798, or HED 799.

Program of Study

The program requires 60 units beyond the master's degree, inclusive of dissertation; most courses are 4 units, with some 2- and 1-unit courses. Some elective courses are offered in conjunction with travel to professional conferences. The required research seminars (HED 760) each term meet between sessions, often in conjunction with professional conferences. Read the complete course descriptions for more information.

Dissertation Courses

The dissertation proposal process begins in the third year, as students take HED 791 (1 unit) and HED 792 (1 unit) while they write the first three chapters of their dissertation. If students do not successfully defend their dissertation proposal in HED 792, they enroll in HED 790 for 2 units each term until the proposal is successfully defended. Once students successfully defend their dissertation proposal, they enroll in HED 794 for one semester (2 units) and then in HED 795 (2 units) for each semester thereafter until the dissertation has been successfully defended. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. Continuous enrollment in dissertation courses is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HED 791) through the completion of the dissertation (HED 795). Students are expected to come to campus for one week each term during the dissertation phase. Credit for dissertation courses is given for completion of the stated course objectives as outlined in the syllabus. Students who do not meet the designated course outcomes will not receive credit for the course and will be required to retake the course.

Code	Title	Units
HED 791	Dissertation Proposal I	1
HED 792	Dissertation Proposal II	1
HED 794	Dissertation Research I	2
HED 795	Dissertation Research II	2

Independent Study

Students may petition to take an independent study course (HED 799) to substitute for an elective course.

Comprehensive Examinations

All students enrolled in the program must pass all of their comprehensive examinations before defending their dissertation proposal and advancing to candidacy. The purpose of the comprehensive exam process is to ensure that all students graduating from APU with a Ph.D. in Higher Education are able to articulate a thorough grasp of the critical issues and theories impacting the professional field. Accordingly, there are three key areas of the program's learning outcomes that are assessed via this process:

1. Social justice and diversity
2. Leadership and change
3. Student success

Students demonstrate each competency as follows:

- **Social justice and diversity:** Students produce a “TED Talk” type of video per instructions.
- **Leadership and change:** Students create an electronic leadership portfolio per instructions.
- **Student success:** Students produce a creative design project per instructions.

Projects submitted for demonstration of the above competencies are due either April 15 or November 15 each year. Complete instructions are provided to students upon arrival to campus. Students have two opportunities to earn a passing score on a particular competency; failure of the second opportunity results in potential dismissal from the program.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Conduct and disseminate original research that extends the theoretical knowledge base of higher education policy and practice and answers meaningful questions.
2. Competently engage the critical issues and help shape the conversations that affect the future direction of higher education at the national and international levels.
3. Lead effectively, collaboratively, and with vision.
4. Articulate and evaluate a strengths-based approach to teaching, learning, and leadership development.
5. Foster optimal learning in the students they serve, through effective pedagogy and institutional practices that are learning-centered.
6. Articulate and evaluate a Christian perspective on effective leadership in higher education.
7. Effectively address personal, institutional, and systemic injustices through competent policy analysis, formulation, and revision, as well as individual actions.

Doctor of Education (Ed.D.) in Higher Education Leadership

For more information: (626) 815-6063

The Doctor of Education in Higher Education Leadership (https://www.apu.edu/bas/programs/higher-education-leadership) is a 51-unit degree program, inclusive of dissertation. It develops professional educators and leaders who are able to apply their knowledge in order to improve educational practice primarily at the institutional level. The dissertation for the Ed.D. is a culminating research project utilizing a three-year cycle model of action research beginning in the first year.

Schedule

Students begin each academic year with a one-week intensive at APU in June, and also attend classes on campus one weekend (9 a.m.-5 p.m. Friday and Saturday) a month, with the exception of May and August. Students take two courses a term, and three terms per academic year, for a total of six courses (17 units) per academic year. In between campus visits, students work online to complete course assignments and communicate with faculty and fellow students. Students travel internationally during May of their second year. The coursework for that session will be the focus of the trip. All in-country costs of the trip are included in the program tuition, but students are responsible for their international airfare.

Dissertation Courses

The dissertation proposal process is embedded in the Ed.D. program, as students take Guided Inquiry Project I in their first year and Guided Inquiry Project II in their second year. Each course in the program supports the development of the dissertation proposal and the final dissertation study. The dissertation proposal course begins in the third year. If students do not successfully defend their dissertation proposal in HED 785, they must continue to enroll in HED 785 each term until the proposal is successfully defended. Once students successfully defend their dissertation proposal, they enroll in HED 787 for one semester (3 units) and then in HED 789 (3 units) for each semester thereafter until the dissertation has been successfully defended. Enrollment in these courses entitles a student access to faculty and university resources, including library databases and the services of the doctoral research librarian. Continuous enrollment in dissertation courses is required until the dissertation is successfully defended. Students are considered enrolled full time from the proposal (HED 785) through the completion of the dissertation (HED 789). Students are expected to continue to come to campus each term during the dissertation phase. Credit for dissertation courses is given for completion of the stated course objectives as outlined in the syllabus. Students who do not meet the designated course outcomes will not receive credit for the course and will be required to retake the course.

Sequence of Courses

Code	Title	Units
Year 1		
Summer (June-July)		

HED 709	The Philosophy of Action Research	4
HED 748	Guided Inquiry Project I	1
Fall (September-December)		
HED 740	Critical Issues in Higher Education	3
HED 720	Campus Ecology and Creating Spaces for Thriving	3
Spring (January-April)		
HED 741	Strengths-Oriented Leadership	3
HED 729	The Spirituality of Leadership	3
Year 2		
Summer (June-July)		
HED 733	The Changing Worlds of Higher Education	4
HED 749	Guided Inquiry Project II	1
Fall (September-December)		
HED 742	Student Access, Equity, and Success in College	3
HED 716	Survey Methods and Quantitative Analysis	3
Spring (January-April)		
HED 743	Diversity and Social Justice in Higher Education	3
HED 715	Qualitative Methods in Action Research	3
Year 3		
Summer (June-July)		
HED 744	Administration in Higher Education	4
HED 785	Dissertation Proposal	1
Fall (September-December)		
HED 745	Leading Change in Higher Education	3
HED 787	Dissertation Seminar	3
Spring (January-April)		
HED 723	Higher Education Law and Policy	3
HED 789	Dissertation Research	3
Total Units		51

Program of Study

The program requires 51 units beyond the master's degree, inclusive of dissertation; most courses are 3-4 units, with some 1-unit courses. Read the complete course descriptions for more information.

Code	Title	Units
Required Courses		
HED 709	The Philosophy of Action Research	4
HED 715	Qualitative Methods in Action Research	3
HED 716	Survey Methods and Quantitative Analysis	3
HED 720	Campus Ecology and Creating Spaces for Thriving	3
HED 723	Higher Education Law and Policy	3
HED 729	The Spirituality of Leadership	3
HED 733	The Changing Worlds of Higher Education	4
HED 740	Critical Issues in Higher Education	3
HED 741	Strengths-Oriented Leadership	3
HED 742	Student Access, Equity, and Success in College	3
HED 743	Diversity and Social Justice in Higher Education	3
HED 744	Administration in Higher Education	4
HED 745	Leading Change in Higher Education	3
HED 748	Guided Inquiry Project I	1
HED 749	Guided Inquiry Project II	1
HED 785	Dissertation Proposal	1
HED 787	Dissertation Seminar	3

HED 789	Dissertation Research [1]	3
Optional Course		
HED 799	Readings in Higher Education [2]	
Total Units		51

[1] Students enroll for 3 units of HED 789 during the last semester of their third year. If they still have not completed their dissertation by the time the semester ends, they reenroll for 2 units each term until the dissertation process is completed.

[2] HED 799 may be taken by students needing additional units to complete the program (e.g., transfer students).

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Conduct and disseminate action research that promotes leadership development and makes a difference to campus practice.
2. Lead effectively, collaboratively, compassionately, and with vision.
3. Competently effect change at the campus level through creative interventions and program design.
4. Articulate and evaluate a strengths-based approach to leadership practice.
5. Articulate and evaluate a Christian perspective on effective leadership in higher education.
6. Lead effectively with diverse populations and appropriately confront personal and institutional injustice in higher education settings.
7. Demonstrate a commitment to and ability to foster student development within individuals and institutions.

Department of Kinesiology

The Department of Kinesiology (http://www.apu.edu/bas/kinesiology) offers graduate programs in athletic training and physical education, using discipline-based approaches grounded in a Christian worldview to graduate men and women who are academically engaged, relationally centered, vocationally aware, and wellness oriented.

The Master of Science in Athletic Training (p. 242) (MSAT) prepares students for careers in athletic training (https://www.nata.org/about/athletic-training). The men and women of this service profession desire to enhance the quality of health care for patients and physically active individuals, specializing in the prevention, assessment, treatment, and rehabilitation of injuries and illnesses.

The Master of Science in Physical Education (p. 248) equips candidates with the knowledge and skills needed to teach physical education, administrate athletic programs, and coach at the K-12, junior college, and four-year university levels. This degree is also available online and with an emphasis in sport management.

The Master of Arts in Physical Education and Single Subject Teaching Credential (p. 253) program equips students with the skills and knowledge needed to teach physical education and coach at the K-12, junior college, and four-year university levels. In addition to the master's degree, students earn a 2042 Single Subject Teaching Credential, preparing them for positions at the middle and high school levels (7-12) and as pre-K-12 specialists in physical education.

The Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 254) program is designed for candidates who possess a teaching credential in physical education and are also seeking to teach adapted physical education in the pre-K-12 and/or community college systems.

The Adapted Physical Education Added Authorization (p. 256) enables the physical education teacher to teach disabled students ranging from preschool through adult school, conduct assessments, and report findings through the Individual Education Plan (IEP) process.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (http://www.wascsenior.org)
- The Master of Science in Athletic Training program is accredited through 2025-26 by the Commission on Accreditation of Athletic Training Education (CAATE) (http://www.caate.net), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184, (844) 462-2283.
- The Master of Arts in Physical Education and Single Subject Teaching Credential program, Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education program, and the Adapted Physical Education Added Authorization program are accredited by the National Council for Accreditation of Teacher Education (NCATE, transitioning to the Council for the Accreditation of Educator Preparation (http://www.caepnet.org), CAEP) and are approved by the California Commission on Teacher Credentialing (http://www.ctc.ca.gov) (CTC).

Athletic Training

- Master of Science in Athletic Training (p. 242)

Physical Education

- Master of Science in Physical Education (Also Online) (p. 248)
- Master of Arts in Physical Education and Single Subject Teaching Credential (p. 253)
- Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 254)
- Adapted Physical Education Added Authorization (p. 256)

AT 511, Foundations of Athletic Training, 5 Units

This course provides students with basic information and skills necessary in the clinical practice of athletic training. Topics include acute care, risk management, orthopedic taping and wrapping, and equipment fitting. Students will also learn the roles and responsibilities of a certified athletic trainer and the sports medicine team. Students are also introduced to evidence-based practice concepts. A laboratory component is included.

AT 515, Anatomical Basis of Athletic Training, 4 Units

This course provides an in-depth look at human anatomy, with an emphasis on musculoskeletal anatomy, functional anatomy, and basic kinesiology principles. The lab component will include the use of cadavers.

AT 521, Orthopedic Assessment and Diagnosis I, 3 Units

This is the first of two courses that include an in-depth inquiry into the pathophysiology of injuries to the physically active. This course emphasizes injuries to the trunk and lower extremity. Mechanisms of injury will be addressed as well as specific evaluation techniques and methods standard to the practice of athletic training. A laboratory component is included.

AT 523, Therapeutic Modalities, 3 Units

This course focuses on the theory and operation of various therapeutic modalities as they relate to the healing process and are used in the treatment of injuries to physically active individuals. Included are hydrotherapy, electrotherapy, thermotherapy, cryotherapy, therapeutic massage, and other manual and mechanical techniques. A laboratory component is included.

AT 525, Research Methods I, 3 Units

This is the first of two courses in research methodology. The focus of this course is the critical reading of athletic training and sports medicine literature, the interpretation of research, and the analysis of research methodology appropriate to the field. In addition, each student creates a research proposal as the first step in their research project.

AT 527, Clinical Integration I, 2 Units

This is the first of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 532, Orthopedic Assessment and Diagnosis II, 3 Units

This is the second of two courses that include an in-depth inquiry into the pathophysiology of injuries to the physically active. This course emphasizes injuries to the upper extremity, head, and cervical spine. Mechanisms of injury will be addressed as well as specific evaluation techniques and methods standard to the practice of athletic training. A laboratory component is included.

AT 534, Biomechanics, 3 Units

This course focuses on qualitative and quantitative analysis of human movement. Screenings and calculations will focus on skills common in sport and physical activity as well as gait analysis by the application of principles of anatomy, kinesiology, and physics.

AT 536, Research Methods II, 3 Units

This is the second of two courses in research methods. The focus of this course is on statistical concepts with the emphasis on correct usage and interpretation, using spreadsheets and computer analysis. In addition, students will have the opportunity to explore advanced research methodology, specific to their chosen research.

AT 538, Clinical Integration II, 2 Units

This is the second of five clinical education courses. Each student will be assigned a preceptor who directly supervises then as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 541, Nutrition for Active People, 2 Units

This course focuses on nutrition related to exercise and physical performance. These aspects include the energy systems in exercise, nutritional aspects of substrate utilization (digestion, absorption, metabolism, etc.), assessment of nutritional needs, and diet modification. Dietary development for weight loss, body composition changes, and performance will be covered from a nutritional viewpoint.

AT 543, Strength and Conditioning, 3 Units

This course uses a scientific and integrated approach to the assessment, development, implementation, and management of strengthening and conditioning. A laboratory component is included.

AT 545, Topics in Athletic Training, 3 Units

Students in this course explore topics necessary to maintaining relevant competence and enabling future growth as an athletic training professional. Topics include the role of the Athletic Trainer in public health outcomes, healthcare delivery strategies, quality assessment and improvement of healthcare systems and practitioners, professional ethics, emerging evaluation and intervention strategies, and the use of technology in medicine.

AT 547, Clinical Integration III, 2 Units

This is the third of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 549, Applied Research I, 1 Unit

In this course, students meet with their research team and mentor to identify a clinical question of interest, conduct a literature review, and plan the methods and data collection for their research project.

AT 551, Medical Conditions and Pharmacology, 3 Units

This course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of those involved in athletics or other physical activities. Pharmacology is included as related to medical conditions and disabilities of the active, as well as ergogenic aids common to the population. A laboratory component is included.

AT 553, Psychological and Spiritual Aspects of Injury and Illness, 3 Units

The purpose of this course is to provide the necessary knowledge and skills to manage psychosocial issues in athletic training. Psychological and spiritual interventions and referral strategies specific to the role of an athletic trainer will be discussed for common problems such as: eating disorders, anxiety issues, substance abuse, catastrophic injuries, ergogenic aids, peer pressure, depression, and response to injury.

AT 555, Therapeutic Exercise, 3 Units

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of injuries to the physically active. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and ability to return to participation. A laboratory component is included.

AT 557, Clinical Integration IV, 2 Units

This is the fourth of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 559, Applied Research II, 1 Unit

In this course, students meet with their research team and mentor to collect and synthesize data for their research project.

AT 562, Health Care Administration, 3 Units

This course addresses the organization and administration aspects of health care in a variety of athletic training settings including interscholastic, private clinics, and others. Students study topics such as medical record keeping (paper and electronic), facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care.

AT 564, Seminar in Athletic Training, 1 Unit

This course provides an integration of prior coursework and expertise in athletic training preparation for the BOC Certification Exam, and a forum for discussion of current athletic training issues.

AT 568, Clinical Integration V, 2 Units

This is the fifth of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 569, Research Capstone, 3 Units

Students will work with their research team and mentor to complete their research project. The project will be presented in print and poster format following appropriate professional guidelines.

PE 509, Special Topics in Physical Education, 3 Units

Students study specific current topics, trends, technologies, or innovative programs in the field of physical education and sport. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing teaching and learning within the field of physical education and sport.

PE 551, Curriculum Theory and Design in Physical Education, 3 Units

This course offers a practical study of physical education and athletic programs in the K-12 and collegiate setting including the following: a) philosophy, principles, policies, and procedures, and; b) design, management, and implementation in relation to the State Frameworks and Standards. Special emphasis of the course is on the application of a variety of research and instructional strategies in designing a physical education/athletic curriculum at a chosen educational level.

PE 552, History and Philosophy of Physical Education, 3 Units

This course is designed to explore both the historical and philosophical roots of the discipline. Particular attention is given to the time frame of the Antebellum Period to the present day structure of the profession. Philosophy fashions physical education and sport, thus a strong emphasis of different philosophies and their impact on the discipline are examined.

PE 555, Sociological and Ethical Issues in Sport, 3 Units

This course pursues a study of the evolution of sports and its role in American culture. Course topics include sports as a social phenomenon in American culture and ethical issues within the sporting context, including moral reasoning, moral obligation, and fair play in sport. Class topics assist students in evaluating and reinforcing their personal morals, values, and principles as they relate to their professional field.

PE 556, Facility and Event Management, 3 Units

This course will present students with an overview of the design, operations and management of sports facilities and associated special events (both traditional and non-traditional). This course will also provide students with an understanding of managing sports facilities for the community, high school, collegiate, Olympic, and professional levels. Traditional events, non-traditional events, and extreme sports events will be viewed and analyzed.

PE 557A, Field Studies/Internships in Sport Management, 2 Units

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities.The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each units requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

Prerequisite: Completion of all other MS in Physical Education/sport management and integrated leadership coursework except for PE 584 and PE 589 which can be completed concurrently.

PE 557B, Field Studies/Internships in Sport Management, 1 Unit

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities.The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each units requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

PE 558, Sport Finance, 3 Units

This course is a survey examination of principles of economics, budgeting, and finance as it applies to the sport industry.

PE 560, Sports Medicine, 3 Units

This course is designed for physical educators and coaches to examine sports injuries and accidents and become competent in prevention, assessment, treatment, and basic rehabilitation techniques.

PE 565, Athletics and the Law, 3 Units

This course includes current legal issues confronting the sport industry and enables coaches, athletic directors, fitness experts, and physical educators to develop risk-management strategies that will assist them in setting guidelines, policies, plans, and procedures.

PE 570, Leadership and Administration of Physical Education and Athletic Programs, 3 Units

This course includes a discussion of management theories, philosophy, program development, operations, budgeting, fundraising, personnel, and staff development for the administration of physical education and athletic programs. Students identify and analyze problems unique to the physical education and athletic professions and implement realistic, objective, and workable action plans.

PE 572, Foundations of Sport Management, 3 Units

This course is an overview of multiple areas relating to sport management. This includes: 1) careers and professional perspective; 2) history of sport management; 3) concepts of communication, leadership and management; 4) athletic governance in the K-12, Jr College/ College and University setting; 5) community, youth and professional sport management; and, 6) marketing and sport tourism.

PE 575, Advanced Principles of Physical Conditioning, 3 Units

This course is designed for physical educators, coaches, athletic trainers, and fitness experts to understand and apply the concepts of cardiovascular exercise, muscular strength, flexibility, nutrition, and body weight as it relates to physical education and athletics.

PE 578, Sport Psychology, 3 Units

This course allows the student to examine psychological theories and research related to sport and exercise behavior. The student is introduced to a broad overview of the major topics in the area with opportunity for research, writing, application, and reflection.

PE 580, Wellness and Fitness for Life, 3 Units

This course is designed for the candidate to understand, practice, and teach the physical, emotional, intellectual, occupational, environmental, social, and spiritual components of health and wellness.

PE 582, Seminar in Professional Literature in Physical Education and Sport, 3 Units

This course pursues a study of literature in physical education and sport and includes various topics and current issues related to the changing profession. The student learns to access APU's online library to retrieve reputable sources in physical education and sport and to research and write using APA standards. The student also engages in critical thinking and reflection exercises with application to physical education and sport.

PE 584, Assessment, Technology, and Evaluation in Physical Education, 3 Units

This course gives physical education and exercise science practitioners theoretical and practical knowledge in assessment, technology, and evaluation techniques. Assessment tools are introduced and practiced, including basic statistical concepts, computer/technology applications, and validity/reliability theories. This course allows each student to master and apply the essential content, principles, and concepts necessary to become an effective evaluator in physical education and exercise science. Students complete chapters 1-3 in PE 584, and chapters 4-5 and capstone defense in PE 589.

PE 589, Physical Education and Exercise Science Capstone, 3 Units

This advanced course enables physical educators to become more informed consumers and designers of educational research with the planning and implementation of classroom or site-based inquiry. Through integrated research activities, educators, coaches, and exercise science professionals locate, value, select, and appropriately apply educational research. A variety of descriptive data, as well as qualitative and quantitative methods of data gathering, are analyzed resulting in an extensive research project.
Prerequisite: PE 584

PE 597, Structural Kinesiology, 3 Units

This course introduces students to structural kinesiology through an explanation of human movement and human anatomy. Fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies.

PE 598, Motor Learning, Development, and Control, 3 Units

This course includes discussion of the relationship between motor development and motor learning and provides a framework for establishing programs that facilitate skill acquisition for learners of all ages. It includes an examination of the development of movement skill in humans from infancy to older adulthood and how differing motor, cognitive, and social abilities affect the learning process of motor skills.

PE 599, Readings in Physical Education, 1-3 Units

This course is an independent study, arranged with a faculty member of the physical education staff.

PE 600, Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities, 3 Units

This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with mild-to-moderate disabilities. Such disabilities include minor-to-moderate health impairments, intellectual disabilities, and emotional disturbances. Observation of one mild/moderate adapted physical education class is included.
Prerequisite: PE 452

PE 602, Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities, 3 Units

This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with severe-to-profound disabilities. Such disabilities include severe-to-profound health impairments, intellectual disabilities, and emotional disturbances. Observation of one severe/profound adapted physical education class is included.
Prerequisite: PE 452

PE 604, Motor Assessment for Students Living with Disabilities, 3 Units

This course is designed to teach the techniques for the evaluation and diagnosis of current motor ability levels for individuals with disabilities. Included are assessment methods and development and implementation of Individual Education Plans (IEP) in accordance with state physical education standards.
Prerequisite: PE 600, PE 602, Anatomy and Physiology

PE 605, Management of Adapted Physical Education Programs, 3 Units

This course prepares the adapted physical education specialist to manage the APE Program. This includes modifying traditional PE curricula, performing in-services with the use of technology, understanding service delivery models, understanding the Individuals with Disabilities Education Act, and collaborating with other direct service providers.
Prerequisite: PE 452

PE 606A, Field Experience in Adapted Physical Education, 1 Unit

This is the first fieldwork course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.
Prerequisite: PE 600, PE 602, PE 604 and PE 605

PE 606B, Field Experience in Adapted Physical Education, 2 Units

This is the second field experience course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.
Prerequisite: PE 600, PE 602, PE 604 and PE 605

Faculty

Department Chair

Eric Sorenson (http://www.apu.edu/faculty/esorenson), Ph.D., ATC

Director, M.S. in Athletic Training Program

Jennifer Livingston (http://www.apu.edu/faculty/jlivingston) , Ph.D., ATC

Director, Physical Education Program

Cindy Tanis (http://www.apu.edu/faculty/ctanis), Ph.D., ATC

Clinical Education Coordinator

Christy Gendron (http://www.apu.edu/faculty/chancock), DAT, ATC, PES, CES

Professors

Sue Hebel (http://www.apu.edu/faculty/shebel), Ed.D., ATC

Jennifer Livingston (http://www.apu.edu/faculty/jlivingston), Ph.D., ATC

Cynthia McKnight (http://www.apu.edu/faculty/cmcknight), Ph.D., ATC

Associate Professors

Andy Alstot (http://www.apu.edu/faculty/aalstot), Ph.D.

Sharon Lehman (http://www.apu.edu/faculty/slehman), Ed.D.

Christopher Schmidt (http://www.apu.edu/faculty/cschmidt), Ph.D., ATC

Eric Sorenson (http://www.apu.edu/faculty/esorenson), Ph.D., ATC

Cindy Tanis (http://www.apu.edu/faculty/ctanis) , Ph.D., ATC

Assistant Professors

Greg Bellinder (http://www.apu.edu/faculty/gbellinder), M.S.

Christy Gendron (http://www.apu.edu/faculty/chancock), DAT, ATC, PES, CES

Angela Robles (http://www.apu.edu/faculty/amrobles), Ed.D.

Master of Science in Athletic Training

For more information: (626) 815-5086

The Master of Science in Athletic Training (MSAT) (https://www.apu.edu/bas/programs/athletic-training-masters) is an intense, demanding, and rewarding program of study. The MSAT is a full-time residency program that prepares students for successful completion of the national Board of Certification, Inc. (BOC) (http://www.bocatc.org) examination and for careers in athletic training (https://www.nata.org/about/athletic-training). Multiple clinical experiences (https://www.apu.edu/bas/programs/athletic-training-masters/clinical) provide students with practical learning designed to strengthen professional preparation and career placement, and a Christian worldview is woven throughout the program, giving students a Christ-centered perspective of this service profession.

The MSAT is a 63-unit, two-year program including two 8-week summer terms and four traditional 16-week semesters. Through academic coursework and hands-on clinical experiences integrated with a Christian worldview, students learn to provide immediate and follow-up care to patients while under the direct supervision of a preceptor. Students observe, learn from, and interact with a variety of healthcare personnel and members of the public, including physicians, nurses, physical therapists, patients, athletes, coaches, and parents.

Students enrolled in this program complete coursework in the areas of acute care and emergency management of injuries, orthopedic assessment and diagnosis, therapeutic modalities, therapeutic exercise, biomechanics, pharmacology, general medical conditions, strength and conditioning, healthcare administration, psychological and spiritual aspects of injury and illness, and research methodology.

Program requirements are compliant with the current *Standards for the Accreditation of Professional Athletic Training Programs* established by the Commission on Accreditation of Athletic Training Education (CAATE) (http://www.caate.net). Students who apply must successfully complete prerequisite courses and other admissions requirements prior to enrolling. Following completion of the program, students are eligible to sit for the BOC examination to become a certified athletic trainer.

Mission Statement

The mission of the Master of Science in Athletic Training (MSAT) program is to fully equip athletic training students with a quality education that includes a Christian perspective to become lifelong learners. The program incorporates current research and scholarly instruction in both the clinical and didactic portions of the program, preparing athletic training students to enter the profession as entry-level athletic trainers upon successfully passing the BOC examination.

Values and Beliefs

We value:

1. The use of Christian principles in teaching and athletic training.
2. Student-centered teaching and learning, and providing all the resources necessary to equip students to enter the athletic training profession.
3. Experiential and clinical learning with impact on the greater community.
4. Educating the whole student: spiritually, intellectually, and physically.

Goals

1. To provide an accredited athletic training program in a Christian environment for athletic training students seeking Board of Certification, Inc. certification.
2. To offer diverse clinical education experiences that expose athletic training students to the variety of employment settings available in the field of athletic training.
3. To produce entry-level athletic training professionals who conduct themselves ethically and make decisions using a Christian worldview.

Objectives

1. To provide athletic training students with the required knowledge and skills to become competent entry-level athletic trainers.
2. To assist athletic training students in becoming true servants of God as they minister to injured persons.
3. To provide athletic training students with the ability to critically analyze evaluation, treatment, and rehabilitation protocols to ensure efficient and high-quality care for every athlete/patient/client.
4. To help athletic training students learn how to effectively communicate and interact with others.
5. To foster an understanding of multiple perspectives to facilitate learning, particularly within the clinical setting.
6. To impart the ability to make informed decisions regarding the prescribed standards of practice and ethics in the profession of athletic training.
7. To equip athletic training students with the skills necessary to seek, assimilate, analyze, and interpret data and other information vital to continued growth and understanding of the ever-changing field of athletic training.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 14) section of this catalog). Program-specific application requirements are available online (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program).

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Prerequisite Courses

The following prerequisites must be completed before entry:

Code	Title	Units
BIOLOGY: Two required courses		
	Human Anatomy with lab	
	Human Physiology with lab	
ADDITIONAL COURSES: (recommended, but not required)		
	Exercise Physiology with lab	
	Research Methods	

Note: The application for the 2021 cohort will open in July 2020. In line with the 2020 CAATE Standards (https://caate.net/wp-content/uploads/2019/02/2020-Standards-Final-2-20-2019.pdf), students seeking admission to the 2021 or later cohorts will have the following required prerequisite courses: anatomy with a lab, physiology with a lab, general biology, general chemistry, general physics, and general psychology.

Other Admission Criteria

- Application cycles begin in July for the following year's cohort. Application review begins in the fall, and students are accepted on a year-round, rolling admission basis. However, to ensure consideration for the summer start date, completed applications should be submitted early in the admission cycle (https://www.apu.edu/bas/programs/athletic-training-masters/admission/#applicationdeadlines).
- No more than 20 percent (13 units) of the total amount of units for this program may be transferred in from a comparable graduate program. Each request will be evaluated according to the established transfer credit requirements. Refer to the Transfer Credit (http://catalog.apu.edu/graduateprofessional/academic-policies-procedures/transfer-credit) requirements listed in the Academic Policies and Procedures (http://catalog.apu.edu/graduateprofessional/academic-policies-procedures) section of the Graduate and Professional Catalog. Specific questions regarding eligibility for transfer credit can be directed to the Graduate and Professional Center (http://www.apu.edu/graduateprofessionalcenter) at (626) 815-4570.
- Once a student is offered admission into the program, a nonrefundable deposit of $500 for the program is due within 21 days of receipt of the acceptance letter. This will be applied to the first term's tuition fee. The deposit should be submitted to:

  Azusa Pacific University
  Graduate and Professional Center Cashier
  901 East Alosta Avenue
  PO Box 7000
  Azusa, CA 91702-7000

- In addition, accepted students must submit the following items to the program:
  a. Documentation of the following up-to-date immunizations: HBV series, MMR, Tdap, chicken pox, and meningococcal.
  b. Verification of a recent (within the last 12 months) negative TB test.
  c. Copy (with instructor's signature or QR code) of current, valid certification card(s) for Adult, Child, and Infant CPR.
  d. Copy (with instructor's signature or QR code) of current, valid certification card for Standard First Aid.
  e. Documentation of ability to meet MSAT Technical Standards (http://www.apu.edu/live_data/files/241/msat_technical_standards.pdf) (PDF) with or without reasonable accommodations.
  f. A signed copy of the MSAT Oath of Confidentiality (https://www.apu.edu/live_data/files/241/msat_oath_of_confidentiality.pdf) (PDF) regarding all medical information.
  g. A signed copy of the MSAT Communicable Disease Policy (http://www.apu.edu/live_data/files/241/msat_communicable_disease_policy.pdf) (PDF).

Postacceptance materials should be submitted to:

Azusa Pacific University
Department of Kinesiology
Master of Science in Athletic Training
PO Box 7000
Azusa, CA 91702-7000

International applicants send additional forms to:

International Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
+1-626-812-3055
Fax: +1-626-815-3801
international@apu.edu

apu.edu/international

In addition to meeting the admission requirements, students whose first language is not English must meet the required English proficiency standard as demonstrated by passing the following minimum international iBT (internet-based TOEFL) scores:

Code	Title	Units
Reading: 25		
Speaking: 25		
Writing: 25		
Listening: 25		

All international students must complete international student applications, which must be approved through APU's Office of International Enrollment Services (http://www.apu.edu/international/enrollment).

Requirements

Code	Title	Units
Year 1, Summer (8 weeks)		
AT 511	Foundations of Athletic Training	5
AT 515	Anatomical Basis of Athletic Training	4
Year 1, Fall (16 weeks)		
AT 521	Orthopedic Assessment and Diagnosis I	3
AT 523	Therapeutic Modalities	3
AT 525	Research Methods I	3
AT 527	Clinical Integration I	2
Year 1, Spring (16 weeks)		
AT 532	Orthopedic Assessment and Diagnosis II	3
AT 534	Biomechanics	3
AT 536	Research Methods II	3
AT 538	Clinical Integration II	2
Year 2, Summer (8 weeks)		
AT 541	Nutrition for Active People	2
AT 543	Strength and Conditioning	3
AT 545	Topics in Athletic Training	3
AT 547	Clinical Integration III	2
AT 549	Applied Research I	1
Year 2, Fall (16 weeks)		
AT 551	Medical Conditions and Pharmacology	3
AT 553	Psychological and Spiritual Aspects of Injury and Illness	3
AT 555	Therapeutic Exercise	3
AT 557	Clinical Integration IV	2
AT 559	Applied Research II	1
Year 2, Spring (16 weeks)		
AT 562	Health Care Administration	3
AT 564	Seminar in Athletic Training	1
AT 568	Clinical Integration V	2
AT 569	Research Capstone	3
Total Units		63

Clinical Education

Clinical education experiences provide students with the opportunity to practice and integrate their cognitive learning with the associated psychomotor skill requirements of the profession, and to develop entry-level clinical proficiency and the professional behavior required of an athletic trainer as defined in the 2020 Standards for Accreditation of Professional Athletic Training Programs (https://caate.net/wp-content/uploads/2019/02/2020-Standards-Final-2-20-2019.pdf). These clinical experiences are completed under the direct supervision of a qualified preceptor in an appropriate clinical setting. The primary settings for clinical experiences include athletic training and allied healthcare facilities, athletic practices, and competitive events. Ample opportunities are provided for students to gain clinical experience associated with a variety of populations including both genders, diverse age groups,

and varying levels of risk, protective equipment, and medical experiences that address the continuum of care that would prepare students to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer.

Clinical experiences are accomplished through several clinical rotation assignments that expose students to a variety of athletic training settings, sports, and patient populations. Clinical rotations include a diversity of professional settings such as on-campus varsity athletics, high schools, colleges, professional sports, physician offices, and rehabilitative clinics. Students complete multiple rotations purposefully scheduled to complement coursework, introduce students to several types of employment settings, and provide perspectives from multiple professionals.

As required by CAATE, students complete two academic years of clinical experiences, including clinical immersive experiences.

Graduation Requirements

Graduation requirements include successfully completing all coursework with at least a 3.0 GPA and a *B-* or better in all courses. See the current MSAT Student Handbook for details on academic probation and dismissal. See also Grading (p. 45) in the Academic Policies and Procedures (p. 36) section of this catalog.

Additional graduation requirements include:

1. Completion of a minimum of 1,000 clinical experience hours.
2. Completion of all Clinical Integration Proficiencies.
3. Completion of all required professional development units (attendance at and participation in regional and national athletic training conferences, in-services, community service events).

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Acquire and apply the core competencies and curricular standards as outlined in the 2020 Standards for Accreditation of Professional Athletic Training Programs by the Commission on Accreditation of Athletic Training Education (CAATE).
2. Describe, design, analyze, and assess evaluation, treatment, and rehabilitation protocols to ensure efficient and high-quality care for every patient.
3. Apply the curricular content standards in a variety of clinical settings with diverse patient populations.
4. Communicate (in written and verbal format) and interact effectively with peers, medical professionals, injured individuals, and others with whom they come into contact.
5. Utilize evidenced-based practice to make decisions in the application of athletic training core competencies and curricular standards.
6. Operate modern technology in the practice of athletic training.
7. Describe and integrate relevant standards of professional practice and codes of ethics from the profession of athletic training to formulate clinical decisions.
8. Examine a Christian worldview as it relates to the care of injured persons.

AT 511, Foundations of Athletic Training, 5 Units

This course provides students with basic information and skills necessary in the clinical practice of athletic training. Topics include acute care, risk management, orthopedic taping and wrapping, and equipment fitting. Students will also learn the roles and responsibilities of a certified athletic trainer and the sports medicine team. Students are also introduced to evidence-based practice concepts. A laboratory component is included.

AT 515, Anatomical Basis of Athletic Training, 4 Units

This course provides an in-depth look at human anatomy, with an emphasis on musculoskeletal anatomy, functional anatomy, and basic kinesiology principles. The lab component will include the use of cadavers.

AT 521, Orthopedic Assessment and Diagnosis I, 3 Units

This is the first of two courses that include an in-depth inquiry into the pathophysiology of injuries to the physically active. This course emphasizes injuries to the trunk and lower extremity. Mechanisms of injury will be addressed as well as specific evaluation techniques and methods standard to the practice of athletic training. A laboratory component is included.

AT 523, Therapeutic Modalities, 3 Units

This course focuses on the theory and operation of various therapeutic modalities as they relate to the healing process and are used in the treatment of injuries to physically active individuals. Included are hydrotherapy, electrotherapy, thermotherapy, cryotherapy, therapeutic massage, and other manual and mechanical techniques. A laboratory component is included.

AT 525, Research Methods I, 3 Units

This is the first of two courses in research methodology. The focus of this course is the critical reading of athletic training and sports medicine literature, the interpretation of research, and the analysis of research methodology appropriate to the field. In addition, each student creates a research proposal as the first step in their research project.

AT 527, Clinical Integration I, 2 Units

This is the first of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 532, Orthopedic Assessment and Diagnosis II, 3 Units

This is the second of two courses that include an in-depth inquiry into the pathophysiology of injuries to the physically active. This course emphasizes injuries to the upper extremity, head, and cervical spine. Mechanisms of injury will be addressed as well as specific evaluation techniques and methods standard to the practice of athletic training. A laboratory component is included.

AT 534, Biomechanics, 3 Units

This course focuses on qualitative and quantitative analysis of human movement. Screenings and calculations will focus on skills common in sport and physical activity as well as gait analysis by the application of principles of anatomy, kinesiology, and physics.

AT 536, Research Methods II, 3 Units

This is the second of two courses in research methods. The focus of this course is on statistical concepts with the emphasis on correct usage and interpretation, using spreadsheets and computer analysis. In addition, students will have the opportunity to explore advanced research methodology, specific to their chosen research.

AT 538, Clinical Integration II, 2 Units

This is the second of five clinical education courses. Each student will be assigned a preceptor who directly supervises then as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 541, Nutrition for Active People, 2 Units

This course focuses on nutrition related to exercise and physical performance. These aspects include the energy systems in exercise, nutritional aspects of substrate utilization (digestion, absorption, metabolism, etc.), assessment of nutritional needs, and diet modification. Dietary development for weight loss, body composition changes, and performance will be covered from a nutritional viewpoint.

AT 543, Strength and Conditioning, 3 Units

This course uses a scientific and integrated approach to the assessment, development, implementation, and management of strengthening and conditioning. A laboratory component is included.

AT 545, Topics in Athletic Training, 3 Units

Students in this course explore topics necessary to maintaining relevant competence and enabling future growth as an athletic training professional. Topics include the role of the Athletic Trainer in public health outcomes, healthcare delivery strategies, quality assessment and improvement of healthcare systems and practitioners, professional ethics, emerging evaluation and intervention strategies, and the use of technology in medicine.

AT 547, Clinical Integration III, 2 Units

This is the third of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 549, Applied Research I, 1 Unit

In this course, students meet with their research team and mentor to identify a clinical question of interest, conduct a literature review, and plan the methods and data collection for their research project.

AT 551, Medical Conditions and Pharmacology, 3 Units

This course covers the knowledge, skills, and values that the entry-level certified athletic trainer must possess to recognize, treat, and refer, when appropriate, the general medical conditions and disabilities of those involved in athletics or other physical activities. Pharmacology is included as related to medical conditions and disabilities of the active, as well as ergogenic aids common to the population. A laboratory component is included.

AT 553, Psychological and Spiritual Aspects of Injury and Illness, 3 Units

The purpose of this course is to provide the necessary knowledge and skills to manage psychosocial issues in athletic training. Psychological and spiritual interventions and referral strategies specific to the role of an athletic trainer will be discussed for common problems such as: eating disorders, anxiety issues, substance abuse, catastrophic injuries, ergogenic aids, peer pressure, depression, and response to injury.

AT 555, Therapeutic Exercise, 3 Units

This course focuses on the theory and operation of various contemporary methods of therapeutic exercise in the rehabilitation of injuries to the physically active. The student is introduced to manual as well as mechanical testing and other primary components of comprehensive rehabilitation designs and implementation, including determining therapeutic goals, progress, and ability to return to participation. A laboratory component is included.

AT 557, Clinical Integration IV, 2 Units

This is the fourth of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 559, Applied Research II, 1 Unit

In this course, students meet with their research team and mentor to collect and synthesize data for their research project.

AT 562, Health Care Administration, 3 Units

This course addresses the organization and administration aspects of health care in a variety of athletic training settings including interscholastic, private clinics, and others. Students study topics such as medical record keeping (paper and electronic), facility design and maintenance, leadership strategies, insurance issues, public relations, and legal and ethical issues related to health care.

AT 564, Seminar in Athletic Training, 1 Unit

This course provides an integration of prior coursework and expertise in athletic training preparation for the BOC Certification Exam, and a forum for discussion of current athletic training issues.

AT 568, Clinical Integration V, 2 Units

This is the fifth of five clinical education courses. Each student will be assigned to a preceptor who directly supervises them as they practice and refine their skills in an athletic training setting. As students display competence with/through the Clinical Integration Proficiencies in Athletic Training, they will be given increased responsibility in directly working with patients.

AT 569, Research Capstone, 3 Units

Students will work with their research team and mentor to complete their research project. The project will be presented in print and poster format following appropriate professional guidelines.

Faculty

Professors

Jennifer Livingston (http://www.apu.edu/faculty/jlivingston), Ph.D., ATC

Cynthia McKnight (http://www.apu.edu/faculty/cmcknight), Ph.D., ATC

Associate Professor

Christopher Schmidt (http://www.apu.edu/faculty/cschmidt), Ph.D., ATC

Assistant Professor

Christy Gendron (http://www.apu.edu/faculty/chancock), DAT, ATC

Master of Science in Physical Education (Also Online)

For more information: (626) 815-5473

The Master of Science in Physical Education (https://www.apu.edu/bas/programs/masters-in-physical-education) equips candidates with the knowledge and skills needed to instruct physical education, administrate athletic programs, and coach at the K-12, junior college, and four-year university levels. The goal of this academic program is to develop candidates' awareness of the process involved in effecting change in the lives of people they will serve. This is achieved through the mastery of professional skills and knowledge and the integration of teaching, coaching, and administrative techniques and strategies. This program is available at the main campus in Azusa and online.

Mission Statement

The Master of Science in Physical Education program at Azusa Pacific University comprises a Christian community of scholarly believers who seek to advance the work of God in schools of all levels by effectively training physical educators, coaches, athletic administrators, and exercise science professionals in knowledge and skills through academic excellence and a Christian perspective of truth and life.

Prerequisites

- Twelve semester units of undergraduate coursework in education, or a baccalaureate degree or concentration in physical education.
- For each year of verified, full-time teaching or coaching experience, 3 units of prerequisites may be waived.

- Students pursuing a teaching credential should refer to the Division of Teacher Education (p. 385) prior to applying to the physical education program.

Requirements

- Master of Science in Physical Education (p. 249)
- Master of Science in Physical Education (Online) (p. 250)
- Master of Science in Physical Education with an Emphasis in Sport Management (p. 249)
- Master of Science in Physical Education with an Emphasis in Sport Management (Online) (p. 250)

Requirements for the Master of Science in Physical Education

Code	Title	Units
Core Courses [1]		12
PE 551	Curriculum Theory and Design in Physical Education	
PE 552	History and Philosophy of Physical Education	
PE 582	Seminar in Professional Literature in Physical Education and Sport	
Research Project Component		3
PE 584	Assessment, Technology, and Evaluation in Physical Education [2, 3]	
PE 589	Physical Education and Exercise Science Capstone [2, 3]	
Content Courses		21
PE 555	Sociological and Ethical Issues in Sport	
PE 560	Sports Medicine	
PE 565	Athletics and the Law	
PE 570	Leadership and Administration of Physical Education and Athletic Programs	
PE 575	Advanced Principles of Physical Conditioning	
PE 578	Sport Psychology	
PE 580	Wellness and Fitness for Life	
Approved transfer units		3-6
Total Units		36

1 Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.0 (*C*) in any PE core or elective course.

2 Students must earn a “credit” in PE 584 and 3.0 (*B*) or better in PE 589.

3 PE 584 and PE 589 must be completed consecutively, during the final two terms of the program, after all other coursework is fulfilled.

Requirements for the Master of Science in Physical Education with an Emphasis in Sport Management

Code	Title	Units
Core Courses [1]		9
PE 551	Curriculum Theory and Design in Physical Education	
PE 552	History and Philosophy of Physical Education	
PE 582	Seminar in Professional Literature in Physical Education and Sport	
Research Project Component		6
PE 584	Assessment, Technology, and Evaluation in Physical Education [2, 3]	
PE 589	Physical Education and Exercise Science Capstone [2, 3]	
Content Courses		21
PE 555	Sociological and Ethical Issues in Sport	
PE 556	Facility and Event Management	
PE 557A	Field Studies/Internships in Sport Management [4]	
PE 557B	Field Studies/Internships in Sport Management (Internship requires departmental approval) [4]	
PE 558	Sport Finance	
PE 565	Athletics and the Law	
PE 572	Foundations of Sport Management	

PE 570	Leadership and Administration of Physical Education and Athletic Programs	
Total Units		36

1 Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.0 (*C*) in any PE core or elective course.

2 Students must earn a "credit" in PE 584 and 3.0 (*B*) or better in PE 589.

3 PE 584 and PE 589 must be completed consecutively, after all other PE and sport management coursework is fulfilled.

4 PE 557A and PE 557B must be completed consecutively, after all other sport management content coursework is fulfilled. May be completed concurrently with PE 584 and PE 589.

Requirements for the Master of Science in Physical Education (Online)

Code	Title	Units
Core Courses [1]		12
PE 551	Curriculum Theory and Design in Physical Education	
PE 552	History and Philosophy of Physical Education	
PE 582	Seminar in Professional Literature in Physical Education and Sport	
Research Project Component		3
PE 584	Assessment, Technology, and Evaluation in Physical Education [2, 3]	
PE 589	Physical Education and Exercise Science Capstone [2, 3]	
Content Courses		21
PE 555	Sociological and Ethical Issues in Sport	
PE 560	Sports Medicine	
PE 565	Athletics and the Law	
PE 570	Leadership and Administration of Physical Education and Athletic Programs	
PE 575	Advanced Principles of Physical Conditioning	
PE 578	Sport Psychology	
PE 580	Wellness and Fitness for Life	
Approved transfer units		3-6
Total Units		36

1 Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.0 (*C*) in any PE core or elective course.

2 Students must earn a "credit" in PE 584 and 3.0 (*B*) or better in PE 589.

3 PE 584 and PE 589 must be completed consecutively, during the final two terms of the program, after all other coursework is fulfilled.

Requirements for the Master of Science in Physical Education with an Emphasis in Sport Management (Online)

Code	Title	Units
Core Courses [1]		9
PE 551	Curriculum Theory and Design in Physical Education	
PE 552	History and Philosophy of Physical Education	
PE 582	Seminar in Professional Literature in Physical Education and Sport	
Research Project		6
PE 584	Assessment, Technology, and Evaluation in Physical Education [2, 3]	
PE 589	Physical Education and Exercise Science Capstone [2, 3]	
Content Courses		21
PE 555	Sociological and Ethical Issues in Sport	
PE 556	Facility and Event Management	
PE 565	Athletics and the Law	
PE 570	Leadership and Administration of Physical Education and Athletic Programs	
PE 557A	Field Studies/Internships in Sport Management [4]	
PE 557B	Field Studies/Internships in Sport Management [4]	
PE 558	Sport Finance	

PE 572	Foundations of Sport Management	
Total Units		36

1 Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.0 (*C*) in any PE core or elective course.

2 Students must earn a "credit" in PE 584 and 3.0 (*B*) or better in PE 589.

3 PE 584 and PE 589 must be completed consecutively, after all other PE and sport management coursework is fulfilled.

4 PE 557A and PE 557B must be completed consecutively, after all other sport management content coursework is fulfilled. May be completed concurrently with PE 584 and PE 589.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. History and Philosophy of Physical Education: Synthesize the history and philosophy of Physical Education and how it interacts with the current discipline.
2. Integration of Faith: Integrate Christian perspectives and biblical truths to Physical Education and Sport.
3. Leadership and Administration in Physical Education and Sport: Apply the concepts of administration, organization, programming, evaluation, and leadership in Physical Education, Athletic Administration, and Sport management.
4. Psychology, Sociology, and Ethics in Physical Education, Administration, and Sport: Apply psychology, sociology, and ethical theories and practices in Physical Education, Athletic Administration, and Sport management.
5. Research and Writing: Demonstrate the ability to critically analyze research, develop a research proposal, and write according to APA standards.
6. Physical Education Fieldwork/Curriculum Assessment: Demonstrate proficiency in the development and evaluation of curriculum in Physical Education and Sport.

PE 509, Special Topics in Physical Education, 3 Units

Students study specific current topics, trends, technologies, or innovative programs in the field of physical education and sport. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing teaching and learning within the field of physical education and sport.

PE 551, Curriculum Theory and Design in Physical Education, 3 Units

This course offers a practical study of physical education and athletic programs in the K-12 and collegiate setting including the following: a) philosophy, principles, policies, and procedures, and; b) design, management, and implementation in relation to the State Frameworks and Standards. Special emphasis of the course is on the application of a variety of research and instructional strategies in designing a physical education/athletic curriculum at a chosen educational level.

PE 552, History and Philosophy of Physical Education, 3 Units

This course is designed to explore both the historical and philosophical roots of the discipline. Particular attention is given to the time frame of the Antebellum Period to the present day structure of the profession. Philosophy fashions physical education and sport, thus a strong emphasis of different philosophies and their impact on the discipline are examined.

PE 555, Sociological and Ethical Issues in Sport, 3 Units

This course pursues a study of the evolution of sports and its role in American culture. Course topics include sports as a social phenomenon in American culture and ethical issues within the sporting context, including moral reasoning, moral obligation, and fair play in sport. Class topics assist students in evaluating and reinforcing their personal morals, values, and principles as they relate to their professional field.

PE 556, Facility and Event Management, 3 Units

This course will present students with an overview of the design, operations and management of sports facilities and associated special events (both traditional and non-traditional). This course will also provide students with an understanding of managing sports facilities for the community, high school, collegiate, Olympic, and professional levels. Traditional events, non-traditional events, and extreme sports events will be viewed and analyzed.

PE 557A, Field Studies/Internships in Sport Management, 2 Units

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities.The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each units requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

Prerequisite: Completion of all other MS in Physical Education/sport management and integrated leadership coursework except for PE 584 and PE 589 which can be completed concurrently.

PE 557B, Field Studies/Internships in Sport Management, 1 Unit

This fieldwork course enables students to apply their knowledge, skills, and abilities in a practical setting. The sport industry is one that is a hands-on, applied industry. As such, one of the most crucial dimensions of any successful sport management degree program is its associated practical/experiential learning opportunities.The goal of the APU Sport Management internship course is to provide students with pre-professional, practical experience within a sport management setting. Students will learn under the direction and supervision of an approved sport management professional. Each units requires 33.3 clock hours of internship experience. This course requires students to complete 100 internship hours in a managed sport setting.

PE 558, Sport Finance, 3 Units

This course is a survey examination of principles of economics, budgeting, and finance as it applies to the sport industry.

PE 560, Sports Medicine, 3 Units

This course is designed for physical educators and coaches to examine sports injuries and accidents and become competent in prevention, assessment, treatment, and basic rehabilitation techniques.

PE 565, Athletics and the Law, 3 Units

This course includes current legal issues confronting the sport industry and enables coaches, athletic directors, fitness experts, and physical educators to develop risk-management strategies that will assist them in setting guidelines, policies, plans, and procedures.

PE 570, Leadership and Administration of Physical Education and Athletic Programs, 3 Units

This course includes a discussion of management theories, philosophy, program development, operations, budgeting, fundraising, personnel, and staff development for the administration of physical education and athletic programs. Students identify and analyze problems unique to the physical education and athletic professions and implement realistic, objective, and workable action plans.

PE 572, Foundations of Sport Management, 3 Units

This course is an overview of multiple areas relating to sport management. This includes: 1) careers and professional perspective; 2) history of sport management; 3) concepts of communication, leadership and management; 4) athletic governance in the K-12, Jr College/ College and University setting; 5) community, youth and professional sport management; and, 6) marketing and sport tourism.

PE 575, Advanced Principles of Physical Conditioning, 3 Units

This course is designed for physical educators, coaches, athletic trainers, and fitness experts to understand and apply the concepts of cardiovascular exercise, muscular strength, flexibility, nutrition, and body weight as it relates to physical education and athletics.

PE 578, Sport Psychology, 3 Units

This course allows the student to examine psychological theories and research related to sport and exercise behavior. The student is introduced to a broad overview of the major topics in the area with opportunity for research, writing, application, and reflection.

PE 580, Wellness and Fitness for Life, 3 Units

This course is designed for the candidate to understand, practice, and teach the physical, emotional, intellectual, occupational, environmental, social, and spiritual components of health and wellness.

PE 582, Seminar in Professional Literature in Physical Education and Sport, 3 Units

This course pursues a study of literature in physical education and sport and includes various topics and current issues related to the changing profession. The student learns to access APU's online library to retrieve reputable sources in physical education and sport and to research and write using APA standards. The student also engages in critical thinking and reflection exercises with application to physical education and sport.

PE 584, Assessment, Technology, and Evaluation in Physical Education, 3 Units

This course gives physical education and exercise science practitioners theoretical and practical knowledge in assessment, technology, and evaluation techniques. Assessment tools are introduced and practiced, including basic statistical concepts, computer/technology applications, and validity/reliability theories. This course allows each student to master and apply the essential content, principles, and concepts necessary to become an effective evaluator in physical education and exercise science. Students complete chapters 1-3 in PE 584, and chapters 4-5 and capstone defense in PE 589.

PE 589, Physical Education and Exercise Science Capstone, 3 Units

This advanced course enables physical educators to become more informed consumers and designers of educational research with the planning and implementation of classroom or site-based inquiry. Through integrated research activities, educators, coaches, and exercise science professionals locate, value, select, and appropriately apply educational research. A variety of descriptive data, as well as qualitative and quantitative methods of data gathering, are analyzed resulting in an extensive research project.

Prerequisite: PE 584

PE 597, Structural Kinesiology, 3 Units

This course introduces students to structural kinesiology through an explanation of human movement and human anatomy. Fundamentals of body mechanics are coupled with kinesiological principles for the detection and correction of basic neuromusculoskeletal anomalies.

PE 598, Motor Learning, Development, and Control, 3 Units

This course includes discussion of the relationship between motor development and motor learning and provides a framework for establishing programs that facilitate skill acquisition for learners of all ages. It includes an examination of the development of movement skill in humans from infancy to older adulthood and how differing motor, cognitive, and social abilities affect the learning process of motor skills.

PE 599, Readings in Physical Education, 1-3 Units

This course is an independent study, arranged with a faculty member of the physical education staff.

PE 600, Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities, 3 Units

This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with mild-to-moderate disabilities. Such disabilities include minor-to-moderate health impairments, intellectual disabilities, and emotional disturbances. Observation of one mild/moderate adapted physical education class is included.

Prerequisite: PE 452

PE 602, Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities, 3 Units

This course is designed to teach the techniques for the development and implementation of a physical education program for individuals with severe-to-profound disabilities. Such disabilities include severe-to-profound health impairments, intellectual disabilities, and emotional disturbances. Observation of one severe/profound adapted physical education class is included.

Prerequisite: PE 452

PE 604, Motor Assessment for Students Living with Disabilities, 3 Units

This course is designed to teach the techniques for the evaluation and diagnosis of current motor ability levels for individuals with disabilities. Included are assessment methods and development and implementation of Individual Education Plans (IEP) in accordance with state physical education standards.

Prerequisite: PE 600, PE 602, Anatomy and Physiology

PE 605, Management of Adapted Physical Education Programs, 3 Units

This course prepares the adapted physical education specialist to manage the APE Program. This includes modifying traditional PE curricula, performing in-services with the use of technology, understanding service delivery models, understanding the Individuals with Disabilities Education Act, and collaborating with other direct service providers.

Prerequisite: PE 452

PE 606A, Field Experience in Adapted Physical Education, 1 Unit

This is the first fieldwork course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

Prerequisite: PE 600, PE 602, PE 604 and PE 605

PE 606B, Field Experience in Adapted Physical Education, 2 Units

This is the second field experience course for adapted physical education authorization candidates, and is for students who hold a current teaching credential. The course includes 35 hours of supervised practice in teaching individuals with disabilities in small to large groups in public or private agencies or schools.

Prerequisite: PE 600, PE 602, PE 604 and PE 605

Master of Arts in Physical Education and Single Subject Teaching Credential

For more information: (626) 815-5086 (Kinesiology) or (626) 815-6018 (Teacher Education)

The Master of Arts in Physical Education and Single Subject Teaching Credential program (https://www.apu.edu/bas/programs/masters-in-physical-education-single-subject) equips students with the skills and knowledge needed to teach physical education and coach at the K-12, junior college, and four-year university levels. The Single Subject Teaching Credential may be completed in the subject area of physical education. It includes comprehensive foundations courses emphasizing methods alongside specialization courses providing content required for the California Single Subject Preliminary Teaching Credential, as well as practical classroom and fieldwork experiences and advanced coursework in the emphasis area of physical education. The mode of delivery includes campus-based classes, field experiences, and online courses, but predominantly includes face-to-face courses.

The Master of Arts in Physical Education and Single Subject Teaching Credential is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (http://www.ncate.org). All single-subject teachers receive certification to teach in a specific content area

through their subject-matter competence, which is achieved either through completion of a CTC-approved subject-matter program in physical education or passage of appropriate California Subject Examination for Teachers (CSET) physical education subtests. Upon completion, the credential candidate will have earned a California Single Subject Preliminary Teaching Credential in Physical Education and a Master of Arts in Physical Education.

Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design	3
TESP 502	Science of Teaching I: How Students Learn	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
TEP 531	Methods of Teaching Reading and Writing (7-12)	3
TEP 532	Secondary Pedagogy I: Teaching in Secondary Schools (7-12)	2
TEP 533	The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)	3
TEP 534	Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)	2
TEP 561	Clinical Practice I: Single Subject Credential [1]	2
TEP 562	Clinical Practice II: Single Subject Credential [1]	2
Emphasis Core Courses [2]		
PE 551	Curriculum Theory and Design in Physical Education	3
PE 582	Seminar in Professional Literature in Physical Education and Sport	3
Emphasis Teaching/Coaching Courses		3
Select one of the following:		
PE 555	Sociological and Ethical Issues in Sport	
PE 565	Athletics and the Law	
PE 570	Leadership and Administration of Physical Education and Athletic Programs	
PE 578	Sport Psychology	
Emphasis Health Science Courses		3
Select one of the following:		
PE 560	Sports Medicine	
PE 575	Advanced Principles of Physical Conditioning	
PE 580	Wellness and Fitness for Life	
Final Capstone Courses		
PE 584	Assessment, Technology, and Evaluation in Physical Education [3,4]	3
PE 589	Physical Education and Exercise Science Capstone [3,4]	3
Total Units		50

1 All foundation courses must be completed prior to beginning clinical practice.

2 Graduate physical education students must maintain a cumulative GPA of 3.0 (*B*) or better, and may not earn lower than a 2.0 (*C*) in any PE core or elective course.

3 Students must earn a “credit” (*CR*) score in PE 584 and a minimum 3.0 (*B*) in PE 589.

4 PE 584 and PE 589 must be completed consecutively, during the final two terms of the program, after all other coursework is fulfilled.

Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education

For more information: (626) 815-6176

The Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education program (https://www.apu.edu/bas/programs/masters-in-physical-education-adapted-pe-authorization) is designed for candidates who possess a teaching credential in physical education and are seeking to teach adapted physical education in the pre-K–12 and/or community college systems. The program combines the curricula of the adapted physical education added authorization and master's degree program to deliver a unique, comprehensive education package. Upon completion, the graduate will earn an Added Authorization in Adapted Physical Education and a Master of Arts in Physical Education.

Professionals who possess an Education Specialist Credential or a Multiple Subject Teaching Credential are also welcome to apply, but must first complete either 12 units of upper-division undergraduate or graduate physical education courses with specific criteria prior to entering the Adapted Physical Education Added Authorization program, or successfully complete the California Subject Examinations for Teachers (CSET) in physical education. The following 3-unit classes are available to meet this prerequisite: PE 452, PE 551, PE 597, and PE 598.

Requirements

The 15-unit added authorization portion of the program includes 12 units of coursework and 3 units of fieldwork in adapted physical education. The student may concurrently complete the two core and two content courses in physical education. Students may not enroll in more than 7 units per 8-week term. PE 584 and PE 589 are completed after all other adapted physical education and M.A. in Physical Education coursework is fulfilled.

Code	Title	Units
Adapted Physical Education Core Courses [1]		
PE 600	Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities	3
PE 602	Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities	3
PE 604	Motor Assessment for Students Living with Disabilities	3
PE 605	Management of Adapted Physical Education Programs	3
Student Teaching Courses [1, 2]		
PE 606A	Field Experience in Adapted Physical Education	1
PE 606B	Field Experience in Adapted Physical Education	2
Master of Arts in Physical Education Core Courses [1]		
PE 551	Curriculum Theory and Design in Physical Education	3
PE 582	Seminar in Professional Literature in Physical Education and Sport	3
Physical Education, Coaching, and Administration Content Courses [1]		
Select one of the following:		3
PE 555	Sociological and Ethical Issues in Sport	
PE 565	Athletics and the Law	
PE 570	Leadership and Administration of Physical Education and Athletic Programs	
PE 578	Sport Psychology	
Health Science Content Courses [1]		
Select one of the following:		3
PE 560	Sports Medicine	
PE 575	Advanced Principles of Physical Conditioning	
PE 580	Wellness and Fitness for Life	
Capstone Courses [1]		
PE 584	Assessment, Technology, and Evaluation in Physical Education [3]	3
PE 589	Physical Education and Exercise Science Capstone [3]	3
Total Units		33

1 Graduate physical education students must maintain a cumulative GPA of *B* (3.0) or better, and may not earn lower than a *C* (2.0) in any PE core or elective course.

2 PE 606A and PE 606B must be completed consecutively after all other adapted physical education coursework is fulfilled. May be completed concurrently with PE 584 and PE 589.

3 Students must earn a "credit" (*CR*) grade in PE 584 and a minimum 3.0 (*B*) in PE 589. PE 584 and PE 589 must be completed consecutively, during the final two terms of the program.

Adapted Physical Education Added Authorization

For more information: (626) 815-6176

The Adapted Physical Education Added Authorization (https://www.apu.edu/bas/programs/adapted-physical-education-authorization) enables the physical education teacher to teach disabled students ranging from preschool through adult school, conduct assessments, and report findings through the Individual Education Plan (IEP) process. Upon completion of this program, candidates who enter it with a K-12 Single Subject Physical Education Credential are able to teach adapted physical education as well as general physical education. This 15-unit program includes 12 units of coursework and 3 units of fieldwork in adapted physical education.

Professionals who possess an Education Specialist Credential or a Multiple Subject Credential are also welcome to apply, but must first either complete 12 units of upper-division undergraduate or graduate physical education courses with specific criteria prior to entering the Adapted Physical Education Added Authorization program, or successfully complete the California Subject Examinations for Teachers (CSET) in Physical Education. The following courses are available to meet this prerequisite:

Code	Title	Units
PE 452	Adapted Physical Education	3
PE 551	Curriculum Theory and Design in Physical Education	3
PE 597	Structural Kinesiology	3
PE 598	Motor Learning, Development, and Control	3

Required Courses for the Adapted Physical Education Added Authorization

Code	Title	Units
Core Courses		
PE 600	Physical Education Teaching Methods for Individuals with Mild-to-Moderate Disabilities	3
PE 602	Physical Education Teaching Methods for Individuals with Severe-to-Profound Disabilities	3
PE 604	Motor Assessment for Students Living with Disabilities	3
PE 605	Management of Adapted Physical Education Programs	3
Student Teaching (all courses required) [1]		
PE 606A	Field Experience in Adapted Physical Education	1
PE 606B	Field Experience in Adapted Physical Education	2
Total Units		15

[1] PE 606A and PE 606B must be completed consecutively after all other adapted physical education coursework is fulfilled.

Department of Leadership and Organizational Psychology

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (http://www.wascsenior.org)

Learn more (http://www.apu.edu/bas/leadershippsych) **about the Department of Leadership and Organizational Psychology.**

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 14) section of this catalog).

Learn more (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program) **about program-specific application requirements.**

International students applying for the department's Azusa-based programs have a separate application procedure. Contact the International Center (http://www.apu.edu/international) *at +1-626-812-3055 for more information.*

- Master of Arts in Leadership (p. 262)
- Master of Science in Organizational Psychology (p. 265)
- Leadership Minor (Professional) (p. 265)

LDRS 501, Foundations of Leadership Theory, 3 Units

This course provides a conceptual and practical survey of predominant leadership theories providing students with opportunities for critical reflection and application. A focus is given to transformational theories of leadership and application is made to the M.A. in Leadership core competencies.

LDRS 502, Cornerstones of Christian Leadership, 3 Units

This course utilizes APU's Four Cornerstones to discuss leadership from the Christian tradition. Students look at the example of Jesus, the ultimate servant leader, and how His followers through history have both succeeded and failed in following His example. Through probing into how Christian scholars have written about and understood leadership, as well as seeking to show that the goal of Christian leadership is to serve God and the common good of humanity, students gain a faith-based benchmark for further studies in leadership.

LDRS 503, Organizational Behavior, 3 Units

This course investigates the effective functioning of individuals and groups within organizational settings. Emphasis is placed on how leaders perceive organizations from strategic design, organizational culture, and political environment perspectives. This course applies theoretical concepts to major organizational challenges such as organizational effectiveness, motivation, conflict, job stress and satisfaction, and decision making. The focus of the course includes organizational communication, as well as the attitudinal and behavioral implications for leaders.

LDRS 510, Creative and Collaborative Leadership, 3 Units

This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

LDRS 516, Leadership Development and Practice, 3 Units

This course emphasizes the process of leadership development from a transformational perspective. Students consider both their personal growth and the dynamic mechanisms necessary for facilitating the development of others. Emphasis is on the issues and challenges of creating a lifelong learning mindset individually and organizationally, mentoring strategies, team building, developing effective followers, and designing career development systems. This course provides the opportunity for application through a practicum assignment.

LDRS 520, Understanding Vocation in a Changing World, 3 Units

This course focuses on understanding one's true overarching vocation in life as it connects to the purposes of God in this world to steward the earth and its peoples. One's vocation then influences what one does with his or her life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, values, and career anchors. Students also learn to design career programs for organizational settings.

LDRS 532, Leadership Practicum, 3 Units

This course creates a dialogue between previously explored concepts/theories of leadership and the practical experiences of exemplar practitioners. Students are involved in community service and exposed to community leaders for interaction, observation, and analysis. These encounters enable students to assess and activate their leadership journey based on spiritual, mental, educational, and emotional aspects of leadership development.
Prerequisite: LDRS 501, LDRS 502, and LDRS 503

LDRS 533, Systems and Strategic Planning for Leaders, 3 Units

This course focuses on systems thinking from a leadership perspective. By working with stories, scenarios, and strategy, students learn to address complex problems, anticipate consequences, and leverage potential. Attention will be given to the use of narrative for influencing constituent participation. Finally, organizational design is considered as a key concern for leaders in organizations.
Prerequisite: LDRS 501, LDRS 502, and LDRS 503

LDRS 534, Leader as an Agent of Change, 3 Units

This course looks at the leader as an agent of change through three lenses: self examination, change theory, and organizational culture. Each is assessed in light of implications for those involved in the change initiative. Special attention will be given to the transformational change that takes place for leaders and followers when the call for change occurs. Application is made to organizations, informal networks, temporary situations, and other social contexts.

LDRS 542, Leading Across Cultures, 3 Units

In a pluralistic society, leaders are often tasked with the responsibility of bridging both domestic and international contexts in a convergence of global learning. This seminar will examine the historical, organizational, and interpersonal significance of leading across cultures, with particular emphasis on discerning the underlying values of community behaviors as well as the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for leaders to effectively serve in diverse contexts. A variety of theoretical, research and applied issues are addressed; in particular, the course aims to explore social location theory as a means of equipping graduates to advance equity and positive change through increased capacity for diversity engagement.

LDRS 561, Group and Conflict Issues in Leadership, 3 Units

This course helps the student understand small-group behavior. It uses experience-based methods, case studies, reading material, and simulation. The course examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

LDRS 563, Ethical Decision Making, 3 Units

This course investigates the intersection of ethics and effective decision making. Students will explore ethical implications of the decision making process, with particular emphasis on the ways that ethical decision making applies to individuals, groups, and organizational systems. This course applies theoretical concepts to significant organizational problems requiring effective decision making processes. Attention will be given to systematic rational approaches as well as the role of intuition and group dynamics in the decision making process. The course will utilize lecture, case study analysis, group exercises, review of current literature, classroom discussions, and simulations to create an effective learning environment.

LDRS 571, Leadership for a Learning Environment, 3 Units

This course looks at the leader's role in designing and implementing effective learning strategies and effective methods for educating adults. Emphasis is given to the creation of programs that focus on learning styles, discussion-oriented teaching, inspiring presentation skills, and results-oriented outcomes. During the course, students are given opportunities to demonstrate competency in the principles and practices of materials development, teaching, training, and skill development.

LDRS 592, Research Methods and Design, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the leadership setting, focusing on research traditions, procedures, theories, and methods. Emphasis is placed on identifying methods appropriate for particular research questions and conducting disciplined inquiry regardless of method selected. Particular emphasis will be placed on identifying a research question and conducting a comprehensive review of relevant literature.

LDRS 593, Applied Research, 3 Units

This course provides an introduction to basic concepts, principles, and methods of evaluation and applied research in leadership settings, focusing on action research methodology. A faculty-student collaborative process, participatory action research allows students to engage in inquiry and action for change in response to organizational or community problems. During the course, students will identify a research question in their personal leadership contexts, review the current research literature, develop a plan to collect initial data, and present their project and findings to the class. At each stage of inquiry, the professor and peer research groups will provide feedback.
Prerequisite: LDRS 592 (May be taken concurrently)

LDRS 595, Capstone Project in Leadership, 3 Units

The capstone course is an opportunity for students to demonstrate that they have achieved the goals for learning established through the M.A. in Leadership program competencies. The course assesses cognitive, affective, and applied learning in a student-centered and student-directed manner which requires the command, analysis, and synthesis of knowledge and skills. The capstone course integrates scholarship and praxis through the development of a literature review and 360-degree assessment and requires application of that learning to professional and personal contexts as evidenced through artifacts demonstrating competence. In culmination of their graduate studies, students will formulate a personal philosophy of leadership and develop a personalized growth plan that synthesizes their academic learning and outlines future professional and intellectual goals.
Prerequisite: Students enrolled in the M.A. in Leadership program

LDRS 597, Current Issues in Leadership, 3 Units

Current topics are chosen for discussion, research, and decision making relevant to the Organizational Leadership emphasis.

LDRS 598, Special Topics, 3 Units

In this course, a topic of current interest or need is examined in depth. Students analyze and evaluate topics/ issues to reach and express a position, provide training for a particular population, or enhance personal development. If students elect this course more than once during their program, each course must address a different topic.

LDRS 599, Readings in Leadership Studies, 1-3 Units

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

OPSY 501, Introduction to Organizational Psychology, 3 Units

This course is an introduction to the field of organizational psychology, providing an overview of the fundamentals of Industrial and Organizational Psychology. Students are introduced to the field along with the various sub-fields with the discipline. Special consideration is given to topics that integrate the application of psychology to organizational environments. Coursework will provide a history of I/O psychology, offer a comparative review of topics within both Industrial Psychology and Organizational Psychology, and help students gain a fundamental understanding of employee selection, training, motivation, job satisfaction, communication, group behavior, and stress management. The course will also include a review of the organizational psychology literature as well as ethical guidelines and professional standards governing the practice of organizational psychology.
Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 502, Organizational Ethics, 3 Units

This course presents philosophical and ethical perspectives integral to understanding the moral context of leadership and decision-making within organizations. Students learn how virtues and values frame leadership development, gain an appreciation for ethical and moral reflection in decision-making, and understand the processes and rewards of character within organizational relationships.
Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 503, Group and Organizational Behavior, 3 Units

This course offers a behavioral science approach to organizational life and enables students to investigate the effective functioning of individuals and groups within organizational settings. Emphasis is placed on the psychology of teams, team dysfunction, group conflict, and organizational culture. This course applies theoretical concepts to challenges such as team dynamics, conflict, decision making, and organizational behavior patterns.
Prerequisite: Acceptance into the M.S. in Organizational Psychology program; successful completion of OPSY 501 is recommended.

OPSY 505, Individual and Team Assessment, 3 Units

Students receive instruction and training in individual assessment techniques for vocational and business applications including pre- and post-employment assessment for selection, onboarding training, advancement, developmental or remedial coaching, and succession planning. Students are introduced to qualitative and quantitative assessment methods as key tools for leadership assessment and will learn the importance of assessment in organizational and leadership dynamics, gain competency in the use of several key assessment methods and instruments, and learn to apply these instruments to leadership development within work team environments. Students will also be introduced to job analyses and use measurement tools relevant for assessing occupational interests, abilities, competency modeling, and work-related personality constructs. Students will complete several individual assessments as part of the experiential, outside-of-class portion of the course.
Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 510, Organizational Assessment and Interventions, 3 Units

Students are introduced to interventional strategies that correspond to the primary issues related to organizational life: change management, organizational culture, and leadership and team dynamics. Students gain competency in focusing on these critical areas of assessment and intervention: qualitative method, conducting needs analysis, proposing consultation projects and employee assistance programs. Students become familiar with research methodologies related to existing programs and successful programs within companies.
Prerequisite: Successful completion of OPSY 501

OPSY 515, Qualitative Approaches for Coaching Application, 3 Units

Students in this course examine theories and practices within the fields of psychology, organizational behavior, business, and other relevant fields as they relate to the practice of executive coaching. They also explore coaching competencies, professional ethics, and models of executive coaching, and are introduced to a repertoire of basic coaching skills applicable to most executive coaching situations (e.g., self-awareness, empathy, listening, questioning, giving and receiving feedback, confrontation, limit setting, demonstrating leadership, etc.).
Prerequisite: OPSY 501

OPSY 520, Consultative Applications of Organizational Psychology, 3 Units

This course approaches the applied aspects of organizational psychology, providing an overview of the consulting process as it relates to external and internal consultation in industry. Students are introduced to the theoretical and practical aspects of providing organizational consultation. Special consideration is given to topics that integrate the competencies needed for applying psychology to organizational environments. Coursework provides an overview of organizational consulting models and frameworks, and focuses on the fundamental steps in the consulting process that lead to high-impact outcomes. The course also includes a review of the organizational psychology literature, as well as ethical guidelines and professional standards governing the practice of organizational psychology.
Prerequisite: Acceptance into the M.S. in Organizational Psychology program, and successful completion of OPSY 501.

OPSY 534, Organizational Systems: Theories of Change, 3 Units

This course will engage the idea of organizational change from a systems perspective and approach content through analysis of theory, praxis, and story. Practical application will be explored as to how students can and will be equipped to serve as change agents in both an internal and external consultant role. Special attention will be given to the specific steps involved in identifying the need for change, engaging internal and external stakeholders in the change process, and implementing desired change initiatives.
Prerequisite: Successful completion of OPSY 501

OPSY 542, Organizational Implications of Diversity, 3 Units

This course explores theoretical and practical ideas about diversity in organizations by equipping students to identify and engage individual, societal, and organizational dynamics related to 21st century workplace diversity and inclusion. The course will explore basic psychological processes-including attitudes toward marginalization, structural inequity, privilege, and prejudice-that affect how members of different social groups perceive and interact with one another in organizational settings. Providing critical perspectives on the historical, socio-cultural, and psychological factors of organizational diversity, students will explore the ethical implications of navigating complex organizational cultures and will discuss strategies for fostering and sustaining diversity.
Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 590, Statistics in Organizational Psychology, 3 Units

This course provides an introduction to the basic concepts of statistical ideas and methods that aims to equip students to carry out common statistical procedures and to follow statistical reasoning in the practice of organizational psychology. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. The course also addresses reliability, validity, and utility as criteria for evaluating the quality of any psychological measurement tool. Emphasis is placed on the application of fundamental concepts to real world situations. The course also offers an introduction to basic statistical analysis and use of SPSS program.
Prerequisite: Acceptance into the MS, Organizational Psychology program.

OPSY 592, Research Methodology and Survey Applications, 3 Units

This course introduces and applies quantitative and qualitative research techniques of investigation to psychological activities in organizations. Methods of acquiring, analyzing, writing and presenting qualitative research are presented, and ways of linking quantitative and qualitative data are addressed. Students will learn methods of participant observation, data collection techniques (interviews and focus groups), along with development, administration and analysis of surveys. Related topics will include principles of survey design, item development, attitude and opinion measurement scale development, and reliability and validity of item scales. Students will learn how to design and apply effective research methods in organizational survey application arenas such as job analyses and competency-modeling projects, training, recruitment, customer satisfaction, employee engagement, and 360o performance rating activities. Final project includes developing and administering a small-scale survey. Students will analyze the results and provide deliverables. The course also provides opportunities to enhance statistical analysis skills through the use of the SPSS program.
Prerequisite: OPSY 590

OPSY 595, Introduction to Thesis in Organizational Psychology, 3 Units

This course provides a student researcher with a directed study focused on preparing a master's thesis in leadership. Students identify a worthy research topic, write a comprehensive literature review, select an appropriate research method, and shape a compelling research proposal.
Prerequisite: Permission from the department chair and OPSY 501, OPSY 502, LDRS 503, OPSY 505, OPSY 510, OPSY 515, OPSY 520, OPSY 534, OPSY 542, OPSY 590, and OPSY 592

OPSY 596, Thesis in Organizational Psychology: Data Collection and Analysis, 3 Units

This course provides a student researcher with a directed study focused on completing a master's thesis in organizational psychology. Building on the research proposal completed in OPSY 595, students collect and analyze data and present their findings in the form of a completed master's thesis and oral presentation to the thesis committee.
Prerequisite: OPSY 595

PRLD 201, Foundations of Leadership, 3 Units

This course blazes the trail for understanding the concepts of good leadership and followership, identifying oneself as a leader, discovering one's sense of calling, establishing a commitment and plan for whole-person leadership development, seeing leadership through an interdisciplinary lens, and grounding one's "leadership story" in an awareness of both current history and the reality of the Kingdom of God. Through creative experiences, meaningful texts, and powerful assignments, students will be prepared for further leadership education.

PRLD 303, Career and Life Planning, 3 Units

For students entering the professional world, this course aids in understanding career development options, finance management, and coping with stress. Students gain a greater understanding of their strengths, values, interests, skills, and personality as they seek employment and/or apply to graduate school. Relevant guest presenters spend class time sharing important information that benefits students in planning for careers and life.

PRLD 311, Leadership Values and Virtues, 3 Units

This course views leaders as authentic servants committed to transformation. Students study the leader's motivations, the dreams of followers, conflict resolution, as well as personal, intellectual, and civic virtue. Perspectives for steering clear of bad leadership and toward collaboration with those who share the leader's commitment to the common good are considered. The class focuses on the development of leaders who are responsible, good, humble, and who understand the diverse values of others.
Prerequisite: PRLD 201 (may also be taken concurrently) or junior standing, or departmental permission

PRLD 322, Leadership Strengths and Skills, 3 Units

This course focuses on a strengths-based approach to leadership and leadership development as well as the skills necessary for good leadership. Opportunities to understand and practice essential skills such as continual learning, powerful communication, problem solving, managing process, goal achievement, conflict resolution, win-win negotiating, and empowering stewardship are woven throughout the course. Training additional leaders is also a key topic. Effective leadership practice through emphasis on strengths development is the goal of this class.
Prerequisite: PRLD 201 (may also be taken concurrently) or junior standing, or departmental permission

PRLD 333, Leadership Influence and Impact, 3 Units

This course looks at the leader as agent of change on three levels: personal change, influence on individuals and small groups, and impact on cities, organizations, and cultures. Through historic reflection and developing a systemic vision, students are equipped to make a difference in many social settings. By learning to work as mentors, facilitators, and ambassadors, emerging leaders can leave a dynamic legacy.
Prerequisite: PRLD 201 (may also be taken concurrently) or junior standing, or departmental permission

PRLD 401, Leadership Studies Capstone, 3 Units

This course deepens students' capacity for leadership based on wisdom, knowledge, and understanding. In addition to concluding the leadership minor by linking leadership practice to leadership theory, students dialogue about leadership issues such as gender, community, temptation, finding one's voice, mission, and the whole-person model. A thoughtful and thorough final project and a high-quality portfolio presentation are crafted to integrate students' learning about leadership and to provide a postgraduation plan for lifelong leadership development.
Prerequisite: PRLD 201, PRLD 311, PRLD 322, PRLD 333

Faculty

Chair

Edgar D. Barron (http://www.apu.edu/faculty/ebarron), Ed.D.

Director, M.S. in Organizational Psychology Program

Wendi Dykes (http://www.apu.edu/faculty/wdykes), Ph.D.

Director, M.A. in Leadership Program

Jillian Gilbert (http://www.apu.edu/faculty/jgilbert), DSL

Professor

Michael M. Whyte (http://www.apu.edu/faculty/mwhyte), Ph.D.

Associate Professors

David Dunaetz (http://www.apu.edu/faculty/ddunaetz), Ph.D.

Jillian Gilbert (http://www.apu.edu/faculty/jgilbert), DSL

Shawna Lefreniere (http://www.apu.edu/faculty/slafreniere), Ph.D.

Frances Wu (http://www.apu.edu/faculty/swu), Ph.D.

Assistant Professor

Wendi Dykes (http://www.apu.edu/faculty/wdykes), Ph.D.

Adjunct Faculty

Tara Andersen (http://www.apu.edu/faculty/tandersen), M.S.

Susan Barton (http://www.apu.edu/faculty/sbarton), M.A.

John Baugus (http://www.apu.edu/faculty/jbaugus), MBA, MDR, SPHR

Richard Benjamin (http://www.apu.edu/faculty/rbenjamin), M.S.

Lacey Dang (http://www.apu.edu/faculty/ldang), M.A.

Stephanie Fenwick (http://www.apu.edu/faculty/sfenwick), Ed.D.

Robert Fuhs (http://www.apu.edu/faculty/rfuhs), M.A.

Andrew Gonzales (http://www.apu.edu/faculty/agonzalez), Ed.D.

Don Pierro (http://www.apu.edu/faculty/dpierro), M.A.

Ebenezer Puplampu (http://www.apu.edu/faculty/epuplampu), M.A.

Kristin Ritzau (http://www.apu.edu/faculty/kritzau), M.A.

Robert Thomason (http://www.apu.edu/faculty/rthomason), Ed.D.

Julia Toothacre, M.S.

Chris Voth (http://www.apu.edu/faculty/cvoth), ABD

Professor Emeritus

Gary Lemaster (http://www.apu.edu/faculty/glemaster), Ph.D.

Administrative Assistant

Monica Arellano

Master of Arts in Leadership

The Master of Arts in Leadership (https://www.apu.edu/bas/programs/masters-in-leadership) program focuses on equipping individuals with the leadership skills they need for their lives, areas of community service, and chosen work environments. The program offers a strong emphasis on emerging leaders looking for preparation for leadership in current and future endeavors and/or those interested in learning how to create leadership development programs. The program is interdisciplinary in scope, emphasizing foundational preparation through core courses and a culminating project giving evidence of the student's development in the field.

The program is designed for individuals in current leadership positions, those who aspire to be good leaders, and for students eager to engage in more in-depth study of leadership. This will require the ability to embrace one's leadership identity, capitalize on strengths, and increase emotional intelligence. Such leaders also have a commitment and ability to develop others to make important contributions.

Mission Statement

The Master of Arts in Leadership program at Azusa Pacific University offers current and emerging leaders a graduate degree by means of theoretically grounded and practically applied courses. The objective is to award degrees to adult participants who develop not only academically, but also in accordance with a set of comprehensive leadership competencies.

Competencies

The program aims to help students develop not only academically, but also in accordance with a set of comprehensive leadership competencies. These competencies are organized into three meta-competencies and five core program competencies.

The three meta-competencies provide a framing through which all knowledge, skill acquisition, and personal development will be engaged. In other words, the meta-competencies help quantify the core essence of learning necessary for students to become holistic leaders. These meta-competencies affect behavior and influence what leaders do. In this sense, the meta-competencies improve the assimilation and use of the core program competencies.

Program Meta-Competencies

Spirituality and Faith

Shows basic knowledge of the conceptual foundations that characterize those who lead with integrity and spirituality.

1. Graduates can articulate a personal worldview and philosophy of leadership.
2. Graduates can identify and explain a Christian perspective of truth and life.
3. Graduates demonstrate an ability to recognize complex spiritual, religious, and ethical issues in various leadership contexts.
4. Graduates detect faith and ethical systems of others and can describe their own.
5. Graduates express their own sense of vocation.
6. Graduates give attention to their own personal growth and holistic health.
7. Graduates embody an approach to personal authority that is based on servanthood and transformation, not control or manipulation.

Emotional and Social Intelligence

Shows basic knowledge of the set of traits that allows people to interact with each other effectively and an awareness of the social and cultural contexts and dynamics that influence human flourishing.

1. Graduates demonstrate self-awareness through an ability to analyze emotions and their effects, access and embrace personal limitations, and present self-confidence.
2. Graduates demonstrate self-regulation through management of emotions and impulses, maintaining standards of honesty and integrity, and handling multiple demands, shifting priorities, and rapid change.
3. Graduates demonstrate self-motivation through results-oriented goal setting and a focus on performance improvement.
4. Graduates pose questions and reflect on fundamental issues in ways that help them and others interpret the world and understand complex human interactions.

5. Graduates demonstrate the ability to be credible, show trust in and respect for other people, and inspire trust.
6. Graduates demonstrate an ability to analyze and respond to complex social and cultural systems.

Academic Inquiry
Demonstrates the ability to conduct graduate-level academic research and writing.

1. Graduates are proficient academic and organizational evaluators and analysts.
2. Graduates read, comprehend, and evaluate relevant research in the social sciences.
3. Graduates present evaluation and analyses clearly.
4. Graduates are familiar with the APA writing style.
5. Graduates are conversant with basic quantitative and qualitative methodologies.
6. Graduates communicate competently both formally and informally, including orally, written, technologically, and interpersonally.

Program Core Competencies

Strategic Mobilizer
Demonstrates the ability to strategically organize oneself, others, and the essential resources toward the achievement of a clearly articulated plan.

1. Graduates develop, communicate, and align others around a vision and strategy for the future.
2. Graduates design functional strategies for carrying out vision and mission.
3. Graduates allow others to take the lead in achieving strategic vision by delegating project responsibilities in accordance with individual strengths, passions, and experience.
4. Graduates can be trusted with resources—both human and financial—stewarding them with care and effectiveness.
5. Graduates use technology appropriately for communicating formally and informally with others.
6. Graduates speak honestly and persuasively with individuals, small groups, and large groups.
7. Graduates create a work environment that encourages creative thinking and innovation.
8. Graduates employ systems thinking to analyze complex systems and mobilize resources that address current and future challenges with strategic solutions.

Inspiring Developer
Demonstrates skill for effectively developing people and ideas in ways that are authentic and appropriate.

1. Graduates demonstrate a commitment to be mentored and to serve as mentors who are committed to developing others.
2. Graduates design meaningful learning experiences and environments, creating empowering conversations and offering meaningful input to foster mutual learning and action-oriented outcomes.
3. Graduates network people, groups, and ideas in meaningful alliances.
4. Graduates work capably with theories and practice of adult education.
5. Graduates develop people and leaders at every level and provide performance feedback, coaching, and career development to teams and individuals to maximize growth and success.
6. Graduates reconceptualize mistakes as learning events and effectively handle disagreements and conflicts by focusing on solving problems through respectful discourse, consensus building, appreciation of diverse perspectives, and interventional strategies.

Change Catalyst
Demonstrates the capacity to help individuals and groups assess personal and organizational dynamics, solve problems, and pursue positive change.

1. Graduates are growing and changing people who remain passionate about ongoing personal transformation and lifelong learning.
2. Graduates recognize when there is a need for change and effectively manage both stable and changing areas.
3. Graduates communicate effectively, with frequency and candor, during times of change.
4. Graduates demonstrate patience and adaptability when dealing with ambiguous situations.
5. Graduates develop resources and strategies so that others might more effectively embrace change.
6. Graduates seek and identify trends, challenges, and cultural dynamics in order to develop opportunities to initiate intelligent risks and actions that will foster innovative approaches.

Principled Decision Maker

Demonstrates proficiency in identifying and applying ethical principles to decision making through a balanced approach involving both systemic and intuitive analysis.

1. Graduates can align personal values with organizational values, embodying high standards and ethical acumen.
2. Graduates engage others in the identification and solving of problems, effectively using collaboration as a style of managing contention.
3. Graduates model and maintain values of candor, openness, and inclusiveness despite internal and external pressures.
4. Graduates demonstrate the ability to act in decisive, urgent, and committed ways to achieve results.
5. Graduates create shared responsibility among team members by involving them in critical deliberations and decisions as appropriate.
6. Graduates take ownership for their areas of responsibility, effectively organize and prioritize tasks, and use resources ethically.
7. Graduates use formal tools to hold others accountable when situations warrant.

Responsible Influencer

Demonstrates proficiency in empowering others through virtue-centered engagement with people and systems.

1. Graduates analyze the social, political, religious, economic, and cultural factors that affect individuals and organizations.
2. Graduates advance equity by fostering environments that are inclusive, yet differentiated, to meet the needs of diverse constituents.
3. Graduates are able to identify and analyze power dynamics and structural influences within organizational systems.
4. Graduates collaborate with and empower other stakeholders to advocate justice, pursue prudence, and lead with accountability.
5. Graduates engage in relevant professional networks and establish and maintain rapport with key constituents.
6. Graduates take action to preserve and promote human rights, human dignity, and human flourishing.

Requirements

Students pursuing the M.A. in Leadership must complete 36 units of coursework as well as a final capstone colloquium project. Up to 6 units of appropriate coursework may be transferred into the program by petition.

Code	Title	Units
Core Courses		
LDRS 501	Foundations of Leadership Theory	3
LDRS 502	Cornerstones of Christian Leadership	3
LDRS 503	Organizational Behavior	3
LDRS 510	Creative and Collaborative Leadership	3
LDRS 516	Leadership Development and Practice	3
LDRS 533	Systems and Strategic Planning for Leaders	3
LDRS 534	Leader as an Agent of Change	3
LDRS 561	Group and Conflict Issues in Leadership	3
LDRS 571	Leadership for a Learning Environment	3
LDRS 592	Research Methods and Design	3
LDRS 593	Applied Research	3
LDRS 595	Capstone Project in Leadership	3
Capstone Colloquium [1]		
Total Units		36

[1] Capstone Colloquium is an additional 0-unit graduation requirement for all M.A. in Leadership students.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Strategic Mobilizer: Demonstrates the ability to strategically organize oneself, others, and the essential resources toward the achievement of a clearly articulated plan.
2. Inspiring Developer: Demonstrates skill for effectively developing people and ideas in ways that are authentic and appropriate.
3. Change Catalyst: Demonstrates the capacity to help individuals and groups assess personal and organizational dynamics, solve problems, and pursue positive change.

4. Principled Decision Maker: Demonstrates proficiency in identifying and applying ethical principles to decision making through a balanced approach involving both systemic and intuitive analysis.
5. Responsible Influencer: Demonstrates proficiency in empowering others through virtue-centered engagement with people and systems.

Master of Science in Organizational Psychology

The Master of Science in Organizational Psychology (https://www.apu.edu/bas/programs/masters-in-organizational-psychology) program includes 13 courses (39 units), all of which are required for the degree. There are no electives.

Code	Title	Units
OPSY 501	Introduction to Organizational Psychology	3
OPSY 502	Organizational Ethics	3
OPSY 503	Group and Organizational Behavior	3
OPSY 505	Individual and Team Assessment	3
OPSY 510	Organizational Assessment and Interventions	3
OPSY 520	Consultative Applications of Organizational Psychology	3
OPSY 525	Qualitative Approaches for Coaching Application	3
OPSY 534	Organizational Systems: Theories of Change	3
OPSY 542	Organizational Implications of Diversity	3
OPSY 590	Statistics in Organizational Psychology	3
OPSY 592	Research Methodology and Survey Applications	3
OPSY 595	Introduction to Thesis in Organizational Psychology	3
OPSY 596	Thesis in Organizational Psychology: Data Collection and Analysis	3
Total Units		39

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Explain the theoretical constructs of organizations in relation to the attitudes, feelings, and behaviors of those who work in the organization.
2. Utilize research and diagnostic tools to develop the competencies needed as an organizational consultant.
3. Construct organization development interventions using experience-based models and simulations.
4. Approach individual and organizational wellness through a holistic perspective framed through a Christian worldview.

Leadership Minor (Professional)

Leadership Minor (https://www.apu.edu/bas/programs/leadership-minor-bachelors-completion), 18 units

Code	Title	Units
PRLD 201	Foundations of Leadership	3
PRLD 303	Career and Life Planning	3
PRLD 311	Leadership Values and Virtues	3
PRLD 322	Leadership Strengths and Skills	3
PRLD 333	Leadership Influence and Impact	3
PRLD 401	Leadership Studies Capstone	3
Total Units		18

Department of Marriage and Family Therapy

The Department of Marriage and Family Therapy (https://www.apu.edu/bas/marriage-family-therapy/resources) offers the Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy (MFT) (p. 270) program, which is intended for individuals who seek to develop a solid

foundation in the theoretical and applied practice of professional counseling with individuals, couples, and families. Also included in the program are interdisciplinary studies in theology, ethics, and psychotherapy. For those planning to practice at the master's level, this program meets the current education requirements for California licensure as a marriage and family therapist.

The Department of Marriage and Family Therapy also offers a Substance Use Disorders Certificate (p. 274) that is designed for students and alumni of the clinical psychology program but which is open to anyone interested in gaining competency in the substance use disorders field.

- Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) (p. 270)
- Substance Use Disorders Certificate (p. 274)

PPSY 510, Psychotherapy and Cultural Diversity, 3 Units

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the contemporary practice of psychotherapy. Students are encouraged to begin the process of garnering multicultural competency by examining their own attitudes and biases, increasing their knowledge of diverse populations, and developing skills related to service provision. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to engage in a process of developing competency in this arena. An introduction to the distinctives of several cultural groups is provided.

PPSY 511, Addictions, Assessment, and Interventions, 3 Units

This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment, and emphasizes assessment and intervention skills and processes, and evidence-based research relevant to treatment. The nature and scope of addictions are defined, DSM-IV criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities, and other issues of diversity are considered. If this course is used as a prerequisite course for the optional Substance Use Disorder concentration, a grade of B- or higher must be earned.

PPSY 512, Legal, Ethical, and Moral Issues in Therapy, 3 Units

This course introduces students to the legal, ethical, and moral issues related to the practice of marriage and family therapy in the state of California. Professional ethical codes and moral dilemmas are studied. Students review statutory, regulatory, and decisional laws related to the MFT's scope of practice, including confidentiality, privilege, reporting requirements, family law, and the treatment of minors. Consideration is also given to the student practitioner's values and behaviors, especially in relationship to becoming an MFT.

PPSY 513, Substance Use Disorders II: History, Support, and Promising Practices, 3 Units

This course reviews the history of addiction and drugs in society from prohibition to the 21st century, including America's war on drugs. Students study mutual support groups such as 12-step programs, Rational Recovery, and Celebrate Recovery. Also included is the study of psychopharmacology (illicit drugs, abuse of prescription drugs, and medication-assisted treatment). New and emerging trends and promising practices are considered.
Prerequisite: PPSY 511

PPSY 514, Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment, 3 Units

This course introduces co-occurring disorders, co-morbidity, and integrated treatment including mental health treatment, substance abuse, and primary health. Students learn the distinction between mental health disorders and substance-induced disorders and how to differentiate between the two. Behavioral addictions such as gambling, nicotine, and gaming, and the physiological impact of such disorders, are studied.
Prerequisite: PPSY 511 and PPSY 513

PPSY 515, SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices, 3 Units

This course focuses on substance abuse in the family system from adolescents to the elderly. Special populations are examined, such as high-risk groups, perspectives of women, and chronic pain. Special attention is paid to culturally and linguistically appropriate services. The ethical considerations of dual relationships and confidentiality are addressed. Evidence-based practices (motivational interviewing) and core concepts of relapse prevention techniques are major focuses.
Prerequisite: PPSY 511, PPSY 513 and PPSY 514

PPSY 516, Legal and Ethical Issues in Substance Use Disorders, 1 Unit

This course is designed to enhance the substance use disorders concentration and certificate, giving students further education and an opportunity to review, discuss, and apply the legal and ethical issues specific to the field of substance use disorders.
Corequisite: PPSY 513

PPSY 517, Motivational Interviewing with the SUD Population, 1 Unit

This course is designed to enhance the Substance Use Disorders concentration and certificate, equipping students with theories and techniques of motivational interviewing as it applies to the assessment and treatment of substance use disorders.
Corequisite: PPSY 514

PPSY 525, Crisis and Trauma in Community Mental Health, 3 Units

This course prepares students in the understanding and treatment of child abuse, domestic violence, and trauma. Content includes detection, assessment, and intervention strategies. Awareness of resiliency factors and their application to client recovery is addressed. Target populations include survivors, perpetrators, and those experiencing co-morbid disorders. Attention is paid to understanding the issues of diversity and its impact on client welfare, including elder abuse, same-gender abuse, and ethnic differences. This course also presents the challenges of accessing resources in community mental health. Guest speakers/consumers are be invited. This course meets the domestic violence and child abuse requirements for MFT and LCSW licensure in California.

PPSY 533, Christian Spiritual Formation and Psychotherapy, 3 Units

This course will provide an historical overview of Christian Spirituality, which is understood as ways of expressing devotion to God. As background for discussion of Christian Spiritual Formation, a holistic philosophical/theological model of persons will be presented along with an overview of spiritual disciplines as methods utilized to actively engage the Christian formation process. Examples of psychotherapy models that integrate Christian theology, spirituality with existing psychology theoretical and clinical models will be presented and discussed. Opportunities for synthesis, application, and creative development of ideas are all part of the course content and process.

PPSY 551, Theories of Psychotherapy, 3 Units

This course develops an understanding of the major theoretical orientations used by current practitioners, focusing on systemic approaches. Established schools of thought, the recovery model, evidence-based and promising practices and their immediate descendants are presented through lectures, videotapes, reflection, application via clinical case presentations, and experiential learning. The course also highlights cultural and spiritual diversity as it applies to the therapeutic process and awareness of the self, interpersonal issues, and spiritual values as they impact the use of theoretical frameworks.

PPSY 552, Human Sexuality and Sex Therapy, 3 Units

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate biological, psychological, social, and moral perspectives of the theories of sexual development and functioning, including issues of heterosexuality, homosexuality, gender identity, and transgender. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marriage and sex therapy.

PPSY 555, Career Development Theories and Techniques, 3 Units

This course provides a comprehensive review of career development theory, as well as resources and techniques utilized in assisting individuals to make informed educational and career choices. An exploration of changing concepts of work and careers and their implications for career counseling is emphasized. A focus on the relationship of career to other issues in counseling is addressed.

PPSY 557, Couples Therapy, 3 Units

This course provides instruction on current theories and methods of couples/marriage therapy. Students gain basic knowledge in the application, assessment, and interventions of several theoretical models and are introduced to psychological instruments used in couples therapy. Emphasis is placed on how couples therapy attends to diversity issues such as ethnicity, spirituality, and cultural considerations within the clinical setting. Legal and ethical issues pertaining to couples therapy are integrated into treatment considerations.

PPSY 558, Advanced Developmental Psychology, 3 Units

The purpose of this course is to help students learn to utilize a lifespan perspective in their work as marriage and family therapists. The course focuses on the important developmental issues and milestones for each stage of the lifespan, paying particular attention to the aspects of context, culture, and environmental issues. Students are encouraged to consider how development occurs within a specific social context and learn how social stress, poverty, low educational attainment, abuse and neglect, and inadequate housing impact development. Biological, social, and psychological aspects of aging and long-term care are included in this course. Models of psychological development are presented and the processes of change and adaptation are examined, including clinical issues such as grief and loss. The clinical application of the material is highlighted through case examples, group discussion, and hands-on application during class activities.
Prerequisite: Human Development or equivalent

PPSY 561, Child and Adolescent Therapy, 3 Units

This course provides an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities are presented, providing the student with an opportunity to develop knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of the development aspects, family dynamics, social environments, and multicultural issues are addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

PPSY 563, Psychopathology, 3 Units

This course reviews the role and categories of psychopathology utilized in the assessment and treatment of individual, marriage, and family dysfunction. Students develop diagnostic skills through a master of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM 5), and review available community resources for those with severe mental disorders.

PPSY 571, Family Therapy, 3 Units

This course is an overview of current theories and methods of family therapy interventions. There is an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families) during the clinical hour. The major theories, their founding clinicians, and some of their contemporaries are reviewed. Clinical application of the material is emphasized in coursework.

PPSY 572, Research Methodology, 3 Units

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course provides students with the basic knowledge and experience of conducting psychological experiments and how and when to use statistical procedures. Students build skills in how to apply clinical outcome research to clinical treatment planning and interventions. Sensitivity to issues of diversity in psychological research is stressed.

PPSY 577, Psychological Assessment, 3 Units

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing techniques. Emphasis is on developing skills in administering tests, interpreting test findings, and applying test findings through report writing. Current research regarding psychological testing is also reviewed.

PPSY 580, Introduction to Clinical Practice: Basic Skills, 3 Units

This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, role-play, and student audio/videotaped clinical practice. A grade of B or better must be achieved in order to advance to PPSY 581.

PPSY 581, Introduction to Clinical Practice: Advanced Skills, 3 Units

This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.
Prerequisite: PPSY 580

PPSY 582, Group Skills, 3 Units

This course introduces students to the theories and techniques utilized in group counseling. The course includes information about principles of group dynamics, group process, and developmental stages. Students explore the therapeutic factors of group work and group leadership style. Content also includes current research and literature, methods, and evaluation of effectiveness. Ethical, legal, and professional issues as well as special needs such as multiculturalism, life-span development concerns, and the therapist's personal leadership style are addressed.
Prerequisite: PPSY 580 and PPSY 581

PPSY 585, Psychobiology and Psychopharmacology, 3 Units

This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

PPSY 592, Introduction to Clinical Placement, 1 Unit

This course is designed to support and equip students with entry-level practice management skills for clinical placement within community mental health and private practice settings. Students develop knowledge and gain practice in identifying diagnoses, presenting problems, documentation, and treatment planning. This course also provides program oversight of students' clinical placement experiences.
Prerequisite: PPSY 580 and PPSY 581

PPSY 593, Clinical Consultation, 1 Unit

This course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The primary purpose of this course is to provide an opportunity for students to discuss their clinical caseload, and to provide program oversight of clinical placement experience.
Prerequisite: PPSY 597, PPSY 598, and current placement in a clinical site

PPSY 595, Special Topics, 1-6 Units

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. The unit values of these courses range from 1-6 unit credits, depending upon the specific contact hours and workload involved in the course.

PPSY 597, Clinical Placement I, 3 Units

This course provides oversight of students' clinical placement and supervision experiences. The course focuses on enhancing students' clinical skills and knowledge of the interpersonal process of psychotherapy. Special attention is given to case management issues, documentation, community-based resources, health promotion, legal and ethical issues, and treatment planning. Treatment planning, from the perspective of the recovery model and other theoretical approaches, includes instruction and practice in determining the presenting problem, diagnosis, prognosis, client goals, and clinical interventions. Clinical skills, the processes of psychotherapy and supervision are addressed through experiential learning, readings, discussion, reflection and assignments. This course also provides students with a forum for discussing their clinical caseload (individuals, children, couples, families, and groups) and their interaction with placement supervisors. Students must be serving at an approved training site to be enrolled in this course.

PPSY 598, Clinical Placement II, 3 Units

This course is an adjunct to the student's clinical placement. It builds on PPSY 597 to provide oversight and consultation for the student's clinical placement, and the further development of clinical skills. The course focuses on management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from a public mental health and private practice perspective. The final evaluative component of the MFT program, the clinical comprehensive exam, is taken at the conclusion of this course. Students must be serving at an APU-approved training site to be enrolled in this course.
Prerequisite: PPSY 597

PPSY 599, Readings in Psychology, 1-4 Units

PPSY 786, Global Psychology, 2 Units

This course provides a systematic overview of existing approaches to working globally. Theory, research, and intervention are highlighted, and the history of globalization, current trends, and common problems and issues are examined. Students are encouraged to develop their clinical skills in applying psychology to significant global concerns in diverse countries and cultures and practically apply their knowledge during an intensive, three-week practicum in Kenya, East Africa.

Faculty

Chair; Program Director (Azusa Campus)

Vicki C. Ewing (http://www.apu.edu/faculty/vewing), M.A., LMFT

Clinical Director (Azusa Campus)

Elizabeth James (http://www.apu.edu/faculty/ejames), M.A., LMFT, LPCC

Program Director (Inland Empire Regional Campus)

Hilary Catling (http://www.apu.edu/faculty/hcatling), M.A., LMFT

Program Director (Orange County Regional Campus)

Melissa Zwart (http://www.apu.edu/faculty/mzwart), M.S., M.A., LMFT

Clinical Director (Orange County Regional Campus)

Lishelle Grant (http://www.apu.edu/faculty/lgrant), M.A., LMFT

Program Director (San Diego Regional Campus)

Aimée Vadnais (http://www.apu.edu/faculty/avadnais), Psy.D., LMFT

Clinical Director (San Diego Regional Campus)

Rebecca Kenyon (http://www.apu.edu/faculty/rkenyon), Psy.D., LMFT

Professors

Scott Bledsoe (http://www.apu.edu/faculty/tsbledsoe), Psy.D.

Joy Bustrum (http://www.apu.edu/faculty/jbustrum), Psy.D.

Associate Professor

Jenss Chang (http://www.apu.edu/faculty/jchang), Ph.D.

Assistant Professor

Mary Cipriani-Price (http://www.apu.edu/faculty/mprice), M.A.

Kelly Shearer (http://www.apu.edu/faculty/kshearer), M.A., LMFT

Adjunct Faculty (Azusa Campus)

Timothy Kovacs, M.A., LMFT

Contessa Ruiz, M.A., LMFT

Roberta Thomas, M.A., LMFT

William Tarkanian, JD, CATC, CDVC

Sheena Turner-August, Ph.D., LMFT

Nicole Weingarten, M.A., LMFT

Douglas Yost, M.A., LMFT

Adjunct Faculty (Orange County Regional Campus)

Kathy Anderson, M.A., LMFT

Christopher Faris, M.A., LMFT

Laura Niebaum, M.A., LMFT

Hallie Scott, M.A., LMFT

William Tarkanian, JD, CATC, CDVC

April Twenhafel, M.A., LMFT

Meghan Williams, M.A., LMFT

Adjunct Faculty (San Diego Regional Campus)

Josh Barder, M.A., LCSW

Jim Coil, Ed.D., LMFT

Renee Duverger, Psy.D.

Greg McCord, M.A., LMFT

Frank Ogle, Ph.D., LMFT

Donna Scott, M.A., LMFT

Adjunct Faculty (Inland Empire Regional Campus)

Antoinette Babers, M.A., LMFT

Chase Christiansen, M.A., LMFT

Samantha Ferreira, M.A., LMFT

Jill Morgan, Ph.D.

Summer Richards, M.A., LMFT

Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT)

Mission Statement

The MFT program (https://www.apu.edu/mft) is dedicated to the education and training of competent, self-aware, and culturally sensitive family therapists. Using a foundation in Christian faith, a systemic family psychology approach, and an integration of theories of psychotherapy, students explore personal, ethical, and social values as they prepare to serve the needs of their communities.

Licensed Professional Clinical Counselor (LPCC) Option

The MFT program offers one additional course that provides for students interested in dual licensure as an LPCC and an MFT. Coursework meets California education requirements for both licenses.

Gottman Couples Therapy Level 1 Certificate

The Couples Therapy course includes the completion of Gottman Level 1 training, which equips students with new insight into couples' struggles using research-based assessments and effective interventions based on the Gottman Sound Relationship House Theory. Students receive a certificate of completion and are then eligible to take the Level 2 training.

Substance Use Disorders Certificate

Upon completion of the MFT program, students may choose to take 11 additional units that fulfill the requirements for a certificate in substance use disorders. This certificate allows students to establish a competency that historically has been afforded only to those working in the substance use disorders field. As primary care physicians, mental health providers, and substance use treatment providers coalesce into whole-person care, you will be a part of cutting-edge treatment.

Program Goals

Diversity

Students will recognize the importance of diversity and its impact on clinical practice. Students will be equipped with awareness of beliefs and customs of diverse cultural groups and how to implement this knowledge when treating clients and interacting with agency personnel.

Identity Formation

Students will articulate their personal narrative inclusive of values, beliefs, behaviors, and traditions of faith that inform their worldview.

Ethical Practice

Students will understand the ethical guidelines and legal requirements within the field of marriage and family therapy. Students gain knowledge of when to use resources and seek consultation if faced with ethical or legal dilemmas in the context of therapy.

Competency

Students will be trained to become practitioners in marriage and family therapy with professional competencies in relationship, intervention, diversity, integration of faith and practice, and systemic family psychology.

Admission

Admitted students typically begin in the fall semester. To be considered for fall enrollment, the deadline for submission of a completed application is March 1. Students who apply earlier will be given priority consideration for admission.

Applicants may also apply to begin in the spring semester. The deadline for submission of a completed application for spring enrollment is October 1. Applicants for the spring semester will be considered based on space available at the Azusa campus and the Orange County, San Diego, and Inland Empire regional campuses.

Admission to the program does not guarantee that students will obtain a license or credential in marriage and family therapy or as an LPCC. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with Azusa Pacific University and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., Social Security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. Azusa Pacific will not refund tuition, fees, or any associated costs to students who determine, subsequent to admission, that they cannot meet licensure or credentialing requirements.

Application Requirements

- To be admitted into the program, students must hold a bachelor's degree from a regionally accredited university or college (or an equivalent degree from a college or university in another country) with a minimum 3.0 grade-point average on a 4.0 scale. At the discretion of the university, a higher professional degree such as an M.D. or D.C. may be accepted as a substitute for the bachelor's degree.
- Students who enter the program with a bachelor's degree in a major other than psychology will be required to take Abnormal Psychology with a grade of *B* or better before beginning the program. Prerequisites may be waived on an individual basis.
- International applicants whose first language is not English must submit an iBT (internet-based TOEFL) score of 90 minimum; the minimum subsets are: Reading 22, Speaking 22, Listening 22, and Writing 24. Students may also submit results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Because written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. If applicants do not meet the minimum requirement, they must go through the American Language and Culture Institute (ALCI) (http://www.apu.edu/international/alci) first to raise their proficiency. Students may be mandated to go to ALCI if they are not meeting the language and writing standards for the program.

Course Requirements

The degree must be completed in a minimum of two years and a maximum of six. Any extensions beyond six years must be requested as an exception to APU policy and must be submitted in writing on an Academic General Petition. A three-year course of study is recommended for most working students. The program is composed of 63 units of coursework. A maximum of 12 units of selected coursework, which meet the following criteria, may be transferred:

- Taken within the past eight years and completed with a grade of *B* or better
- Obtained at a regionally accredited institution
- Received from a graduate program in clinical psychology, counseling psychology, or marriage and family therapy
- Acceptable for California MFT licensing requirements
- Approval by the program director

Students in the program must maintain a 3.0 GPA with no course grade lower than a *C*-. Course resulting in grades lower than a *C*- will be retaken. In order to graduate, students may not have more than two instances of a *C*+/- on their transcript. If a student receives a third *C*+/-, the student will be required to retake one of the courses and receive a *B*- or better.

A student who receives two NO CREDIT grades in a CREDIT/NO CREDIT course (e.g., PPSY 593) will be referred to the Clinical Training Committee (CTC), which will meet to review the student's situation and issue a recommendation. The CTC recommendation may include: 1) academic and/or clinical probation, 2) postponing clinical placement, 3) a recommended leave of absence, or 4) dismissal from the program.

Personal and Group Psychotherapy

During the course of the program, students must complete 40 hours of individual psychotherapy. Students have the option of completing 20 sessions (40 hours) of group therapy in lieu of 20 of the 40 required individual psychotherapy hours.

Clinical Placement

Students develop therapeutic skills through required hours of direct clinical experience. Clinical placements may range from 12-30 months depending upon course track sequences.

While students are responsible for securing a placement site, assistance is provided by the director of clinical training, site directors, and in the Introduction to Clinical Practice courses. In addition, students receive support from and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFT and LPCC requirements in California. To ensure the highest quality in clinical placements, the director of clinical training maintains contact with offsite supervisors and evaluates the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the degree program.

Students are required to obtain 300 hours of direct client experience for the MFT license, and 300 hours of direct client experience for the LPCC license. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFT licensure in California. Hours for the LPCC license begin postgraduation.

Comprehensive Examination

As a final evaluative component of the MFT program, each student must pass the Comprehensive Examination, which includes two elements:

1. A law and ethics exam
2. A clinical exam

Failure to pass the Comprehensive Examination may prevent graduation from the program.

Program Locations

The Department of Marriage and Family Therapy offers its master's degree program on APU's Azusa campus as well as at the Orange County, San Diego, and Inland Empire regional campuses. More information may be obtained by contacting the program director, the local site administrator, or a program representative.

Azusa Campus
Program Administrator and Director: Vicki Ewing, M.A., MFT
vewing@apu.edu
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

(626) 815-6000, Ext. 5523

Orange County Regional Campus
Director: Melissa Zwart, M.S. M.A., LMFT
mzwart@apu.edu
1915 Orangewood Ave., Suite 100
Orange, CA 92868-2046
(714) 935-0260

San Diego Regional Campus
Director: Aimee Vadnais, Psy.D., MFT
avadnais@apu.edu
5353 Mission Center Rd., Suite 300
San Diego, CA 92108-1306
(619) 718-9655

Inland Empire Regional Campus
Director: Hilary Catling, M.A., LMFT
hcatling@apu.edu
375 W. Hospitality Lane
San Bernardino, CA 92408
(909) 888-9977

Course Requirements

Code	Title	Units
Program Requirements		63-66
PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 511	Addictions, Assessment, and Interventions [1]	3
PPSY 512	Legal, Ethical, and Moral Issues in Therapy	3
PPSY 525	Crisis and Trauma in Community Mental Health	3
PPSY 533	Christian Spiritual Formation and Psychotherapy	3
PPSY 551	Theories of Psychotherapy	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 557	Couples Therapy	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 561	Child and Adolescent Therapy	3
PPSY 563	Psychopathology	3
PPSY 571	Family Therapy	3
PPSY 572	Research Methodology	3
PPSY 577	Psychological Assessment	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3
PPSY 581	Introduction to Clinical Practice: Advanced Skills	3
PPSY 582	Group Skills	3
PPSY 585	Psychobiology and Psychopharmacology	3
PPSY 592	Introduction to Clinical Placement	1
PPSY 593	Clinical Consultation [2]	1
PPSY 595	Special Topics [3]	1
PPSY 597	Clinical Placement I	3
PPSY 598	Clinical Placement II	3
Optional Certificate in Substance Use Disorders [1]		11
PPSY 513	Substance Use Disorders II: History, Support, and Promising Practices	3
PPSY 514	Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment	3
PPSY 515	SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices	3
PPSY 516	Legal and Ethical Issues in Substance Use Disorders	1
PPSY 517	Motivational Interviewing with the SUD Population	1
Optional Electives		0-5

PPSY 555	Career Development Theories and Techniques	3
PPSY 786	Global Psychology [4]	2
Total Units		63-82

1 Students who elect to take the optional concentration in substance use disorders must complete the master's degree prior to enrolling in the concentration coursework. Additionally, PPSY 511 must have been completed with a grade of *B-* or better, and students must have completed their practicum at an APU-affiliated substance use disorder clinical placement site. Upon completion of the concentration, students receive a Substance Use Disorders Certificate.

2 Students who have not completed their hours of experience must enroll in this course until their hours are completed. This course may be taken up to three times. Students who have already completed their hours of experience are not required to take this course.

3 This course must be taken twice during a student's course of study, with different special topics.

4 To participate in this course, students must apply and be accepted to it. Due to international requirements, other policies may be applicable.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Diversity: The program will produce graduates who can apply their knowledge of family therapy in a culturally appropriate manner to a wide range of demographic groups.
2. Identity Formation: The program will produce graduates who demonstrate an awareness of their personal narrative and how it impacts their contribution to the field of marriage and family therapy.
3. Ethical practice: The program will produce graduates who will become clinicians who are ethically grounded, demonstrate integrity, and operate within the laws of the profession.
4. Competency: The program will prepare graduates to effectively utilize a variety of theoretical approaches to marriage and family therapy.

Substance Use Disorders Certificate

The Substance Use Disorders Certificate (https://www.apu.edu/bas/programs/substance-use-disorders-certificate) is designed for students already enrolled in the MFT program, and for program alumni wishing to return and enhance their knowledge base. The certificate comprises 11 additional units taken over the course of a year, allowing students time to work in the field while gaining expertise. This program expands on the skills and knowledge needed to improve the health and wellness of individuals struggling with substance use, giving students access to a competency that historically has been afforded only to those working in the substance use disorder field.

Students who have not already taken PPSY 511 as part of the MFT program must complete it as part of their certificate.

Code	Title	Units
PPSY 511	Addictions, Assessment, and Interventions	3
PPSY 513	Substance Use Disorders II: History, Support, and Promising Practices	3
PPSY 514	Substance Use Disorders III: Co-Occurring Disorders, Co-Morbidity, and Integrated Treatment	3
PPSY 515	SUD IV: Families and Other Special Populations; Confidentiality and Evidence Based Practices	3
PPSY 516	Legal and Ethical Issues in Substance Use Disorders	1
PPSY 517	Motivational Interviewing with the SUD Population	1
Total Units		14

Department of Physical Therapy

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wascsenior.org)
- The Doctor of Physical Therapy program at Azusa Pacific University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (http://www.capteonline.org), 1111 North Fairfax Street, Alexandria, VA 22314-1488; telephone: (703) 684-2782; email: accreditation@apta.org.

Learn more (http://www.apu.edu/bas/physicaltherapy) **about the Department of Physical Therapy.**

Doctoral Programs:

- Doctor of Physical Therapy (DPT) (p. 281)
- Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science (p. 284)

Fellowship:

- Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance (p. 286)

PT 502, Professional Relationships, 2 Units

(30 contact hours) This course introduces the role of the physical therapist as a professional health educator. Emphasis is on developing interpersonal and communication skills in relation to the interaction between therapist and patient, other health professionals, and within groups.

PT 506, Seminar I, 2 Units

(30 contact hours) This course introduces the student to the physical therapy profession. Historical and legal issues, as well as practice settings and health care trends are addressed. Emphasis is placed on professional development and responsibility of the physical therapist as a lifelong learner.

PT 558, Research Methods in Physical Therapy, 3 Units

This course introduces the student to the concepts of Physical Therapy research. A survey of major research methods is conducted and statistical methods are examined.

PT 572, Pharmacology, 3 Units

This is an introduction to pharmacology which includes pharmacokinetics and pharmacodynamics. Emphasis is on drugs commonly encountered during rehabilitation. Side effects that alter physical performance and drug effects influenced by exercise are studied.

PT 701, Human Anatomy, 8 Units

This is a 16-week intensive course in clinically oriented human anatomy from a regional approach. Microscopic and gross human anatomy are explored utilizing lectures, classroom demonstrations, human cadaver dissections, dissection videos, and hands-on functional demonstrations. Biomechanics are studied from functional and clinical approaches. Emphasis is on histology, head, neck, upper extremity, and thorax during the first half of the term; emphasis in the second half is on the spine, pelvis, lower extremity, spinal cord, and internal organs.
Corequisite: PT 702

PT 702, Clinical Skills I, 6 Units

First in a series of courses designed to examine basic evaluation and clinical skills of the physical therapist, this course focuses on objective techniques of assessment for the upper and lower extremity and spine through measurement of range of motion (ROM), muscle testing (MMT), general neurological screening, and palpation. Kinesiology of all joints is studied from functional and clinical approaches, concluding in the assessment of normal gait mechanics. An introduction to body mechanics and documentation is provided to prepare the student for safe clinical practice. Learning takes place through laboratory activities, homework, online videos, and practical examination using a problem-solving approach.

PT 703, Clinical Neuroscience, 6 Units

This course covers in depth the anatomy and physiology of the central and peripheral nervous systems and neuromuscular function, serving as a foundation for PT 704. It includes correlation of pathology with neurological symptoms and diagnostic tests.

PT 704, PTDDT III Neurorehabilitation, 8 Units

This course focuses on developing skills used for differential diagnosis, functional evaluation, treatment theory, and management of the neurologically impaired adult. 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. Major areas investigated include spinal cord injury, stroke, traumatic brain injury, Parkinson's disease, polyneuropathies, and common degenerative diseases.

PT 705, Physical Therapy Differential Diagnosis and Treatment I (Orthopedics IA and IB), 8 Units

This course emphasizes the general principles and methodology of rehabilitation of orthopedic patients. Examination of the spine and lower quarter is emphasized. Mobilization, therapeutic exercise programs, and complete evaluation, treatment, and documentation are addressed specifically per diagnosis.

PT 711, Wellness, 3 Units

This course focuses on the promotion of optimal health, and disease and injury prevention, in the general adult and pediatric populations. It addresses screening techniques and risk assessment, as well as tests and measures related to aerobic capacity, balance, flexibility, strength and endurance, and posture. Findings are applied to exercise prescription.

PT 724, PT Clinical Skills II, 3 Units

(60 contact hours) This is the second in a series of clinical skills courses and discusses the visual and electromagnetic spectrum instrumentation for the treatment of dysfunction. The focus is on physical agents in relation to treatment.

PT 726, PT Clinical Skills III, 2 Units

This clinical skills laboratory course involves 45 contact hours and introduces students to assistive devices, bed mobility, and transfer training. Students perform measurement, selection, and adaptation of assistive devices, and implement bed mobility and transfer training based on patient diagnosis and need. Emphasis is on patient safety with handling, as well as body mechanics and safety of the therapist. Information is reiterated with laboratory activities, case studies, and a practical and written examination using a problem-solving approach.

PT 742, Prosthetics and Orthotics, 2 Units

(60 contact hours) This course provides foundational knowledge of the types, uses, and fitting of prosthetic and orthotic devices. Rehabilitation intervention is addressed in regard to functional use, measurements, care, adjustments, precautions, and patient education for the appropriate device. Case studies, literature review, lecture, problem-solving models, videos, and laboratory practice are used.

PT 744, Professional Ethics, Advocacy, and Spiritual Care, 2 Units

(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 or her own moral values.

PT 748, PTDDT IC - Orthopedics III, 4 Units

(90 contact hours) This course emphasizes the general principles and methodology of rehabilitation of orthopedic patients. Examination of the shoulder, elbow, wrist, hand, and Temperomandibular joint are emphasized. Mobilization, therapeutic exercise programs, complete evaluation, disease processes, and documentation will be addressed specifically per diagnosis.

PT 750, Comprehensive Exams, 1 Unit

This course gives the student an opportunity to demonstrate their qualifications to enter the clinical section of their physical therapy education.

PT 752, PTDDT II - Cardiopulmonary, 4 Units

(75 contact hours) This course reviews basic cardiopulmonary pathology and presents basic theories leading to decision-making skills in cardiopulmonary rehabilitation. Presentation of case studies reinforce management of the patient with cardiopulmonary dysfunction. Practical application of theoretical concepts are emphasized.

PT 754, PTDDT IV, 3 Units

(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 760, PTDDT VIII - Pediatrics, 4 Units

This course provides the background knowledge needed to assess functional status of, evaluate, and develop appropriate treatment programs for infants and children from premature birth to adolescence. Lab sessions allow for observation and assessment of typical development and the opportunity to experience a variety of intervention strategies.

PT 762, Seminar II, 2 Units

(30 contact hours) The clinical performance instrument is reviewed in this course, and written and oral communication skills specific to the clinic are refined. Expectations of clinical professional behavior are also emphasized. The student presents an in-service on a specific evaluation or treatment approach to be used in the clinic, incorporating lecture and lab into instruction. The student's performance is self assessed, peer assessed, and evaluated by the instructor.

PT 764, PTDDT VII - Complex Patients: Current Concepts in Chronic Pain, 2 Units

(45 contact hours) The process of evidence-based review of the literature is applied to the management of complex patient cases emphasizing chronic pain.

PT 768, Administration, 3 Units

(75 contact hours) This course presents the basic components of administration, financial and staff management, marketing strategies, and public relations for clinical directors and/or owners. Administrative and contractual legal issues and reimbursement mechanisms are explored.

PT 771, Clinical Experience I, 10 Units

This is the first of three 10-week clinical rotations providing the opportunity for integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. (400 contact hours)

PT 773, Clinical Experience II, 10 Units

This is the second of three 10-week clinical rotations providing the opportunity for integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. (400 contact hours)

PT 774, Capstone I, 3 Units

In the first of the capstone course series, students choose a clinical question of interest and conduct an extensive literature review.

PT 775, Clinical Experience III, 10 Units

This is the third of three 10-week clinical rotations providing the opportunity for integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. (400 contact hours)

PT 776, Capstone II, 3 Units

In this, the second course in the capstone series, research of the clinical question continues through faculty-supervised collection and synthesis of data.

PT 778, Diagnostic Imaging, 3 Units

(45 contact hours) This course familiarizes the Doctor of Physical Therapy student with the indications, instrumentation, and clinical interpretation of orthopedic imaging techniques including plane film X-ray, magnetic resonance, computerized tomography, and radioisotope imaging. Selection protocols for each are discussed to acquaint the student with advantages and disadvantages of each method and what type of information each technique best presents. This course focuses on the clinical interpretation and practical integration of imaging data into rehabilitation treatment regimen design and communication with other medical professionals.

PT 779, Special Topics II, 3 Units

This is the second of two courses that examine specialized topics/techniques of current interest for physical therapists. Material includes men's and women's health, performing artist dysfunction, sport-specific taping and rehabilitation, and on-field support for athletes. Lectures and hands-on lab sessions give students opportunities to evaluate and to develop and administer a plan of care in each of the specialty areas, under faculty supervision.

PT 781, Integrated Clinical Education, 2 Units

This course allows students to integrate didactic learning with a part-time clinical experience under the supervision and mentorship of a licensed physical therapist.

PT 783, Integrated Community Service, 2 Units

In this course, students integrate didactic and clinical learning with clinical service to the global or local community under the mentorship and supervision of a licensed physical therapist.

PT 790, Physical Diagnosis Screening, 4 Units

This course prepares students to utilize various methods of physical examination to identify which pathologies are and are not amenable to physical therapy intervention. Students gain experience with EKG interpretation, heart and lung sounds, otoscopic and opthalmic examination, basic hematological and serum chemistry analysis, HEENT exams, peripheral vascular exams, psychological screening, abdominal palpation, and dermatological examination.

PT 794, Fellowship I, 2 Units

This course is an integration of key movement approaches advocated by Shirley Sahrmann PT, Ph.D.; Vladimir Janda, MD, D.Sc.; and Pavel Kolar, PT, Ph.D., focusing on specific movement impairments in the spine and upper and lower quarters, including the interaction between the central nervous system and motor system in the production of movement, stability, and/or controlled mobility. This course also includes instruction in principles of biomechanics, ergonomics, and body proportions and their relationship to movement impairments that limit optimal performance of function.

PT 795, Fellowship II, 3 Units

This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues including chronic pain. Application of the movement approach and strength and conditioning are applied to athletes with focus on running, rotation and overhead sports, contact sports, and performing artists.
Prerequisite: PT 794

PT 796, Fellowship III, 3 Units

This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues, including rotation and overhead sports, contact sports, and performing artists. Application of the movement approach and strength and conditioning are applied to athletes.

PT 797, Fellowship IV, 2 Units

This course builds on clinical reasoning skills with instruction/problem-solving discussion on intervention strategies for patients with complex rehabilitation issues including concussions and vestibular issues.
Prerequisite: PT 796

PT 798, Special Topics I, 2 Units

This is the first of two courses which examine specialized topics/techniques of current interest for physical therapists. This course includes topics of movement science, basic taping techniques for the orthopedic and neurologic populations, ergonomics, wound care and lymphedema management. Lecture and hands on lab sessions will provide opportunities for the student to evaluate, develop and administer a plan of care in each of the specialty areas under faculty supervision.

PT 799, Independent Study, 1-6 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

RMS 701, Foundations of Rehabilitation and Movement Science, 3 Units

This course provides the foundation for doctoral studies and careers in the field of rehabilitation and movement science, equipping students with fundamental knowledge, principles, and primary concepts underlying the field, historical perspectives and current models of health care, and new areas of study being explored. The course is divided into two parts: the first provides the framework necessary for understanding the field, and the second uses a mixture of lectures and independent learning to explore the subspecialties of each student.

RMS 702, Basic Biostatistics I, 4 Units

This course focuses on introductory and advanced analysis of variance (ANOVA) methods and their relation to rehabilitation and movement science research. Advanced ANOVA methods covered in this course include repeated measure, mixed design, ANCOVA, and MANOVA. Specifically, students learn to implement, analyze, and report ANOVA findings for APA-style journal publications. Use of SPSS and R is emphasized.
Corequisite: RMS 702L

RMS 702L, Basic Biostatistics Lab, 1 Unit

In this course, the lab component to RMS 702, students apply the statistical analysis knowledge from RMS 702 to computational procedures using SPSS and R.
Corequisite: RMS 702

RMS 703, Teaching, Learning, and Assessment Theory and Methods, 3 Units

This course equips future academicians with knowledge and skills in teaching, learning, and assessment, preparing them to fulfill their roles as instructors in a way that promotes high levels of student engagement and growth. Students in this course develop a coherent personal philosophy of teaching and learning, and create a unit of study reflecting that philosophy that includes meaningful assessments of learning.

RMS 704, Research for the Rehabilitation and Movement Scientist, 3 Units

This course introduces the concepts of research in rehabilitation and movement science: research design and statistical methods, critical evaluation of published research relevant to rehabilitation science, scientific writing, and preparation for conducting clinical research.

RMS 705, Instrumentation and Outcome Measures, 3 Units

This course covers the basic principles of how to design and utilize outcome measures and instrumentation, and how to scrutinize their psychometric properties. In addition, students gain greater insight on how to select the outcome measure(s) and instrumentation they intend to use in their Ph.D. field of study.

RMS 706, Leadership Theories Applied to Rehabilitation Education and Administration, 3 Units

Students in this course explore leadership theories related to organizational leadership and apply them to the context of higher education. In doing so, students discover and define their individual leadership philosophy and competency model.

RMS 707, Ethics in Education and Research, 3 Units

This course provides a foundation for future educators and researchers to promote responsible conduct in education, health care, and research. Students become familiar with current issues and debates in healthcare education and research ethics, and prepare for the kinds of ethical issues and federal requirements they will encounter throughout their careers. The course starts with a review of the history of and debate over ethics and research, focusing on those involved in the healthcare field and analyzing the various ethical dimensions of different types of research and academia in health care, in particular informed consent, risk-benefit assessment, ethical review, and research with special populations. It then offers the opportunity to study, in more detail, subjects such as research with children and animals, ethics review committees, and research integrity.

RMS 708, Literature Appraisal: Systematic Reviews and Meta-analysis, 3 Units

This course helps students develop important skills in engaging with the literature in the field. Students systematically extract the relevant literature in an area of interest, develop protocols, then critically appraise and succinctly summarize the main findings and relate them to the focus of their doctoral study.

RMS 709, Grant and Scientific Writing, 3 Units

Students in this course develop valuable skills in designing research studies for grant applications. The course includes a step-by-step introduction to identifying gaps in research and potential funders in the area of interest, crafting research aims and objectives, developing protocols, and creating collaborative grant proposals worthy of funder consideration.
Prerequisite: RMS 701, RMS 704

RMS 710, Intermediate Biostatistics II, 4 Units

This course focuses on introductory and advanced regression methods, the latter of which includes hierarchal regression, mediation, moderation, and logistic regression. Students learn to implement, analyze, and report regression findings for APA-style journal publications. Use of SPSS and R is emphasized.
Prerequisite: RMS 702;
Corequisite: RMS 710L

RMS 710L, Intermediate Biostatistics Lab, 1 Unit

In this course, the lab component to RMS 710, students apply the statistical analysis knowledge from RMS 710 to computational procedures using SPSS and R.
Corequisite: RMS 710

RMS 711, Concentration Independent Inquiry I, 3 Units

This independent inquiry course is designed by the Ph.D. student and approved by the instructor. The course covers an area of inquiry - via a research, reading, study, or learning activity - that contributes a dimension of knowledge or understanding to the student's doctoral focus in addition to that provided in the general program curriculum.

RMS 712, Mixed Methods, 4 Units

This course provides an in-depth study of how to plan, conduct, and analyze studies that use mixed-methods research designs, including correlational, survey, and qualitative methods. Students identify core areas of mixed-methods research in behavioral and applied sciences research and begin building a strong research concept about those areas. This course also emphasizes scale development methods used in behavioral and applied sciences.

RMS 713, Teaching Practicum, 3 Units

This is an independent inquiry course in which a student works with a faculty mentor to design and develop lecture content, learning outcomes, and assessment methods for either a preprofessional course or a professional or postprofessional curriculum including program outcomes.
Prerequisite: RMS 703

RMS 714, Interdisciplinary Topics Seminar I, 1 Unit

This course introduces the science of motor control/motor learning, including the neuromotor processes that underlie normal and abnormal movement. Theories of motor learning and mechanisms for acquisition of skill are discussed. Neuromotor and neuropsychological research are investigated and clinical implications are considered.

RMS 715, Interdisciplinary Topics Seminar II, 1 Unit

In this course focusing on chronic pain as a multidimensional experience, students examine the roles of physical therapists in the management of patients/clients with chronic pain conditions. Students apply knowledge of the neurophysiological basis of pain - and of the factors that differentiate acute, "normal" pain from various chronic, "abnormal" pain mechanisms - to evaluation and intervention strategies, including those incorporating a neuroplastic approach to chronic pain. Other topics addressed, within the context of treating the whole person, are biomedical, biopsychosocial, and environmental factors that predispose to development of chronic pain, and prevention strategies. Students engage in critical appraisal of the evidence and science underlying pain and its management, and utilize case studies in critical problem-solving discussions that incorporate lecture material with current evidence. Students evaluate their problem-solving strategies through self-reflective assignments, peer interaction, and evaluation by the course instructor to facilitate self-directed learning.

RMS 716, Interdisciplinary Topics Seminar III, 1 Unit

In this course, students gain valuable insight and skills in how to detect and manage mental health disorders. Students learn to use screening tools, and also learn about the pathophysiology of conditions, barriers to service delivery, and the roles of the mental health interdisciplinary team.

RMS 717, Interdisciplinary Topics Seminar IV, 1 Unit

This course focuses on the theoretical concepts and methodologies related to the study of biomechanics, and helps students develop a theoretical biomechanical research question informed by scientific evidence and knowledge gained throughout the course. Students review traditional and current biomechanical research methods, with a focus on interpretation of previous research and its application to future research questions, and also examine biomechanical demands on tendons, joints, and muscles, as well as whole-body movement patterns. Students participate in hands-on application using biomechanical assessment tools such as 3D motion capture, force-plates, EMG, dynamometer, and clinically relevant biomechanical tests. They also discuss and analyze a variety of available methods for biomechanical analysis, and design appropriate procedures to assess kinematic and kinetic outcomes.
Prerequisite: RMS 705

RMS 718, Concentration Independent Inquiry II, 3 Units

This independent inquiry course is designed by the Ph.D. student and approved by the instructor. The course covers an area of inquiry - via a research, reading, study, or learning activity - that is part of the student's doctoral focus and not already covered in the program.

RMS 719, Qualifying Examination and Research Prospectus, 1 Unit

In this course, students prepare for and complete a qualifying exam and write a research prospectus for a future study. The qualifying exam is composed of an oral presentation of the written research prospectus and a comprehensive written exam.
RMS 701, RMS 702, RMS 702L, RMS 703, RMS 704, RMS 705, RMS 706, RMS 707, RMS 708, RMS 709, RMS 710, RMS 710L, RMS 711, RMS 712, RMS 713, RMS 714, RMS 715, RMS 716, RMS 717; corequisite: RMS 718.

RMS 720, Dissertation I: Introduction and Systematic Review, 3 Units

This course, the first in a series addressing the dissertation, supports students' development of the dissertation proposal, focusing on the preparation and critique of chapter one (the introduction) and chapter two (the literature review).

RMS 721, Dissertation II: Methods and Research Proposal, 3 Units

This course, the second in a series addressing the dissertation, assists students with the continuing development of the first three dissertation chapters and with obtaining Institutional Review Board (IRB) approval, culminating in the proposal defense.
Prerequisite: RMS 720

RMS 722, Dissertation III: Data Collection, Results, and Analysis, 3 Units

This course, the third in a series addressing the dissertation, supports students' continued writing of the first four chapters of the dissertation, including data collection, data entry, and analysis.
Prerequisite: RMS 720, RMS 721, and successful proposal defense.

RMS 723, Dissertation IV: Discussion and Research Defense, 3 Units

This course, the fourth in a series addressing the dissertation, supports students' completion of the dissertation process, including discussion of the main findings in comparison to published literature, final conclusions, and preparation for the dissertation defense.
Prerequisite: RMS 720, RMS 721 and RMS 722

RMS 749, Dissertation Continuation I, 1 Unit

This course is a self-directed continuation of the student's dissertation work on their methods and research proposal. Course may be repeated until the work is complete.
Prerequisite: RMS 721

RMS 750, Dissertation Continuation II, 1 Unit

This course is a self-directed continuation of the student's dissertation work. Course may be repeated until the work is complete.
Prerequisite: RMS 723

Faculty

Department Chair

Susan Shore (http://www.apu.edu/faculty/sshore), PT, Ph.D.

Program Directors

Annette Karim (http://www.apu.edu/faculty/akarim), PT, DPT, Ph.D., OCS, FAAOMPT, Ph.D. and Postprofessional Programs

Derrick G. Sueki (http://www.apu.edu/faculty/dsueki), PT, DPT, Ph.D., GCPT, OCS, FAAOMPT, DPT Program

Professors

Kathryn Kumagai Shimamura (http://www.apu.edu/faculty/kkumagai), PT, DPT, NCS, OCS, CSCS, FAAOMPT

Susan Shore (http://www.apu.edu/faculty/sshore), PT, Ph.D.

Abebaw Yohannes (http://www.apu.edu/faculty/ayohannes), Ph.D.

Associate Professors

Wendy Chung (http://www.apu.edu/faculty/wchung), PT, D.Sc.

Tamara Eichelberger (http://www.apu.edu/faculty/teichelberger), PT, CSCS, Ph.D., NCS

Daniel Farwell (http://www.apu.edu/faculty/dfarwell), PT, DPT, SCS

Michael Wong (http://www.apu.edu/faculty/mswong), PT, DPT, OCS, FAAOMPT

Assistant Professors

Melissa Cole (http://www.apu.edu/faculty/macole), PT, DPT, PCS

Mary Hudson-McKinney, PT, MS, DPT, NCS

Annette Karim (http://www.apu.edu/faculty/akarim), PT, DPT, Ph.D., OCS, FAAOMPT

Grace Matsuda (http://www.apu.edu/faculty/gmatsuda), PT, DPT

Chris Patterson (http://www.apu.edu/faculty/cpatterson), PT, DPT, OCS

Derrick G. Sueki (http://www.apu.edu/faculty/dsueki), PT, DPT, Ph.D., GCPT, OCS, FAAOMPT

Adjunct Faculty

Elizabeth Ashoff, PT, DPT, NCS

Mark Baker, PT, DPT, OCS

Katherine Finn, PT, DPT, OCS

Clare Frank (http://www.apu.edu/faculty/cfrank), DPT, OCS, FAAOMPT

Valerie Hanson, DPT, PT, DPT, NCS

Jaclyn Harrison, PT, DPT, NCS

Vicky Hu, PT, DPT, CCS, CSCS

Lisa Hwang, PT, DPT, D.Sc.

Louie Labial, PT, DPT

Anne LeMoine, PT, DPT, OCS

Marshall LeMoine, PT, DPT, OCS, SCS, FAAOMPT

Amanda McCoid, PT, DPT

Charmayne Ross, PT, D.Sc.

Claire Smith, PT, DPT, NCS

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

Doctor of Physical Therapy (DPT)

For more information: (626) 815-5020

The Doctor of Physical Therapy program (https://www.apu.edu/bas/programs/dpt) is a 3-year (including summers), entry-level professional program emphasizing the scientific basis of human structure and human movement, the spiritual basis of human worth, and the integration of these foundational elements into a comprehensive and problem-solving, evidence- and consensus-based approach to artful evaluation and skillful treatment.

Mission Statement

The Doctor of Physical Therapy program prepares graduates to practice as competent generalist physical therapists who have a solid foundation for postprofessional specialization. These graduates are guided by Christian principles and ethical values. They are critical thinkers and lifelong learners, supporting the global community and the physical therapy profession by functioning as service-oriented practitioners. They promote excellence in patient care, are guided by a belief in human worth and dignity, and are dedicated to the optimization of human health and function.

Admission Requirements

University graduate and program admission requirements must be met before an application is complete (see Admission to the University (p. 14)):

1. The applicant must have an officially posted bachelor's degree from a regionally accredited college or university by the time he or she matriculates to APU.
2. Prerequisite courses must be similar in value to courses offered by an accredited four-year college or university. Grades of *C* or better are required. Science courses must have laboratories. No prerequisite work may be taken on a pass/no pass basis. Hybrid online science courses that combine online lectures and in-person labs may be acceptable. Courses can be taken at any regionally accredited college or university. *All science prerequisite coursework more than seven years old is not accepted.*

3. A cumulative baccalaureate or master's degree GPA of at least 3.0.
4. A cumulative science GPA of at least 3.0 (a science GPA below 3.0 will not be considered for admission).

Prerequisite Courses

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

Code	Title	Units
BIOLOGY: Four courses		
Human Anatomy with lab (required)		
Human Physiology with lab (required)		
Cell Biology or General Biology with lab (required)		
Biology—any additional course (lab not required)		
CHEMISTRY: One year with lab		
General Chemistry or Organic Chemistry		
PHYSICS: One year with lab (must include electro, hydro, and magnetic physics)		
EXERCISE PHYSIOLOGY: One course		
STATISTICS: One course		
PSYCHOLOGY: Two courses		
General Psychology (required)		
Any other Psychology course		
HUMANITIES AND ARTS: Three courses		
English Composition (required)		
English Literature		
History/Political Science/Sociology		
Music/Art Appreciation		
Philosophy/Ethics		
Speech/Communication		
ADDITIONAL COURSES		
(recommended but not required):		
Athletic Training		
Exercise Science		
Kinesiology/Biomechanics		
Nutrition		
Writing Course		

Other Admission Criteria

- The Department of Physical Therapy participates in the Physical Therapist Centralized Application Service (PTCAS). To apply to the APU DPT program, visit the PTCAS website (http://www.ptcas.org) and follow all instructions. Early applications are encouraged. Final deadline is October 1.
- The DPT program reviews applications on a rolling basis, and acceptances are processed year-round. To ensure consideration for the January start date, completed applications should be submitted early in the admissions cycle.
- International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or international@apu.edu.
- Submit to PTCAS all supporting documents, including:
  - Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all postbaccalaureate study. Mail transcripts to APU's Graduate and Professional Center only if admitted into the program. (To be considered official, a transcript must be sent directly from the Office of the Registrar of the school attended to the Graduate and Professional Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
  - Three recommendation forms from persons well-suited to evaluate qualifications for graduate study and/or physical therapy: one must be from a registered/licensed physical therapist, and two from faculty members familiar with academic work in areas closely related to the proposed field of study or responsible persons well-informed about relevant work completed by the student.
  - 100 hours of clinical experience in a physical therapy setting.
  - GRE taken within the last five years; submit self-reported GRE scores with PTCAS application and follow up with official scores. Use APU Institution Code 4596 and Department Code 0619.
  - Essay

Students admitted into the DPT program will be required to provide a $1,200 nonrefundable enrollment deposit to reserve a seat. Deposit is due within 10 days of receipt of the acceptance letter. This will be applied to the first term's tuition fee.

If applicable, any additional materials should be submitted to:

Graduate and Professional Center: Admissions
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000

Located at:
Azusa Pacific University
568 E. Foothill Blvd.
Azusa, CA 91702
(626) 815-4570
Fax: (626) 815-4571
gpadmissions@apu.edu
apu.edu/gpc

International applicants should send additional forms to:

International Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
+1-626-812-3055
Fax: +1-626-815-3801
international@apu.edu
apu.edu/international

In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated by passing the following minimum international iBT (internet-based TOEFL) scores:

Reading: 25	Speaking: 25
Writing: 25	Listening: 25

All international students must complete international student applications, which must be approved through APU's Office of International Enrollment Services (http://www.apu.edu/international/enrollment).

Course Requirements

Graduation requirements include maintaining a minimum 3.0 grade-point average (GPA) in term, program, and cumulative GPA. The calculation is based upon courses taken in fall, spring, and summer semesters. See Grading (p. 45) and Academic Probation and Dismissal (p. 37) in the Academic Policies and Procedures (p. 36) section of this catalog.

Code	Title	Units
Year 1		
Spring		
PT 502	Professional Relationships	2
PT 506	Seminar I	2
PT 701	Human Anatomy	8
PT 702	Clinical Skills I	6
Summer		
PT 558	Research Methods in Physical Therapy	3
PT 711	Wellness	3
PT 724	PT Clinical Skills II	3
PT 726	PT Clinical Skills III	2
Fall		
PT 703	Clinical Neuroscience	6
PT 752	PTDDT II - Cardiopulmonary	4
PT 705	Physical Therapy Differential Diagnosis and Treatment I (Orthopedics IA and IB)	8

PT 754	PTDDT IV	3
Year 2		
Spring		
PT 704	PTDDT III Neurorehabilitation	8
PT 748	PTDDT IC - Orthopedics III	4
PT 750	Comprehensive Exams	1
PT 760	PTDDT VIII - Pediatrics	4
PT 762	Seminar II	2
PT 781	Integrated Clinical Education	2
PT 798	Special Topics I	2
Summer		
PT 572	Pharmacology	3
PT 771	Clinical Experience I	10
Fall		
PT 773	Clinical Experience II	10
PT 778	Diagnostic Imaging	3
Year 3		
Spring		
PT 742	Prosthetics and Orthotics	2
PT 744	Professional Ethics, Advocacy, and Spiritual Care	2
PT 764	PTDDT VII - Complex Patients: Current Concepts in Chronic Pain	2
PT 774	Capstone I	3
PT 776	Capstone II	3
PT 790	Physical Diagnosis Screening	4
Summer		
PT 775	Clinical Experience III	10
Fall		
PT 768	Administration	3
PT 779	Special Topics II	3
PT 783	Integrated Community Service	2
Total Units		133

NOTE: *Curriculum is for students beginning the DPT program in January 2019 and is subject to change.*

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Deliver physical therapy as competent generalists in a variety of community settings to patients of diverse age, gender and cultural backgrounds.
2. Pursue lifelong learning through professional growth and specialization.
3. Incorporate knowledge of the Christian worldview into their understanding of current ethical, legal, and social issues in professional physical therapy practice.
4. Engage with faculty in clinical research to encourage critical thinking and evidence-based practice.
5. Provide for the medical and spiritual needs of the community as service-oriented practitioners who value human worth and seek to advance total patient care and the optimization of health and function.

Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science

Mission Statement

The Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science (https://www.apu.edu/bas/programs/phd-rehabilitation-movement-science) program at Azusa Pacific University prepares graduates to practice as academic faculty and clinical researchers in the fields of rehabilitation and movement science. These graduates are guided by Christian principles and ethical values, and are critical thinkers and lifelong learners, supporting the

global community and the rehabilitation and movement science profession as service-oriented practitioners. They promote excellence in patient care, are guided by a belief in human worth and dignity, and are dedicated to the optimization of human health and function.

Requirements

Code	Title	Units
YEAR 1		
Fall		
RMS 701	Foundations of Rehabilitation and Movement Science	3
RMS 702	Basic Biostatistics I	4
RMS 702L	Basic Biostatistics Lab	1
RMS 703	Teaching, Learning, and Assessment Theory and Methods	3
RMS 714	Interdisciplinary Topics Seminar I	1
Spring		
RMS 704	Research for the Rehabilitation and Movement Scientist	3
RMS 705	Instrumentation and Outcome Measures	3
RMS 710	Intermediate Biostatistics II	4
RMS 710L	Intermediate Biostatistics Lab	1
RMS 715	Interdisciplinary Topics Seminar II	1
Summer		
RMS 706	Leadership Theories Applied to Rehabilitation Education and Administration	3
RMS 707	Ethics in Education and Research	3
RMS 708	Literature Appraisal: Systematic Reviews and Meta-analysis	3
YEAR 2		
Fall		
RMS 709	Grant and Scientific Writing	3
RMS 711	Concentration Independent Inquiry I	3
RMS 716	Interdisciplinary Topics Seminar III	1
Spring		
RMS 712	Mixed Methods	4
RMS 713	Teaching Practicum	3
RMS 718	Concentration Independent Inquiry II	3
RMS 717	Interdisciplinary Topics Seminar IV	1
Summer		
RMS 719	Qualifying Examination and Research Prospectus	1
YEAR 3		
Fall		
RMS 720	Dissertation I: Introduction and Systematic Review	3
Spring		
RMS 721	Dissertation II: Methods and Research Proposal	3
Summer		
RMS 749	Dissertation Continuation I [1]	1
YEAR 4		
Fall		
RMS 722	Dissertation III: Data Collection, Results, and Analysis	3
Spring		
RMS 723	Dissertation IV: Discussion and Research Defense	3
Summer		
RMS 750	Dissertation Continuation II [2]	1
Total Units		64

[1] If students do not successfully complete their research proposal at the end of RMS 721 Dissertation II, they must register for RMS 749 Dissertation Continuation I for 1 unit every term until it is successfully completed.

[2] After enrolling in RMS 722 Dissertation III for one semester, and RMS 723 Dissertation IV for one semester, students must enroll in RMS 750 Dissertation Continuation II for 1 unit each semester from the time their research proposal is accepted until their dissertation is approved for ProQuest submission.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Evaluate literature in rehabilitation and movement science.
2. Disseminate research findings in appropriate venues to inform scholarship in the field.
3. Design and implement ethical research which is innovative and methodologically sound.
4. Provide servant leadership in their individual fields.
5. Examine and apply theories and principles of effective pedagogy to deliver and assess student learning in their discipline.
6. Apply principles of the Christian worldview to the science of education and research in their individual discipline.

Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance

The Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance (https://www.apu.edu/bas/programs/clinical-fellowship) aims to provide clinical training of physical therapists to accelerate their professional development in becoming a highly skilled patient-care provider, a resource, educator, and mentor to others in the community that they serve and competent consumer and contributor to the scientific literature.

The fellowship's mission is compatible with Azusa Pacific University's Doctor of Physical Therapy (https://www.apu.edu/bas/programs/dpt) mission and vision statements by training physical therapists "to provide quality care to all customers through an open and dynamic learning community where the most advanced knowledge is shared and practiced freely" and by "encouraging critical thinking and evidence-based practice."

It is the intention of Azusa Pacific University to provide:

- Highly skilled physical therapy for their student athletes and performing artists as well as for their students attending the university.
- To produce clinicians who demonstrate superior post-professional clinical skills, advanced knowledge in an area of clinical practice, and the ability to function as consultants, advocates, and educators of their peers and patients/clients.
- To increase the number of clinical educators/mentors for future physical therapy interns, fellows, and staff.

Admission Requirements

Minimal eligibility requirements for acceptance into the program include:

Applications will be reviewed by a selection committee consisting of the fellowship director, clinical faculty, and clinic directors with consideration of the following:

- Current licensure as a physical therapist by the Physical Therapy Board of California
- Completion of a residency in orthopedic physical therapy from an APTA credentialed residency program (equivalent to a minimum of 2,000 hours)
- If not residency-trained, demonstrates an equivalent knowledge and skills in orthopedic physical therapy and has at least 4,000 hours or 2 years of experience

All applicants will be interviewed by the director and clinical mentors of the fellowship. Observation of a live patient clinical exam may be required. The following factors will be taken into consideration when reviewing applicants:

- Academic background
- Postgraduate training
- Clinical experience
- Teaching experience
- Research experience
- Community service

Course Requirements

Code	Title	Units
PT 794	Fellowship I	2
PT 795	Fellowship II	3

PT 796	Fellowship III	3
PT 797	Fellowship IV	2
Total Units		10

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate highly skilled patient care in the movement system.
2. Distinguish themselves as expert movement systems instructors and mentors in the field of physical therapy.
3. Function as competent consumers and contributors to the evidence-based practice of physical therapy.

Department of Psychology

Azusa Pacific's Department of Psychology (http://www.apu.edu/bas/psychology) is an energetic community of scholars equipping students to understand the field of psychology through academically rigorous coursework, hands-on laboratory research, internships with community agencies, and individual research projects. The department offers a Master of Science in Research Psychology and Data Analysis (p. 292), a Master of Science in Child Life (p. 294) (including an Advanced Standing (p. 296) option), a Master of Science in Counseling Psychology with Specialization in Children and Adolescents (p. 295), a bachelor's completion program in psychology (p. 296), and professional minors in psychology (p. 303) and alcohol and drug counseling. (p. 303)

- Master of Science in Research Psychology and Data Analysis (p. 292)
- Master of Science in Child Life (p. 294)
  - Advanced Standing Master of Science in Child Life (p. 296)
- Master of Science in Counseling Psychology with Specialization in Children and Adolescents (p. 295)
- Bachelor of Arts in Psychology (Professional) (p. 296)
- Psychology Minor (Professional) (p. 303)
- Alcohol and Drug Counseling Minor (Professional) (p. 303)

PCLS 501, Advanced Child Development, 3 Units

This course is an in-depth examination of physical, cognitive, emotional, moral, and social development from infancy through adolescence. Content includes developmental theory and practice of early childhood education, as well as assessment of child development and impairments in developmental functioning.

PCLS 502, Applied Child Development and Medical Terminology, 3 Units

This course reviews psychosocial and clinical aspects of disease and injury for the hospitalized and medically fragile child. Course content includes medical terminology, charting, complementary medicine, and physiological, cognitive, social, and emotional impacts of disease and injury on the patient and family.

PCLS 511, Family Systems Theory and Applications, 3 Units

This course explores family systems and therapeutic models with a focus on family psychology. Emphasis is on family-centered care and the effects that terminal illnesses have on the family system. Course content covers parenting medically fragile children, parenting and family relationships with a seriously ill or terminal parent, diversity issues and children with special needs, therapeutic models in family psychology, and integration of Christian faith and theology with family psychology.

PCLS 512, Theories and Practices of Grief and Loss, 3 Units

Students in this course develop understanding of the family-centered care model and explore therapeutic interventions and techniques aimed at benefitting patients and families affected by death and serious illness. Course content focuses on death, grief, and bereavement and their effects on the family system. Each student learns hands-on interventions to guide patients and families through death, grief, loss, and healing.

PCLS 512L, From Grief to Healing: Strategies and Application Lab, 1 Unit

In this lab course, students apply understanding of grief theories and explore practical therapeutic interventions and approaches aimed at benefitting children and families effected by death or serious illness. Focus is on historical and current views on death, grief, bereavement, and the effects on family system. Each student learns hands-on interventions to guide children and families from grief to healing process.
Prerequisite: PCLS 521;
Corequisite: PCLS 512

PCLS 521, Introduction to Child Life, 3 Units

This course aids students in gaining a broad understanding of the field of Child Life and equips students with the knowledge of the history and trends of the child life profession. Course content includes: Scope of practice in Child Life, the Official Child Life documents, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

PCLS 522, Therapeutic Interventions and Play-Based Techniques, 3 Units

This course is designed for students to develop an understanding of the history and theories of play and play-based therapies. Students gain knowledge of therapeutic play techniques, and explore research and theories on the importance of psychosocial preparation for medical procedures. Post- and preprocedural coping techniques and therapeutic interventions are taught as well. Students create hands-on interventions to prepare patients of all developmental levels for a variety of procedures.

PCLS 523, Coping Strategies for Children Experiencing Stress and Trauma, 3 Units

This course is designed for students to explore the best evidence-based practices in play therapy, with an emphasis on psychosocial and therapeutic interventions for children with special needs (cognitive intellectual and/or pervasive developmental disabilities). This course focuses on the effects traumatic situations have on the patient/client and their family. Students explore a variety of play therapy techniques and therapeutic interventions to help patients and families work through trauma and PTSD.

PCLS 524, Adolescent Development and Interventions, 3 Units

This course is an in-depth examination of the physical, cognitive, emotional, moral, and social development of adolescents. Content includes developmental theory and interventions, as well as assessment of development and impairments in developmental functioning.

PCLS 525, Assessment, Preparation, and Documentation, 3 Units

This course reviews historical and current perspectives on techniques and outcomes of preparing children for healthcare encounters and life-changing events. The emphasis is on students developing proficiency in setting goals during child life assessments to plan developmentally appropriate preparation interventions and gain competencies with documentation. This course also addresses coping strategies for pain management. Achievement of course objectives is addressed through experiential learning, lectures, readings, discussion, and reflection.

PCLS 531, Ethics, Diversity and Professional Issues, 3 Units

This course covers legal, ethical, moral, cultural, religious and gender issues within a family-centered context. Theories and concepts of culture and cultural diversity are explored. This course also examines issues related to parenting medically fragile children, including legal and ethical considerations. An integration of Christian faith and theology is implemented in the course in regards to professional ethics and multicultural competence.

PCLS 532, Child Life Administration and Leadership, 3 Units

This course aids students in gaining an understanding of child life program development and equips students with the leadership skills to manage a child life program. Course content includes outreach and technology in the field of child life, child life administration, supervision and mentoring, group facilitation skills, leadership skills, and program evaluation.

PCLS 541, Pre Practicum in Child Life, 3 Units

This course is designed to further develop the therapeutic tools of students prior to child life practicum placement. Students focus on developing proficiency in the core goals during crisis assessment and interventions, gain competencies in therapeutic dynamics, gain competencies in communication and listening to be applied when working with a diverse population of patients, families, and members of the multidisciplinary team. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of working with hospitalized and medically fragile children. Students are also encouraged to address issues regarding the integration of their faith with the practice of child life. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

PCLS 542, Practicum in Child Life, 3 Units

This is a field experience class which is taught by a certified child life specialist and is designed and evaluated according to the specific clinical and academic standards set forth by the child life council. According to the child life council "The Child Life Practicum is designed as an introductory experience for individuals interested in pursuing a career in child life. Through experiential learning and observation of certified Child Life Specialist, child life practicum students begin to increase their knowledge of basic child life skills related to play, developmental assessment, and integration of child life theory into interventions with infants, children, youth and families." All students are required to participate in weekly on campus mentor meeting with the instructor throughout the semester.

PCLS 543, Internship in Child Life, 3 Units

This field experience course is taught by a certified child life specialist and is designed and evaluated according to the specific clinical and academic standards set forth by the Association of Child Life Professionals (formerly the Child Life Council). According to the association, "The Child Life Practicum is designed as an introductory experience for individuals interested in pursuing a career in child life. Through experiential learning and observation of Certified Child Life Specialists, child life practicum students begin to increase their knowledge of evidence-based, developmentally-appropriate interventions including therapeutic play, preparation and education that support and reduce fear, anxiety and pain for infants, children, youth and families as they cope with the stress and uncertainty of illness, injury and treatment." All students are required to participate in a weekly on-campus mentor meeting with the instructor throughout the semester.

PCLS 551, Research Methods and Statistical Analysis, 3 Units

This course surveys the major social science research methods, preparing students to read, understand, and evaluate psychological research. This course will provide students with the basic knowledge and experience of developing research proposals. Students will also learn to understand survey methods, data collection, and research analysis. This course is designed for students to identify his or her thesis topic and/or project and prepare students for PCLS 552.

PCLS 552, Thesis/Project Seminar, 3 Units

This master's thesis seminar is intended to provide students with a theoretical and methodological foundation necessary for completing their MS thesis/project in Child Life Science within the Psychology Department. The main objective of this seminar course is to help students develop and implement the theoretical foundation and methodological procedures needed to complete a MS graduate thesis or clinical project. CR/NC grading.

PCLS 599, Readings in Child Life Psychology, 1-3 Units

Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

PSYC 501, Theory, Research and Practice in Psychology, 3 Units

This course provides an intensive review of major historical and contemporary theories, research and practice approaches in the field of psychology. Emphasis is on examining the key questions, proposed models, methods, findings, ideological controversies, and issues within the field of psychology. The course covers the various grand and emergent theories to foster dialogue that evaluates the science across psychological sub-disciplines, spanning: general principles of human development, neurological bases of behavior, cognitive functioning, systemic socio-cultural factors, and individual health differences. Students engage in theoretical analyses of current trends in basic and applied theory, research, and practices of psychology across various sub-disciplines, as well as how individuals function with consideration of a Christian worldview.
Prerequisite: Must be first year student in the Master of Science in Research Psychology and Data Analysis program or instructor approval.

PSYC 511, Experimental Research Methods, 3 Units

This course will build on your knowledge of the information learned in your undergraduate research methods course with an emphasis on experimental methodology. This course will cover a variety of topics including the basics of conducting experimental designs, ethical guidelines for conducting experimental psychological research, validity issues associated with different experimental research designs, and various methods of both collecting and analyzing data, including psychometric issues associated with different psychological measures. This will be accomplished by combining traditional lectures with application of principles through application and demonstration.

PSYC 512, Non-Experimental Research Methods, 3 Units

This course provides an in-depth study of how to plan, conduct, and analyze studies that use non-experimental research designs, including correlational, survey, and qualitative methods. This course encourages students to identify core areas of descriptive psychological research and begin building a strong research concept about those areas-especially in regard to the application of non-experimental observational research designs.

PSYC 517, Program Evaluation, 3 Units

This course provides students with foundational knowledge and skills in the basic methods of evaluation research. Course topics include common methods of evaluation, including systematic needs assessments, formative research, program performance, and outcome effectiveness, using mixed-methods research approaches. Students also engage in discussions about ethical considerations and other challenges involved in good evaluation design and methods. Through class lectures, reading, and interactive skill-building applications, students apply course material in group and individual assignments.
Prerequisite: PSYC 511, PSYC 512

PSYC 518, Analysis of Variance, 3 Units

Analysis of variance (ANOVA) is a common statistical technique used by research psychologists to analyze differences in their data. This course focuses on introductory and advanced ANOVA methods and ANOVA's relation to psychological research; advanced ANOVA methods covered in this course include repeated measure, mixed design, ANCOVA, and MANOVA. Students learn to implement these methods, analyze findings, and report the findings for APA-style journal publications. Use of multiple popular statistical software programs is emphasized.
Prerequisite: MATH 110 or equivalent;
Corequisite: PSYC 518L

PSYC 518L, Analysis of Variance Lab, 1 Unit

In this course, the lab component to PSYC 518, students apply the statistical analysis knowledge from PSYC 518 to computational procedures using popular social science statistical software. Additionally, this course can be used to fulfill requirements for the JMP/SAS certification.
Corequisite: PSYC 518

PSYC 519, Regression, 3 Units

This advanced statistics course covers introductory and advanced regression analyses utilized throughout psychological research. Some of the topics covered are correlation, multiple regression, hierarchical regression, mediation/moderation, and logistic regression. Students learn to identify the appropriate regression analysis for different types of research questions, practice interpreting the results of the analyses in popular statistical software, and learn how to clearly report regression findings for APA-style journal publications. Use of multiple popular statistical software programs is emphasized.
Prerequisite: B- or better in PSYC 518;
Corequisite: PSYC 519L

PSYC 519L, Regression Lab, 1 Unit

This is the lab component to PSYC 519. In this lab course, students apply the statistical analysis knowledge from PSYC 519 to computational procedures using popular social science statistical software. Additionally, this course can be used to fulfill requirements for the JMP/SAS certification.
Corequisite: PSYC 519

PSYC 520, Psychometrics: Assessment and Measurement, 3 Units

Students in this course learn to apply classical and modern psychometric theories to develop and validate psychological tests and scales for data collection. Some of the topics included are instrument construction, reliability, validity, factor analysis, and item response theory. Students gain hands-on experience in developing a psychological instrument and analyzing the psychometric properties of previously created scales. Use of multiple popular statistical software programs is emphasized.
Prerequisite: B- or better in PSYC 518;
Corequisite: PSYC 520L

PSYC 520L, Psychometrics: Assessment and Measurement Lab, 1 Unit

This is the lab component to PSYC 520. In this lab course, students apply the statistical analysis knowledge from PSYC 520 to computational procedures using popular social science statistical software. Additionally, this course can be used to fulfill requirements for the JMP/SAS certification.
Corequisite: PSYC 520

PSYC 521, Faith Integration and Research Seminar, 3 Units

This course explores the nature of integrating psychology and religion/faith. It considers the functions and skills, as well as the theoretical modes of thought necessary for understanding the relationship between psychological research and religion. Focus is placed on the skills of research, constructive dialogue and writing. The course is intended to provide students with resources for developing their own approach to integration while also helping students clarify their own faith, morals and values that intersect with psychological research.

PSYC 522, Seminar in Ethical, Professional, and Diversity Issues, 3 Units

This course introduces students to research and professional issues in psychology, with an emphasis on ethics and diversity. Students will learn to recognize the importance of ethical behavior in all aspects of science as well as how sociocultural factors and personal biases may shape the practice of psychology. Emphasis is given to the integration of the student's spiritual and sociocultural philosophy with professional ethics. Historical and contemporary issues in basic and applied psychological research and interventions are reviewed.

PSYC 523, Interventions for Trauma and Crisis [Proposed], 3 Units

PSYC 524, Counseling Adolescents, 3 Units

This course helps students understand the broad range of adolescent problems and disorders. A variety of psychotherapeutic modalities are presented, providing students an opportunity to develop basic adolescent-therapy skills and effective treatment strategies. The impact of development, family dynamics, social environments, and multicultural issues is addressed, and legal and ethical issues unique to adolescent populations are considered.
Prerequisite: PPSY 558, PSYC 527, PSYC 532

PSYC 525, Principles and Practice of Assessment and Evaluation, 3 Units

Students in this course gain a broad understanding of the clinical use of psychological tests, assessment, and evaluation in the treatment of emotional, behavioral, and mental health concerns within the context of human diversity and social contexts and systems. Emphasis is on understanding the reliability, validity, and utility of psychological testing, developing skills in administering and interpreting appropriate assessment measures, and utilizing findings in treatment planning and report writing. Particular attention is given to the assessment of children and youth and to diversity issues, and the course meets BBS requirements for spousal or partner abuse assessment, detection, and intervention strategies; same-gender-abuse dynamics; and suicide risk assessment and intervention.
Prerequisite: PSYC 527

PSYC 526, Multicultural Counseling [Proposed], 3 Units

PSYC 527, Diagnosis and Treatment Planning, 3 Units

This course helps students understand the role and categories of psychopathology utilized in the assessment and treatment of individuals broadly and with an emphasis on children and adolescents. Students develop their diagnostic and analytical skills through a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders. Special consideration is given to co-occurring and comorbid disorders that are common in substance users and among children and youth. This course also introduces the basics of treatment planning, including diagnostic conceptualization, ecosystemic assessment, and the formulation of treatment goals and intervention strategies. Diversity issues in diagnosis and treatment planning are also considered.

PSYC 528, Treatment of Substance Use Disorders in Youth and Families [Proposed], 3 Units

PSYC 529, Group Counseling [Proposed], 3 Units

PSYC 530, Evidence-based Practices in the Treatment of Children and Youth [Proposed], 3 Units

PSYC 531, Ethics and Professional Issues [Proposed], 3 Units

PSYC 532, Theories of Counseling and Therapy [Proposed], 3 Units

PSYC 533, Therapies for Trauma and Externalizing Disorders [Proposed], 3 Units

PSYC 534, Family Systems Theory and Counseling, 3 Units

This course is an overview of current theories and methods of family therapy interventions, with an emphasis on how family therapy integrates diversity issues (e.g., ethnicity, socioeconomic status, spirituality, blended families) during the clinical hour. Coursework explores the major theories, their founding clinicians, and some of their contemporaries, and emphasizes clinical application of material through working with families with children and youth.

Prerequisite: PPSY 558, PSYC 527, PSYC 532

PSYC 535, Therapies for Attachment and Internalizing Disorders [Proposed], 3 Units

PSYC 536, Play Based Counseling Techniques [Proposed], 3 Units

PSYC 542, Practicum I [Proposed], 3 Units

PSYC 543, Practicum II, 3 Units

As the final evaluative component of the M.S. in Counseling Psychology program, this course includes a capstone clinical project in which students formally present a clinical case including the following elements: case assessment and conceptualization, treatment plan and process, evidence-based support for treatment strategy, and outcomes and prognosis based on identified factors related to risk and resilience as specified by the literature base. This course also requires students to verify 140 hours of face-to-face clinical experience counseling individuals, families, or groups under the supervision of on-campus faculty and Board of Behavioral Sciences-qualified site supervisors, who also offer students consultation and the further development of clinical skills. Course emphases include management of crisis issues, legal/ethical practice, diagnosis, prognosis, multicultural treatment, treatment planning, application of theory to actual clients, integration, and case management services. Clinical work is discussed from public mental health and private practice perspectives.

Prerequisite: PSYC 542

PSYC 595, Special Topics, 3 Units

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

PSYC 597, Introduction to Grant and Professional Writing, 3 Units

This seminar course helps students develop and implement the theoretical foundation and methodological procedures needed to complete a Master of Science thesis in the Department of Psychology by the end of the academic year. This course guides students through the planning and execution of a master's thesis, including topic selection/refinement, thesis planning, training in the responsible conduct in research and human subjects regulatory protocols, grant funding for student research, thesis-driven data collection, data analysis, and writeup/dissemination in an organized, coherent form. The course also helps students develop their theses into scholarly presentations and manuscripts suitable for publication. A thesis is completed when the student has successfully defended it to a two-person committee comprising the thesis faculty advisor and one full-time faculty second reader.

PSYC 598, Thesis Seminar, 1-3 Units

The main objective of this seminar course is to help students develop and implement the theoretical foundation and methodological procedures needed to complete a master's thesis in the Department of Psychology by the end of the academic year.

PSYC 599, Independent Study: Psychology Research, 1-6 Units

This course provides instruction in research and gives students experience in research processes related to their area of study. An independent study fee is assessed for each enrollment in this class.

Faculty

Department Chair

Kathryn Ecklund (http://www.apu.edu/faculty/kecklund), Ph.D.

Chair Emeritus

Brian Eck (http://www.apu.edu/faculty/beck), Ph.D.

Professors

Rachel Castaneda (http://www.apu.edu/faculty/rcastaneda), Ph.D.

Brian Eck (http://www.apu.edu/faculty/beck), Ph.D.

Kathryn Ecklund (http://www.apu.edu/faculty/kecklund), Ph.D.

Stephen S. Lambert (http://www.apu.edu/faculty/slambert), Psy.D.

Alan Oda (http://www.apu.edu/faculty/aoda), Ph.D.

Associate Professors

Brian Collisson (http://www.apu.edu/faculty/bcollisson), Ph.D.

Matthew Heller (http://www.apu.edu/faculty/mheller), Ph.D.

Curtis Lehmann (http://www.apu.edu/faculty/clehmann), Ph.D.

William Whitney (http://www.apu.edu/faculty/wwhitney), Ph.D.

Scott J. Wood (http://www.apu.edu/faculty/swood), Ph.D.

Chong Ho (Alex) Yu (http://www.apu.edu/faculty/cyu), Ph.D.

Assistant Professors

Tanya Barclay, M.S., CCLS

Julianne Edwards (http://www.apu.edu/faculty/jmedwards), Ph.D., Program Director, M.S. in Research Psychology and Data Analysis

Robert Linsalato (http://www.apu.edu/faculty/rlinsalato), M.A.

Charity Vasquez (http://www.apu.edu/faculty/cvasquez), M.S., CCLS, Program Director, M.S. in Child Life

Master of Science in Research Psychology and Data Analysis

The Master of Science in Research Psychology and Data Analysis (https://www.apu.edu/bas/programs/research-psychology-data-analysis) provides research and statistical experience needed to be competitive for doctoral programs and pursue, or advance within, careers related to psychological research. The program consists of a rigorous 36-unit curriculum that can be completed in one academic year, 18 months, or 2 academic years. Students in this program acquire skills in research methods and statistical analyses commonly used within psychological research, and complete a master's thesis. Courses feature lectures, seminars, and hands-on research labs that incorporate various popular statistical software used within psychology. All courses are offered in a distance learning format that consists of face-to-face and remote students. Face-to-face students attend courses at the Azusa campus, and remote students join the face-to-face course using video conferencing technology. Throughout the program, a faculty advisor works closely with individual students to provide guidance on completing the thesis, applying to doctoral programs, and pursuing a career in research. In addition, students have the opportunity to participate in professional events, including academic conferences.

Coursework Schedule

Fall (13 units): Experimental Research Methods (3), Analysis of Variance (3), Analysis of Variance Lab (1), Theory, Research, and Practice in Psychology (3), Introduction to Grant and Professional Writing (3)

Spring (14 units): Thesis Seminar (3), Non-Experimental Research Methods (3), Regression (3), Regression Lab (1), Psychometrics: Assessment and Measurement (3), Psychometrics: Assessment and Measurement Lab (1),

Summer I (6 units): Thesis Seminar (3), Program Evaluation (3)

Summer II (3 units): Thesis Seminar (3)

Requirements

Code	Title	Units
Core Courses		
PSYC 501	Theory, Research and Practice in Psychology	3
PSYC 511	Experimental Research Methods	3
PSYC 512	Non-Experimental Research Methods	3
PSYC 518	Analysis of Variance	3
PSYC 518L	Analysis of Variance Lab	1
PSYC 519	Regression	3
PSYC 519L	Regression Lab	1
PSYC 520	Psychometrics: Assessment and Measurement	3
PSYC 520L	Psychometrics: Assessment and Measurement Lab	1
PSYC 517	Program Evaluation	3
Thesis		
PSYC 597	Introduction to Grant and Professional Writing	3
PSYC 598	Thesis Seminar [1]	1-3
Total Units		36-39

[1] Students are required to take 9 units, but may take up to 12 units in order to complete their thesis.

Code	Title	Units
Optional Concentration in Data Analytics		
STAT 521	Statistical Computing and Programming	3
STAT 551	Data Visualization	3
STAT 553	Data Mining	3
Total Units		9

Code	Title	Units
Optional Concentration in Marketing Research		
BUSI 511	Quantitative Analysis and Research	3
MKTG 515	Marketing Research	3
MKTG 527	Marketing Strategy	3
Total Units		9

Code	Title	Units
Optional Concentration in Industrial Organizational Psychology		
OPSY 501	Introduction to Organizational Psychology	3
Choose two of the following:		6
OPSY 503	Group and Organizational Behavior	
OPSY 505	Individual and Team Assessment	
OPSY 510	Organizational Assessment and Interventions	
OPSY 534	Organizational Systems: Theories of Change	
Total Units		9

Upon satisfactory completion of the program, including coursework and thesis defense, students may earn an optional SAS Certificate in Data Analytics. At least 50% of coursework must be completed using SAS statistical software, and work will be evaluated by the professors in PSYC 518, PSYC 518L, PSYC 519, PSYC 519L, PSYC 520, and PSYC 520L. Learn more about the SAS Joint Certificate program (https://www.sas.com/en_us/learn/academic-programs/resources/joint-certificate-program.html).

Optional Concentrations [1]

Data Analytics

This concentration equips students with statistical and data visualization techniques. It consists of courses that develop students' skill in statistical programming, including *R* and *SAS*, data visualization using Tableau, and data mining. Such training prepares students to pursue careers in business and/or data analytics.

Industrial Organizational Psychology

Organizational psychology, often called industrial/organizational psychology, considers the attitudes, feelings, and behaviors of people in the workplace. At the intersection of business and psychology, courses in this concentration help you discover your ability to diagnose organizational health; develop and implement change initiatives; administer and create job satisfaction surveys; increase employee morale and expand retention strategies; advance performance management programs; hire, train, and develop talent; and advise, coach, and build successful teams.

Marketing Research

This concentration equips students with conceptual and applied knowledge of marketing processes and the evaluation of products, services, and consumer behavior. It consists of courses that introduce marketing strategy and apply quantitative research methods and data analysis techniques within business and marketing contexts, using relevant marketing terminology and statistical software. Such skills are in high demand and prepare students to pursue applied psychology careers related to marketing.

Graduation

In order to graduate, students must complete the required courses with an overall grade-point average (GPA) of at least 3.0 within five years of matriculation. This includes completing every required course with a *B-* or above. Students must also complete a master's thesis according to the guidelines outlined by the program and university.

[1] The cost per unit for the concentration is based on the cost of the concentration courses, and may be different from per-unit cost for the M.S. in Research Psychology and Data Analysis.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate knowledge and skills of using appropriate assessment/measurement, research design, and statistical methods in psychology.
2. Demonstrate knowledge and skills in applying various theories of psychology to research design and assessment/measurement.
3. Apply knowledge and skills of the integration of psychology and Christian Faith frameworks.
4. Demonstrate appropriate professional development in the awareness of APA codes and standards of the ethical and multicultural conduct of psychological research and practice in various applied settings.
5. Demonstrate graduate level APA formatting skills for writing and presentations.

Master of Science in Child Life

The master's degree in child life (https://www.apu.edu/bas/programs/masters-in-child-life) is designed to prepare graduates to successfully complete credentialing as child life specialists, who are allied health care professionals with expertise in helping children and their families navigate traumatic and challenging experiences, particularly health crises.

This is an applied/clinical program, with students required to complete a 120-hour practicum in child life followed by a 600-hour hospital internship, in addition to rigorous coursework. The program comprises 42 units and can be completed in 18 months, with available start times in spring and fall. Courses take place primarily in the evenings. There is also online synchronous learning for Advanced Standing (p. 296) option.

Requirements

Code	Title	Units
PCLS 501	Advanced Child Development	3
PCLS 502	Applied Child Development and Medical Terminology	3
PCLS 511	Family Systems Theory and Applications	3
PCLS 512	Theories and Practices of Grief and Loss	3
PCLS 521	Introduction to Child Life	3
PCLS 522	Therapeutic Interventions and Play-Based Techniques	3
PCLS 523	Coping Strategies for Children Experiencing Stress and Trauma	3
PCLS 525	Assessment, Preparation, and Documentation	3

PCLS 531	Ethics, Diversity and Professional Issues	3
PCLS 532	Child Life Administration and Leadership	3
PCLS 542	Practicum in Child Life	3
PCLS 543	Internship in Child Life	3
PCLS 551	Research Methods and Statistical Analysis	3
PCLS 552	Thesis/Project Seminar	3
Total Units		42

Master of Science in Counseling Psychology with Specialization in Children and Adolescents

Learn more (https://www.apu.edu/bas/programs/masters-in-counseling-psychology) about the Master of Science in Counseling Psychology with Specialization in Children and Adolescents program.

Requirements

Code	Title	Units
PSYC 532	Theories of Counseling and Therapy [Proposed]	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 555	Career Development Theories and Techniques	3
or EDCO 549	Career Development Theories and Techniques	
PSYC 529	Group Counseling [Proposed]	3
PSYC 525	Principles and Practice of Assessment and Evaluation	3
PSYC 526	Multicultural Counseling [Proposed]	3
PSYC 527	Diagnosis and Treatment Planning	3
PCLS 551	Research Methods and Statistical Analysis	3
PSYC 531	Ethics and Professional Issues [Proposed]	3
PPSY 585	Psychobiology and Psychopharmacology	3
or EDCO 572	Psychobiology and Psychopharmacology	
PSYC 528	Treatment of Substance Use Disorders in Youth and Families [Proposed]	3
PSYC 523	Interventions for Trauma and Crisis [Proposed]	3
PSYC 530	Evidence-based Practices in the Treatment of Children and Youth [Proposed]	3
PSYC 535	Therapies for Attachment and Internalizing Disorders [Proposed]	3
PSYC 533	Therapies for Trauma and Externalizing Disorders [Proposed]	3
PSYC 536	Play Based Counseling Techniques [Proposed]	3
PSYC 534	Family Systems Theory and Counseling	3
or PSYC 511	Experimental Research Methods	
PSYC 524	Counseling Adolescents	3
PSYC 542	Practicum I [Proposed]	3
PSYC 543	Practicum II	3
Total Units		60

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Core Domains: Demonstrate entry-level competence in the core domains of practice identified by the Board of Behavioral Sciences for licensure as an LPCC.
2. Child/Youth Development: Develop assessment, diagnosis, treatment, psychoeducation, and prevention interventions for children and adolescents.
3. Knowledge/Analysis: Research, analyze, and synthesize findings from professional literature.

4. Communication: Demonstrate professional-level skills in written and oral communication.
5. Faith Integration: Demonstrate skills in the integration of Christian faith with professional conceptualization and service delivery in counseling.

Advanced Standing Master of Science in Child Life

The Advanced Standing option for the Master of Science in Child Life (https://www.apu.edu/bas/programs/masters-in-child-life) program is available for Certified Child Life Specialists who have a B.A. or B.S. degree, as well as individuals who have successfully completed the 600 required child life internship hours. To pursue the Advanced Standing option, you must provide proof of a Child Life Certificate from the Child Life Certification Commission (part of the Association of Child Life Professionals), or complete the Child Life Clinical Experience Verification Form (PDF) (https://www.apu.edu/live_data/files/210/clinicalexperienceverificationform.pdf).

Code	Title	Units
PCLS 501	Advanced Child Development	3
PCLS 511	Family Systems Theory and Applications	3
PCLS 512	Theories and Practices of Grief and Loss	3
PCLS 523	Coping Strategies for Children Experiencing Stress and Trauma	3
PCLS 525	Assessment, Preparation, and Documentation	3
PCLS 531	Ethics, Diversity and Professional Issues	3
PCLS 532	Child Life Administration and Leadership	3
PCLS 551	Research Methods and Statistical Analysis	3
PCLS 552	Thesis/Project Seminar	3
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis	3
SOCW 543	Fundraising, Grant Writing, and Fiscal Decision Making	3
SOCW 552	Program Planning and Evaluation	3
Total Units		36

Bachelor of Arts in Psychology (Professional)

Azusa Pacific's 48-unit bachelor's completion program in psychology (https://www.apu.edu/bas/programs/psychology-bachelors-completion) is designed for transfer students who have at least 30 units and are interested in completing a Bachelor of Arts in Psychology at the High Desert, Inland Empire, Murrieta, or San Diego regional campus. Students gain hands-on field experience as they learn about human behavior and how to analyze and solve problems in various settings, preparing them to make a difference in the lives of others.

Azusa Pacific's bachelor's completion programs allow students who began a program of study at another higher education institution to finish their degree at APU. In order to graduate, students must complete the required program units and General Education (http://catalog.apu.edu/undergraduate/academic-programs/general-education-program/general-education-requirements) units, for a total of 120 units.

The Bachelor of Arts in Psychology degree completion program is ideal for students interested in clinical/counseling or other applied areas of psychology. The core requirements (Domain 1) give students grounding in the discipline and an understanding of the basics of human behavior. The career-focus electives (Domain 2) provide students with clear applications of psychology, clustered by common themes and areas of employment. And the applied-learning electives (Domain 3) offer internships and/or research experience.

Code	Title	Units
Prerequisites		
PRMA 130	Introduction to Statistics [1]	
PRBI 101	Fundamentals of Biology [2, 3]	
Domain 1: Core Courses		
PRPS 110	General Psychology [4, 5]	3
PRPS 250	Data Analysis in Psychology	3
PRWR 260	Writing 2: Psychology Subdisciplines and Career Trajectories [6]	3
PRPS 360	Abnormal Psychology	3
PRPS 362	Research Methods in Psychology	3

PRPS 496	Writing 3: Senior Seminar in Psychology and Christian Integration [7]	3
Developmental		
Choose one of the following:		3
PRPS 290	Human Growth and Development [5]	
PRPS 345	Psychology of Child and Adolescent Development [5]	
PRPS 355	Psychology of Adult Development	
Neurocognition		
Choose one of the following:		3
PRPS 292	Introduction to Brain and Behavior	
PRPS 390	Cognition	
PRPS 405	Psychology of Learning	
PRPS 472	Neurological and Behavioral Disorders	
Sociocultural		
Choose one of the following:		3
PRPS 320	Social Psychology	
PRPS 400	Multicultural Psychology (Required for B.A.) [8]	
Domain 2: Career Focus		18
Choose any six courses (18 units) from any of the following clusters. A course may be used to meet the requirement of Domain 1 or Domain 2, but not both.		
Business and Community Cluster		
PRPS 320	Social Psychology	
PRPS 370	Industrial/Organizational Psychology	
PRPS 375	Psychology of Conflict Management and Mediation	
PRPS 386	Community Psychology	
PRPS 400	Multicultural Psychology [8]	
PRPS 420	Political Psychology [9]	
Clinical and Counseling Cluster		
PRPS 280	Introduction to Certified Alcohol Drug Counselor Credentialing	
PRPS 380	Psychology of Personality	
PRPS 383	Psychology of Suicide	
PRPS 415	Group Process	
PRPS 430	Intervention Strategies with Children	
PRPS 445	Psychology of the Family	
PRPS 450	Counseling	
PRPS 466	Case Management in Mental Health and Substance Use Disorders	
Development and Education Cluster		
PRPS 290	Human Growth and Development [5]	
PRPS 305	Educational Psychology	
PRPS 345	Psychology of Child and Adolescent Development [5]	
PRPS 355	Psychology of Adult Development	
PRPS 410	Psychology of Exceptional Children	
PRPS 432	Psychosocial Interventions in Pediatric Health Care	
PCLS 501	Advanced Child Development [10, 11]	
PCLS 511	Family Systems Theory and Applications [10, 11]	
PCLS 523	Coping Strategies for Children Experiencing Stress and Trauma [10, 11]	
Methods Cluster		
PRPS 340	History of Psychology	
PRPS 475	Research Experience I [12]	
PRPS 480	Psychological Testing and Measurement	
PSYC 501	Theory, Research and Practice in Psychology [10, 11]	
PSYC 511	Experimental Research Methods [10, 11]	
or PSYC 512	Non-Experimental Research Methods	

PSYC 518	Analysis of Variance [10, 11]	
Neurocognition Cluster		
PRPS 292	Introduction to Brain and Behavior	
PRPS 390	Cognition	
PRPS 405	Psychology of Learning	
PRPS 453	Bilingualism, Biculturalism, and Cognition	
PRPS 470	Cognitive Neuroscience	
PRPS 472	Neurological and Behavioral Disorders	
Restoring Wholeness Cluster		
PRPS 330	Sports Psychology	
PRPS 385	Health Psychology	
PRPS 440	Psychology of Religion	
PRPS 463	Drugs, Behavior, and Society	
PRPS 485	Stress and Coping	
Domain 3: Applied Integrative Learning		3
Choose one of the following:		
PRPS 455	Field Experience (Required for B.A.) [12]	
PRPS 475	Research Experience I [12]	
Total Units		48

1 Meets the General Education Quantitative Literacy requirement.
2 Meets the General Education Natural Sciences requirement.
3 Astronomy with lab, or geology with lab, may count for biology with lab requirement.
4 An AP Psychology score of 3, 4, or 5 will be accepted for PRPS 110.
5 Meets the General Education Social Sciences requirement.
6 Meets the General Education Writing 2 requirement.
7 Meets the General Education Writing 3 requirement.
8 Meets the General Education Intercultural Competence requirement.
9 Meets the General Education Civic Knowledge and Engagement requirement.
10 Requires senior standing and departmental permission.
11 Distance-learning course.
12 Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DISCIPLINARY KNOWLEDGE- Demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society.
2. CRITICAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication.
3. VALUES AND ETHICS- (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. APPLICATION TO VOCATION- Demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. FAITH INTEGRATION- Demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

PRPS 110, General Psychology, 3 Units

This general survey course explores the field of psychology. It includes human development, social psychology, learning, perception, cognition, motivation, personality, psychological testing, and nervous system functioning. *Meets the General Education Requirement: Social Science.*

PRPS 250, Data Analysis in Psychology, 3 Units

This course introduces students to statistical analyses that are common in psychological research. Students learn to identify the appropriate analysis, how to run the statistical analysis in SPSS, and how to interpret SPSS output. Students are also introduced to writing results in APA style.
Prerequisite: PRMA 130

PRPS 280, Introduction to Certified Alcohol Drug Counselor Credentialing, 3 Units

Students in this course examine the effects of alcoholism and drug dependency, specifically as they relate to cultural/lifestyle considerations, human behavior, and family dynamics. Course material also considers the substance use system of care, including its programs, policies, and procedures for the treatment and recovery of individuals suffering from substance use disorders. This is the first course in a series designed to meet the educational requirements for California Consortium of Addiction Programs and Professionals (CCAPP) credentialing.

PRPS 290, Human Growth and Development, 3 Units

This study of human development across the life span emphasizes a multidisciplinary perspective, including such areas as psychology and sociology, processes as social interaction, and the tools for applying developmental psychology to life situations. *Meets the General Education Requirement: Social Science.*

PRPS 292, Introduction to Brain and Behavior, 3 Units

The purpose for this course is to provide a foundation of the physiological basis of human behavior. Topics include the structure and function of different brain regions, how neurons communicate, sensory and motor function, and complex brain functions such as speech and cognition. This course serves as an introduction to the neurobiology of various psychological and neurological diseases.

PRPS 305, Educational Psychology, 3 Units

Educational psychology is a broad field of study focusing on the various factors that influence learning and human knowledge. This course provides an overview of the principles and theories used throughout other psychological fields, but in the context of educational psychology. Specifically, this course covers development, culture, motivation, learning, cognition, and learner differences.

PRPS 320, Social Psychology, 3 Units

How are individuals' thoughts, feelings, and behaviors influenced by other people? In this course, students are encouraged to become careful observers of social influences on human behavior by learning the theories and methods employed by social psychologists in order to apply these perspectives in everyday social interactions.

PRPS 330, Sports Psychology, 3 Units

Sports psychology is a survey course that explores the role of psychology as it is related to the enhancement of athletic performance. Students will spend time on areas related to sports and physical activity such as motivation, self-confidence, goal setting, burnout, anxiety, healthy attitudes toward sports participation, and other sports-related activity. Emphasis is on critically reviewing sports psychology literature and research in an attempt to separate effective and ineffective psychology-related approaches to sport activity.

PRPS 340, History of Psychology, 3 Units

The historical growth of psychological science is surveyed here. This course focuses on major theorists and their ideas in relation to the historical context as well as current psychological issues.

PRPS 345, Psychology of Child and Adolescent Development, 3 Units

This course is an advanced examination of emotional, cognitive, physical, and social development from infancy through adolescence. The process of human development as a complex interaction of biological and sociocultural factors is reviewed. Contemporary research topics focusing on genetics, fertility, attachment, communication, and cognitive and moral aspects of development are examined. *Meets the General Education Requirement: Social Science.*

PRPS 355, Psychology of Adult Development, 3 Units

This course is an advanced examination of the emotional, cognitive, physical, and social development of individuals from young adulthood through the end of life. The process of adult development as an interplay of biological, psychological, cognitive, and psychosocial aspects is examined. Emphasis is on normal patterns in personal and emotional development in adulthood, as well as on contemporary research in areas of health, gender, marriage and relationships, family and parenting, ethnic/ecological systems, work, ethics, and morality.

PRPS 360, Abnormal Psychology, 3 Units

The major focus of this course is mental illness and abnormal behavior, in light of modern theory and knowledge. Current trends and modern methods of diagnosis, understanding, treatment, and prevention are discussed.

PRPS 362, Research Methods in Psychology, 3 Units

Students engage in a comprehensive overview of quantitative and qualitative research methods used in psychological research, and gain an understanding of the ethical considerations and other challenges involved in good research design. Students also complete a research project and learn to write utilizing the style adopted by the American Psychological Association.
Prerequisite: PRPS 250 and PRWR 260

PRPS 370, Industrial/Organizational Psychology, 3 Units

Students survey the basic behavioral science research and thinking as they contribute to industrial and organizational psychology, including worker attitudes and theories of motivation, organizational structure and communication, theories of leadership and decision making, conflict resolution, and methods of personnel selection and appraisal.

PRPS 375, Psychology of Conflict Management and Mediation, 3 Units

This class develops a psychological understanding of the dynamics of human conflict; the differences between constructive and destructive conflict; the different ways in which conflict can be managed, resolved and transformed, and develops the basic skills in the management and resolution of conflict.

PRPS 380, Psychology of Personality, 3 Units

Students in this course become familiar with the various basic elements of personality and their integration, exploring concepts regarding the basic components of personality and the processes that undergird an individual's growth and behavior. Course material also covers current and traditional theories of personality.

PRPS 383, Psychology of Suicide, 3 Units

This course gives students an overview of suicidal behavior, including terminology, statistics, theories, and interventions, that addresses this sensitive topic from a biopsychosocial-spiritual perspective. Students also have opportunities to learn fundamental skills in suicide assessment, safety planning, and interventions to reduce suicide.

PRPS 385, Health Psychology, 3 Units

This is a survey course exploring the role of psychology as it is related to human physiology and the health field. Topics include basic neurology, stress management, nutrition, addictive substances, immunological disorders, and other relevant psychophysiological areas.

PRPS 386, Community Psychology, 3 Units

This course is designed to give students an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social structures and their influence on individuals, groups, and organizations. The main focus will be on the development and application of community-based psychological theory and research to understanding, designing, implementing, and evaluating social change and empowerment. the roles of research and social action at multiple levels of analysis to facilitate social change will be examined.

PRPS 390, Cognition, 3 Units

An overview of cognitive psychology is provided. Theories and research concerning sensation, perception, memory, and other higher-order mental processes include imagery, language, creativity, concept formation, and decision-making are discussed.

PRPS 400, Multicultural Psychology, 3 Units

This course introduces students to cultural and multicultural psychology sub disciplines in psychology. Students develop knowledge of the history, major tenets, theories, research findings and behavioral practices in multicultural psychology. Students also gain understanding of the cultural bases for psychological processes. Students develop awareness, knowledge and skills for engaging in intercultural and multicultural contexts. Students are also asked to advance their cultural self-knowledge as well as knowledge of diverse others in order to develop multicultural competence in working with individuals from diverse backgrounds. *Meets the General Education Requirement: Intercultural Competence.*

PRPS 405, Psychology of Learning, 3 Units

This course examines several major theories and research in the psychology of learning, as well as how learning theories have developed historically and how learning principles apply to psychological problems.

PRPS 410, Psychology of Exceptional Children, 3 Units

Students examine and analyze the problems faced by the exceptional child. The study includes physical and emotional adjustment, speech and language disorders, various childhood disorders such as mental retardation and depression, and other childhood mental and physical disorders.

PRPS 415, Group Process, 3 Units

Students survey the basic behavioral science research and thinking as applied to human interaction in groups. This includes such topics as group formation, phases, structure, types and uses of groups, group communication, group conflict resolution, and methods of group leadership. The course includes the observation and evaluation of group interaction.

PRPS 420, Political Psychology, 3 Units

This course addresses political phenomena from a psychological perspective, and students are encouraged to develop civic knowledge, apply psychological theory within political contexts, and identify determinants of political behavior. Course content includes political attitudes and identity, leadership and group influence, voting behavior, nationalism, social movements, terrorism, and international conflict/resolution. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

PRPS 430, Intervention Strategies with Children, 3 Units

This course provides an introduction to a broad range of assessment and intervention strategies designed to meet the developmental, psychomotor, language, behavioral, and education needs of children. Issues of normative and non-normative child and family functioning in child assessment and intervention planning are considered. Observational techniques, standardized tests, informal assessment measures, developmental assessments, and alternatives to current testing practices are discussed and reviewed from the multiple disciplines impacting child assessment and intervention. The broad range of modalities utilized in intervention with children is given strong emphasis with observation and student practice required at an intervention site.

PRPS 432, Psychosocial Interventions in Pediatric Health Care, 3 Units

This is a core course in the child life specialist curriculum, covering a wide range of recreational and psychosocial interventions for children who are hospitalized, chronically ill, or have disabilities. Students learn various intervention techniques using developmental play, music, art, dance, and other forms of recreation, and gain understanding of the role of the child life specialist as a member of an interdisciplinary medical team.

PRPS 440, Psychology of Religion, 3 Units

This course investigates the common ground between psychology and religion. Values, mature religion, the nature of humanity, and religious experience are all areas of study for this purpose.

PRPS 445, Psychology of the Family, 3 Units

This course provides an overview of the field of family psychology. The three primary areas of study are: family systems theory, the family lifecycle, and several theoretical frameworks for the study of families. Students are given the opportunity to apply these concepts to their own family of origin.

PRPS 450, Counseling, 3 Units

This course is an introduction to counseling and psychotherapy. Theories and research on the helping relationship are explored. A major portion of the course emphasizes understanding and practicing basic helping skills.

PRPS 453, Bilingualism, Biculturalism, and Cognition, 3 Units

This course provides students with an overview of issues in bilingualism and biculturalism from a cognitive perspective. Theories and research concerning knowledge representation, bilingual cognition (language acquisition, production, comprehension, and variations in executive functions), and bicultural cognition (cognitive consequences of culture-specific knowledge) are discussed. Students enrolled in this course may be required to share information regarding their personal life, family, or relationships.

PRPS 455, Field Experience, 3 Units

This course is designed for students who have completed most of the psychology or sociology major requirements. Each student participates in one or more endeavors that offer an opportunity to apply former training in a professional setting while acquiring new knowledge. This course can be repeated for a total of 6 units counted toward the major, 9 units toward the degree. *Meets the General Education Requirement: Integrative and Applied Learning.*

PRPS 463, Drugs, Behavior, and Society, 3 Units

This course provides an overview of drug use historically and in contemporary society from community and bio-psychosocial perspectives. It provides an in-depth study of various psychoactive drugs of abuse, including physiological, psychosocial, health, legal and political aspects of drugs. This course explores drug-taking risk behaviors and issues related to dependence among high risk populations. Strategies for drug abuse prevention/education and intervention approaches are also examined in this course.

PRPS 464, Substance Use Assessment and Interventions, 3 Units

Students in this course gain an in-depth understanding of empirically driven and theoretically grounded assessments and interventions for substance use issues, focusing on how to engage in effective screening and assessment protocols for substance use problem identification and service planning. Students participate in practical application of evidence-based interventions, including the use of case studies and a variety of practice exercises. Course material integrates foundational assessment and intervention models for addressing co-occurring mental health needs, family system issues, and patient-centeredness, including spirituality.

PRPS 466, Case Management in Mental Health and Substance Use Disorders, 3 Units

This course offers an overview of the theory, structure, and practice of case management. Students gain an understanding of the professional practice of case management, including scope and responsibilities, multidisciplinary and ecological systems engagement, cultural and diversity factors, and ethical and legal issues. Students develop skills in effective communication, clinical documentation, case management facilitation, managing interpersonal and individual dynamics, case management interviewing, intervention planning, and implementation of services.

PRPS 470, Cognitive Neuroscience, 3 Units

Cognitive neuroscience as a field studies the relationship between cognitive processes and the brain. Students will first learn about the major research methods in this field, such as lesion studies, brain imaging, and animal models. The majority of the course will then describe how these methods have been used to inform our understanding about the neural correlates of memory, decision-making, perception, and social cognition.

PRPS 472, Neurological and Behavioral Disorders, 3 Units

This course examines the neurobiology of various psychological and neurological diseases. Neurological disorders covered include developmental, tumors, seizures, strokes, traumatic brain injury, neurodegenerative, and infectious disease. Behavioral disorders include schizophrenia, major affective disorders, anxiety disorders, autism, attention-deficit hyperactivity disorder, stress disorders, sleeping and eating disorders. The neurobiology of drug abuse will be analyzed based on common features of addiction, pathways affected by commonly abused drugs and heredity factors.

PRPS 475, Research Experience I, 3 Units

This course helps students improve their research skills by providing an opportunity to integrate knowledge, skills, and interests in order to conduct a comprehensive research project. Successful completion of the course results in an APA-style paper or submission of a paper or poster presentation to a professional organization or in a professional setting. Concurrent enrollment in another research practicum course is permitted. 12 units of research experience (PSYC475, 476 combined) can be counted toward the bachelor degree requirements. *Meets the General Education Requirement: Integrative and Applied Learning.*

PRPS 480, Psychological Testing and Measurement, 3 Units

Students gain a thorough background in objective tests and measurements. A brief survey is offered in intelligence, personality, organization, and industrial psychological measures. Terminology is developed, dangers and advantages of psychological instruments discussed, and each student is required to administer and interpret a number of instruments. Special materials fee applies. The course is offered to juniors, seniors, and graduate students only. A materials fee applies.

PRPS 485, Stress and Coping, 3 Units

This course provides an overview of stress and coping theory as it has developed in the research literature in the last century. The interrelationships between stress and mental illness, medical diseases, and industrial-organizational factors are discussed. Students develop a basic understanding of stress as it relates to trauma and post-traumatic symptomology. Students gain an understanding of basic stress management and coping techniques and their clinical applications.

PRPS 494, Professional Studies in Child Life, 3 Units

This course helps students gain a broad understanding of the field of child life and equips them with the knowledge of the history and trends of the child life profession, as required by the Association of Child Life Professionals. Course content includes: 1) Scope of practice in child life, 2) child life documents, 3) impact of illness/injury and health care on patients and families, 4) family-centered care, 5) therapeutic play, and 6) preparation. Additional topics include, but are not limited to, clinical assessment, child life theoretical foundations, development and hospital stressors, and introduction to exceptional and medically challenged children.

PRPS 495, Special Topics in Psychology, 3 Units

This course engages students in focused study of particular topics of direct relevance or urgency in the field of psychology which are not already discussed in the curriculum. Topics vary from semester to semester and may reflect new practices, theories, or faculty research interests in the field. This course may be taken more than once as topics change.

PRPS 496, Writing 3: Senior Seminar in Psychology and Christian Integration, 3 Units

Students in this course discuss and critically evaluate the core ideas in the integration of psychology and the Christian faith, exploring the 4-5 established approaches for how to integrate what is known from psychological science and what is known from biblical hermeneutics and theology. Upon completion of the course, students are able to define and communicate an awareness of the issues and various approaches for integration, as well as identify and communicate the application of the integration of psychology and the Christian faith in their own lives and practice of psychology. This writing-intensive course develops students' ability to think critically and construct complex arguments related to psychology and Christianity. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*

Prerequisite: Junior standing and PRWR 260

PRPS 497, Readings, 1-4 Units

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

PRPS 498, Directed Research, 1-4 Units

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

PRPS 499, Thesis/Project, 1-4 Units

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

Alcohol and Drug Counseling Minor (Professional)

24 units

Substance use treatment is an ever-expanding career field, and the professional minor in alcohol and drug counseling gives individuals the foundational knowledge, understanding, and skills needed to enter the field as a bachelor-level staff member. This program prepares students to pursue alcohol and drug counselor credentialing with the California Consortium of Addiction Programs and Professionals (CCAPP), as students who complete this minor satisfy the educational requirements for certified alcohol and drug counselors—although, to qualify for the alcohol and drug counseling credential, additional efforts are required, as outlined and determined by CCAPP.

Note: 6 units of the alcohol and drug counseling professional minor can be used to meet requirements of the psychology bachelor's completion (B.A.) program (p. 296); 15 units of the minor, including 3 units of PRPS 455, must be completed at Azusa Pacific University.

Requirements

Code	Title	Units
PRPS 280	Introduction to Certified Alcohol Drug Counselor Credentialing	3
PRPS 450	Counseling [1]	3
PRPS 455	Field Experience	3
PRPS 463	Drugs, Behavior, and Society	3
PRPS 464	Substance Use Assessment and Interventions	3
PRPS 466	Case Management in Mental Health and Substance Use Disorders	3
PRPS 485	Stress and Coping	3
PRPS 455	Field Experience [2]	3
Total Units		24

[1] Can count toward the professional minor and the psychology bachelor's completion program.

[2] Three units of PRPS 455 can count toward the professional minor and the psychology bachelor's completion program.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop entry level mastery of knowledge of substance use, misuse, and effective treatment for substance use problems.
2. Demonstrate entry level skills in engagement and facilitation of substance use recovery strategies.
3. Apply knowledge and skill related to Alcohol and Drug counseling in field experiences.
4. Demonstrate the ability to integrate faith into a comprehensive conceptualization of substance use problems.

Psychology Minor (Professional)

18 units

Code	Title	Units
PRPS 110	General Psychology [1]	3
PRPS 290	Human Growth and Development [1]	3
Select 12 units from the following:		12
PRPS 250	Data Analysis in Psychology	
PRPS 280	Introduction to Certified Alcohol Drug Counselor Credentialing	
PRPS 292	Introduction to Brain and Behavior	
PRPS 299	Applied Statistics for Social Sciences	
PRPS 320	Social Psychology	
PRPS 330	Sports Psychology	
PRPS 340	History of Psychology	
PRPS 345	Psychology of Child and Adolescent Development	
PRPS 355	Psychology of Adult Development	

PRPS 360	Abnormal Psychology
PRPS 362	Research Methods in Psychology
PRPS 370	Industrial/Organizational Psychology
PRPS 375	Psychology of Conflict Management and Mediation
PRPS 380	Psychology of Personality
PRPS 385	Health Psychology
PRPS 386	Community Psychology
PRPS 390	Cognition
PRPS 400	Multicultural Psychology
PRPS 405	Psychology of Learning
PRPS 410	Psychology of Exceptional Children
PRPS 415	Group Process
PRPS 430	Intervention Strategies with Children
PRPS 432	Psychosocial Interventions in Pediatric Health Care
PRPS 440	Psychology of Religion
PRPS 445	Psychology of the Family
PRPS 450	Counseling
PRPS 453	Bilingualism, Biculturalism, and Cognition
PRPS 455	Field Experience
PRPS 462	Research Methods II
PRPS 463	Drugs, Behavior, and Society
PRPS 470	Cognitive Neuroscience
PRPS 472	Neurological and Behavioral Disorders
PRPS 475	Research Experience I
PRPS 480	Psychological Testing and Measurement
PRPS 485	Stress and Coping
PRPS 494	Professional Studies in Child Life
PRPS 495	Special Topics in Psychology
PRPS 496	Writing 3: Senior Seminar in Psychology and Christian Integration
PRPS 497	Readings
PRPS 498	Directed Research
PRPS 499	Thesis/Project
PRWR 260	Writing 2: Psychology Subdisciplines and Career Trajectories
Total Units	18

[1] Meets the General Education Social Sciences requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. PLO 1- DISCIPLINARY KNOWLEDGE- Students demonstrate a working knowledge of psychology's content domains, key theories, concepts, principles, themes, and applications of psychology in society
2. PLO 2- CRTICIAL THINKING, SCIENTIFIC INQUIRY AND EFFECTIVE COMMUNICATION- Students demonstrate effective expression of critical thought and scientific inquiry in their engagement with (a) psychology literature, (b) conduct of psychological research, and (c) written, (d) oral, and interpersonal communication
3. PLO 3- VALUES AND ETHICS- Students (a) demonstrate knowledge of the APA ethical (a.1) and multicultural ethical (a.2) standards for the practice of psychology and are able to utilize those standards in decision making and actions in scientific inquiry (a.3), sociocultural (a.4), and interpersonal contexts (a.5). Students (b) articulate and behaviorally express values that build and enhance interpersonal relationships and community engagement at local, multicultural, and cross cultural levels.
4. PLO 4- APPLICATION TO VOCATION- Students demonstrate the ability to utilize and apply psychological knowledge and professional skills to: (a) develop vocational post-baccalaureate goals, (b) work collaboratively with diverse others, (c) serve others needs, (d) self-regulate and manage projects successfully, and (e) solve increasingly complex problems.
5. PLO 5- FAITH INTEGRATION- Students demonstrate skill in the integration of Christian faith and theology with the science of psychology as it relates to the nature and content of: humanity (F1), knowledge (F2), values and ethics (F3), and vocational and spiritual formation (F4).

Department of Social Work

Social workers help people manage and overcome some of life's most difficult challenges, such as poverty, addiction, discrimination, physical and mental illness, and abuse. They provide individual, family, and group therapy; facilitate crisis prevention and intervention; advocate and participate in political action; provide management and leadership in social welfare and nonprofit agencies; and collaborate with communities to develop necessary social and economic resources. Social workers are especially committed to advancing social justice and increasing opportunities for vulnerable populations.

MSW Program Mission and Goals

The following mission statement guides APU's MSW program (https://www.apu.edu/bas/programs/msw):

The Master of Social Work (MSW) program develops competent advanced social work practitioners who can integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations, and communities. Grounded in the profession's Code of Ethics and sensitivity to diversity, the MSW program is committed to excellence in teaching and scholarship, the integration of faith and learning, the development of professional leadership, and the strengthening of communities in local, national, and international contexts.

The following outcome goals are derived from this mission statement and the purposes of social work education congruent with accreditation standards:

1. Graduates will exhibit competence in generalist and advanced social work practice with diverse individuals, families, groups, organizations, and communities, including appropriate uses of supervision, consultation, and discernment to seek necessary organizational change.
2. Graduates will demonstrate knowledge, built on a liberal arts foundation, of the history of the social work profession and empirically supported theoretical frameworks that provide understanding of individual development and behavior across the life span and interactions among and between individuals and families, groups, organizations, and communities.
3. Graduates will demonstrate critical thinking skills, skills related to the effective integration of research in practice, and adequate preparation for leadership, advanced study, and lifelong learning.
4. Graduates will demonstrate knowledge and skills to partner with communities to advocate the development of policies and programs that seek to advance human rights and well-being, promote social and economic justice, empower clients, and respect diversity.
5. Graduates will practice according to the values and ethics of the profession and effectively and ethically integrate Christian faith in practice, including nondiscrimination in the areas of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
6. Faculty will engage in ongoing scholarship reflecting the goals and needs of professional social work practice.

Program Competencies/Program Learning Outcomes

Foundation Competencies EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social works also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers (NASW) (http://www.naswdc.org) Code of Ethics, relevant laws and regulation, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms

of oppression and discrimination and recognize the extent to which a cultures' structures and values, including, social, economic, political, and culture exclusions, may recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping the experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental rights such as freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies deigned to eliminate oppressive, environmental, economic, social and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi disciplinary sources and multiple ways of knowing. They also understand the process for translating research:

- use practice experience and theory to inform scientific inquiry ad research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service deliver, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice in practice settings at micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilities engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies and other professional as appropriate. Social workers:

- apply knowledge to human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the

implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients ad constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment , and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional and interorganizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledgeable of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the interventions with clients and constituencies;
- use interprofessional collaboration as appropriate to achieve beneficial practice outcomes; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate method for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluations of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Social workers understand the role of spirituality and faith as part of a holistic approach to social work practice and in understanding human behavior and the social environment. Social workers apply ethical principles in the integration of faith in practice, mindful of their own beliefs and their impact on the helping relationship. Social workers recognize that faith communities are part of the cultural context of individuals, families, and communities, and provide protective as well as risk factors in the process of change. In this context, social workers articulate how Christian beliefs and values can be ethically integrated in professional social work practice. Social workers:

- demonstrate an understanding of a Christian worldview related to social work practice;
- critically analyze how Christian, spiritual, or religious traditions assist or hinder the helping process;
- demonstrate understanding of ethical integration of faith and spirituality in social work practice; and
- understand the contributions and capacity of faith-based organizations and churches as resources in the delivery of social services.

Clinical Practice with Individuals and Families Competencies EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding and commitment to the value base of the profession, and can conceptualize and apply ethical standards and relevant laws and regulations to complex cases involving diverse populations and emerging technologies. Social workers demonstrate advanced critical thinking skills to examine and incorporate use of best-practice frameworks for decision making, including use of supervision. Social workers integrate the value base of the profession by reflecting on one’s own biases and values while considering interconnected ethical implications of assessment, diagnosis, treatment planning, and intervention. Social workers demonstrate effective regulation in working with clients while using professional judgment and behaviors, and engage in reflective and reflexive practices. Social workers demonstrate the ability to work in interprofessional teams, engaging in activities within the role and scope of practice of diverse social work settings. Social workers are aware of the importance of lifelong learning and demonstrate the ability to adapt to, learn about, and apply emerging forms of practice. They:

- consistently apply and advance National Association of Social Workers (NASW) (http://www.naswdc.org) principles and code of ethics in ambiguous and complex practice situations;
- recognize complex ethical considerations related to technology and practice; and
- recognize the role and appropriate use of supervision and consultation in ethical decision making.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience as it applies to clinical practice with individuals, families, and groups. Social workers can identify the ways that practitioner and client cultural backgrounds and beliefs may affect clinical social work practice. Social workers are able to recognize and address stigma, access to care, and quality-of-care issues relating to diverse client groups by identifying structures and values that oppress and/or enhance privilege or power. Social workers are able to demonstrate advanced insight into personal biases and values and their influence on work with diverse clients, extending consistent dignity and respect to others. Social workers understand how cultural concepts of distress shape assessment, diagnosis, and treatment. They:

- demonstrate and express how cultural concepts of distress and identity, as well as intersectionality, shape assessment, diagnosis, and treatment;
- apply cultural humility and competence in adapting integrated services to meet diverse client needs; and
- collaborate with and advocate for vulnerable and disempowered individuals, families, and groups so that services and resources are equitably accessed.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand the importance of protecting fundamental human rights to end all forms of oppression. Mindful of every person's fundamental right to self-determination, social workers help empower clients to navigate organizations and institutions in order to meet all their basic needs. Social workers are knowledgeable of best practices that help reduce and eradicate structural injustices within health, mental health, education, and community systems so that all individuals, particularly those who are vulnerable and oppressed, can lead healthy and thriving lives. They:

- identify and develop strategies that help reduce and eliminate systemic forms of oppression an individual may experience in his/her community or institution;
- integrate theories of human need and social justice in order to formulate policies that advance human rights for vulnerable populations; and
- use knowledge of the effects of oppression, discrimination, and historical trauma on clients and client systems to guide treatment planning and intervention.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand the evaluation methods of evidence-informed practice. They know how to consume and evaluate the quantitative and qualitative research literature on practice to remain informed of emerging practice trends. Social workers innovate new and effective intervention models, while identifying gaps in the research literature, particularly around disenfranchised, oppressed, and marginalized populations. They also recognize the philosophical limitations of current evidence-based research models. Social workers use best practices in research to design, analyze, and conduct their own research using quantitative or qualitative research methods. They:

- evaluate the social work profession research base to inform theory, scientific inquiry, and research;
- apply critical thinking to engage and develop a quantitative and qualitative research proposal question;
- identify practice implications determined by evidence-informed research; and
- use and translate research evidence to inform, improve, and innovate practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand the dynamic and political nature of clinical practice and apply interventions contextualized within a framework of advancing human rights within social welfare systems. Using a person-in-environment perspective, social workers understand how a client's experience is directly impacted by local, state, or federal policies. Social workers actively engage in policy practice through advocacy and by implementing strategies that help effect change at the organizational and governmental levels. They:

- identify how organizational and governmental policies impact the practice environment and the client's ability to access services;
- work alongside and on behalf of clients to influence service delivery through advocacy and legislative change; and
- use evidence-informed practice and research-based evidence to advocate for policies that advance social and economic well-being.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand engagement as an integral component of clinical social work practice, and understand the importance of relationship as instrumental in the facilitation of the helping process. Social workers utilize interpersonal skills, knowledge of human behavior, and multiple theoretical frameworks to facilitate engagement with individuals, families, groups, organizations, and communities. They:

- demonstrate the ability to attend to the interpersonal dynamics and contextual factors that strengthen and potentially threaten the therapeutic alliance;

- establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes;
- develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective; and
- utilize appropriate multidimensional assessment instruments.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in detailed client assessment, recognizing that assessment is an ongoing, dynamic process. They engage in differential diagnosis, utilizing the DSM in a critical and responsible manner, and utilize the various aspects of a comprehensive assessment to accurately assess their clients. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness, and are knowledgeable about interprofessional collaboration, utilization of collateral contacts, and appropriate referral to supplemental services for their clients as needed. Social workers recognize how agency setting, clinical bias, and cultural differences affect assessment and diagnosis. They:

- perform detailed client assessment and utilize critical thinking to arrive at accurate diagnoses and treatment plans;
- select appropriate intervention strategies and treatment modalities based on accurate cultural formulation and assessment of their client's presenting problems; and
- critically apply diagnostic classification systems in a process of continuous assessment.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers demonstrate advanced skills in assessment and diagnosis in order to determine appropriate application of human behavior and practice theories that inform intervention within family contexts. Social workers link interventions to problems, applying best-practice interventions throughout the dynamic and interactive process of social work practice with diverse family populations. Social workers apply critical thinking and trauma theory, and demonstrate the ability to respond to, assess, and intervene with crises and trauma at the individual, family, and community levels. Social workers engage in interprofessional and collaborative teams and within systems impacting mental health in order to advocate for, inform, and achieve client or community goals. They:

- critically select and apply best practices, evidence-based interventions, and appropriate clinical techniques for a range of presenting concerns identified in the assessment of individuals and families in diverse situations;
- demonstrate understanding of theories informing assessment of and interventions with families in diverse situations;
- demonstrate the ability to identify crises and the appropriate use of crisis intervention and prevention strategies as needed; and
- collaborate effectively with other professionals to coordinate treatment interventions and appropriate advocacy.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers competently engage in an ongoing evaluation of the dynamic and interactive process of social work practice, recognizing the diversity that exists in serving individuals, families, groups, organizations, and communities. Understanding the integral relationship between processes and outcomes, social workers apply multidimensional methods of evaluation to advance practice, policy, and service delivery effectiveness, using qualitative and quantitative outcomes measures. In doing so, social workers incorporate a thorough understanding of human behavior and the social environment in evaluating the effectiveness of applied interventions. They:

- use clinical evaluation of the process and/or outcomes to develop best-practice interventions for a range of bio-psycho-social-spiritual conditions; and
- utilize outcomes data to evaluate effectiveness of applied interventions.

Competency 10: Demonstrate Ethical Integration of Faith and Spirituality in Social Work Practice

Social workers deeply understand the role of spirituality and faith as part of a holistic approach to social work practice, particularly in understanding human behavior and the social environment. Social workers competently engage in assessing and diagnosing multifaceted needs by applying a bio-psycho-social-spiritual framework. Guided by ethics and cultural humility, social workers respect differences and professional boundaries while incorporating spirituality and faith in their clinical work with individuals, families, groups, and communities. They critically evaluate the role that Christian beliefs and values play in the helping process.

- Use critical thinking skills to apply Christian beliefs and values, as appropriate, to client needs, in an ethical manner.
- Apply bio-psycho-social-spiritual assessment skills as applicable to practice contexts.
- Integrate clients' religious, spiritual, and faith traditions and/or faith communities, as indicated, to enhance recovery.

Community Leadership and Program Administration Competencies EPAS 2015

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers have a deep understanding and commitment to the value base of the profession, particularly the commitment to advance social justice. Social workers understand the person-in-environment perspective, and possess advanced understanding of how to apply ethical standards and relevant laws and regulations to micro, mezzo, and macro practice situations. Social workers apply critical thinking and ethical frameworks to complex decision

making in community practice, including the research and policy arenas. Social workers demonstrate advanced awareness of personal biases and influences and maintain professional judgment when practicing with diverse organizations and communities. Macro social workers understand the roles and responsibilities of managers in social welfare organizations, community organizers in neighborhoods, and policy advocates in state, national, and international governance. Social workers also understand emerging forms of technology, including social media, data information systems, and analytics software, and take great ethical consideration in the application of such technology. They:

- demonstrate advanced insight in personal reflection and self-regulation to maintain professionalism;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate ability to effectively communicate orally and in writing when assuming a leadership role and when collaborating with other professionals;
- use supervision and consultation to guide professional judgment and behavior;
- apply ethical decision-making skills to address complex and ambiguous practice situations; and
- utilize technology ethically and appropriately when conducting research, tracking quality of service delivery, and facilitating program outcomes.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience as it applies to an individual's experience within their larger social and cultural environment. Social workers are committed to the promotion of equal social and economic rights across all dimensions of diversity and within local, organizational, and policy arenas, recognizing the roles that privilege and discrimination have in determining the access and allocation of societal resources. Social workers are knowledgeable about challenging and rectifying organizational and structural forms of oppression, and ensure that communities, organizations, and policies are sensitive to and knowledgeable of the unique and diverse needs of their clients and constituencies. They:

- ensure the cultural competencies of programs and policies by recognizing the similarities and differences between the values and norms of the dominant society and those of oppressed, underserved, and underrepresented populations;
- collaborate with and advocate for vulnerable and disempowered communities so that power and resources are equitably distributed; and
- apply cultural humility in the examination of personal biases and values and their influence on work with diverse clients and constituencies, extending consistent dignity and respect to others.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand the foundational functions of the United Nations' universal human rights treaties for the protection of the civil, political, social, economic, educational, health, and ecological rights of individuals, communities, and sovereign nations. Social workers understand the role of cultural relativism as applied to diverse norms and values, exhibited across multicultural global populations. Social workers understand the impact of globalization on poverty, environmental resources, climate change, and the mechanisms for local and global governance as related to social policy development. They:

- integrate human rights principles for elimination of oppressive structures when developing social policies on community, state, federal, and global levels;
- apply theoretical, political, economic, and social sciences frameworks when analyzing human rights and social justice issues; and
- engage in research-informed advocacy for the rights of diverse population groups to establish social, economic, and environmental justice.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers recognize how multiple forms of knowing and their associated research methodologies help inform how evidence is developed and used to inform data-driven programmatic and policy development and implementation. Social workers understand the conceptual and operational links between program and policy design and its impact on the clients and constituencies they are designed to serve. They:

- use and translate research evidence to inform and improve practice, policy, and service delivery;
- create scientifically rigorous inquiries to create, plan, and evaluate programs and policies; and
- articulate the tensions between practice wisdom and research evidence when making practice decisions.

Competency 5: Engage in Policy Practice

Social workers understand the operationalization of social policies into equitable and effective service delivery. Social workers understand the foundational functions of human rights and social justice principles as they apply to social welfare and social services policies. Social workers understand the fundamental strategies, including engagement of stakeholders, political advocacy, and policy creation and analysis, for the establishment of social, economic, and environmental justice. They:

- assess and analyze the formative effect of organizational, ideological, religious, economic, and political factors on domestic and global social policies;
- implement sustainable development principles in the analysis and development of domestic and global social policies and programs; and
- engage multiple stakeholders in social policy development and implementation on community, state, federal, and global levels.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is a critical component of social work practice and specialize in connecting with groups, organizations, and communities utilizing theoretical practice models for engaging in the change process. Social workers establish relationships by analyzing relevant systems and identifying potential stakeholders. Social workers are committed to engagement with diverse clients and constituencies to enhance assessment and improve effectiveness of interventions. They:

- use interpersonal skills to engage constituents in the change process;
- pursue reciprocal relationships to develop desired outcomes and expectations; and
- collaborate effectively with constituents to facilitate sustainable change.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is contextual and is an ongoing component of effective social work practice among groups, organizations, and communities. Social workers collect information through identified stakeholders within critical systems, and are committed to effective assessment among diverse clients and constituencies to enhance the effectiveness of interventions. Social workers apply relevant theoretical and evidence-informed practice models in assessment of groups, organizations, and communities. They:

- research, collect, analyze, and interpret system policy and community and organizational data to inform assessment and intervention strategies;
- select and modify appropriate intervention strategies based on evidence and continuous assessment;
- mutually develop agreed-upon goals and measurable objectives; and
- initiate strategies and/or actions to achieve goals and objectives within the context of the organization, community, and/or policy arenas.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice and specialize in interventions relevant to groups, organizations, and communities. Social workers are knowledgeable of and apply evidence-informed interventions that are grounded in participatory methods. Social workers in macro practice understand the importance of acknowledging systems and power structures to best promote change and recognize the value of place-based initiative. Social workers are specifically skilled in advocacy, facilitation, policy practice, administration, and development of intervention strategies within groups, organizations, and communities. They:

- develop intervention goals and design and implement a plan of action in collaboration with individuals, groups, organizations, and communities;
- plan for the use of models, methods, and strategies that are appropriate to the local, regional, national, and international context; and
- identify power structures and use consensus building to enhance service implementation.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of ensuring effective practice with groups, organizations, and communities. Social workers recognize stakeholders in the development of evaluation methods and ensure that a broad range of qualitative and quantitative measures are utilized. Social workers in macro practice understand data collection, analysis, interpretation, and application related to program and policy evaluation, and are committed to the dissemination of outcomes of intervention strategies to enhance evidence-informed practice. They:

- establish and/or ensure that measurable evaluation criteria and methods are being utilized within change efforts;
- collect, analyze, and interpret system, policy, community, and organizational data relevant to intervention evaluation; and
- utilize evaluation data in collaboration with constituents to select and modify appropriate intervention strategies for enhanced benefit to client systems.

Competency 10: Articulate How Christian Beliefs and Values Can be Ethically Integrated in Professional Social Work Practice

Social workers understand how Christian beliefs and values can be ethically integrated into professional social work practice, and are knowledgeable about the capacity of faith-based organizations and churches as resources in the delivery of social services. Social workers understand the ethical integration of personal faith and core values as social workers, and recognize the contributions of the global Christian community in promoting social justice. They:

- critically evaluate the strengths and challenges of faith-based organizations and churches in the delivery of client services;
- demonstrate understanding of the ethical integration of personal faith and core values when working with organizations, communities, and policy arenas; and
- identify ways in which social justice is enhanced and supported by the global Christian community.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wascsenior.org)
- The MSW program is accredited by the Council on Social Work Education (CSWE) (http://www.cswe.org).

Learn more (http://www.apu.edu/bas/socialwork) **about the Department of Social Work.**

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 14) section of this catalog). **Program-specific application requirements are available online** (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international)*.*

- Master of Social Work (p. 318)

SOCW 511, Introduction to the Social Work Profession, 2 Units

Content focuses on the history, identity, values, ethics, scope of practice, and knowledge base of the social work profession. Students explore ways their own backgrounds and beliefs are likely to influence professional activities, and examine the specific relationship of faith perspectives to social welfare policy and practice. Attention is given to developing professional writing and critical thinking skills.
Prerequisite: Admission to MSW program

SOCW 512, Social Welfare Policy and Policy Practice, 3 Units

The course provides an introduction to American social welfare policies, offers a historical overview of political influences on social work practice, and presents different models for political advocacy. Content focuses on political and client advocacy with attention to the relevance of professional ethical standards and faith perspectives to policy practice.
Prerequisite: Admission to MSW program

SOCW 513, Micro-theory and Human Development, 3 Units

Content will focus on theories that inform micro-level social work practice with individuals and families using a bio-psychosocial and spiritual framework. Human development across the life course is addressed with psychosocial theory's life stages to assist with the contextualization and integration of theories to meet the needs of diverse populations in practice.
Prerequisite: Admission to MSW program

SOCW 514, Practice I - Interviewing and Assessment, 3 Units

This course begins a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes legal and ethical practice, stages of the helping process, interviewing and assessment skills with adults, children, and families, clinical assessment and diagnosis using the DSM, and strategies for critically analyzing and sharing assessment information.
Prerequisite: Admission to MSW program

SOCW 515, Field Seminar I, 1 Unit

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills, understanding agency and community context, and professional ethics.
Prerequisite: Admission to the Social Work program;
Corequisite: SOCW 516

SOCW 516, Field I, 3 Units

The purpose of field internship is to provide a professional setting for students to practice generalist foundation social work skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.
Prerequisite: Admission to the Social Work program;
Corequisite: SOCW 515

SOCW 521, Introductory Research Methods, 2 Units

Content will introduce critical evaluation of social work research and evidence informed social work practice, along with how research can ethically be used to improve practice at individual and agency levels. Concepts include: problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.
Prerequisite: Statistics course

SOCW 522, Diversity and Social Justice, 3 Units

Content will focus on diverse populations in American society and ways historical and contemporary patterns of oppression and discrimination may influence social work practice. Specific attention is given to self-awareness and to professional commitments to marginalized groups and processes of advocacy, coalition-building, and other ways of developing effective alliances to promote social justice.
Prerequisite: Admission to MSW program

SOCW 523, Macro-theory and Communities/Organizations, 3 Units

Content will focus on macro-level theories and social work practice with organizations and communities. Models of practice that include comprehensive assessment, integrating an understanding of various forms and mechanisms of discrimination and oppression and their relevance to macro-level interventions, will be examined. Social work with organizations and communities embraces efforts to protect human and civil rights for the advancement of social and economic justice.
Prerequisite: SOCW 513

SOCW 524, Practice II - Intervention and Evaluation, 3 Units

This course ends a two-course sequence that provides the foundation for social work practice with individuals and families. Content includes goal-setting and contracting, planning and implementing change strategies, utilizing evidence-based practice research, interdisciplinary collaboration, advocacy, resource development, and practice evaluation.
Prerequisite: SOCW 514

SOCW 525, Field Seminar II, 1 Unit

Field seminars meet in conjunction with field coursework and provide students opportunities to discuss practice situations, professional development issues, the relationship of field to classroom learning, and skills necessary for effective practice. Foundation year field seminars (I and II) focus on beginning social work practice skills, knowledge and use of self, and professional ethics.
Prerequisite: SOCW 514, SOCW 515, and SOCW 516;
Corequisite: SOCW 526

SOCW 526, Field II, 3 Units

The purpose of field internship is to provide a professional setting for students to practice generalist foundation practice skills and to provide an opportunity for the integration of knowledge, skills, values, and ethical faith integration in practice. Students complete a minimum of 480 hours by the end of semester I and semester II at an approved and designated social welfare agency.
Prerequisite: Admission to MSW program, SOCW 515, and SOCW 516;
Corequisite: SOCW 525

SOCW 527, Research for Evidence-Informed Practice, 2 Units

The content of this course prepares students to critically evaluate social work research and evidence-informed social work practice, along with the ethical use of research methods to improve clinical practice. Concepts include problem identification, hypothesis formulation, measurement, sampling, qualitative and quantitative research designs, data collection methods, data analysis, and outcomes evaluation. Students explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.
Prerequisite: Statistics course

SOCW 528, Research for Data Driven Change, 2 Units

This course will introduce critical evaluation of social work research and its ethical application towards data-driven decision-making within community practice settings. Concepts include: problem identification, hypothesis formulation, measurement, sampling, research design, data collection methods, data analysis, and program evaluation. Students will explore how science, scholarship, and the politics of knowledge development can facilitate the mission of social work.
Prerequisite: Statistics course

SOCW 529, Human Rights and Sustainable Development Policy, 2 Units

Content will focus on the relevance of human rights and sustainable development policy to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights for social, economic and environmental justice and sustainable development strategies for poverty alleviation, universal education, public health, sanitation and housing, food security, access to clean water, population control and climate change. Analysis of existing global social policies will apply existing political, ideological, religious, cultural, age, and gender frameworks to explain current conditions and future trends. Secular and Christian perspectives will be explored.
Prerequisite: SOCW 522 and SOCW 523

SOCW 530, Organizing for Community Change, 3 Units

This course expands foundation year macro-level practice content to enhance theoretical understanding and develop skills in the promotion of community, organizational, and policy change to enhance social well-being and advance social justice. Special attention is focused on collaborative efforts, coalition building and participatory methods to facilitate sustainable change. Additional topics include assessment of social service delivery systems, advocacy, and professional ethics in macro practice. The importance of engaging diverse communities, recognition of underrepresented and underserved populations, and utilizing cultural humility in practice are emphasized.
Prerequisite: SOCW 523

SOCW 531, Human Rights and Sustainable Development, 2 Units

Content will focus on the relevance of human rights and sustainable development to macro-level social work practice in the U.S. and abroad. Topics will include advancement of human rights and economic justice, poverty alleviation, politics, religion, culture, age, gender, and public health conditions on human rights and development-related activities. Secular and Christian perspectives will be explored.
Prerequisite: SOCW 522 and SOCW 523

SOCW 532, Advanced Community Practice, 3 Units

This course expands foundation year macro-level practice content to include community entrance, engagement, participatory action research, and collaborative strategies to advance policies and programs supporting community interests and desired resources. Additional topics include empowerment, development of cultural competence, identification of oppressive cultural structures, globalization, and professional ethics. Engaging diverse communities and cultural humility are emphasized.
Prerequisite: SOCW 523

SOCW 533, Organizational Behavior and Management, 3 Units

This course provides an overview of organizational behavior and effective management practices within the social service sector. Topics include: human resource/legal/ethical issues; employee diversity; organizational culture; conflict resolution; group behavior; employee training/development; hiring practices; employee motivation; budgeting; and managing organizational change. Emphasis is placed on professional written and verbal communication.
Prerequisite: SOCW 523

SOCW 534, Field Seminar III, 1 Unit

Field Seminar III focuses on presentation and discussion of student experiences in concentration field internships. Specific emphasis is placed on demonstration and evaluation of advanced practice skills, interventions, supervision use, cultural responsiveness, professional ethics, and faith integration issues addressed in coursework.
Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;
Corequisite: SOCW 535 or SOCW 539

SOCW 535, Field III - Community Leadership and Program Administration, 3 Units

The purpose of field internship is to provide a setting for students to develop advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.
Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;
Corequisite: SOCW 534

SOCW 536, Adult Behavioral Health and Diagnosis, 3 Units

This course begins a two-semester advanced clinical practice sequence focusing on adult behavioral health. Content includes advanced application of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5); symptoms, diagnoses, and treatment strategies associated with psychiatric conditions; brain functioning and chemistry; psychotropic medications; and managed care expectations. Cultural and faith perspectives are integrated throughout the course using clinical best practices.
Prerequisite: SOCW 514 and SOCW 524

SOCW 537, Child and Adolescent Behavioral Health and Diagnosis, 3 Units

This course focuses on behavioral health issues experienced by children and adolescents, and discussion of the effects of trauma on social and emotional development. Diagnostic issues affecting children and related treatment interventions are explored in the contexts of child welfare, school-based behavioral health, and healthcare settings. Research-informed approaches are taught, to improve functioning and well-being of children and adolescents. Laws impacting work with minors and families, as well as ethical issues for social work practitioners, are presented. Course content meets California education requirements in the area of child abuse assessment for LCSW licensure.
Prerequisite: SOCW 513, SOCW 514, and SOCW 524

SOCW 538, Clinical Practice with Groups, 2 Units

This course presents different theoretical approaches and treatment strategies associated with clinical social work practice with groups. Topics include group development stages, professional ethics in practice with groups, leadership principles, diversity issues, and evaluation methods.
Prerequisite: SOCW 513

SOCW 539, Field III-Clinical Practice, 3 Units

The purpose of field internship in the clinical specialization year is to provide a setting for students to develop advanced practice skills and an opportunity for the integration of knowledge, skills, and social work values as applied to clinical practice across the life span continuum. Students complete a minimum of 480 hours (or 600 hours for Advanced Standing students) by the end of fall and spring semesters at an approved and designated agency.
Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526;
Corequisite: SOCW 534

SOCW 540, Educational Policy, 3 Units

This course introduces policies and legislation that impact delivery of school social work services in the United States education system. Landmark local, state, and federal policies are presented for analysis and application to the public school setting, critical for gaining an understanding of the challenges for school social work practice. Historical and current perspectives including racism, equality, and access to public education are discussed.
Prerequisite: Completion of foundation-year curriculum; admission to the PPS program (required for students seeking the PPSC).

SOCW 541, Capstone Leadership Project, 3 Units

This course prepares students for professional leadership roles in social work settings and supports completion of the capstone leadership project. Content integrates development of leadership skills, self reflection, professional use of self, interprofessional practice, use of research to inform practice, and knowledge of program context to implement sustainable change in organizations. Professional ethics and decision making, which influence the leadership role in social work, are examined.
Prerequisite: All foundation courses and completion of first semester of specialization courses

SOCW 542, International Social Work Policy and Practice, 2 Units

Content will focus on international social work practice at multiple systems levels. Topics will include comparison of United States' and international social welfare policy, differing theoretical and religious perspectives, neo-liberal economic development policies, globalization, and issues immigrants and other marginalized groups. Practice content will address poverty alleviation, conflict and post-conflict reconstruction, displacement and forced migration concerns.
Prerequisite: SOCW 522, SOCW 523, SOCW 531, SOCW 532

SOCW 543, Fundraising, Grant Writing, and Fiscal Decision Making, 3 Units

This course prepares students for potential fundraising, grant writing, program design and evaluation, and fiscal decision-making responsibilities in human services organizations. Students assess local agencies and analyze funding resources, strategies, skills, and decision-making processes. Assignments focus on grant writing, developing fundraising strategies, and applying knowledge of ethical management and fiscal practices.

SOCW 544, Field Seminar IV, 1 Unit

Field Seminar IV focuses on presentation and discussion of students experiences in concentration year field internships and preparation for masters-level social work employment and licensure. Specific emphasis is placed on critical thinking and communication of professional judgments, integration of theory, assessment, intervention, and evaluation, as well as professional development issues.
Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, SOCW 535 or SOCW 539;
Corequisite: SOCW 545 or SOCW 548

SOCW 545, Field IV - Community Leadership and Program Administration, 3 Units

Field internship provides a setting for students to utilize advanced community practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.
Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 534, and SOCW 535;
Corequisite: SOCW 544

SOCW 546, Family Therapy in Context, 3 Units

This course focuses on family practice contexts and theories of child welfare and family therapy. Content includes social worker roles and scope of practice in child welfare practice, and current approaches to assisting families in the child welfare system. Also included is the demonstration and practice of family therapy, application of theory, and assessment and intervention on diverse family systems. The course addresses legal and ethical problem solving related to contemporary professional ethics and statutes and regulations related to family law.
Prerequisite: SOCW 536, SOCW 537

SOCW 547, Health and Behavioral Health Policy, 2 Units

This course explores American social welfare policies relevant to health and behavioral health care. Course content includes the historical and social contexts of health and behavioral health care, and the roles of the public and private sectors in shaping contemporary trends and issues, particularly among vulnerable communities. Topics include healthcare reform, integrated care, access/treatment disparities, advocacy and policy reform, and the recovery model.
Prerequisite: SOCW 512

SOCW 548, Field IV - Clinical Practice, 3 Units

Field internship provides a setting for students to develop advanced clinical practice skills and an opportunity for the ethical integration of knowledge, skills, values, and faith in social work. Students complete a minimum of 480 hours (600 hours for Advanced Standing students) by the end of semester I and semester II at an approved and designated agency.
Prerequisite: SOCW 514, SOCW 515, SOCW 516, SOCW 524, SOCW 525, SOCW 526, SOCW 539;
Corequisite: SOCW 544

SOCW 550, Advanced Standing: Intermediate Praxis, 3 Units

Content focuses on theory/practice integration in professional social work. Students apply different worldviews and micro- and macro-level theories to case examples drawn from professional social work, and identify implications for intervention and evaluation. Models of practice involving diverse communities and social welfare organizations are explored.
Prerequisite: Admission to advanced standing MSW program;
Corequisite: SOCW 551

SOCW 551, Advanced Standing: Social Work Ethics and Practice, 3 Units

This advanced-standing course provides overviews of the legal and ethical practice standards in social work, and addresses the skills required for effective engagement, assessment, intervention, and evaluation with individuals, families and groups. Assignments focus on social work practice skill development, application of documentation standards, use of evidence-informed practice methods, and integration of legal and ethical issues impacting practice.
Prerequisite: Completion of BSW degree; statistics course with a grade of C or higher.

SOCW 552, Program Planning and Evaluation, 3 Units

Systematic program planning with a focus on outcomes is a critical component in operating effective human service programs. Over the course of this semester, you will become familiar with program design and program evaluation methodologies, and the tools most commonly used to assess human service programs. Additional topics will include identification and use of performance measures, the roles of evaluators and stakeholders, the influence of the political environment, technology applications, and applicable ethics related to program design and evaluation. At the completion of this course you will be prepared to design and implement programs and conduct outcome evaluations to ensure program efficiency and effectiveness for clients, staff and external funding sources.

SOCW 560, Social Work Practice in Healthcare Settings, 3 Units

This elective course offers an introduction to social work practice in healthcare settings, with a focus on the specific knowledge and skills essential for effective intervention. Students critically analyze the U.S. healthcare system as compared to international models, and apply clinical skills and relevant laws to interdisciplinary practice while understanding the context of the political, societal, and economic influences that impact service delivery and available resources. The course also articulates how a Christian worldview relates to ethical social work practice within the field of health care.

SOCW 561, Treatment of Substance Use Disorders, 3 Units

This course describes substance use disorders from a bio-psycho-social-cultural-spiritual perspective, emphasizing assessment and intervention skills, processes, and evidence-informed research relevant to treatment using the recovery model. Diversity issues involving policy and practice are explored. Course content meets California Board of Behavioral Sciences prelicensure requirement in the area of alcohol and other substance abuse assessment.

SOCW 562, Urban Social Welfare, 3 Units

Course integrates on-site experiential learning with classroom education focused on urban issues of homelessness, gang involvement, and immigration. Students engage in weekly on-site learning activities in high-need areas of Los Angeles and Orange County. Content includes theological and sociological perspectives on urban issues as well as urban social work practice. Elective

SOCW 563, School Social Work, 3 Units

This course uses an ecological perspective in teaching the practice of social work in schools. Topics include the historical, theoretical, legal, research, policy, and practice issues relevant to the delivery of school social work services; the roles and tasks performed by social workers in public schools; school social work practice models; and the professional code of ethics. The purpose of this course is to develop the knowledge, skills, and abilities necessary for successful and competent practice with students, families, schools, and communities.
Prerequisite: Completion of foundation-year curriculum; admission to the PPS program (required for students seeking the PPSC).

SOCW 564, Social Work and the Bible: Christian Perspectives on Service and Professional Practice, 3 Units

This course focuses on theological and social work perspectives on the relevance of the Bible to professional practice activities. Content addresses diverse Christian perspectives on social welfare policies and faith integration in different practice environments. Distinctions between professional social work, Christian counseling, and missionary activity are explored. Elective

SOCW 565, Clinical Spanish Practice in Social Work, 3 Units

This course prepares students to utilize clinical social work skills in the Spanish language, including assessment, engagement, intervention, and evaluation of services with individuals, groups, and communities. Content covers diversity issues including cultural competence and understanding of the Latino culture and its intragroup differences, equipping students to confront myths and stereotypes regarding this population. Course is conducted primarily in Spanish.
Prerequisite: SOCW 514 and SOCW 524

SOCW 566, Social Work, Health, and Aging, 3 Units

This course explores concepts, social policies, resources, and interventions related to social work practice with the older adult population. Content integrates themes of diversity, ageism, empowerment, and faith, as well as community-based and cross-cultural competence. Content includes a focus on biopsychosocial assessment, with emphasis on functional and cognitive status, integrated healthcare practice, interdisciplinary practice, and end-of-life care. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

SOCW 567, Marital Therapy and Domestic Violence, 3 Units

This course is an overview of current theories, methods, and psychological instruments used in marriage therapy interventions. Content includes detection, assessment, and intervention strategies for spousal or partner abuse, meeting California requirements for training in the area of domestic and family violence for MFT and LCSW licensure. Students apply course material to role-play scenarios during class time. Attention is given to issues of ethnic diversity, blended families, and faith integration.

SOCW 568, Military Social Work, 3 Units

This course helps students understand the unique and complex needs of active-duty service members, veterans, and family members of military personnel, presenting knowledge and skills essential to effective clinical social work practice with these populations. Topics include military culture, ethical issues, diversity, faith integration, trauma, assessment, family issues, reintegration, domestic violence, substance use, homelessness, suicide, building resiliency, and evidence-informed interventions for use in interprofessional settings.

SOCW 569, Human Sexuality and Sex Therapy, 3 Units

This course reviews human sexuality as a basis for sex therapy and clinical social work involving sexuality issues. Students examine and evaluate biological, psychological, social, moral, and faith perspectives on sexual development and functioning. In addition, students survey literature on sexual dysfunction, and learn treatment strategies utilized in various social work contexts and systems of marital and sex therapy. This course meets California Board of Behavioral Sciences requirements for clinical social work licensure.

SOCW 570, International Social Work Policy and Practice, 3 Units

Content focuses on international social work practice at multiple systems levels. Topics include comparison of U.S. and international social welfare policies; different theoretical, economic, cultural, ideological, and religious perspectives; neoliberal economic development policies; issues involving immigrants and other marginalized groups; and the impact of globalization and climate change on rapid urbanization and population growth. Practice content addresses poverty alleviation, conflict and postconflict reconstruction, and displacement and forced migration concerns.
Prerequisite: SOCW 522 and SOCW 523

SOCW 595, Special Topics, 1-6 Units

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a wide range of specialized topics relevant to professional social workers. The unit values of these courses range from 1-6 depending upon the specific contact hours and coursework load. Note: Elective offerings vary year to year.

SOCW 599, Readings in Social Work, 1-3 Units

Students enroll in this course to pursue independent study of professional interests/activities. Students explore topics in greater depth than in regular course offerings and/or initiate individual projects. Readings and assignments are based on learning contracts developed in consultation with a sponsoring faculty member and approved by the MSW program director. Additional fees required.

Faculty

Department Chair

Mary Rawlings (http://www.apu.edu/faculty/mrawlings), Ph.D., LCSW

Director, MSW Program

Kimberly Setterlund (http://www.apu.edu/faculty/ksetterlund), MSW, LCSW

Director of Field Education

Froylana Heredia-Miller (http://www.apu.edu/faculty/fmiller), MSW, LCSW

Director of Student Services

Karen Maynard (http://www.apu.edu/faculty/kmaynard), M.A.

L.A. DCFS Internship Coordinator

Virginia Olivas (http://www.apu.edu/faculty/volivas), MSW

Professor

Mary Rawlings (http://www.apu.edu/faculty/mrawlings), Ph.D., LCSW

Associate Professors

Adria Navarro (http://www.apu.edu/faculty/anavarro), Ph.D., LCSW

Shaynah Neshama-Bannister (http://www.apu.edu/faculty/sneshama), Ph.D., MSW

Jennifer S. Payne (http://www.apu.edu/faculty/jspayne), Ph.D., LCSW

Regina Trammel (http://www.apu.edu/faculty/rtrammel), Ph.D., LCSW

Assistant Professors

Donna Gallup (http://www.apu.edu/faculty/dgallup), Ed.D., LSW

Froylana Heredia-Miller (http://www.apu.edu/faculty/fmiller), MSW, LCSW

Margaret Lee (http://www.apu.edu/faculty/mylee), Ph.D., MSW

Karen Maynard (http://www.apu.edu/faculty/kmaynard), M.A.

Virginia Olivas (http://www.apu.edu/faculty/volivas), MSW

Kimberly Setterlund (http://www.apu.edu/faculty/ksetterlund), MSW, LCSW

Olivia Sevilla (http://www.apu.edu/faculty/oesevilla), Ed.D., LCSW

Jean Un (http://www.apu.edu/faculty/jun), MSW, LCSW

Adjunct Faculty

Robert Bennett, MSW, LCSW, Field Liaison

Rachel Bentley, MSW, LCSW, Lecturer

Maria Carmichael, MSW, LCSW, Field Liaison

Elisa Cuello, MSW, LCSW, Field Liaison

Barbara Dubransky, MSW, Lecturer

Lili Florez, MSW, LCSW, Field Liaison

Shannon Fuller, MSW, LCSW, PPSC, Lecturer

Rhonda Gee, MSW, LCSW, Field Liaison

Daniel Guzman, MBA, MSW, LCSW, Field Liaison

Tiffany Kwong, MSW, LCSW, Lecturer

Catherine Fisher, MSW, LCSW, Lecturer

Alysha McCuistion, MSW, LCSW, Lecturer

Carol Montgomery, LMFT, Lecturer

Julia Poirier, MSW, LCSW, Field Liaison

Claudia Rivera, MSW, LCSW, Field Liaison

Josefina Sierra, MSW, LCSW, Lecturer

Richard Solano, MA, LMFT, PPCI, PPSC, Lecturer

Robin Thomas, MSW, LCSW, Lecturer

Anne Wrotniewski, MSW, Field Liaison

Master of Social Work (MSW)

Specializations

The Master of Social Work (MSW) program (https://www.apu.edu/bas/programs/msw) offers two specializations:

Clinical Practice with Individuals and Families

This specialization prepares students for clinically oriented practice with individuals, children, and families in contexts such as mental health clinics, veterans' services, managed care facilities, shelters, group homes, child welfare agencies, hospice, schools, correctional institutions, and other settings where personal helping relationships are developed. Specific emphasis is placed on advanced clinical practice skills with children, adolescents, adults, families, and older adults; group therapy skills; and policies specific to health and mental health concerns.

Community Leadership and Program Administration

This specialization prepares students to provide leadership in nonprofit agencies, government programs, and policy and advocacy organizations in a variety of local and global contexts. Drawing on the significant cultural diversity characterizing the Los Angeles area, and the expertise of faculty, the curriculum prepares students to be proactive leaders and to collaborate with communities to improve upon the complex local, national, and international social problems they encounter. Curriculum content in this specialization includes organizational behavior and management, program planning and evaluation, organizing for community change, human rights and social policy with an optional emphasis in international social work, and research methods for data-driven change.

Program Options

The **full-time** program (two years, 60 units) includes classes two days per week and approximately 16 hours per week of supervised internship. All students take the same first-year foundation courses. Specialization courses are taken in the second year of the program.

The **part-time** program (four years, 60 units) includes classes every Tuesday beginning at 4:20 p.m. (two classes per term, scheduled back-to-back). In addition, there are a total of four Saturday intensive courses required, which meet three to five times per term, in years one and three of the program. All students take the same foundation courses in the first and second years. Specialization courses are taken in the third and fourth years of the program. Supervised internships requiring approximately 16 hours per week occur in the second and fourth years.

The **full-time Advanced Standing** program (36 units) allows graduates of CSWE-accredited BSW programs to earn their MSW degree in 10 months. Students complete two 3-unit Advanced Standing bridge courses during a 6-week summer session (July-August, two evenings a week) prior to the start of their specialization curriculum, in which they join existing full-time MSW students for the remaining two terms (30 units) of the MSW program. Advanced Standing student field internships require 20 hours per week for fall and spring terms.

The two bridge courses are:

Code	Title	Units
SOCW 550	Advanced Standing: Intermediate Praxis	3
SOCW 551	Advanced Standing: Social Work Ethics and Practice	3

The **part-time Advanced Standing** program allows graduates of CSWE-accredited BSW programs to earn their MSW degree over the course of two years. Students complete two 3-unit Advanced Standing bridge courses during a 6-week summer session (July-August, two evenings a week) prior to the start of their specialization curriculum, in which they join existing part-time MSW students for the remaining two years (30 units) of the part-time MSW program. Part-time Advanced Standing student field internships require 20 hours per week for fall and spring of the second year of the program.

Field Internships

Field education is a required component of the MSW curriculum. The field application and placement process occurs during the term prior to the onset of field internships. Over the course of the program, students complete two field internships, with a focus on applying and integrating professional social work knowledge, values, and skills in a supervised community agency setting. Field internships occur Monday–Friday during business hours. Successful completion of the field internship/seminar curriculum, with a grade of *B-* or higher, is required for field credit and to proceed to the next field course sequence. Students are concurrently enrolled in field seminar during field internship terms. Full-time students complete field internships during both years of the program, whereas part-time students complete field internships during the second and fourth years. Students in the two- and four-year options earn a total of 16 semester units for field education coursework. Advanced Standing students complete a total of eight field education units over two terms. **Course credit is not given for life experiences or for previous or current work experience**. Students are required to obtain their own malpractice insurance prior to entering their field internship. Information regarding insurance is available through the MSW program. Students are responsible for ensuring they have reliable transportation to and from field internship agencies.

Field education faculty select field internship sites using strict criteria consistent with accreditation standards set forth by the Council on Social Work Education, including the congruence of field agency mission and goals with those of professional social work ethics and standards. Field agencies must also provide student supervision consistent with accreditation requirements.

Transfer of MSW Credits

Students formerly enrolled in CSWE-accredited MSW programs at other schools may submit a list of MSW foundation-level courses completed within five years prior to admission to APU, for evaluation regarding transfer of credits. Each course will be evaluated by the MSW program on a case-by-case basis for compatibility with program requirements. A maximum of 12 units may be transferred. No credit is given for prior field internship hours.

The MSW program takes responsibility for ensuring that transferred courses are congruent with the curriculum policy statement of CSWE and meet program objectives. For any course in question, the MSW program will request a copy of the syllabus and bibliography in order to evaluate course objectives and learning activities.

A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been done while the student was enrolled in good standing as a graduate student; a letter from the MSW program director is required verifying that the student was in good standing.
2. The work must have been done within five years prior to starting the MSW program at Azusa Pacific University.
3. The school from which the credits are transferred must be accredited by a regional accreditation agency.
4. No transfer grade is lower than a *B*.
5. None of the transfer coursework consists of extension or workshop courses.
6. Petition for transfer of credit occurs after enrollment in APU's MSW program.

Course credit is not given for life experiences or for previous or current work experience.

Transfer of Elective Credits

The MSW program has two elective courses (total of 6 units). Students transferring from another graduate program may petition to have up to 6 units evaluated for possible elective credit. The course(s) must be relevant to the MSW program and preferably have been taken within five years prior to admission. Petitions must be submitted to the MSW program for evaluation. Due to the importance of MSW program compliance with CSWE accreditation standards, students may be asked to provide course syllabi in order to assess the relevance and timeliness of course material. Once in the MSW program, students must take elective courses at Azusa Pacific University. Independent study may be taken in place of elective courses.

Advanced Standing students may not transfer in any elective credit.

Social Work Student Conduct Code

In addition to maintaining academic standards, students must also demonstrate adherence to the Department of Social Work conduct code. Violation of the code may result in probation or termination from the program. Refer to the MSW Student Handbook (https://www.apu.edu/bas/programs/msw/students) for the full description of the conduct code and appeals process.

Academic Probation and Disqualification

Continuation in the MSW program requires a demonstration of academic ability. Students must maintain a minimum 3.0 GPA to continue in the MSW program. In the event the GPA drops below the minimum, the student will be placed on academic probation and given one enrollment period to raise it to the satisfactory level. A 3.0 GPA is also required for continued financial aid. Students must also pass all required social work courses with a *B-* or higher. If a student does not obtain a passing grade, the course must be repeated. A course may be attempted only twice. If the second attempt results in a failing grade, the student will be dismissed from the program.

Course Requirements

Code	Title	Units
Foundation Coursework		
SOCW 511	Introduction to the Social Work Profession	2
SOCW 512	Social Welfare Policy and Policy Practice	3
SOCW 513	Micro-theory and Human Development	3
SOCW 514	Practice I - Interviewing and Assessment	3
SOCW 515	Field Seminar I	1
SOCW 516	Field I	3
SOCW 522	Diversity and Social Justice	3
SOCW 523	Macro-theory and Communities/Organizations	3
SOCW 524	Practice II - Intervention and Evaluation	3
SOCW 525	Field Seminar II	1
SOCW 526	Field II	3
SOCW 538	Clinical Practice with Groups	2
Specialization Coursework		
Select one of the following:		30
Clinical Practice with Individuals and Families		
SOCW 527	Research for Evidence-Informed Practice	

SOCW 534	Field Seminar III (1)
SOCW 536	Adult Behavioral Health and Diagnosis (3)
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis (3)
SOCW 539	Field III-Clinical Practice (3)
SOCW 541	Capstone Leadership Project (3)
SOCW 544	Field Seminar IV (1)
SOCW 546	Family Therapy in Context (3)
SOCW 547	Health and Behavioral Health Policy (2)
SOCW 548	Field IV - Clinical Practice (3)
XXX	Elective 3 units
XXX	Elective 3 units
Community Leadership and Program Administration	
SOCW 533	Organizational Behavior and Management (3)
SOCW 528	Research for Data Driven Change
SOCW 529	Human Rights and Sustainable Development Policy
SOCW 530	Organizing for Community Change
SOCW 534	Field Seminar III (1)
SOCW 535	Field III - Community Leadership and Program Administration (3)
SOCW 541	Capstone Leadership Project (3)
SOCW 544	Field Seminar IV (1)
SOCW 545	Field IV - Community Leadership and Program Administration (3)
SOCW 552	Program Planning and Evaluation
XXX	Elective 3 units
XXX	Elective 3 units
Total Units	60

Requirements for Advanced Standing Program

Code	Title	Units
Bridge Courses		
SOCW 550	Advanced Standing: Intermediate Praxis	3
SOCW 551	Advanced Standing: Social Work Ethics and Practice	3
Specialization Coursework		
Select one of the following		30
Clinical Practice with Individuals and Families		
SOCW 534	Field Seminar III (1)	
SOCW 536	Adult Behavioral Health and Diagnosis (3)	
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis (3)	
SOCW 539	Field III-Clinical Practice (3)	
SOCW 527	Research for Evidence-Informed Practice (2)	
SOCW 541	Capstone Leadership Project (3)	
SOCW 544	Field Seminar IV (1)	
SOCW 546	Family Therapy in Context (3)	
SOCW 547	Health and Behavioral Health Policy (2)	
SOCW 548	Field IV - Clinical Practice (3)	
XXX Electives 3 units		
XXX Electives 3 units		
Community Leadership and Program Administration		
SOCW 533	Organizational Behavior and Management (3)	
SOCW 552	Program Planning and Evaluation (3)	
SOCW 528	Research for Data Driven Change (2)	
SOCW 529	Human Rights and Sustainable Development Policy (2)	
SOCW 530	Organizing for Community Change (3)	

SOCW 534	Field Seminar III (1)
SOCW 535	Field III - Community Leadership and Program Administration (3)
SOCW 541	Capstone Leadership Project (3)
SOCW 544	Field Seminar IV (1)
SOCW 545	Field IV - Community Leadership and Program Administration (3)
XXX Electives 3 units	
XXX Electives 3 units	
Total Units	36

Electives

The following is a list of approved electives for the MSW program:

Code	Title	Units
These electives may be taken for either specialization:		
SOCW 540	Educational Policy	3
SOCW 543	Fundraising, Grant Writing, and Fiscal Decision Making	3
SOCW 560	Social Work Practice in Healthcare Settings	3
SOCW 561	Treatment of Substance Use Disorders	3
SOCW 563	School Social Work	3
SOCW 565	Clinical Spanish Practice in Social Work	3
SOCW 566	Social Work, Health, and Aging	3
SOCW 567	Marital Therapy and Domestic Violence	3
SOCW 568	Military Social Work	3
SOCW 569	Human Sexuality and Sex Therapy	3
SOCW 570	International Social Work Policy and Practice	3
SOCW 595	Special Topics	1-6
Clinical specialization students may take any of these required community courses as electives:		
SOCW 529	Human Rights and Sustainable Development Policy	2
SOCW 530	Organizing for Community Change	3
SOCW 533	Organizational Behavior and Management	3
SOCW 552	Program Planning and Evaluation	3
Community specialization students may take any of these required clinical courses as electives:		
SOCW 536	Adult Behavioral Health and Diagnosis	3
SOCW 537	Child and Adolescent Behavioral Health and Diagnosis	3
SOCW 546	Family Therapy in Context	3
SOCW 547	Health and Behavioral Health Policy	2

Prelicensure Coursework Options

The following MSW courses meet California Board of Behavioral Sciences (BBS) prelicensure requirements. The BBS requirements are noted in parentheses.

- SOCW 537 Child and Adolescent Behavioral Health and Diagnosis (Child Abuse Assessment Requirement)
- SOCW 561 Treatment of Substance Use Disorders (Alcoholism/Chemical Dependency Requirement)
- SOCW 566 Social Work, Health, and Aging (Aging and Long-Term Care Requirement)
- SOCW 567 Marital Therapy and Domestic Violence (Spousal or Partner Abuse Requirement)
- SOCW 569 Human Sexuality and Sex Therapy (Human Sexuality Requirement)

California Law/Professional Ethics is embedded in the MSW curricula and is approved by the BBS for meeting the prelicensure requirement. See the MSW Student Handbook (https://www.apu.edu/bas/programs/msw/students) for more information.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

Support Services

The Community Counseling Center

The Community Counseling Center (http://www.apu.edu/ccc), a Christian-based counseling center, provides high-quality counseling and consulting services at a low cost to the community. Families use the center's resources to resolve life-transition dilemmas and find harmony between their values and actions. The center also enables students in APU's clinical psychology programs to develop the necessary skills to become effective therapists and/or psychologists. For more information, call (626) 815-5421.

School of Business and Management

LP and Timothy Leung School of Accounting

The School of Business and Management (https://www.apu.edu/business) also houses the LP and Timothy Leung School of Accounting (p. 336).

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wascsenior.org)
- The School of Business and Management (SBM) is accredited by the International Accreditation Council for Business Education (IACBE) (http://iacbe.org).

Mission Statement

The School of Business and Management is a Christ-centered community of scholars and professionals pursuing academic excellence to advance the work of God in the world, developing students of character and competence as difference makers in business and society.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 14) section of this catalog). If a student wishes to change programs, the School of Business and Management requires students to file a Change of Program form and comply with all program admission requirements. Students should contact the Office of Graduate and Professional Admissions (https://www.apu.edu/graduateprofessionalcenter/admissions) in the Graduate and Professional Center (http://www.apu.edu/graduateprofessionalcenter) for more information. **Program-specific application requirements are available online** (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international)*.*

Graduate Business Programs

Azusa Pacific University's School of Business and Management offers comprehensive and intensive graduate accounting, business, and management programs that develop exceptional business management professionals with outstanding moral character, strong analytical and innovative decision-making skills, and a worldview that understands and appreciates the global diversity in cultures, markets, and economies. SBM graduate programs provide advanced professional education and academic studies leading to successful careers in business firms, government agencies, and nonprofit organizations.

The foundation of two integrative themes, leadership and ethics, forms the core of the graduate business and management programs. These themes are reflected in the curriculum and coursework designs that combine on-campus classroom study with national or international field study experiences during the course of the various programs as applicable. Graduate courses in business and management are offered in eight-week terms that allow completion of the degree programs in tracks ranging from 12-30 months.

Students are able to conduct research and case studies in various courses, and prepare presentations on specific companies, industries, markets, countries, or project analyses undertaken as specified in the coursework.

Faculty and students explore business and management problems from multidisciplinary perspectives that:

- Develop effective leadership and management professionals with critical and analytical thinking and sound decision-making skills.
- Increase knowledge, awareness, and recognition of the global diversity of ideas, cultures, markets, and economies.
- Provide opportunities for intellectual exchange and practical experience while emphasizing interpersonal skills and teamwork.

The graduate business and management programs are an integral part of the university's vision of scholastic leadership through excellence in academic programs, community service focus, and deep commitment to faith that reaches across the globe. The programs further reflect the commitment of the School of Business and Management to continuously advance the university's core principles of transformational scholarship, faith integration, God-honoring diversity, and intentional internationalization.

- Master of Business Administration (MBA) (p. 340)
- Master of Business Management (MBM) (p. 337)

- Master of Professional Accountancy (MAcc) (p. 336)
- Bachelor of Business Administration (BBA) (p. 343)
- Business Administration Minor (Professional) (p. 344)

ACCT 505, Accounting Internship, 3 Units

This course provides a practical application of principles and theory in an actual business setting through an accounting internship with a CPA firm. Students without prior public accounting internships or work experience are required to take the course.
Prerequisite: Acceptance into the Accountancy Program

ACCT 510, Accounting and Tax Research Methods, 3 Units

In preparation for professional practice, students explore accounting research methods and tax issues utilizing professional online research databases to properly identify and focus research questions, interpret data, develop opinions, and effectively communicate the results.
Prerequisite: Acceptance into the Accountancy Program

ACCT 512, Management Accounting, 3 Units

Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based

ACCT 515, Accounting Information Systems, 3 Units

This course emphasizes the application of accounting information systems. Students gain experience in auditing data within the computer environment and learn the controls necessary to ensure the accuracy and reliability of the accounting system.
Prerequisite: Acceptance into the Accountancy Program

ACCT 520, Global Financial Accounting Standards, 3 Units

This course compares global accounting standards of the International Financial Reporting Standards to Generally Accepted Accounting Principles standards in the United States. Topics include statements of operations, financial position, stockholders' equity, and cash flow, as well as research and development, inventories, pensions, stock options, intangibles, leases, and taxes. Students learn through in-depth analysis of contemporary financial reporting requirements promulgated by the national and international accounting standards boards.
Prerequisite: Acceptance into the Accountancy Program

ACCT 525, Accounting Ethics, 3 Units

Students explore accounting ethics encountered in practice such as, moral reasoning to resolve ethical dilemmas and accountants' professional codes of conduct. Topics include major philosophical schools of thought, biblical perspective on accountability, ethical reasoning strategies, earnings management, fraud, and corporate governance.
Prerequisite: Acceptance into the Accountancy Program

ACCT 530, Advanced Business Law, 3 Units

Focusing on advanced legal issues encountered in financial and commercial business transactions, this course offers an in-depth study of business law, mergers and acquisitions, sales, commercial paper, secured transactions, documents of title, bankruptcy, securities regulations, and the legal liability of accountants.
Prerequisite: Acceptance into the Accountancy Program

ACCT 535, Advanced Managerial Accounting, 3 Units

Students investigate the various ways management uses accounting information to make critical strategic and operational decisions such as product pricing, line extensions, and activity-based costing, and to evaluate operating performance including EVA and balanced scorecard. Students discuss methods of distilling key financial and managerial accounting information, as well as motivating and aligning management to act in the firm's best interests. Case based.
Prerequisite: Acceptance into the Accountancy Program

ACCT 540, Forensic Accounting and Fraud Investigation, 3 Units

Discussion focuses on the principles and methodology of forensic accounting, including fraud detection and prevention. Students examine consumer, management, employee, and financial statement fraud. Prevention through internal controls and evidence gathering techniques are also addressed.
Prerequisite: Acceptance into the Accountancy Program

ACCT 545, Advanced Auditing, 3 Units

This course covers advanced auditing topics and helps students develop an understanding of auditing standards and practice through in-depth analysis of contemporary auditing theory as promulgated by the accounting profession. The course emphasizes pronouncements by the Auditing Standards Board and the Public Company Accounting Oversight Board.
Prerequisite: Acceptance into the Accountancy Program

ACCT 550, Accounting for Governmental and Nonprofit Entities, 3 Units

Students review theory and principles applicable to nonprofit accounting and accounting for government units. Topics include financial performance measurement and the accounting requirements and reporting practices of specific types of nonprofit organizations. Government topics include objectives and principles of government accounting and budgetary, revenue, and expenditure accounting.
Prerequisite: Acceptance into the Accountancy Program

ACCT 590, Integrative Accounting Review, 3 Units

In this course, students integrate the learning experience by completing modules related directly to CPA exam preparation.
Prerequisite: Acceptance into the Accountancy Program

BUSI 511, Quantitative Analysis and Research, 3 Units

Decision making in the business enterprise is becoming increasingly complex. This course introduces students to the research process including literature review, hypothesis development, research design, data collection, sampling, hypothesis testing, regression analysis, qualitative data analysis, and report writing. Upon completion of the course, students should be able to design, execute and present a quantitative business research project from start to finish. Laptop computers are required in each class, and students should have already mastered basic statistical analysis prior to taking this class.

BUSI 514, Operations Management, 3 Units

Different business strategies require different processes, and each strategy utilizes unique capabilities to gain competitive advantage. Students in this case-based course use a process view of operations to analyze key dimensions such as capacity planning, cycle time management, role of technology, logistics and supply chain management, and quality management. Students also connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business reengineering.

BUSI 516, Organizational Behavior, 3 Units

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change through knowledge of competitive decision making, reward system design, team building, strategic negotiation, political dynamics, corporate culture, and strategic organizational design. Case based.

BUSI 519, Research Design and Program Evaluation for Nonprofits, 3 Units

This practical methods course focuses on the available literature and research studies in the public and nonprofit sectors. In addition, it prepares students in such areas as setting research objectives, respondent selection/sample size, questionnaire development, evaluation, and the merits of conducting research in-house versus using an outside consultant or research firm. The course also covers qualitative research techniques, including depth interviews and focus groups. It includes a unit on copy testing (of brochures, direct mail, print, and video) to evaluate message communication before or after production.

BUSI 522, Private Enterprise and Public Policy, 3 Units

This course provides an introduction to political economy, the role of government in a mixed economy, business-government relations, the public policy process, regulation of business, corporate political activity, and the creation of businesses to capitalize on opportunities driven by legislative or regulatory action. Case based.

BUSI 523, Manufacturing Operations, 3 Units

This course provides an understanding of the concepts, methodologies, and applications of production operations management. Focus is on analysis and study of production methods and procedures available to line and staff management in various-sized U.S. and global business operations. Significant attention is given to decision-making processes appropriate for manufacturing or service organizations, including tactical and operational considerations. Coursework stresses the need and reasons for input, involvement, and interaction of operations personnel with all other disciplines and areas of a business organization.

BUSI 528, Consulting for Organizations, 3 Units

This course provides an overview of the consulting and advisory process as it relates to external and internal consultation in industry. The course focuses on various aspects of the consulting process life cycle such as gaining and retaining clients, developing proposals and engagement letters, defining client needs and diagnosing problems, utilizing effective data collection and analysis methodologies, documenting information gathered, developing solutions, presenting recommendations, and managing project requirements. Several types of consulting services and related issues are addressed. Students gain experience in basic consulting skills by completing a real-life consulting project and presenting their findings orally and in writing.
Prerequisite: MGMT 521

BUSI 530, Capstone Project: Entrepreneurial Emphasis, 3 Units

The project integrates the learning experience with a plan for development and implementation of a new, untried venture. The completed project describes the product or service offered, including necessary financing, proposed staffing, market size and niche, and the timetable associated with each element. Oral defense before a faculty panel completes the experience.

BUSI 532, Ethical Issues in Nonprofit Management, 3 Units

Following introductory class sessions on moral philosophy and democratic capitalism, students explore a variety of issues/decisions confronting leaders/managers. Case study situations include such areas as stewardship, truth in advertising, social (behavior change) marketing, marketing research (privacy and confidentiality); corporate responsibility, board/staff relations (accountability), individual responsibility (limits of welfare), and global issues (government corruption, labor practices, etc.).

BUSI 542, Managing Cultural Differences, 3 Units

Students learn how to identify, analyze, and plan for those elements within the cultural, economic, and political environments of international business that require specialized understanding and strategy for successful management or organized enterprise.

BUSI 543, International Trade and Finance, 3 Units

Students learn about the financial-monetary-economic environment of international business. Topics include the balance of payments, foreign exchange markets and risk, trade finance, direct foreign investment, capital budgeting in the multinational firm, and the international money and capital markets. Emphasis is placed on decision making with regard to international investment and financing.

BUSI 548, International Business, 3 Units

This course covers the various strategies businesses use in worldwide operations. Students explore the development of business strategies, the motivations for firms to expand operations globally, organizational challenges, and managerial implications. Students also examine political, economic, and social factors that shape the international business environment. The course focuses on competitive responses to these external pressures and identifies strategic models or approaches. Organizational capabilities, structures, and systems are examined to deliver optimal results. The necessary processes to acquire cross-border knowledge for creating joint ventures and alliances are examined. Finally, the future role of Multi-National Enterprises (MNE's) for the global economy is explored. Case and simulation based.

BUSI 550, Capstone Project: International Emphasis, 3 Units

Students submit a business plan that summarizes the major areas within international business from organization to quantitative methods. Methodology and underlying theories are presented through an exploration of the present international business environment. Oral defense of the completed project before a faculty panel is required.

BUSI 551, Situation Analysis and Diagnosis, 3 Units

This course introduces the purpose, methods, and skills of situation analysis and diagnosis in carefully selected case studies. Students benefit from a focused approach to interpreting, understanding, and developing skills to discover appropriate conclusions in differing business environments and situations.

BUSI 552, Comparative Management, 3 Units

The course enables the international business student to understand how management objectives, goals, practices, and business-government interaction are related to the cultural settings in which they take place. The course includes: analysis of international similarities and differences in managerial functions, structure and process, etc., in light of environmental factors; identification of the impact and results of different management practices; and an inquiry into the "universals" of management.
Corequisite: BUSI 551

BUSI 555, Integrated Decision Making in Nonprofits, 3 Units

This course, taken in the student's final semester, develops the students' ability to understand the decision-making process and execute the steps involved in identifying, evaluating, and implementing an effective business strategy for a nonprofit organization. The purpose is achieved as students identify their organization's mission, primary customers, and specific goals by integrating the functional knowledge acquired in previous nonprofit courses (i.e., management, marketing, finance, research, ethics, etc.) and by developing a comprehensive strategic plan for a new organization, an existing organization, or from the perspective of an organization that wants to review its current offerings. As such, the course also examines factors unique to a nonprofit (e.g., involvement of the board and lay members, government funders, communication with various customer groups, and assuring congruence between organizational mission and the strategic plan).

BUSI 561, Fund Development: Planning, Implementing, and Evaluation, 3 Units

This course examines the principles and methods of fundraising that respond to one's understanding of what donors, funders, and volunteers value, that is, what inspires their giving and how to develop and nurture these relationships. It uses case studies to demonstrate successful/unsuccessful promotional techniques, including advertising campaigns, direct mail, and special events. It also explores such areas as if/when to use consultants and special forms of planned giving. Finally, the course includes units on philanthropy/corporate giving and foundations, as well as a unit on grant writing.

BUSI 562, Effective Nonprofit Leadership and Management, 3 Units

This course addresses the questions: What are the characteristics of effective leadership and management? How can one organize for success and evaluate/strengthen the work already done? It explores the fundamental challenges to effective leadership including defining and articulating the organization's mission, identifying and understanding the multiple "customers" served, and identifying and prioritizing the critical managerial tasks that must be successfully executed. As such, it examines the roles of the executive director, the board, staff, and volunteers. Finally, this course introduces students to the Drucker Formulation Self-Assessment Tool for Nonprofit Organizations based on management expert Peter F. Drucker's principles of management.

BUSI 563, Public Accounting: Legal and Financial Issues in Nonprofit Management, 3 Units

This course introduces the legal and financial issues relevant to managing a 501 (c)(3) nonprofit organization. Issues addressed include organizing the entity, qualifying for and maintaining nonprofit status, fundraising, and nonprofit enterprise. Financial areas covered include the principles of fiscal responsibility for nonprofits as well as cost accounting, budgeting, the presentation of financial statements, proposed development, and in-kind resources.

BUSI 564, Strategic Marketing for Nonprofits, 3 Units

This course provides an introduction to the field of strategic marketing of nonprofit organizations (e.g., educational institutions, churches, the public and social sectors, health services, and the arts). The course texts, outside readings, videos, case studies, and class exercises focus on understanding three areas of effectiveness: 1) what makes an organization effective or not; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

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

This introductory course traces the history, philosophy, and societal role of nonprofits in the United States and how the independent sector today compares organizationally to business and government. As such, it examines the roles of government (at the state and federal levels), religion and churches (including constitutional issues), business (corporate philanthropy), and the rights/responsibilities of individuals (e.g., natural law and contemporary public policy).

BUSI 576, Business Internship, 3 Units

This course gives students an opportunity to apply educational principles, theory, and disciplinary skills to a position with an organization, either for-profit or not-for-profit. Students are responsible for obtaining employment, and must submit the application for appropriate internship approvals. They also learn to set objectives and measure performance against objectives in a business or related setting through a structured reporting process with the instructor. Projects and assignments are due throughout the term.

Prerequisite: Appropriate employment for internship, and instructor's permission.

BUSI 577, Global Field Study, 3 Units

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

BUSI 581, Strategic Leadership, 2 Units

Students learn to set an organization's strategic direction, align corporate organizational structure to implement strategy, and lead individuals. Students explore the power and strategic importance of their own formation and identity as a leader in creating value, mobilizing resources around opportunities, and influencing others through their corporate role. Class discussions serve as a framework for exploring high-performance impact, corporate culture, reputation, leading strategic change, and leadership theories and styles, with particular attention to servant leadership as an extension of a Christian worldview. Students further explore informal and formal authority and the strategic connection between personal leadership and organizational effectiveness.

BUSI 583, Integrated Decision Making, 3 Units

Students seek to develop the capability to appreciate and carry out the decision-making processes involved in identifying, evaluating, selecting, and implementing strategy in a company. This purpose is achieved by requiring the student to set goals, analyze business problems, develop a framework for making decisions to reach these goals, integrate the functional knowledge acquired in previous courses, and experience, through computer simulation business cases, the processes and functions performed by executive officers in meeting goals, and coping with an uncertain business environment.

BUSI 590, Capstone Project, 3 Units

Intended for students with extensive workplace experience, this comprehensive capstone provides an opportunity for students to integrate their learning through the formulation of a corporate report providing strategic direction to a national, international, or global business. The completed strategic plan describes the general economic process applied to a business selected by the student: seasonal sales cycle, inflation/recession tendencies, and product life cycle. Emphasis is placed on the development of strategies, economic analysis, and flexibility of strategic alternatives within the plan.

BUSI 591, Marketing Strategy for Competitive Advantage, 3 Units

This course concentrates on the strategic issues encountered in marketing, in terms of total corporate and business strategy. Emphasis centers on matching internal strengths with outside opportunities, giving attention to weaknesses of the firm and threats from the environment. The goal is attainment of a sustainable competitive advantage.

Prerequisite: MGMT 578

BUSI 592, Financial Strategy for Competitive Advantage, 3 Units

This seminar stresses the enterprise-wide view of the strategic management of financial resources. Lectures and case studies present the tools and perspective necessary to gain a competitive advantage through financial management.

Prerequisite: FIN 513 and MGMT 578

BUSI 593, Manufacturing Strategy for Competitive Advantage, 3 Units

This course concentrates on the strategic issues encountered in the manufacturing processes. Manufacturing is recognized as an important strategic resource which can provide major competitive strengths for a business. Today's manufacturing managers must look to the future to plan, set objectives, initiate strategy, establish policies, and commit resources. The goal is attainment of a sustainable competitive advantage.
Prerequisite: MGMT 578

BUSI 594, Emerging Trends in Information Technology, 3 Units

This course, intended for students without a background in information technology (IT), surveys current topics in IT and their impact on business, management, organizations, and society. Course topics include business intelligence, cybersecurity, business analytics, social networks, data visualization, agile software development, and business process management. Students develop a sufficient understanding of how organizations can utilize technologies, get hands-on skill development using real-world tools and deliverables, and explore management and organizational issues associated with technological change.

BUSI 595, Capability Design and Management of Strategic Change, 3 Units

Management capabilities and components, strategic diagnosis, and capability design are addressed. The course introduces state-of-the-art, real-time planning systems, including crisis management. Evaluation of organizational dynamics during discontinuous strategic changes is addressed. Strategic diagnosis and capability design are applied to a successful operation of a corporate firm.

BUSI 597, Field Experience, 2 Units

This program of study exposes students to the inner workings of several different organizations, research and development, and manufacturing facilities. The commonalities and differences students observe stimulates their thinking with regard to what matters and what works. The course consists of an intensive fieldwork experience as well as assigned readings that focus on firsthand experiences of business leaders. Grading is Pass/Fail.

BUSI 598, Executive Seminar, 1 Unit

This seminar introduces contemporary issues within business, human resources, and/or organizational development, and their impact on organizational effectiveness. Seminars focus on skill development to improve working environments and interactions among employees, leaders, organizations, and communities. May be taken three times with different topics.

BUSI 599, Readings in Business, 1-3 Units

Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

HROD 500, Foundations of Human Resource Development, 3 Units

The course provides an introduction to and overview of the field of human resource development with emphasis upon its historical and philosophical foundations. Theories and concepts relevant to the field are analyzed. Special emphasis is placed on the roles and functions of OD professionals within organizations and understanding the basic competencies of professional practice.

HROD 501, Organizational Design and the Psychology of Work Behavior, 3 Units

This course examines the fundamental theories and viewpoints on the nature of work, its role in adult life, and the function of employment organizations. Included is discussion of forces impacting individual, group, and system performance and productivity within complex sociotechnical systems. Particular emphasis is placed on examining the role of work in the growth and functioning of humans and in identifying the characteristics of organizations in which both the human needs of the people who compose the organization and the organization as a productive, adaptive entity are satisfied.

HROD 512, Employee Development, 3 Units

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

HROD 520, Career Development Systems, 3 Units

Students study the emerging field of career planning and development related to initial and ongoing professional development. Current literature, relevant theories, and major approaches to career planning and development are examined in accordance with career planning and development approaches in organizations. Students use various self-assessment tools and diagnostic instruments to evaluate data on their own work histories, interests, skills, and values.

HROD 530, Labor Law and Negotiations for Human Resource Professionals, 3 Units

Human resources professionals are routinely involved in negotiating agreements and resolving conflicts, such as collective bargaining agreements, agreements with benefit plans providers, individual employee claims, and the terms of employment for new employees. This course provides a brief introduction to the pervasiveness and importance of negotiation. One objective of this class is to help students develop an analytical understanding of negotiations. Another purpose is to increase the students' self-confidence with respect to their negotiation skills.
Prerequisite: MGMT 517

HROD 531, Designing and Managing Compensation and Benefit Systems, 3 Units

This course provides a solid understanding of the art of compensation practice and its role in promoting companies' competitive advantages. Compensation systems in organizations must be linked to organizational objectives and strategies. Scholars and managers agree that the way compensation is allocated among employees sends a message about what management believes is important and the types of activities it encourages. With the responsibility of administering compensation expenditures wisely, HR professionals must balance the interests and costs of employers with the needs and expectations of employees.
Prerequisite: MGMT 517

HROD 532, Human Resource Law, 3 Units

Human resources professionals are routinely called upon to navigate a number of legal issues. This course introduces the major laws governing human resource management in the work place beginning with the core skills it takes to safely interview job candidates, counsel employees, and mediate disputes. Students gain a thorough understanding of EEOC and ADA regulations and learn how to comply with the Family and Medical Leave Act. Emphasis is on the laws about unlawful discrimination, recruiting, hiring, promotions, harassment, and reasonable accommodation.
Prerequisite: MGMT 517

HROD 550, Instructional Design and Training Methods, 3 Units

This course focuses on methods to assess an organization's training and development needs, and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design are explored. Methods of instructional design and course development are emphasized.

HROD 575, Leveraging Diverse Community Partnerships, 3 Units

Students gain an in-depth understanding of the recruitment and retention of diverse workforces. This course gives students practical methods for recruiting employees from diverse backgrounds through the development of culturally sensitive marketing and recruiting materials. It also addresses issues regarding the management, retention, and advancement of employees from diverse backgrounds.

HROD 576, Managing in a Multicultural Context, 3 Units

This course focuses on developing an understanding of diversity and cultural difference. Students examine effective and ineffective management techniques and learn helpful approaches to conflict resolution in multicultural work environments.

HROD 577, Cultural Explorations in Global Business, 3 Units

Future business leaders engage their own and others' cultures in the context of a global marketplace while understanding how those cultures may impact the bottom line. Students also investigate the complexities of company demands to increase compliance with international business standards.

HROD 578, Recruiting and Retaining a Diverse Workforce, 3 Units

In leveraging diverse community partnerships, students learn practical methods for developing culturally sensitive marketing campaigns for the purpose of recruiting diverse employees into multiple areas of industry. Also, issues regarding management and retention of employees from diverse backgrounds are examined, including glass ceiling issues.

HROD 599, Readings in Human and Organizational Development, 1-3 Units

Students may enroll in an independent study for unit credit. In this course, students investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. It provides an opportunity to identify and develop an area of study of particular concern to the individual learner. Readings are pursued in accordance with a study plan developed in consultation with a sponsoring faculty member and approved by the graduate programs chair and dean. Course requirements typically involve a literature review and submission of a paper. Unit credit varies depending on the scope of the study plan.

MGMT 501, Managerial Communication, 3 Units

Management, by definition, is achieving results with and through other people. Therefore, all of the technical and analytical skills in the world are useless unless you can communicate- that is, explain, persuade, and collaborate with others either by writing, interacting one-on-one, or presenting to a group. This course is aimed at equipping students with the necessary techniques and skills of research and communication used to inform others, inspire them and enlist their activity and willing cooperation.

MGMT 502, Developing Management Skills, 3 Units

This course provides an introduction to management skills necessary for the twenty-first century characterized by chaotic, transformational, and rapid-fire change. Scientific evidence demonstrates how management skills are associated with personal and organizational successes. Although management skills are applicable in most areas of your life, this course will focus on work setting management skills to help students improve their own competency in a managerial role.

MGMT 503, Business Strategy: Theory and Practice, 3 Units

This course provides a review of management as an area of theoretical development as well as a field of practice. It comprises classical management theories and modern approaches to organization and business. Main blocks of the course are functions of management, managerial processes and interaction between organizations and their environment. This course includes elements of organizational behavior. Business cases are used as application of theoretical concepts.

MGMT 510, Current Issues in Business and Management, 3 Units

This course examines organizational and behavioral problems facing managers. Students develop an awareness of modern concepts, strategies, and techniques that can enhance organizational effectiveness. Among these subjects are organizational design, personal leadership and delegation, communication, conflict management, and interpersonal perception group dynamics.

MGMT 515, Applied Research and Analysis, 3 Units

Students study research methodology as it relates to needs for research-derived information. 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.

MGMT 516, High Performance People Management, 3 Units

This course provides students with the social science tools needed to solve organizational problems and influence the actions of individuals, groups, and organizations. It prepares managers to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. Case based

MGMT 517, Managing Human Capital, 3 Units

Students study the establishment of human resource objectives and requirements in an organization. Emphasis is on executive decision making in dealing with formal employee-employer relationships. Collective bargaining, organization of employees, negotiation, and administration of collective bargaining agreements are covered.
Prerequisite: HROD 500 or GNRS 560

MGMT 521, Organizational Development and Change, 3 Units

Students investigate the emerging field of organizational development (OD) - major theories, basic concepts, and primary intervention strategies. Emphasis is placed on diagnosing the relationship between an organization's mission and culture, and facilitating system-wide, planned changes to improve organizational effectiveness.
Prerequisite: MGMT 515 and MGMT 516

MGMT 529, Ethical Decision Making, 3 Units

This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in a business context, and considers ethical problems in business according to Christian principles. Emphasis is placed on the role of the leader in organizations.

MGMT 540, Diversity for Strategic Advantage, 3 Units

This course introduces the major goals, principles, and concepts of multiculturalism with particular emphasis on its impact on organizational effectiveness. It explores the cultural, linguistic, and socioeconomic factors influencing the workplace. This course offers concepts to improve learning and working environments and interaction among employees, businesses, and communities.

MGMT 541, Global Business Management, 3 Units

This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

MGMT 551, Leadership in Organizations, 3 Units

This course introduces current literature and theories of leadership. Leadership within organizational settings is examined. Leadership dilemmas and issues are analyzed (e.g., ethics, decision making, power and authority, conflict management). Emphasis is placed on identifying and enhancing leadership in organizational settings.

MGMT 561, Managing Teams and Conflict, 3 Units

This course helps the student understand small-group behavior. It uses experience-based methods, cases, reading material, and simulation, and examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

MGMT 570, Organizational Performance Improvement, 3 Units

This course provides an introduction to fundamental concepts and methods of quality and productivity improvement and examination of the OD professional's role in designing and implementing programs to improve quality of products and services. Particular emphasis is placed on understanding the forces that make quality and productivity critical organizational issues.
Prerequisite: MGMT 521

MGMT 577, Global Field Study, 0 Units

This course provides the framework for graduate students to register for and complete a global field study in various countries around the world. During the course, students conduct corporate visits to business firms locally and around the globe to discuss how they apply and practice the business management principles, concepts and theories covered in the graduate curriculum.

MGMT 578, Strategic Management, 3 Units

Taken in the last semester, this course explores how to convert executive vision into definitive plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation and change management. Students use strategy support systems to transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. Case and project based.
Prerequisite: FIN 513

MGMT 581, Ethical Leadership, 3 Units

This course provides a foundation for two integrative themes - leadership and ethics. Leadership is examined from both a theoretical and practical perspective, with an emphasis on servant leadership. An ethical framework for management decision-making is established and used. Students will learn about their spiritual gifts, strengths themes, personality types, and leadership styles, and will explore how to effectively apply them in leadership settings.

MGMT 582, Strategic Management in Not-for-Profit, 3 Units

This course offers a study of the strategic management issues which are unique to government and other not-for-profit organizations. Included are: defining characteristics of different types of not-for-profit organizations; convergence of environmental demands on not-for-profit organizations and business firms; power in not-for-profit organizations; multiple stakeholder and stakeholder power; formulation of legitimacy strategy; and success measurement in not-for-profit organizations.
Prerequisite: BUSI 450 or equivalent

MGMT 583, Global Strategic Management, 3 Units

The course explores the main issues that companies and their managers confront when they 'go global' or 'manage globally'. Students gain both theoretical and practical insight into the management of a global organization to appreciate the opportunities, problems (both worldwide and local), and alternative strategies for globalization or localization.

MGMT 597, Master's Project in Management, 3 Units

This capstone course involves the implementation and application of management theory. Students participate in a service-learning project for a community-based organization, applying management methodology. Students are expected to complete a master's level research project demonstrating competency in management theory, the individual area of emphasis, as well as faith integration.
Prerequisite: MGMT 521; final semester of MAM program

MKTG 515, Marketing Research, 3 Units

This course prepares students to approach marketing research from a management perspective. The role of marketing research process, the human side of marketing research, and organizational and ethical issues are discussed. Students utilize comprehensive cases and analysis, along with a marketing research project.
Prerequisite: MKTG 527 and BUSI 511

MKTG 527, Marketing Strategy, 3 Units

This course offers in-depth management, analysis, and decision making resources related to marketing strategy, including environmental turbulence, competitive analysis, customer and market analysis, product life cycle analysis and marketing mix management. Issues will be discussed from a Christian worldview. It is primarily case-based.

MKTG 545, International Marketing, 3 Units

International marketing is the performance of business activities that direct the flow of a company's goods and services to consumers or users in more than one nation. The elements of the marketing mix (product, price, promotion, and place-channels of distribution) first studied in domestic marketing are analyzed in global terms, thus adding the elements of geography, cultural forces, and the structure of distribution to the uncontrollables with which the marketer must contend.

MKTG 565, Integrated Marketing Communications, 3 Units

In this course, the marketing communication function is introduced and analyzed. Topics include advertising theory, planning and measurement, communication theory, the IMC mix, promotional strategies, public relations and publicity, consumer education, collateral materials planning, and promotional ethics.
Prerequisite: MKTG 527

MKTG 580, Strategic Digital Marketing, 3 Units

This course discusses the differences between E-commerce and E-business in relation to the firm, emphasizing the correlation between business, technology, and society. An advanced marketing course, it builds on the firm's business model, which guides its traditional and dynamic online marketing presence. Emphasis is placed on the importance of the Christian worldview and community citizenship, and on developing a positive long-term relationship with customers and stakeholders, thereby creating a distinct competitive advantage for the firm. Student projects integrate learning activities with business organizations.
Prerequisite: MKTG 527

WEB 571, Web Site Design and Development, 3 Units

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

WEB 572, Emergent Information Technologies, 3 Units

This course involves the study of technological change, especially the effects of technological change on society and commerce and how these changes and effects transpire. The course also entails a study of key technologies that are having, or may have, significant effects on society and commerce.

WEB 573, Relational Database Technology, 3 Units

This course presents the relational database model and explains a process for relational database design, and covers the fundamentals of relational database creation and maintenance. It also explains the use of an application development environment, such as Allaire's Cold Fusion, to develop Web database applications.

WEB 575, Internet Business and Strategic Management, 3 Units

This course describes how the Internet has created demand for e-business, and how this new economic and technological shift has transformed the way in which business models are created. Major trends driving e-business are identified. E-business application architecture is reviewed. The importance of creating a customer relationship management (CRM) is emphasized. The significance of strategic management is paramount to a sustainable competitive advantage, where enterprise resource planning is being utilized. In this quickly changing environment, knowledge management becomes important to integrate technologies and solutions for organizations. Clarifying strategic objectives with the process improvement, strategic improvement, and business transformation are considered, along with elements of tactical execution options and e-project management.

PRBA 120, Financial Accounting, 3 Units

This course introduces the financial accounting model and application of fundamental accounting principles. The corporate form of business serves as the primary model to demonstrate accounting principles for cash, accounts receivable, inventories, operational assets, liabilities and stockholders' equity. Students complete a computer simulation which introduces computer application in accounting.

PRBA 121, Managerial Accounting, 3 Units

This course introduces basic managerial accounting concepts and emphasizes the use of accounting data in decision making. Topics covered include cost accumulation models, cost behavior, break-even analysis, variable costing, budgeting, differential analysis, product pricing, capital expenditure analysis, and financial statement analysis.
Prerequisite: PRBA 120

PRBA 210, Principles of Management, 3 Units

Elements of planning, organizing, leading, and control are covered. Particular emphasis is given to organizing and actuating responsibility and authority, delegation, decentralization, the role of staff, line-staff relationship committees, board of directors, organization charting, formal and informal organization, communication, and reaction to change.

PRBA 240, Spreadsheets and Information Technology, 3 Units

This course provides an introduction to information technology and its application to business, placing a special emphasis on developing spreadsheets to solve common business problems. The course builds a functional level of understanding for how components of information technology (hardware, software, databases, networks, etc.) work together to build interorganizational information systems such as supply chain management, enterprise resource planning, and customer relationship management.

PRBA 250, Principles of Macroeconomics, 3 Units

This course introduces concepts and tools of economic analysis for macroeconomics. Students study national income and economic growth, interest rates, unemployment, and government fiscal and monetary policies. *Meets the General Education Requirement: Social Science.*
Prerequisite: C- or better in PRMA 110 or 60 or higher on ALEKS math placement assessment.

PRBA 251, Principles of Microeconomics, 3 Units

This course provides an introduction to concepts and tools of economic analysis for microeconomics. Students study the interactions of firms and consumers: consumer demands, firm costs, price determination under various market structures, and the role of government in a market economy.
Prerequisite: C- or better in PRMA 110

PRBA 260, Marketing Principles, 3 Units

This course provides an introduction to the theory and practical application of marketing principles by examining concepts related to understanding, reaching, and responding to customers.

PRBA 296, Business Law, 3 Units

The course introduces the laws affecting business transactions. Included is an overview of the legal system as it relates to business and in-depth study of contracts, sales and commercial transactions, and secured transactions.

PRBA 300, Business Finance for Managers, 3 Units

This course provides an introduction to concepts and tools of business finance for managers. Students study financial statements and their interpretation, business performance measures, the management of cash and the short term financial needs of the organization, and how to make good capital budgeting decisions.
Prerequisite: PRBA 120, BBA Majors only

PRBA 305, Operations Management, 3 Units

In this course, students learn about operations and productivity, operations strategy in a global environment, project management, forecasting, design of goods and services, quality management, process strategy, location strategies, layout strategies, job design and work management, supply chain management, inventory management, aggregate planning, materials requirements planning, scheduling, lean operations, and maintenance and reliability.
Prerequisite: PRMA 110

PRBA 370, International Business, 3 Units

This course presents a survey of issues in international business. The focus is on managing in an international environment, understanding the global monetary system, and developing an international perspective on business operations including production, marketing, finance, and human resources.
Prerequisite: PRBA 250

PRBA 448, Organization and Administrative Behavior, 3 Units

Organizational behavior is an interdisciplinary field drawing from numerous disciplines including psychology, sociology, economics, organization theory, statistics, and many others. The purpose of this course is to provide students with an understanding of the field of organizational behavior and the various research strategies that it employs. This course will examine human behavior in organizations: individual, group and organizational level processes that impact workplace behavior and organizational life. Students will be exposed to organizational behavioral science theories and their applications in different management setting and a variety of organizations. Students will have an opportunity to engage in experiential and skill-building activities and apply conceptual frameworks in community settings and develop strategies for engaging stakeholder participation and increasing civic participation.
Prerequisite: PRBA 210

PRBA 450, Strategic Management, 3 Units

This course focuses on fundamental decisions in the life of a business. What is the business, and what should it be? What are the objectives? How are priorities set? How are strategic, long-range decisions to be handled? To grow or not to grow -- and what is the right size? *Meets the General Education Requirement: Integrative and Applied Learning.*
Prerequisite: PRBA 210; PRBA 300; and Senior Status

PRBA 495, Writing 3: Business Ethics, 3 Units

This course focuses on the integration of Christian faith, ethical issues and professional concerns, which confront business professionals in the workplace with particular concern for leadership and transitions. The course will explore biblical and moral principles as related to real life case studies. In addition, the course offers the student the opportunity to complete in-depth study in a business related area to further prepare them as effective participants and leaders in the workplace. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Prerequisite: PRWR 261, Senior Standing

Faculty

Interim Dean

Rukshan Fernando (http://www.apu.edu/faculty/rfernando), Ph.D.

Associate Dean for Graduate and Professional Programs

Alan Burns (http://www.apu.edu/faculty/aburns), Ph.D., JD

Associate Dean

Ron Jewe (http://www.apu.edu/faculty/rjewe), Ph.D.

Program Director, High Desert Regional Campus

J. Randall Wallace (http://www.apu.edu/faculty/jrwallace), Ph.D.

Chair, Department of Accounting, Economics, and Finance

Ken Kederian (http://www.apu.edu/faculty/vkederian), MBA, CPA, CGMA

Chair, Department of Management, Marketing, Entrepreneurship, and International Business

Roxanne Helm-Stevens (http://www.apu.edu/faculty/rhelmstevens), DBA

LP and Bobbi Leung Chair of Accounting Ethics

John M. Thornton (http://www.apu.edu/faculty/jthornton), Ph.D., CPA

Program Director, Inland Empire Regional Campus

Sherryl Berg-Ridenour (http://www.apu.edu/business/faculty/sberg), Ph.D.

Program Director, Murrieta Regional Campus

Marlan Ware (http://www.apu.edu/faculty/mware), MBA

Professors

George Babbes (http://www.apu.edu/faculty/gbabbes), Ph.D.

Roger Conover (http://www.apu.edu/faculty/rconover), Ph.D.

Roxanne Helm-Stevens (http://www.apu.edu/faculty/rhelmstevens), DBA

Jau-Lian Jeng (http://www.apu.edu/faculty/jjeng), Ph.D.

Daniel Kipley (http://www.apu.edu/faculty/dkipley), DBA

Daniel Park (http://www.apu.edu/faculty/dpark), Ph.D.

Stuart Strother (http://www.apu.edu/faculty/sstrother), Ph.D.

John M. Thornton (http://www.apu.edu/faculty/jthornton), Ph.D., CPA

Ron Jewe (http://www.apu.edu/faculty/rjewe), Ph.D.

Julia Underwood (http://www.apu.edu/faculty/junderwood), Ph.D.

Associate Professors

Paul Anderson (http://www.apu.edu/faculty/pvanderson), MBA, CPA

Thomas Buckles (http://www.apu.edu/faculty/tbuckles), Ph.D.

Thomas Cairns (http://www.apu.edu/faculty/tcairns), DBA

Patricia Skalnik (http://www.apu.edu/faculty/pskalnik), DBA

J. Randall Wallace (http://www.apu.edu/faculty/jrwallace), Ph.D.

Alan Burns (http://www.apu.edu/faculty/aburns), Ph.D., JD

Assistant Professors

Sherryl Berg-Ridenour (http://www.apu.edu/faculty/sberg), Ph.D.

Rachel Sharpe Bodell (http://www.apu.edu/faculty/rsharpebodell), M.Sc.

Lanelle Chase (http://www.apu.edu/faculty/lchase), MBA

Stephanie Geter (http://www.apu.edu/faculty/sgeter), MBA, CPA, CFE

William Ingersoll (http://www.apu.edu/faculty/wingersoll), Ph.D.

Ken Kederian (http://www.apu.edu/faculty/vkederian), MBA, CPA, CGMA

Barbara Strother (http://www.apu.edu/faculty/blstrother), Ph.D.

Marlon Ware (http://www.apu.edu/business/faculty/mware), MBA

LP and Timothy Leung School of Accounting

Housed within Azusa Pacific's School of Business and Management (http://www.apu.edu/business), the LP and Timothy Leung School of Accounting (http://www.apu.edu/business/accounting) focuses on developing graduates with the Christian character and competence demanded by the public accounting profession.

Vision Statement

To be a premier Christian accounting school, recognized as a thought leader on accounting character and competence to reflect the life of Christ and shine the light of Truth.

- Master of Professional Accountancy (MAcc) (p. 336)

Faculty

Chair and Professor

John Thornton (http://www.apu.edu/faculty/jthornton), Ph.D., CPA

Associate Professor

Paul Anderson (http://www.apu.edu/faculty/pvanderson), MBA, CPA

Assistant Professor

Ken Kederian (http://www.apu.edu/faculty/vkederian), MBA, CPA, CGMA

Master of Professional Accountancy (MAcc)

For more information: (626) 815-3085

The Master of Professional Accountancy (MAcc) (https://www.apu.edu/business/programs/macc) is a 30-unit degree program that prepares students for careers as certified public accountants (CPAs). The program's curriculum combines coursework and an internship with a public accounting firm to prepare students to pass the CPA exam and meet the 150-semester-credit-hour rule required for certification by 49 of 50 states. The program focuses on developing students' character and competence consistent with the LP and Timothy Leung School of Accounting's vision (p. 336). Ideal candidates will have recently completed an undergraduate degree in accounting or a related field with a concentration in accounting, with plans to enter the public accounting profession.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see the Admission to the University (p. 14) section of this catalog). Program-specific application requirements are available online (https://www.apu.edu/business/programs/macc/admission).

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Additional Admission Information

Admission to the program is based on a review of each applicant's academic achievements, GMAT score, personal statement, and references. Each applicant must also interview with the chair of the accounting programs. A bachelor's degree in accounting or the equivalent or dean's permission is required for admission. While the entirety of an applicant's package is considered, accepted applicants generally fit into one of the following two categories:

- *Regular Program Acceptance* — Students admitted to the program in this group hold undergraduate degrees in accounting or the equivalent or dean's approval, GPAs of 3.3 or higher, and GMAT scores of 550 or higher. Most students are admitted under this category.
- *Conditional Program Acceptance* — Students admitted to the program conditionally typically have undergraduate GPAs of 3.0-3.29 or GMAT scores of 500-549. Only a limited number of applicants in this group are accepted into the program. Students in this group should take special care in

writing their personal statements. If admitted, conditional students must maintain a *B* or better overall GPA in the first 12 units of coursework, with no course grade below a *B*-, in order to continue in the program.

Application Deadline

Applications are accepted year-round, but to ensure full consideration for scholarships and internships, completed applications should be received at least six weeks prior to the start of the term.

Requirements

Program curriculum requires 30 units of specific core courses. If a student has already successfully completed an approved internship, ACCT 505 should be replaced with an elective. If a student has passed the CPA exam in full or in part, ACCT 590 should be replaced with an elective.

Code	Title	Units
Core Courses		
ACCT 505	Accounting Internship [1]	3
ACCT 510	Accounting and Tax Research Methods	3
ACCT 515	Accounting Information Systems	3
ACCT 520	Global Financial Accounting Standards	3
ACCT 525	Accounting Ethics	3
ACCT 530	Advanced Business Law	3
ACCT 535	Advanced Managerial Accounting	3
ACCT 540	Forensic Accounting and Fraud Investigation	3
ACCT 545	Advanced Auditing	3
ACCT 590	Integrative Accounting Review [2]	3
Electives		
ACCT 550	Accounting for Governmental and Nonprofit Entities	
FIN 513	Corporate Finance	
BUSI 514	Operations Management	
ECON 521	Managerial Economics	
FIN 567	Advanced Financial Analysis	
MGMT 578	Strategic Management	
Total Units		30

1 If a student has already successfully completed an approved internship, an elective should be chosen to replace ACCT 505.

2 If a student has passed the CPA exam in full or in part, an elective should be chosen to replace ACCT 590.

Master of Business Management (MBM)

For more information: (626) 815-3085

The Master of Business Management (MBM) program (https://www.apu.edu/business/programs/masters-in-management) offers working professionals an accessible yet rigorous graduate business program that can be completed in 12-30 months. Program coursework provides students with the fundamental tools and functional knowledge necessary for successful business management and leadership, as well as the scholastic and professional applications framework to acquire state-of-the-art global leadership and management perspectives. Focus is placed on creating value within organizations, and making continuous positive contributions in a rapidly changing, highly diversified, and increasingly integrated business environment. Coursework also builds a foundation for successful executive leadership, development of a collaborative work ethic, expansion of management vision with global perspectives, ethical decision-making skills, and the ongoing quest for innovative value creation.

The 39-unit MBM program develops exceptional business management professionals with outstanding moral character and strong analytical and innovative decision-making skills. The ethical leadership development vision that forms the core of the program is reflected in coursework designs, which combine classroom learning with hands-on experience. Real-life case studies provide students with résumé experience and allow students to build impressive portfolios. Previous real-life cases have included companies such as Pepsi, Target, and Kaiser Permanente, along with numerous nonprofits and startups. International and national travel opportunities give students intensive boardroom field experience, where students get to dialogue with industry executives and government leaders.

To accommodate busy schedules, classes are offered during the evening, afternoon, online, and at select regional campuses. Afternoon classes give students the opportunity to participate in real-life business strategy case studies with profit, nonprofit, and governmental organizations, and students may

take advantage of the multiple delivery formats to customize their education experience. Students are admitted to and can start the MBM program in any of the six terms during the academic year.

Requirements

To graduate, students must complete the required 39 units with a grade-point average of at least 3.0 within five years of matriculation. This includes completing all required courses with a *C-* or above. All courses taken within the SBM and used for a student's MBM candidacy must be taken for a letter grade, except courses offered only on a pass-fail basis.

Code	Title	Units
HROD 500	Foundations of Human Resource Development	3
MGMT 510	Current Issues in Business and Management	3
MGMT 515	Applied Research and Analysis	3
MGMT 516	High Performance People Management	3
MGMT 517	Managing Human Capital	3
MGMT 521	Organizational Development and Change	3
MGMT 541	Global Business Management	3
MGMT 561	Managing Teams and Conflict	3
MGMT 570	Organizational Performance Improvement	3
MGMT 581	Ethical Leadership	3
Required Concentration (choose one):		9-10
Entrepreneurship		
ENTR 520	Entrepreneurial Decision Making	
ENTR 524	New Venture Creation	
ENTR 525	Entrepreneurial Venture Analysis	
Human Resource Management		
HROD 530	Labor Law and Negotiations for Human Resource Professionals	
HROD 531	Designing and Managing Compensation and Benefit Systems	
HROD 532	Human Resource Law	
Institutional Research [1]		
PSYC 512	Non-Experimental Research Methods	
PSYC 517	Program Evaluation	
PSYC 518	Analysis of Variance	
PSYC 518L	Analysis of Variance Lab	
International Business		
BUSI 577	Global Field Study [2]	
MGMT 583	Global Strategic Management	
MKTG 545	International Marketing	
Marketing		
Choose three of the following:		
MKTG 527	Marketing Strategy	
MKTG 545	International Marketing	
MKTG 565	Integrated Marketing Communications	
MKTG 580	Strategic Digital Marketing	
Organizational Development and Change		
BUSI 528	Consulting for Organizations	
HROD 512	Employee Development	
HROD 550	Instructional Design and Training Methods	
Sport Management		
PE 556	Facility and Event Management	
PE 572	Foundations of Sport Management	
PE 557A	Field Studies/Internships in Sport Management	
PE 557B	Field Studies/Internships in Sport Management	

Organizational Science [3]	
Total Units	39-40

1 This concentration is 10 units due to the lab requirement in PSYC 518.

2 BUSI 577 may be repeated once and substituted for one of the other required concentration courses with approval.

3 The organizational science concentration is designed for students who, for personal and/or career reasons, need to create an individualized concentration. The three courses are typically chosen from existing concentration courses offered by the School of Business and Management, but students with unique needs may propose concentrations that include up to 9 units of graduate study offered by other schools or colleges within Azusa Pacific University. All concentrations must be approved in advance by the Graduate Business Admissions Committee. Concentration courses from other college(s)/school(s) must also be approved by those college(s)/school(s).

Prerequisites

Those without a business degree or academic preparation for graduate-level courses may be required by the program director or graduate chair to take one or more of the following to ensure their success in the program:

- MGMT 501 Managerial Communication
- MGMT 502 Developing Management Skills
- MGMT 503 Business Strategy: Theory and Practice

Course Attendance and Schedule

The collaborative learning process that characterizes the MBM program requires that students be prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the MBM program. Absences from class are not appropriate except in cases of emergency.

Students should make note of the start and end of the term as they determine their schedules. Because the program coursework is offered in accelerated eight-week sessions, students generally cannot miss more than one class without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes/assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

Academic Honors

Outstanding Graduate

At each commissioning, the graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement, but when a secondary factor is needed to make a selection, the committee determines which of the outstanding candidates contributed most to the learning community.

Sigma Iota Epsilon National Honorary and Professional Management Fraternity

The MBM program holds a prestigious membership in the Sigma Iota Epsilon (SIE) National Honorary and Professional Management Fraternity. Membership in SIE highlights the academic standards of the program and the qualifications of the faculty. Approval from the national chapter also affirms the contribution and value of scholastic achievement in APU's management programs.

APU's MBM fraternity, designated Sigma Iota Epsilon, Theta Kappa Chapter, extends individual membership to students who demonstrate high academic standing in the field of management. The vision of the Theta Kappa Chapter is to connect SIE's mission with APU's Four Cornerstones, creating a synergy that helps develop holistic and dynamic professionals in the business world. APU's programs aim at bridging the gap between theory and practice and helping prepare students to enter the management field and advance as leaders.

Commissioning Ceremony

Preceding each commencement, APU holds a commissioning ceremony for graduating students and their families. This event includes an awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate.

Field Study Fees

Mandatory and elected international field study and field experience trips that are available on a program-by-program basis incur appropriate required fees. Students who switch programs, withdraw, or are otherwise unable to participate in international field study or field experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip. View the most up-to-date list of fees (http://www.apu.edu/graduateprofessionalcenter/sfs/costs/fees).

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Cross-Disciplinary Competence: Demonstrate knowledge and application of management theories, concepts and practices.
2. Analytical and Critical Thinking/Deciding: Recommend strategic solutions to ambiguous business problems using analytical and critical thinking skills.
3. Character: Exhibit an understanding of leadership and ethics based on a Christian worldview.
4. Communication: Compose professional written business communications that are clear, concise, and compelling, and create and deliver professional oral business presentations.
5. Collaboration: Exhibit the ability to engage in a collaborative effort.

Master of Business Administration (MBA)

For more information: (626) 815-3085

The Master of Business Administration (MBA) (https://www.apu.edu/business/programs/mba) program offers working professionals an accessible yet rigorous graduate business program that can be completed in 12-30 months. The program teaches students the key concepts and equips them with the analytical and relational skills to make sound recommendations and decisions. The curriculum is designed to strike a balance between theory and practice, combining scholarship with practical experience and actual corporate case studies of business decision making. Students also select an area of concentration based on specific interests and career aspirations.

The program provides the opportunity for students to develop sound analytical abilities, establish collaborative and team-building skills, and become aware of social responsibility as a factor in decision making. The curriculum also allows students to acquire an understanding of the global business environment and how it is affected by cultural and market diversities. Faculty lectures are combined with case studies and discussions, student presentations, and team projects. The accelerated and interactive classroom environment includes applied learning activities, use of new technologies in solving business problems, and independent field research and studies. National and international travel opportunities provide students with intensive boardroom field experience, where students get to dialogue with industry executives and government leaders.

To accommodate busy schedules, classes are offered during the evening, online, and at select regional campuses, and students may take advantage of the multiple delivery formats to customize their education experience. Students are admitted to and can start the MBA program in any of the six terms during the academic year.

Requirements

The MBA program curriculum comprises 42 units: 30 units of core courses and 12 units of concentration courses. Concentration options include accounting, entrepreneurship, finance, international business, marketing, organizational science, and sport management. Students may request approval to take a second concentration.

Code	Title	Units
Core Courses		30
ACCT 512	Management Accounting	
BUSI 511	Quantitative Analysis and Research	
BUSI 514	Operations Management	
ECON 521	Managerial Economics	
FIN 513	Corporate Finance	
MGMT 516	High Performance People Management	
MGMT 541	Global Business Management	
MGMT 581	Ethical Leadership	
MGMT 578	Strategic Management	
MKTG 527	Marketing Strategy	
Concentrations (Choose One)		12-13
Accounting [1]		
Any 12 units of master's-level accounting courses		
Entrepreneurship		
ENTR 520	Entrepreneurial Decision Making	
ENTR 524	New Venture Creation	
ENTR 525	Entrepreneurial Venture Analysis	
Experienced-Based Capstone		
Choose one of the following:		
BUSI 576	Business Internship	
BUSI 577	Global Field Study	

BUSI 590	Capstone Project
Finance	
FIN 526	Capital Formation
FIN 546	Investments
FIN 567	Advanced Financial Analysis
Experienced-Based Capstone	
Choose one of the following:	
BUSI 576	Business Internship
BUSI 577	Global Field Study
BUSI 590	Capstone Project
Institutional Research [2]	
PSYC 512	Non-Experimental Research Methods
PSYC 517	Program Evaluation
PSYC 518	Analysis of Variance
PSYC 518L	Analysis of Variance Lab
Experienced-Based Capstone	
Choose one of the following:	
BUSI 576	Business Internship
BUSI 577	Global Field Study
BUSI 590	Capstone Project
International Business [3]	
BUSI 577	Global Field Study
ECON 575	Global Business Economics
MKTG 545	International Marketing
MGMT 583	Global Strategic Management
Marketing	
Choose three of the following:	
MKTG 515	Marketing Research
MKTG 545	International Marketing
MKTG 565	Integrated Marketing Communications
MKTG 580	Strategic Digital Marketing
Experienced-Based Capstone	
Choose one of the following:	
BUSI 576	Business Internship
BUSI 577	Global Field Study
BUSI 590	Capstone Project
Organizational Science [4]	
Sport Management	
PE 556	Facility and Event Management
PE 572	Foundations of Sport Management
PE 557A	Field Studies/Internships in Sport Management [5]
PE 557B	Field Studies/Internships in Sport Management [5]
Select one of the following:	
PE 570	Leadership and Administration of Physical Education and Athletic Programs
PE 565	Athletics and the Law
Total Units	42-43

1 Any student with a bachelor's degree in accounting or its equivalent may choose the accounting concentration, which consists of 12 units of regularly offered Master of Professional Accountancy (MAcc) courses.

2 This concentration is 13 units due to the lab requirement in PSYC 518.

3 Students who choose a concentration in international business are required to take at least one international study course, typically BUSI 577 Global Field Study. BUSI 577 may be repeated once and substituted for one of the other required concentration courses with approval.

[4] This concentration is designed for students who for personal and/or career reasons need to create an individualized concentration. The final course of the concentration is typically a capstone project or internship; the other three courses are typically chosen from existing concentration courses offered by the School of Business and Management, but students with unique needs may propose concentrations that include up to 12 units of graduate study offered by other schools or colleges within Azusa Pacific University. All concentrations must be approved in advance by the SBM Graduate Business Admissions Committee. Concentration courses must also be approved by the other college(s)/school(s) in which the courses will be taken.

[5] PE 557A and PE 557B must be completed consecutively after all other sport management coursework is completed.

Prerequisites

To ensure that students are adequately prepared for the rigors of MBA-level coursework, they must demonstrate acceptable competency in business at the undergraduate level. Competency may be demonstrated via undergraduate or graduate courses through a regionally accredited institution with a grade of *C* or higher, through completion of online academic leveling courses provided by Peregrine Academic Services, or through eligible remedial coursework prescribed by the program director or graduate chair.

Course Attendance and Schedule

The collaborative learning process that characterizes the MBA program requires that students are prepared to contribute value to class discussions and to the broader learning community based on their experiences. As such, class attendance is an important aspect of commitment to the MBA program, and absences from class are not appropriate except in cases of emergency.

Students should make note of the start and end of the term as they determine their schedules. Because program coursework is offered in accelerated seven-week sessions, students generally cannot miss more than one class without retaking the course. Students should notify instructors of planned absences as soon as possible and make arrangements with other students to get notes and assignments. Also, since every instructor considers participation in grading, absences and tardiness may significantly affect final grades.

Academic Honors

Outstanding Graduate

At each commissioning ceremony, graduate faculty may honor a single graduate with the distinction of Outstanding Graduate. The award is primarily based on academic achievement and is secondarily given to the outstanding candidate who contributed most to the APU MBA learning community.

Commissioning Ceremony

Preceding each commencement, the School of Business and Management holds a commissioning ceremony for graduating students and their families. This event includes an achievement awards ceremony, words to live by, student remarks, and a time of prayer and commissioning for each graduate.

Graduation

In order to graduate, students must complete the required courses with an overall grade-point average (GPA) of at least 3.0 within five years of matriculation. This includes completing every required course with a *C-* or above. All courses taken within the SBM and applied toward the MBA degree must be taken for a letter grade, except for courses offered only on a pass/fail (*P/F*) basis.

Field Study Fees

Mandatory and elected international field study, global field study, and field experience trips incur appropriate required fees. Students who switch programs, withdraw, or are otherwise unable to participate in international field study, global field study, or field experience trips that are either required or elected for their program may be responsible for fees up to the full cost of the trip. View the most up-to-date fees. (http://www.apu.edu/graduateprofessionalcenter/sfs/costs/fees)

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Cross-Disciplinary Integration: Demonstrate knowledge of multiple business disciplines, including, accounting, finance, marketing, management, and strategic integration.
2. Global Perspective: Demonstrate the ability to frame management decisions, recommendations, and implementation actions in the context of accurately identified global opportunities and challenges.
3. Critical Thinking: Quickly and accurately identify and anticipate valid business problems/opportunities using analytical, quantitative, and critical thinking skills.
4. Character: Demonstrate the ability to give voice to and defend personal values.
5. Communication: Create and deliver professional oral business presentations.
6. Collaboration: Develop the skills necessary to successfully lead and contribute to a team in a dynamic competitive environment.

Bachelor of Business Administration (BBA)

54 units

Today's business leaders must be agile and able to adapt to a rapidly changing business world while leading employees by modeling character, integrity, and compassion. Azusa Pacific's **Bachelor of Business Administration (BBA)** bachelor's completion program equips students with the leadership and analytical skills needed to advance their career, achieve their goals, and help shape the future of business.

Designed for working professionals with at least 15 units of transferable college credit, the BBA program is designed to allow immediate application of learning in the workplace. Relevant coursework addresses current issues in business and encourages the integration of real-world work experiences and hands-on projects. Students combine these experiences with internships or international study opportunities to further expand their portfolio and network. Throughout the program, students build on existing experience while gaining a strong foundation in strategic management, finance, marketing, accounting, and more.

Requirements

The Bachelor of Business Administration bachelor's completion program requires 120 total units, including General Education units and 54 units of core business courses.

Code	Title	Units
Core Courses		
PRMA 110	College Algebra [1]	3
PRMI 108	Christian Life, Faith, and Ministry [2]	3
PRBA 120	Financial Accounting	3
PRBA 121	Managerial Accounting	3
PRMA 130	Introduction to Statistics [1]	3
PRBA 210	Principles of Management	3
PRBA 240	Spreadsheets and Information Technology	3
PRBA 250	Principles of Macroeconomics [3]	3
PRBA 251	Principles of Microeconomics	3
PRBA 260	Marketing Principles	3
PRWR 261	Writing 2: Business Communication [4]	3
PRBA 296	Business Law	3
PRBA 300	Business Finance for Managers	3
PRBA 305	Operations Management	3
PRBA 370	International Business	3
PRBA 448	Organization and Administrative Behavior	3
PRBA 450	Strategic Management [5]	3
PRBA 495	Writing 3: Business Ethics [6]	3
Total Units		54

1 Meets the General Education Quantitative Literacy requirement.

2 Meets the General Education Christian Life, Faith, and Ministry requirement.

3 Meets the General Education Social Science requirement.

4 Meets the General Education Writing 2 requirement.

5 Meets the General Education Integrative and Applied Learning requirement.

6 Meets the General Education Writing 3 requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Business Knowledge: Apply business knowledge from multiple business disciplines to plan, design, and execute business strategies.
2. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
3. Quantitative Reasoning: Analyze quantitative data to address real-world or discipline-specific business problems.
4. Christian Business Ethics: Use biblically-based ethics to make moral and virtuous ethical and socially-responsible business decisions.
5. Written Communication: Convey ideas clearly and effectively through professional written communication.
6. Oral Communication:. Communicate in informative or persuasive ways using the appropriate genre, channel, structure, and style.

7. Collaborative Teamwork: Effectively participate in business-focused teams as members and leaders in diverse environments.
8. Global/Multicultural Awareness: Identify and respond to cultural, economic, and political aspects of business in multicultural and global environments, informed by biblically-based ethics.
9. Discipline Knowledge: SDemonstrate knowledge of business concepts.
10. Discipline Problem Solving: Solve core business problems and effectively analyze and address business situations.

Business Administration Minor (Professional)

Code	Title	Units
PRBA 120	Financial Accounting	3
PRBA 210	Principles of Management	3
PRBA 260	Marketing Principles	3
PRBA 300	Business Finance for Managers	3
PRBA 370	International Business	3
PRBA 448	Organization and Administrative Behavior	3
PRBA 495	Writing 3: Business Ethics [1]	3

[1] Meets the General Education Writing 3 requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Critical Thinking: Identify and solve business problems using analytical and critical thinking skills.
2. Quantitative Reasoning: Analyze quantitative data to address real-world or discipline-specific business problems.
3. Information Technology: Apply current information technologies to business issues.
4. Christian Business Ethics: Use biblically-based ethics to make moral and virtuous ethical and socially-responsible business decisions.
5. Written Communication: Convey ideas clearly and effectively through professional written communication.
6. Oral Communication: Communicate in informative or persuasive ways using the appropriate genre, channel, structure, and style.
7. Global/Multicultural Awareness: Informed by biblically-based ethics, students will identify and respond to cultural, economic, and political aspects of business in multicultural and global environments.

School of Education

The School of Education (https://www.apu.edu/education) at Azusa Pacific University equips teachers and administrators for excellence and leadership in educational settings. Offering graduate education degrees, the school provides an Ed.D. program and accredited teaching credential and master's programs, including degrees in special education, school counseling and school psychology, and educational technology.

For a full listing of programs and affiliated faculty, visit the appropriate department or division pages: Educational Leadership (p. 350), School Counseling and School Psychology (p. 362), and Teacher Education (p. 385).

Affiliated Programs

Bachelor's Degree Program

The School of Education offers a traditional undergraduate Bachelor of Arts in Liberal Studies (http://catalog.apu.edu/undergraduate/school-education/liberal-studies-ba) that is geared toward individuals preparing to be special education or elementary teachers.

APU offers a number of California Commission on Teacher Credentialing (CTC)-approved subject-matter programs for candidates completing their bachelor's degrees.

- English Approved Subject-Matter Program (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/english/english-major)
- Mathematics Approved Subject-Matter Program (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/mathematics-physics/mathematics-major-ba)
- Music Approved Subject-Matter Program (http://catalog.apu.edu/undergraduate/cota/school-music/musical-studies/music-education-bm)
- Physical Education Approved Subject-Matter Program (http://catalog.apu.edu/undergraduate/school-behavioral-applied-sciences/kinesiology/kinesiology-bs)
- Social Science Approved Subject-Matter Program (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/history-political-science/social-science-major)

The School of Education and College of Liberal Arts and Sciences collaborate to offer the Integrated Bachelor's/Credential Program (http://catalog.apu.edu/undergraduate/school-education/integrated-bachelors-credential).

Graduate Physical Education Programs

APU offers programs in graduate physical education. The Master of Arts in Physical Education and Single Subject Teaching Credential (p. 253), Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education (p. 254), and the Adapted Physical Education Added Authorization (p. 256) programs are accredited by the National Council for Accreditation of Teacher Education (NCATE, transitioning to CAEP) and are approved by the California Commission on Teacher Credentialing (CTC). For more information, visit the School of Behavioral and Applied Sciences (p. 187).

School Librarianship Programs

APU offers programs in school librarianship. These programs are accredited by the National Council for Accreditation of Teacher Education (NCATE, transitioning to CAEP) and are approved by the California Commission on Teacher Credentialing (CTC). For more information, visit University Libraries (p. 572).

School Nurse Services Credential

APU offers a program in school nursing services. The School Nurse Services Credential (SNSC) is approved by the California Commission on Teacher Credentialing (CTC). For more information, visit the School of Nursing (p. 426).

Faculty

Dean

Anita Fitzgerald Henck (http://www.apu.edu/faculty/ahenck), Ph.D.

Associate Dean for External Partnerships

Kent Bechler (http://www.apu.edu/faculty/kbechler), Ph.D.

Assistant Dean for Academic Planning and Accreditation

Rebekah Harris (http://www.apu.edu/faculty/rharris), M.S.

Assistant Dean for Outreach and Engagement

Nori Conner (http://www.apu.edu/faculty/nconner), M.A.

Assistant Dean for Student Academic Services

Angela J. Guta (http://www.apu.edu/faculty/aguta), Ph.D.

Professors

Kathleen Fletcher Bacer (http://www.apu.edu/faculty/kbacer), Ed.D.

Lewis Bonney (http://www.apu.edu/faculty/lbonney), Ph.D.

Jessica Cannaday (http://www.apu.edu/faculty/jcannaday), Ph.D.

Jennifer Courduff (http://www.apu.edu/faculty/jcourduff), Ph.D.

Michelle Cox (http://www.apu.edu/faculty/mcox), Ph.D.

Randy Fall (http://www.apu.edu/faculty/rfall), Ph.D.

Paul Flores (http://www.apu.edu/faculty/pflores), Ph.D.

Anita Fitzgerald Henck (http://www.apu.edu/faculty/ahenck), Ph.D.

Ying Hong Jiang (http://www.apu.edu/faculty/yjiang), Ph.D.

Gregory Kaiser (http://www.apu.edu/faculty/gkaiser), Ph.D.

HeeKap Lee (http://www.apu.edu/faculty/hlee), Ph.D.

Robert Martin (http://www.apu.edu/faculty/rhmartin), Ph.D.

David R. Morrison (http://www.apu.edu/faculty/drmorrison), Ed.D.

Calvin Roso (http://www.apu.edu/faculty/croso), Ed.D.

Associate Professors

Janet Hanson (http://www.apu.edu/faculty/jhanson), Ed.D.

Tolulope Noah (http://www.apu.edu/faculty/tnoah), Ed.D.

Pedro Olvera (http://www.apu.edu/faculty/polvera), Psy.D.

Assistant Professors

Roberta Alba (http://www.apu.edu/faculty/ralba), Ed.D.

Tammy Bachrach (http://www.apu.edu/faculty/tbachrach), Ph.D.

Richard Barsh (http://www.apu.edu/faculty/rbarsh), Ed.D.

Craig W. Bartholio (http://www.apu.edu/faculty/cbartholio), Ed.D.

Kathleen Bautista (http://www.apu.edu/faculty/kbautista), Ed.D.

Catherine Hahs Brinkley (http://www.apu.edu/faculty/cbrinkley), Ed.D.

Jaquet Dumas (http://www.apu.edu/faculty/jdumas), Ph.D.

Ie May Freeman (http://www.apu.edu/faculty/ilim), Ed.D.

Glen Green (http://www.apu.edu/faculty/ggreen), Ed.D.

Maria J. Gross (http://www.apu.edu/faculty/mgross), Ed.D.

Angela J. Guta (http://www.apu.edu/faculty/aguta), Ph.D.

Julia “Judy” Johnson (http://www.apu.edu/faculty/jmjohnson), Ed.D.

Stacy Kula (http://www.apu.edu/faculty/skula), Ph.D.

Maureen E. Latham (http://www.apu.edu/faculty/mlatham), Ed.D., Superintendent in Residence

William Loose (http://www.apu.edu/faculty/wloose), Ed.D.

Amber Lynwood (http://www.apu.edu/faculty/alynwood), Ed.D.

Heather Maguire (http://www.apu.edu/faculty/hmaguire), Psy.D.

Gregory Plutko (http://www.apu.edu/faculty/gplutko), Ed.D., Superintendent in Residence

Michael Salce (http://www.apu.edu/faculty/msalce), Ed.D.

Regula Schmid (http://www.apu.edu/faculty/rschmid), Ed.D.

Accreditation

Azusa Pacific University (APU) is accredited by the WASC Senior College and University Commission (WSCUC) (http://www.wscuc.org)[1].

APU has numerous professional accreditations, which are listed below:

- The School of Business and Management (https://www.apu.edu/business) is accredited by the International Accreditation Council for Business Education (IACBE) (http://www.iacbe.org).
- The School of Music (https://www.apu.edu/music) programs are accredited by the National Association of Schools of Music (NASM) (http://nasm.arts-accredit.org).
- The School of Nursing (https://www.apu.edu/nursing) programs are accredited by the Commission on Collegiate Nursing Education (CCNE) (http://www.ccneaccreditation.org) and the Board of Registered Nursing (BRN) (http://www.rn.ca.gov).
- Azusa Pacific Seminary (https://www.apu.edu/seminary) programs are accredited by the Association of Theological Schools (ATS) (http://www.ats.edu).
- The Art (https://www.apu.edu/vpa/art) and Design (https://www.apu.edu/vpa/design) programs are accredited by the National Association of Schools of Art and Design (NASAD) (http://nasad.arts-accredit.org).
- The Doctor of Physical Therapy program (https://www.apu.edu/dpt) is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (http://www.capteonline.org/home.aspx).
- The Master of Science in Athletic Training program (https://www.apu.edu/bas/programs/athletic-training-masters) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) (http://www.caate.net).
- The Doctor of Psychology program (https://www.apu.edu/psyd) is accredited by the American Psychological Association (APA) (http://www.apa.org).
- The School Psychology program (p. 362) is accredited by the National Association of School Psychologists (NASP) (http://www.nasponline.org).
- The Social Work programs (https://www.apu.edu/bas/socialwork) are accredited by the Council on Social Work Education (CSWE) (http://www.cswe.org).
- The Teacher Education programs (p. 385) are accredited by the Commission on Teacher Credentialing (CTC) (http://www.ctc.ca.gov) and the National Council for Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (http://caepnet.org).

The American Language and Culture Institute (ALCI) (http://catalog.apu.edu/undergraduate/liberal-arts-sciences/american-language-culture-institute) is a member of the American Association of Intensive English Programs (AAIEP) (https://www.englishusa.org).

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 training of students from foreign countries.

Accreditation documents and information about professional memberships is available in the Office of the Provost and on the provost website (http://www.apu.edu/provost/accreditation).

The transferability of credits earned at Azusa Pacific University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at Azusa Pacific University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at Azusa Pacific University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at Azusa Pacific University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

[1] WASC Senior College and University Commission, 985 Atlantic Ave., Suite 100, Alameda, CA 94501, (510) 748-9001, fax: (510) 748-9797

Mission Statement

Based upon Christian values and principles, the APU School of Education prepares educators to be creative and collaborative critical thinkers and scholars for diverse education settings.

School of Education Learner Goals

The School of Education seeks to prepare:

1. Ethical professionals who understand and articulate the integration of a Christian worldview in their communities of practice.
2. Responsive educators who practice reflective, creative critical thinking in their engagement with diverse communities of learners.
3. Informed scholarly professionals who are dedicated to collaboration, professional growth, and lifelong learning.

Professional School-level Dispositions

The School of Education has adopted a set of professional dispositions that represent the attitudes and behaviors expected of all education professionals. These dispositions reflect the values that are central to the mission of the School of Education. In addition to maintaining satisfactory academic progress, candidates are expected to demonstrate these dispositions throughout all education programs. Candidates who fail to meet the dispositional requirements will be evaluated for fitness to practice in the profession.

Program Expectations

- APU School of Education candidates prepare to work in schools as educators, including teachers, school and district leaders, school counselors and psychologists, and other specialty personnel. They must demonstrate the content, pedagogy, and writing skills and dispositions required of the profession. Therefore, the School of Education assesses candidates from admission through recommendation of credentials in both academic and dispositional standards.
- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in discipline up to and including program dismissal.
- All candidates must have access to technology (i.e., computer and internet connectivity). Additional technology requirements are necessary for some programs. Check the program descriptions in this catalog for more information.
- Candidates who live in, work at, or relocate to a location more than 50 miles from the nearest Azusa campus (including regional campuses) must receive approval from the department to participate in fieldwork and/or clinical experience at a distance and will be assessed charges to cover the costs (travel, lodging, etc.) for fieldwork and/or clinical experience supervision.
- All credential standards and requirements for special education and teacher education are subject to CTC, NCATE (transitioning to CAEP), and federal policy changes, as well as graduate education policy, and these supersede catalog descriptions of prior programs and requirements.
- Candidates participating in credential programs or master's or education specialist degree programs with credential embedded must be covered by professional liability insurance in their capacity as credential candidates.
- Candidates participating in fieldwork and/or clinical experience must have proof of auto insurance.

Certificate of Clearance

Azusa Pacific University requires candidates who are admitted to any program within the School of Education, or to credential programs housed within other schools in the university, to have and maintain a Certificate of Clearance or a valid and current credential for teaching, administration, counseling, school psychology, or nursing from the California Commission on Teacher Credentialing. Candidates who allow their Certificate of Clearance or other clearance document from the California Commission on Teacher Credentialing to expire will be prevented from enrolling in future terms. For more information, contact the Office of Credentials (http://www.apu.edu/education/resources/credentials) at soecredentials@apu.edu or (626) 815-5346.

Assessment System (Taskstream by Watermark™)

The School of Education uses Taskstream by Watermark™ to support the collection and analysis of student outcomes in all degree and credential programs. Taskstream offers candidates a personalized space to submit signature assignments and other documentation of performance as they progress through their program.

All School of Education degree, credential, and nondegree candidates are required to have a Taskstream account and maintain their subscription throughout their time of enrollment in the School of Education. Candidates are required to submit particular assignments and other forms in Taskstream by the deadline specified in the course syllabus. Successful evaluation of necessary submissions is required for degree completion and/or recommendation for a credential to the California Commission on Teacher Credentialing (CTC). It is the responsibility of the candidate to ensure access to an active Taskstream account, enroll in the correct Directed Response Folio(s), and submit assignments to the correct evaluator.

At the start of a candidate's first term in the School of Education, a Taskstream key code and instructions on how to create a Taskstream subscription will be provided by email. All Taskstream-related inquiries may be sent to soetaskstream@apu.edu.

Office of Credentials

The Office of Credentials (http://www.apu.edu/education/resources/credentials) provides a centralized location in which prospective and current School of Education candidates, faculty, staff, and the community can receive accurate, comprehensive, and complete information and advisement regarding the requirements involved in obtaining California credentials and certificates authorizing service in California schools. It is the candidate's responsibility to submit a credential application through the Office of Credentials upon completion of a credential program in order to receive their California educator's credential. The Office of Credentials also provides credential-related services to subject-matter preparation programs and credential programs offered through the College of Liberal Arts and Sciences (https://www.apu.edu/clas), the College of the Arts (https://www.apu.edu/cma), the School of Behavioral and Applied Sciences (https://www.apu.edu/bas), the School of Nursing (https://www.apu.edu/nursing), and University Libraries (https://www.apu.edu/library). For more information, call (626) 815-5346 or email soecredentials@apu.edu.

Academic Policies

Normal Progress Toward a Degree or Credential and Time Limit for Degree or Credential

School of Education students have a maximum of five years to complete all program requirements for the degree and/or credential, with the exception of doctoral students, who have six years to complete all program requirements. In rare instances, extensions may be requested by petition. Granting of such a petition may entail additional degree requirements, credential requirements, and/or repeating courses that have expired.

Good Academic Standing

To maintain good academic standing, School of Education students are expected to make satisfactory progress toward completion of their program. There are three criteria to the Good Academic Standing policy, in keeping with university academic quality standards and eligibility requirements for federal financial aid:

1. **Minimum GPA Requirement:** Students must maintain a minimum cumulative grade-point average (GPA) of 3.0 in their program of study.
2. **Time to Degree Completion:** School of Education students have a maximum of five years to complete all program requirements, with the exception of doctoral students, who have six years to complete all program requirements.
3. **Successful Completion of Attempted Units:**
   - Students enrolled in a graduate program must complete 50 percent of all units in which they originally enroll from the beginning of their program. The policy applies to cumulative units in their program of study.
   - Students enrolled in a teaching certificate/credential-only program are expected to complete a minimum of 67 percent of units in which they enroll from the beginning of their program. The policy applies to cumulative units in their program of study.
4. **Successful Completion of Credit (*CR*)/No Credit (*NC*) Courses:** School of Education students must earn a grade of *CR* for Credit/No Credit courses in which they enroll.

Academic Probation and Dismissal

Students who do not meet the definition of good academic standing outlined above are subject to academic probation and will be given one enrollment period to demonstrate satisfactory progress toward good academic standing. Certain designated courses within the School of Education (e.g., fieldwork, supervised teaching, dissertation courses, etc.) are graded on a Credit (*CR*)/No Credit (*NC*) basis. A grade of *NC* is interpreted as a failing grade, which can have implications for a student's continued satisfactory progress and academic standing.

Minimum Requirements for Certificate, Credential, Master's, and Combined Master's Degree and Credential Students

Students in master's and/or credential coursework must maintain a minimum cumulative GPA of 3.0. Courses with a grade lower than *B*- (including *NC* grades) are not applied to master's or educational specialist (Ed.S.) degree requirements or to credential/certificate requirements and must be repeated. Students who earn an *NC* grade are required to meet with their program director or chair to identify knowledge, skills, and/or dispositions that may need strengthening and to develop a performance improvement plan. Students who earn an *NC* grade will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a period of probation may be dismissed from the program.

Students are expected to successfully complete their culminating clinical practice, fieldwork, and internship courses at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition to the appropriate academic department to repeat the course. A successful petition is required for a student to repeat. A culminating clinical practice, fieldwork, or internship course can be repeated only once.

Students who earn an *NC* grade in a culminating clinical practice, fieldwork, or internship experience as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the nonpassing grade.

Minimum Requirements for Doctoral Students

A doctoral student must maintain a minimum cumulative GPA of 3.0. Courses with a grade lower than *B-* (including *NC* grades) are not applied toward doctoral degree requirements and must be repeated.

In order to ensure satisfactory academic progress, a doctoral student who receives an *NC* grade or grade lower than *B-* in 700-level courses, or whose grade-point average falls below 3.2, is required to meet with his/her advisor to identify academic skills that may need strengthening and to develop a performance improvement plan.

Doctoral students with a cumulative GPA lower than 3.0, or those who have earned two or more *NC* grades, will be placed on probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the performance improvement plan. Students who do not demonstrate satisfactory progress according to the terms of the performance improvement plan after a period of probation may be dismissed from the program.

Department of Educational Leadership

The Department of Educational Leadership (https://www.apu.edu/education/leadership) offers programs for educators who desire to become administrators and for those serving in full-time administrative positions.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 14).)

Program-specific application requirements are available online (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Master's Degrees:

- Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program Options (p. 359)

Doctoral Degree:

- Doctor of Education (Ed.D.) in Educational Leadership (p. 355)

Credentials:

- Preliminary Administrative Services Credential (p. 360)
- Clear Administrative Services Credential (p. 361)

EDL 566, Fieldwork Introduction and Practicum, 3 Units

This course gives candidates an overview of the fieldwork requirements of the Preliminary Administrative Services Credential program, including the major responsibilities authorized by the administrative credential, the requirements of the California Administrative Performance Assessment (CalAPA), and significant experiences of site instructional leadership and management/operational skills. The course supports the development of candidates' knowledge, skills, and dispositions through completion of administrative tasks or work assignments in a variety of diverse and realistic settings. Candidates work collaboratively with a university fieldwork supervisor and site supervisor to receive guidance and support while completing assignments that prepare the candidates for school administration. All fieldwork experiences are aligned with the California Commission on Teacher Credentialing's California Administrative Performance Expectations (CAPE).

EDL 567, Diversity Leadership in Schools, 2 Units

This course equips candidates with inclusive leadership skills for developing collaborative and equitable communities of action in diverse school environments. Candidates develop professional skills in the use of database systems to identify growth needs of all subcategories of students, the use of resources and culturally responsive strategies to support the school and community in the development of success of all students, and in the ability to reflect on their own worldviews related to equity and social justice.

EDL 568, Educational Research and Leadership, 2 Units

This course introduces exploratory qualitative case-study research design and methods. Candidates explore their school data, background, culture, and community to identify a key element for action research, then develops a research proposal and presents it for approval. Candidates reflect on their personal strengths, background, and potential biases to further their personal and professional growth as leaders in P-12 public schools.

EDL 569, Case Study, 2 Units

This course develops candidates' skills in qualitative case-study action research. Each candidate implements a qualitative research study design, collects data, analyzes it, and reports conclusions and implications from the study findings. Candidates gain practical experience in action research, develop an understanding of their faculty's and stakeholders' perceptions, and explore a contemporary educational topic or issue found in their current school and/or district.
Prerequisite: EDL 568

EDL 570, Visionary Leadership, 3 Units

The Visionary Leadership course helps the candidate develop an actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school and local education agency, including the ability to lead others in collaboratively developing, implementing, and evaluating the vision. Candidates will develop a shared commitment to the vision among all members of the school community, learn how to build site and school community teams, develop an understanding of the characteristics of a visionary leader, and assess their own personal strengths/limitations.

EDL 571, Instructional Leadership, 3 Units

This course will provide candidates with knowledge of academic content standards and how to integrate creativity, collaboration, communication, and critical thinking skills into the content standards. Candidates will also be provided with knowledge regarding curriculum standards, research-based instructional practices, and research-based assessment practices, while preparing candidates to provide focused, constructive feedback to teachers. Additionally, candidates will have opportunities to learn, practice, and reflect on instructional leadership through discussion forums and chat, faculty-directed instruction, learning activities and projects, and assignments by which student learning and progress may be assessed in relation to content and performance expectations.

EDL 572, School Improvement Leadership, 3 Units

This course will expose students to the complex relationships between the school leader, the school community and school improvement strategies. Candidates will learn to apply school improvement strategies and data driven decision-making to identify program strengths, diagnose student needs, and monitor the progress of a solution-based course of action. Candidates will develop an understanding of the role of leadership and communication within the continuous school improvement cycle and multiple opportunities will be offered fr each candidate to learn, practice, and reflect on the related concepts.

EDL 573, Professional Learning and Growth Leadership, 3 Units

Candidates will develop and model professional growth opportunities focused on supporting staff members in the continual improvement of teaching and learning. Through the creation and facilitation of professional development opportunities, candidates will address the continued support of the school growth plan with all stakeholders including faculty, staff, parents and other members of the school community. Additionally, candidates will create integrated and independent induction systems to provide continuing support for beginning teachers.

EDL 574, Organizational and Systems Leadership, 3 Units

Candidates will develop a vision of organizational and systems effectiveness by acquiring knowledge of federal, state, and local law pertaining to the management of PreK-12 schools, including human resources legal issues, safe school planning, student protection and conduct concerns, and financial stewardship. They will research landmark court cases, legal opinions, and legal principles relating to topics discussed. Candidates will hone their leadership skills by learning of historical background and current practices in student and personnel administration. They will be able to demonstrate decision-making based on ethical and legal conduct.

EDL 575, Community Leadership, 3 Units

In this course, candidates learn how to improve an organization by effectively communicating with all stakeholders about their school's strengths and challenges and enlisting inter-agency support. Candidates have multiple opportunities to learn, practice, and reflect on community leadership, as well as the opportunity to demonstrate the public speaking, presentation, diplomacy, writing, and advocacy skills necessary to represent and promote the school. Candidates will develop an understanding of the multiple connections between the school, families, and the community, and the strategies that encourage the involvement of the entire school community to work toward achieving the school's mission, vision, and goals. To accomplish this, candidates also learn to understand and address the diverse expectations, needs, aspirations, and goals of family and community groups and how to use this knowledge as a basis for planning and decision-making. Candidates will explore skills and strategies for trust building, team building, consensus building, and conflict resolution and for promoting a sense of shared responsibility among all members of the educational community.

EDL 576, Fieldwork Introduction, 1 Unit

In this introductory fieldwork course, candidates will be introduced to and begin fulfilling requirements in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Each candidate will be introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the California Administrative Performance Expectations (CAPES). Field experiences will include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.

EDL 577, Fieldwork Practicum, 2 Units

Candidates will participate in practical field experiences that are designed to facilitate the application of theoretical concepts in authentic settings. Field experiences will include a variety of diverse and realistic settings both in the day-to-day functions of administrators and in long-term policy design and implementation.
Prerequisite: EDL 576

EDL 578, Fieldwork Practicum and Assessment, 3 Units

This course supports the development of candidates' knowledge, skills, and dispositions through completion of administrative tasks or work assignments in a variety of diverse and realistic settings. Candidates work collaboratively with a university fieldwork supervisor and site supervisor to receive guidance and support while completing assignments that prepare the candidates for school administration. The course culminates with the candidates' reflective assessment of the knowledge and skills attained through the fieldwork experiences, as well as the summative assessment from the site supervisor and university supervisor. All fieldwork experiences are aligned with the California Commission on Teacher Credentialing's California Administrative Performance Expectations (CAPE).
Prerequisite: EDL 566

EDL 587, Diversity Leadership in Schools, 3 Units

This Diversity Leadership in Schools course prepares candidates to understand and appreciate human differences in diverse communities of families, students, and educators; to develop professional skills in the use of data-based systems to identify growth needs of all subcategories of students; the use of resources and culturally responsive teaching strategies to lead and support faculty and staff in the development of success of all students.

EDL 588, Research and Leadership, 3 Units

Basic research design and case study research methods will be taught. They will use qualitative and quantitative research to make data-driven decisions for the development, implementation, and evaluation of instructional programs. Candidates apply their individual strengths to further their vision for the improvement of learning, staff development, staff recruitment, and increasing community involvement. Elements of this course are built into the candidate's case study and Leadership Performance Assessment. Each content topic will be presented from a Christian worldview of leadership and ethics.

EDL 589, Case Study, 3 Units

This course enables learners to identify, develop, and study a contemporary educational topic or problem found in their current school and/or district. The study involves problem analysis and a literature review; the development, testing, and evaluation of the topic and/or problem; and the submission of a MA case study capstone project with recommendations and findings. The project provides an opportunity for candidates to utilize the learning and skills acquired in the graduate program.
Prerequisite: EDL 588

EDUC 661, Clear Induction Orientation, 3 Units

This is the introductory course for the Clear Administrative Services Credential (CASC) Program, an advanced training program, which offers quality mentoring and coaching appropriate to the professional needs of individuals in leadership positions in public and private schools.

EDUC 662, Individualized Induction Plan Implementation and Professional Development I, 3 Units

In this course, candidates will focus on completing the goals in their Individual Induction Plan (IIP) and professional development activities correlated to the goals. The course supports the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. All goals in the IIP are aligned with the California Professional Standards for Educational Leaders (CPSEL).
Prerequisite: EDUC 661

EDUC 663, Individualized Induction Plan Implementation and Professional Development II, 3 Units

In this course, candidates will continue to focus on completing the goals in their Individual Induction Plan (IIP) and professional development activities correlated to the goals. The course supports the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. All goals in the IIP are aligned with the California Professional Standards for Educational Leaders (CPSEL).
Prerequisite: EDUC 661, EDUC 662

EDUC 664, Clear Induction Assessment, 3 Units

In this course, candidates will complete their Individual Induction Plan (IIP) goals and their year #2 required professional development activities. The course continues to support the development of candidates' knowledge, skills, and dispositions through their current administrative assignment. Summative assessment and reflection will be an integral component of this course.
Prerequisite: EDUC 661, EDUC 662 and EDUC 663

EDUC 702, Proseminar in Educational Leadership, 1 Unit

As a required course for all incoming doctoral students in the Educational Leadership program, the proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. The proseminar provides an early opportunity for students to prepare for the rigors of doctoral work and to become familiar with the culture and expectations of the Educational Leadership program. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

EDUC 710, Developing the Leader Within, 2 Units

Leadership impact and influence - positive or negative - are greatly related to the skills, values, and principles of the leader. This course will focus on the mental, ethical, psychological, spiritual, and emotional aspects of leadership, both in the context of the literature, as well as through use of various assessments. These will include guided self-reflection and a 360-degree assessment by those within the leader's span of influence. Patterns of leadership failure will also be explored.

EDUC 712, Leading Change in Education: Theory to Practice, 3 Units

This course examines leadership, organizational development, and change theories, with particular application to contemporary public K-12 environments - classroom, school, district, state, and national arenas. The emphasis is on the role of leader as change agent within systems and/or organizations, as well as on the impact of change on individuals and communities. Theoretical as well as practical perspectives relative to the nature of leadership are balanced in the context of discussion of the implications for practice. Leadership in the context of organizational culture, communication, motivation, integrity, and change is incorporated throughout the course.

EDUC 713, Diversity and Equity in Education, 3 Units

Students examine diversity and equity issues impacting P-12 students, schools, and communities. Relevant theoretical perspectives are explored to help students deepen their knowledge, skills, and dispositions in order to perpetuate or to change cross cultural patterns in schools. The course raises issues related to justice, excellence, and other topics that call for reflection and the student's ability to intervene as needed.

EDUC 716, Educational Policy: Analysis, Praxis, and Reform, 3 Units

The purpose of this course is to prepare students to critically analyze, formulate, and implement educational policies and practices that advance the achievement of P-12 students. Theory and praxis aligned to federal, state, local, and district policies will be examined. The impact of historical and current legislative trends, (such as school funding policies, accountability, and certification processes), will be appraised, interpreted, and critiqued. Implications for various student populations will be considered.

EDUC 718, Group Dynamics and Conflict, 2 Units

This course is focused on group dynamics and conflict that arise in all work groups. The roles of all individuals within the group, with focus on leadership styles, healthy group conflict, resolving conflict, and techniques for improving group decision making are explored, and ethical and legal issues related to group interventions are discussed.

EDUC 719, Special Topics in Educational Leadership, 3 Units

This course will serve as a "contemporary issues" course for the EdD in Educational Leadership, providing an opportunity to focus in depth on issue(s) in the ever-changing field of public K-12 education, incorporating a fieldwork component to enhance integrated learning, drawing from themes of earlier classes in the program. It will take one of two forms: 1) traditional classroom-based course, with a lead faculty and special speakers who provide "real-time" expertise to the particular specialty topic; 2) travel course to look at K-12 educational issues at a state, national, or international level.

EDUC 722, Strategic Planning for Educational Systems, 3 Units

This course focuses on the theory and practice of strategic planning in education systems, introducing various approaches to designing and conducting strategic planning processes, including specific techniques for conducting environmental scans, SWOT analyses, strategic issue identification, and strategy formulation. This course includes an embedded fieldwork component.
Prerequisite: EDUC 716

EDUC 723, Legal Issues and Crisis Management in Schools, 3 Units

This course is designed to prepare students to function as school leaders in the areas of legal issues and crisis management. During this course, students will be introduced to a number of critical legal issues in schools, including suspension and expulsion, manifestation determination, student records, school safety, and privacy, including internet privacy. Students will also explore issues related to school crisis, including crisis planning, crisis teams, crisis response, and district-level and school-level issues. Each student will critique several districts' crisis plans, and will develop a crisis plan. This course includes an embedded fieldwork component.

EDUC 724, Ethical Leadership in Education, 3 Units

Students examine ethical dilemmas of leadership within contemporary educational institutions and the context of the communities they serve. The role and function of integrity, justice, fairness, and courage in leadership are examined within public and nonpublic school settings. Ethical dilemmas encountered by students in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophies and a Christian perspective of truth and life. Personal ethics are studied in terms of integrity in pursuing one's own sense of destiny and "calling" in the leadership roles assumed.

EDUC 760, The Nature of Inquiry in Education, 2 Units

This course offers students an opportunity to begin exploring key aspects of the research process: question formulation, literature search and review, research design, data collection and analysis, drawing conclusions, and identifying implications. Students are given the opportunity to enhance their skills in locating and evaluating the literature of the field, exploring scholarly writing, and identifying possible dissertation topics.

EDUC 761, Introduction to Educational Research, 2 Units

This course introduces quantitative and qualitative research designs. Students examine the role of theory and research, and their applications to practice in education. Statistical concepts, such as hypothesis testing, and basic descriptive and inferential statistics, are presented in relation to quantitative research designs. Students experience hands-on computer applications with SPSS software. Qualitative approaches to research are also explored, through reading and evaluating empirical research.

EDUC 762, Quantitative Inquiry in Education, 3 Units

This course introduces students to quantitative inquiry methods and applications of statistical procedures to practical educational research problems. Emphasis is placed on inferential and univariate statistics and various multivariate analysis techniques such as multiple regression, factorial ANOVA, multivariate ANOVA, and repeated measures. Students develop an understanding of the relationship between statistics and research design and learn to choose and apply the most appropriate statistical procedures in correlational and experimental studies.
Prerequisite: EDUC 761

EDUC 767, Qualitative Inquiry in Education, 2 Units

This course introduces the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education through reading and discussion of exemplifying articles. Ethnography, phenomenology, narrative inquiry, case study, grounded theory, and qualitative evaluation studies are among the designs examined. The data collection methods of observation, interviewing, and document analysis are studied and practiced.
Prerequisite: EDUC 761

EDUC 768, Methods of Data Collection and Analysis, 2 Units

The course addresses methods of data collection and analysis procedures for quantitative and qualitative research. Probability and non-probability samplings and purposive sampling, instrument designs will be discussed. Data analysis methods will be practiced.
Prerequisite: EDUC 762, EDUC 767

EDUC 769, Program Evaluation in Education: Assessment for Decision Making, 3 Units

This course introduces the skills and knowledge of the field of program evaluation, and their application to educational programs. In addition to understanding and identifying the issues and problems that threaten validity and reliability in program evaluations, students learn to be thoughtful consumers of evaluations and produce their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review, design and execute a program evaluation, and report the decision(s) based on the findings. This course includes an embedded fieldwork component.
Prerequisite: EDUC 762, EDUC 767

EDUC 770, Dissertation Milestone: Writing the Introduction, 1 Unit

This course assists students in identifying a research interest, narrowing and refining that interest, and identifying research questions that are directly tied to the research goals. Emphasis is on framing a research topic within the context of existing literature as a starting point for the dissertation, and developing a rationale for why the research is necessary and potentially valuable to the discipline. Upon successful completion of EDUC 770, students have an initial draft of the dissertation introduction (Chapter 1) that provides an overview of the proposed dissertation inquiry.
Prerequisite: EDUC 761

EDUC 771, Dissertation Milestone: Literature Review, 2 Units

This course is designed to facilitate the writing process of the literature review for students' dissertation topics. In addition to foundational academic writing skills such as structure, style, and voice, the course addresses higher-level critical thinking skills required for educational research including analysis, synthesis, and evaluation of existing scholarly literature. Upon successful completion of EDUC 771 students will have an initial draft of the dissertation literature review (Chapter 2).
Prerequisite: EDUC 770

EDUC 772, Dissertation Milestone: Dissertation Proposal, 2 Units

This course serves as a checkpoint assessment of students' readiness to complete their dissertation. Emphasis is placed on preparing a well-designed dissertation proposal that identifies the connection between the research questions, scholarly literature, and methodology. Upon successful completion of EDUC 772 students will have a draft overview of the dissertation methodology (Chapter 3), IRB application, and dissertation proposal.
Prerequisite: EDUC 771

EDUC 773, Dissertation Milestone: Data Collection, 1 Unit

The purpose of this course is to assist students in collecting research data with tests, self-report measures, questionnaires, interviews, observations, documents, or audio-visual materials. Emphasis is placed on enhancing the quality and credibility of the qualitative data and building the validity and reliability of the quantitative data. Upon successful completion of EDUC 773 students will have collected the data that they proposed. This course can be repeated in the following semester if data collection is not completed.
Prerequisite: EDUC 772

EDUC 774, Dissertation Milestone: Data Analysis, 1 Unit

This course is designed to guide and enable students to engage in data analysis processes for their dissertation. During the course students will work with their dissertation committee and meaningfully analyze the qualitative and quantitative data collected. Upon completion of EDUC 774 students will have prepared and analyzed the data they have collected using appropriate measures and techniques.
Prerequisite: EDUC 773

EDUC 776, Dissertation Milestone: Results, Discussion, and Conclusion, 2 Units

The purpose of this course is to guide students in providing an in-depth interpretation, analysis, and synthesis of the dissertation results. During this course students will work with their committee members to explore their dissertation findings in light of the study's research questions, literature review, and conceptual framework. Emphasis will be placed on providing students an opportunity to reflect thoroughly on the study's findings and the practical and theoretical implications. Upon completion of EDUC 776 students will have developed their Findings (Chapter 4), Discussion of Findings (Chapter 5), and Conclusion (Chapter 6) toward completion of the dissertation.
Prerequisite: EDUC 774

EDUC 777, Dissertation, 2 Units

After completing all other program coursework requirements, Ed.D. students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for two units of dissertation credit and must reenroll each semester until the dissertation is completed and successfully defended, APA edits are completed, and the dissertation is submitted for library review and publication.
Prerequisite: EDUC 776

Faculty

Program Director, M.A. in Educational Leadership and Administrative Services Credential Programs; Assistant Professor; and Superintendent-in-Residence

Maureen Latham (http://www.apu.edu/faculty/mlatham), Ed.D.

Professors

Ying Hong Jiang (http://www.apu.edu/faculty/yjiang), Ph.D.

Calvin Roso (http://www.apu.edu/faculty/croso), Ed.D.

Associate Professor

Janet Hanson (http://www.apu.edu/faculty/jhanson), Ed.D.

Assistant Professors

Stacy Kula (http://www.apu.edu/faculty/skula), Ph.D.

William Loose (http://www.apu.edu/faculty/wloose), Ed.D.

Assistant Professor and Superintendent-in-Residence

Greg Plutko (http://www.apu.edu/faculty/gplutko), Ed.D.

Doctor of Education (Ed.D.) in Educational Leadership

For more information: (626) 815-5374

Azusa Pacific University's Ed.D. in Educational Leadership (https://www.apu.edu/education/programs/doctor-in-educational-leadership) is a practitioner-based program that places emphasis on applied research that results in direct, positive change in K-12 settings. The program prepares scholar-practitioners who are equipped with the knowledge and skills to make a transformative impact on schools and districts and the lives of students in them.

Mission Statement

The Ed.D. in Educational Leadership program at APU, a Christ-centered university, enables culturally aware K-12 leaders to implement research-based practices as change agents.

Program Requirements

Students must complete 51 units of coursework, and successfully complete the written dissertation, oral defense, and required corrections as well as a public dissertation presentation.

Coursework

Code	Title	Units
Required Courses		
Orientation		
EDUC 702	Proseminar in Educational Leadership	1
Leadership Content		
EDUC 710	Developing the Leader Within	2
EDUC 712	Leading Change in Education: Theory to Practice	3
EDUC 713	Diversity and Equity in Education	3
EDUC 716	Educational Policy: Analysis, Praxis, and Reform	3
EDUC 718	Group Dynamics and Conflict	2
EDUC 719	Special Topics in Educational Leadership	3
EDUC 722	Strategic Planning for Educational Systems	3
EDUC 723	Legal Issues and Crisis Management in Schools	3
EDUC 724	Ethical Leadership in Education	3
Research Methodology and Design		
EDUC 760	The Nature of Inquiry in Education	2
EDUC 761	Introduction to Educational Research	2
EDUC 762	Quantitative Inquiry in Education	3
EDUC 767	Qualitative Inquiry in Education	2
EDUC 768	Methods of Data Collection and Analysis	2
EDUC 769	Program Evaluation in Education: Assessment for Decision Making	3
Dissertation Milestones		
EDUC 770	Dissertation Milestone: Writing the Introduction	1
EDUC 771	Dissertation Milestone: Literature Review	2
EDUC 772	Dissertation Milestone: Dissertation Proposal	2
EDUC 773	Dissertation Milestone: Data Collection	1
EDUC 774	Dissertation Milestone: Data Analysis	1
EDUC 776	Dissertation Milestone: Results, Discussion, and Conclusion	2
EDUC 777	Dissertation	2
Total Units		51

Grading and Grade Point Average

Throughout higher education, and particularly at the doctoral level, commitment to learning should outweigh the pursuit of grades. Nonetheless, grading and grade point average continue to play a crucial role in students' studies. For doctoral students, the grade of *B-* is considered minimally acceptable. Courses graded lower than *B-* are not applied toward doctoral degree requirements and must be repeated.

A doctoral student must maintain a minimum cumulative GPA of 3.0 in 700-level courses and receive no grade lower than *B-* in 700-level courses. Courses graded lower than *B-* are not applied toward doctoral degree requirements and must be repeated. A cumulative GPA lower than 3.0 or the receipt of a grade lower than *B-* in 700-level courses will result in the student being placed on probation. A doctoral student who is on probation for more than a total of two terms throughout his or her doctoral study may be dismissed from the program. Probation and dismissal actions are posted on a student's transcript.

A doctoral student whose grade point average falls in the range of 3.0-3.2 is required to meet with his/her advisor to identify academic skills that may need strengthening and to take appropriate action.

Other Degree Requirements

Advancement to Candidacy

Following approval of the dissertation proposal and recommendation by appropriate advisors, doctoral students are advanced to candidacy status.

Dissertation

Doctoral students are required to complete a dissertation, the standards and procedures for which are defined by program faculty in keeping with the APU Standards and Dissertation Handbook. To be approved for a dissertation defense date, students must complete all requisite coursework, including EDUC 776, and have the approval of their dissertation committee. Continuous enrollment in EDUC 777 is required until the dissertation is successfully defended and submitted to APU's APA reader.

After candidates successfully defend their dissertation in a meeting with their faculty committee, they must complete required corrections and submit the approved changes to the APA reader. The final step of the dissertation requirement is to participate in a scheduled public presentation of the research to the department.

Doctoral students who have completed all program requirements, successfully defended their dissertation, and fulfilled all obligations of the university will have their doctoral degree posted and will be entitled to use the term "doctor."

Continuous Progress

In addition to maintaining continuous enrollment in EDUC 777, doctoral candidates are expected to make continuous progress toward completion of the dissertation. Continuous progress of doctoral candidates is assessed each term on all of the following expectations:

- maintaining regular contact with the dissertation chair;
- conducting research as described in the dissertation proposal; and
- submitting high-quality drafts in a timely manner, consistent with the timeline established with the dissertation committee.

Candidates who receive *NC* for EDUC 777 will need to submit a report on their progress in candidacy and will enter into a probationary period for one term. Candidates who fail to maintain progress after a probationary period may be recommended for termination from the program.

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study away, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state the reasons for the leave and the term in which the student will reenroll. Leaves of absence must be approved by the chair of the Department of Educational Leadership and the dean of the School of Education in advance of the term for which the leave is requested.

Students who fail to return to enrolled status at the end of an approved period of leave, or after two consecutive terms of nonenrollment, will be considered no longer in pursuit of an advanced degree and must reapply for admission. If readmitted at a later date, students must meet any new program requirements.

Degree Completion Time

Doctoral students are permitted six years from the date of initial enrollment to complete all requirements for the Ed.D. degree. Extensions beyond the six-year limit may be granted at the discretion of the department chair and the dean of the School of Education. Students needing an extension due to unusual circumstances must make their request in writing, stating the reason(s) for the extension, a timetable for completion of requirements, and the expected date of degree completion.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete. (See Admission to the University (p. 14).) **Program-specific application requirements are available online** (https://www.apu.edu/education/programs/doctor-in-educational-leadership/admission).

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Application Deadlines

Completed applications with all supporting documentation must be received by one of the following deadlines:

- Priority deadline: May 1 (apply by this date to receive full consideration for scholarships)
- Regular deadline: June 1

Interview

Upon invitation, doctoral applicants interview with at least two members of the doctoral faculty. The purpose of the interview is to meet the applicant, discuss education and career goals, evaluate the match of the program to the applicant, and determine the applicant's potential for success in the program.

Admission Decisions

Program applicants must meet department and university criteria for admission. Admission to the university is the first step in the process, but does not guarantee admission to the program.

The department reserves the right to offer provisional admission to students who do not meet all the admission criteria. In such cases, the requirements necessary for full admission and the time limit for completing them will be stated in writing. Failure to meet these requirements may result in dismissal from the program.

Computer Requirement

Students must own or have ready access to a computer during their tenure in the program. The SPSS statistical software package is required of students in their research courses throughout the program. The University Bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For more information, contact the Student Financial Services office (http://www.apu.edu/graduateprofessionalcenter/sfs) at (626) 815-4570.

Study Load

The three-year, dissertation-embedded Ed.D. program is a full-time commitment requiring continuous full-time enrollment. To maintain the appropriate course sequence, doctoral students must enroll in all courses designated for each academic term. Requests to enroll for fewer units than designated are approved only in specific circumstances. Any leave of absence will be in a one-year increment and will require stopping out until the following year, when the next course sequence is offered.

Residence Requirement

Doctoral students must meet a residency requirement by completing a minimum of 41 units toward the doctoral degree at APU.

Transfer Units

Doctoral students may transfer up to 10 units of coursework with a grade of *B* or higher from another regionally accredited doctoral program. Official transcripts and syllabi must be submitted to the program director, who will determine the courses that successfully transfer.

Schedule

The program requires a full-time, year-round commitment (fall, spring, and summer). Face-to-face classes are held six Saturdays per 16-week term in both fall and spring, and four Saturdays during the 8-week summer term, with additional instruction provided online. Check with the program office to determine meeting dates and times.

Advisement

During the first semester of the doctoral program, students enroll in a 1-unit proseminar course that serves as an orientation and initial advising into the program. The proseminar has three primary goals: 1) to orient students to the intellectual life of doctoral study; 2) to provide opportunities for students to become familiar with steps and procedures required for successful completion of the doctoral program, including a plan and timeline for accomplishing major academic and professional milestones; and 3) to introduce students to the technology, tools, and academic resources needed for doctoral study, including use of the Azusa Pacific University library catalog and databases. All proseminar activities are designed to help students develop connections with each other and with the faculty to create a community of learners and scholars.

Upon successful completion of the first semester, and once a student begins dissertation work, the dissertation chair serves as the primary academic advisor for the remainder of the student's time in the program.

Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the student financial services office in the Graduate and Professional Center. Students are advised to contact that office early in the admissions process.

Lillian B. Wehmeyer Scholarship Endowment

This scholarship is in memory of the late Lillian B. Wehmeyer, Ph.D., former faculty in the School of Education doctoral program, who lived with a passion for assisting doctoral students in successful research. This scholarship assists doctoral program students in the School of Education who demonstrate satisfactory academic progress, commitment to service, and financial need. Download the Lillian B. Wehmeyer Scholarship Application (http://www.apu.edu/live_data/files/313/scholarship_application_lillian_b_wehmeyer.pdf) (PDF).

Ed.D. Program Scholarship

Azusa Pacific University offers competitive scholarship support to newly admitted doctoral students who demonstrate outstanding leadership qualities or leadership potential in K-12 education and who are committed to serving under-resourced schools and districts. Priority is given to current practitioners who are leading their schools and districts toward improved performance. Admitted applicants are considered for these awards based on an overall

assessment of their admission application. No separate application required. This scholarship is renewable and may be received for a total of three years. Continuous enrollment, good academic standing (minimum 3.5 GPA), and employment in K-12 education are required for annual award renewal.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Values-Driven Leader: Exemplify professional ethics and personal integrity, articulate core values for self and organization, and lead with Christian values and principles that honor the worth of all individuals.
2. Change Agent: Set clear goals and direction, analyze current practices, and make sound decisions about what to change, and appropriately monitor change efforts.
3. Effective Communication: Write accurately and coherently, following APA format, and present data in user-friendly format to various constituent groups.
4. Problem Identification: Formulate a research question and identify significant questions and impact.
5. Data Collection and Analysis: Conduct literature searches, evaluate research literature, and synthesize existing information; design research, select appropriate research tools, collect and analyze data, and communicate findings.
6. Apply Research to Practice: Critically evaluate research and use research evidence to inform practice.

Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program Options

For more information: (626) 815-5374

The online Master of Arts in Educational Leadership and Preliminary Administrative Services Credential program (https://www.apu.edu/education/programs/masters-in-educational-leadership) options prepare candidates to serve as effective, innovative school administrators. Graduates emerge well-equipped with advanced skills and knowledge, including best practices to fill leadership roles in pre-K-12 schools such as principal, assistant principal, district level positions, teacher leader, curriculum leader, and department chair. The programs emphasize a strong Christian perspective and provide candidates the opportunity to combine coursework with practical application to create a relevant learning experience. All courses and fieldwork are aligned with the California Professional Standards for Education Leaders (CPSELs) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cpsel-booklet-2014.pdf).

The following program options are available online:

- Master of Arts in Educational Leadership and Preliminary Administrative Services Credential (p. 360)
- Preliminary Administrative Services Credential (p. 360)
- Preliminary Administrative Services Internship Credential (p. 361)

Field Experience

Candidates participate in practical field experiences that are aligned to the coursework and designed to facilitate the application of theoretical concepts in authentic settings. Each candidate is introduced to the major duties and responsibilities authorized by the administrative services credential as articulated in the California Administrator Performance Expectations (CAPEs). The candidate assumes leadership responsibilities at a local school or district setting under the guidance of a site supervisor and university supervisor throughout the program. Field experiences include intensive activities both in the day-to-day functions of administrators and in longer-term policy design and implementation. Coursework and field experiences work together to expand the candidate's leadership capacity.

Case Study

Candidates who seek the Master of Arts in Educational Leadership complete a case study (EDL 569) based on a current topic of interest specific to his or her local school or district. This is the capstone project for the Master of Arts degree.

California Administrator Performance Assessment (CalAPA)

The CalAPA is a performance assessment consisting of three leadership cycles:

- Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
- Leadership Cycle 2: Facilitating Communities of Practice
- Leadership Cycle 3: Supporting Teacher Growth

Effective for all students who are admitted and enroll in the program in 2019-20 and beyond, meeting the passing standard for all three cycles of the CalAPA is required prior to recommendation for the Certificate of Eligibility or for the Preliminary Administrative Services Credential.

Acquiring the Preliminary Administrative Services Certificate of Eligibility

Upon completion of the program, candidates must apply for the Preliminary Administrative Services Certificate of Eligibility. This certificate is evidence that the candidate has successfully met all developmental objectives and program standards to merit recommendation for the certificate, and qualifies candidates to apply for entry-level administrative positions in California school districts. Candidates who do not immediately secure an administrative position hold the Certificate of Eligibility indefinitely, as there is no expiration date on the certificate.

Upon being offered an administrative position, the candidate applies for the Preliminary Administrative Services Credential. Once holding the Preliminary Administrative Services Credential, the administrator has 12 months to enroll in a Clear Administrative Services Credential program and five years to complete requirements for the Clear Administrative Services Credential.

Technology Requirements

To maintain a consistent and current level of instruction, each student is required to use a computer equipped with Microsoft Word and internet access, and maintain a Taskstream by Watermark student account. Additionally, completion of the CalAPA requires video submissions; although an expensive camera is not necessary, students will need a camera with a microphone, and many cameras in laptops, tablets, and phones are capable of producing a picture and sound quality that is suitable for student video needs.

Course Requirements—M.A. in Educational Leadership and Preliminary Administrative Services Credential

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential program includes nine online courses and two fieldwork experience courses as listed below. Candidates can qualify for recommendation for the Preliminary Administrative Services Intern Credential while enrolled in this program.

Code	Title	Units
Coursework		
EDL 567	Diversity Leadership in Schools	2
EDL 568	Educational Research and Leadership	2
EDL 569	Case Study	2
EDL 570	Visionary Leadership	3
EDL 571	Instructional Leadership	3
EDL 572	School Improvement Leadership	3
EDL 573	Professional Learning and Growth Leadership	3
EDL 574	Organizational and Systems Leadership	3
EDL 575	Community Leadership	3
Fieldwork Experiences		
EDL 566	Fieldwork Introduction and Practicum	3
EDL 578	Fieldwork Practicum and Assessment	3
Total Units		30

Course Requirements—Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential program includes six online courses and two fieldwork experience courses as listed below. Candidates can qualify for recommendation for the Preliminary Administrative Services Intern Credential while enrolled in this program.

Code	Title	Units
Coursework		
EDL 570	Visionary Leadership	3
EDL 571	Instructional Leadership	3
EDL 572	School Improvement Leadership	3
EDL 573	Professional Learning and Growth Leadership	3
EDL 574	Organizational and Systems Leadership	3
EDL 575	Community Leadership	3
Fieldwork Experiences		
EDL 566	Fieldwork Introduction and Practicum	3

EDL 578	Fieldwork Practicum and Assessment	3
Total Units		24

Preliminary Administrative Services Internship Credential

The Master of Arts in Educational Leadership and Preliminary Administrative Services Credential program options may be completed while a candidate holds a Preliminary Administrative Services Internship Credential, which meets the need of school districts by allowing them to employ candidates who have not yet completed all credential requirements. Upon receiving an offer of employment, candidates can acquire the internship credential; this two-year credential entitles them to assume full responsibilities as a California school administrator while completing the university program. Candidates benefit from joint mentoring and supervision by the university and nominating districts, and interns participate in administrative credential courses along with other candidates. Upon completion of the program, they apply for the Preliminary Administrative Services Credential. Interns who continue employment on an administrative management contract must enroll in a Clear Administrative Services Credential (CASC) program within 12 months of completing the Preliminary Administrative Services Credential (PASC) program.

Intern Credential Candidate Requirements

1. Contract or letter verifying the offer of employment (on the management salary schedule as an administrator, not part of the teachers' bargaining unit) at a school or district site located within 50 miles of Azusa. Individuals with an offer of employment more than 50 miles from Azusa will need to get approval for an exception to the 50-mile requirement from the program director or designee.
2. Valid Memorandum of Understanding (MOU) that includes administrative intern language in place between the School of Education and the employing district.
3. Intern candidates must be consistently enrolled and making progress toward credential/degree completion. Progress toward credential/degree completion includes timely submission and passage of CalAPA leadership cycles.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
2. INSTRUCTIONAL LEADERSHIP: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
3. MANAGEMENT AND LEARNING ENVIRONMENT: Education leaders manage the organization to cultivate a safe and productive learning and working environment.
4. FAMILY AND COMMUNITY ENGAGEMENT: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
5. ETHICS AND INTEGRITY: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
6. EXTERNAL CONTEXT AND POLICY: Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Clear Administrative Services Credential

For more information: (626) 815-5374

The clear credential induction program leading to the Clear Administrative Services Credential (https://www.apu.edu/education/programs/clear-administrative-services-credential) is based on the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov) standards. This advanced professional program for full-time administrators who already hold a Preliminary Administrative Services Credential offers individualized coaching, support, and assistance based on the California Professional Standards for Education Leaders (CPSELs) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cpsel-booklet-2014.pdf). An Individualized Induction Plan (IIP) identifies each student's performance expectations, professional development objectives, and learning activities. Artifacts that demonstrate student progress in meeting the IIP goals and professional development objectives are maintained in an electronic portfolio.

Throughout the two-year (four-term) program, advancement toward each student's goals is assessed. A culminating assessment forms the basis for certifying that students have successfully met all professional development objectives in the IIP and have met the level of administrative competence to merit recommendation for the Clear Administrative Services Credential.

Candidates must enroll in the induction program within 12 months of the start of their initial administrative position. Candidates are required to begin coaching within 30 days of the program start. Candidates have five years, from the date of their initial administrative contract, to complete the Clear Administrative Services Credential.

Requirements

Code	Title	Units
EDUC 661	Clear Induction Orientation	3
EDUC 662	Individualized Induction Plan Implementation and Professional Development I	3
EDUC 663	Individualized Induction Plan Implementation and Professional Development II	3
EDUC 664	Clear Induction Assessment	3
Total Units		12

Students enrolling in the program are required to register for EDUC 661 upon admission to the program.

Students may apply for the credential upon successful completion of the program and provide a statement with supervisor and district signatures to verify the candidate has at least two years of full-time administrative experience under the Preliminary Administrative Services Credential.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
2. INSTRUCTIONAL LEADERSHIP: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
3. MANAGEMENT AND LEARNING ENVIRONMENT: Education leaders manage the organization to cultivate a safe and productive learning and working environment.
4. FAMILY AND COMMUNITY ENGAGEMENT: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
5. ETHICS AND INTEGRITY: Education leaders make decisions and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
6. EXTERNAL CONTEXT AND POLICY: Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Department of School Counseling and School Psychology

Mission Statement

The Department of School Counseling and School Psychology (https://www.apu.edu/education/counselingpsych) offers adult learners academic and practical preparation for careers in school counseling and school psychology. The department provides coursework and supervises fieldwork leading to the Master of Arts in Education: Educational Counseling; the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology; and the Master of Arts in Education: Educational and Clinical Counseling. In addition, the department offers a credential-only program for those who hold a master's degree and seek certification in school counseling or school psychology, and also offers an Applied Behavioral Analysis Specialization (BCBA Certificate) and a Clinical Counseling Certificate.

Student Dispositional Expectations

All candidates in the Department of School Counseling and School Psychology will be evaluated on their professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. The two professional dispositions that NCATE (transitioning to CAEP) expects institutions to assess are fairness and the belief that all students can learn.

Student Dispositional Assessment

All candidates will be evaluated by faculty with regards to student dispositions three times throughout their program. The School of Education Candidate Disposition Rubric will be utilized to assess each candidate.

Student Dispositional Remediation

Any candidate who does not meet minimal expectations on the Candidate Disposition Rubric will be required to meet with the Department Student Remediation Team to develop an improvement plan. Students who fail to meet the remedial dispositional requirements will be evaluated for fitness to practice in the profession.

Taskstream by Watermark™

Candidates in the School Counseling and School Psychology programs are required to sign up for a Taskstream account at the onset of their program and maintain their subscription throughout their time of enrollment in the School of Education. All courses, including field experiences, have required Signature Assignments that will be evaluated by faculty.

Admissions

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 14)). **Program-specific application requirements are available online** (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international)*.*

Learn more (http://www.apu.edu/education/counselingpsych) **about the Department of School Counseling and School Psychology.**

School Counseling

- Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 369)
- Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 371)
- PPS: School Counseling Credential (p. 372)

School Psychology

- Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 372)
- Educational Specialist in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 380)
- Educational Specialist in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 376)
- PPS: School Psychology Credential (p. 383)

Certificates

- Applied Behavioral Analysis Specialization (BCBA Certificate) (p. 383)
- Clinical Counseling Certificate (p. 384)

ABA 500, ABA Fieldwork I, 1 Unit

This course is a companion to the first four courses in the seven-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course includes 200 hours of supervised fieldwork. Students must find a mentor willing to supervise their fieldwork hours. While a BCBA mentor is preferred, for the purpose of this class students may also be supervised by a behavior intervention case manager (BICM), behavior specialist, or a school psychologist with at least five years of experience of designing behavior intervention plans (BIPs) and/or behavior support plans (BSPs) and completing functional behavioral assessments (FBAs).
Prerequisite: ABA 503, ABA 504, ABA 505, and ABA 515 (all may be taken concurrently)

ABA 503, Behavior Analysis in Applied Settings I, 3 Units

This is the first of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It is also the first of two courses that focus on the philosophical underpinnings and concepts/principles from the field of applied behavior analysis (ABA). Topics include assumptions of ABA, basic principles of behavior, positive and negative reinforcement, positive and negative punishment, and extinction.

ABA 504, Single-Case Designs: Measurement and Experimental Evaluation of Behavior, 3 Units

This is the second of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). Students are introduced to single-subject design and learn how to collect, display, analyze, and interpret data using continuous and discontinuous measures.
Prerequisite: ABA 503 (may be taken concurrently)

ABA 505, Behavior Analysis in Applied Settings II, 3 Units

This is the third of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It is also the second of two courses that focus on the philosophical underpinnings and concepts/principles from the field of Applied Behavior Analysis (ABA). Topics include functions of behavior, motivating operations, stimulus control, generalization, and verbal behavior.
Prerequisite: ABA 503, ABA 504

ABA 510, ABA Fieldwork II, 1 Unit

This is a companion to the last three courses in the seven-course sequence that fulfills the coursework requirement to become a Board Certified Behavior Analyst (BCBA), and includes 200 hours of supervised fieldwork. Students must find a mentor willing to supervise their fieldwork hours; while a BCBA mentor is preferred, for the purpose of this course students may also be supervised by a behavior intervention case manager (BICM), behavior specialist, or a school psychologist with at least five years of experience designing behavior intervention plans (BIPs) and/or behavior support plans (BSPs) and completing functional behavioral assessments (FBAs).

Prerequisite: ABA 500; ABA 524, ABA 534 and ABA 514 (may be taken concurrently)

ABA 514, Functional Behavior Assessment in Applied Settings, 3 Units

This is the last of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the functional behavior assessment process, which includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans.

Prerequisite: ABA 503, ABA 504, ABA 505, ABA 515, and ABA 500; ABA 524, ABA 534 (may be taken concurrently).

ABA 515, Behavior Change Procedures in Applied Settings I, 3 Units

This is the fourth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). It is also the first of two courses that focus on the procedures, systems, and considerations of behavior change from the perspective of applied behavior analysis (ABA). Additionally, students learn about conducting personnel supervision that is behavior-analytic in nature.

Prerequisite: ABA 503 and ABA 504; ABA 505 (may be taken concurrently)

ABA 524, Ethics in Applied Behavior Analysis, 3 Units

This course is the fifth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on ethical considerations inherit to the field of applied behavior analysis (ABA) and covers the professional and ethical compliance code for behavior analysts.

Prerequisite: ABA 505 (may be taken concurrently)

ABA 534, Behavior Change Procedures in Applied Settings II, 3 Units

This is the sixth of seven courses that fulfill the coursework requirement to become a Board Certified Behavior Analyst (BCBA). This course focuses on the selection and implementation of the procedures, systems, and considerations of behavior change covered in ABA 515. Additionally, students learn about conducting personnel supervision that is behavior-analytic in nature.

Prerequisite: ABA 503, ABA 504, ABA 505 and ABA 515; ABA 524 (may be taken concurrently)

EDCO 528, Community, Family, and School Collaboration, 3 Units

Students become aware of comprehensive models for forming partnerships or collaborations between schools/districts and community stakeholders to strengthen school improvement and reform efforts. The course investigates the importance of parent and community involvement in children's education from birth through high school including an overview of exemplary parent involvement programs; resources for family involvement activities and programs; and knowledge of existing and possible partnerships between school/districts and public/private community representatives including mental health, government, advocacy and law enforcement agencies; knowledge of district/school programs that support student achievement through academics and mental health, and grant writing to support school/community collaborations.

EDCO 533, Counseling Theories and Techniques, 3 Units

This course provides an examination of the varied counseling theories and techniques needed by school counselors for a variety of counseling roles and functions. The focus is on the application of basic skills in the domains of academic, career, personal and social development. Each student demonstrates knowledge of how school counseling programs and services promote student development, learning and achievement in diverse populations with the context of professional ethics. Concepts, attitudes, and values held by the counselor which most influence the counseling relationship and outcome are explored. A holistic, ecosystemic model for viewing counseling issues, the school community and the understanding of family processes are studied. It focuses on acquiring knowledge and practicing skills related to individual and group counseling within a multicultural context. A prerequisite for EDCO 550 and EDCO 583

EDCO 534, Assessment, Measurements, and Testing of Individuals, 3 Units

This course helps students understand and interpret measurement techniques, and state- and nation-wide assessments used in public schools at all grade levels. Course content includes the role of measurement and assessment in pupil personnel services, test validity and reliability, portfolios, assessment procedures, special education testing, interpreting test data, and elementary statistics. Emphasis is on helping school counselors and other educators use measurement and assessment data to promote positive programs and outcomes for students.

EDCO 535, Professionalism, Ethics, and Law, 3 Units

This course provides an ethical and legal background for use by school counselors and school psychologists as they assume their duties in the public school system. Candidates gain familiarity with state and federal laws and regulations pertaining to children and their families. The implications and legal applications of due process and legal requirements that determine and protect pupil rights are emphasized.

EDCO 545, Positive Behavior Supports and Classroom Intervention, 3 Units

This course focuses on the implementation of positive behavior supports based on principles of applied behavioral analysis. The student learns the process of implementing a functional behavioral analysis in order to promote academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment is emphasized.

EDCO 549, Career Development Theories and Techniques, 3 Units

This course is an orientation to occupational and career education trends, theories and practices which ensure that all pupils receive equitable guidance which transcends cultural and gender stereotypes and is reflective of the national standards. This includes computer-based technology, data management systems and data-based research which support career development services.

EDCO 550, Crisis/Trauma Response and Interventions, 3 Units

Culturally appropriate counseling, classroom, and school related techniques and methods for developing and maintaining a peaceable school, and for the prevention, intervention, and postvention of such factors as crisis, trauma, violence, gang activity, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment are examined within an ecosystemic context.

EDCO 555, Group Counseling Skills, 3 Units

This course provides a combination of history, theory, techniques, and applications pertaining to group counseling processes. Training requirements include the practice and demonstration of group techniques. Candidates observe, participate in, and conduct a personal-growth group composed of class members and observed by an experienced group supervisor.

EDCO 557, Human Growth, Development, and Learning, 3 Units

Taking an ecosystemic perspective, this course exposes the student to the transactions between biological, psychosocial, cultural, and environmental factors affecting human growth, development, and learning from conception through adolescence. The focus is on the student's achievement of the integrated, holistic, and multicultural understanding, and emphasizes the application of theory to real life situations and problems.

EDCO 564, School Counseling Fieldwork I, 3 Units

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

Prerequisite: EDCO 528, EDCO 533, EDCO 535, EDCO 545, EDCO 550, EDCO 555, EDCO 575, EDCO 592

EDCO 568, School Counseling Fieldwork II, 3 Units

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

Prerequisite: EDCO 528, EDCO 533, EDCO 535, EDCO 545, EDCO 550, EDCO 555, EDCO 575, EDCO 592

EDCO 571, Introduction to Clinical Practice: Basic Skills, 3 Units

This course introduces the student to basic skills in attending behavior, clinical interviewing, and clinical intervention. It is designed to stimulate self-awareness as related to the therapeutic relationship, as well as the integration of spirituality and the interpersonal process. Coursework includes reading, observation, and role-play, and student audio/videotaped clinical practice explores differential diagnosis and the use of current diagnostic tools, such as the DSM-IV-R and the treatment modalities and placement criteria within the continuum of care.

Prerequisite: EDCO 575

EDCO 572, Psychobiology and Psychopharmacology, 3 Units

This course introduces the biological and neurological bases of human behavior, as well as psychotropic medications, as an adjunct to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided, and consideration is given to the special needs of certain populations (e.g., the elderly and substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management by gaining an understanding of psychotropic medication indications, dosage scheduling, effects, and side effects as part of therapeutic practice.

EDCO 573, Addictions, Assessment, and Interventions, 3 Units

This course provides an introduction to the field of addictions and compulsive behaviors, including substance abuse and substance abuse treatment. The course emphasizes assessment and intervention skills, processes, evidence-based research relevant to treatment, and available resources. The nature and scope of addictions are defined, DSM-IV criteria for disorders are reviewed, and unique issues relative to faith, children/adolescents, persons with disabilities, and other issues of diversity are considered.

EDCO 574, Introduction to Clinical Practice: Advanced Skills, 3 Units

This course is designed to further develop the psychotherapeutic tools of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and making contracts with clients for change. Additionally, students are trained to work with diverse populations and encouraged to begin developing a theoretical and conceptual understanding of cases. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection.

Prerequisite: EDCO 571

EDCO 575, Clinical Practica, 3 Units

This course provides counseling graduates with an in-the-field counseling experience prior to fieldwork or internship. Students obtain educational and clinical experience in psychotherapeutic techniques, assessment, and maladjustment, health and wellness promotion, and other recognized counseling interventions. A total of 100 hours must be documented in various education and community settings under supervision of faculty and site supervisors.
Prerequisite: EDCO 533

EDCO 579, Sociocultural Competence, 3 Units

School counselors require awareness of, and sensitivity to, the social and cultural diversity of the various ethnic groups represented in the districts and communities in which they serve. Everyday issues from levels of family-school involvement to communication to body language can take on new meaning when cultural origins are considered. This course helps students to develop a multicultural perspective by becoming aware of their own cultures, the nuances of other cultures, and counseling considerations and perspective when working with individuals from diverse social and cultural backgrounds.

EDCO 587, PPS Leadership, Ethics, and Professionalism, 3 Units

This course is an orientation to the concepts and procedures which define and encompass pupil personnel management systems. This includes the ethics which guide the coordination and supervision of comprehensive counseling and guidance in a multicultural school setting. Standards of professionalism which support successful leadership are incorporated into the instruction.

EDCO 592, Foundations and Ethics in Research, 3 Units

This is the capstone research course for school counseling candidates and the first of three research courses for school psychology candidates. Candidates prepare a scholarly literature review. For counseling candidates, the major assignment for the course serves as a graduate research project. For school psychology candidates, the major assignment guides construction of the methods section of a research project for the following research courses.

EDCO 593, Historical Development of School Counseling and School Psychology, 3 Units

This course provides an historical overview of the professions of school psychology and counseling, and their philosophical and practical contributions to the field of education.

EDCO 594, School Counseling Internship 1, 3 Units

(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. In this course students will receive exposure to individual differences, involvement with testing and case studies, participation in parent conferences and IEP/E and P meetings, and provision of counseling and/or consultation as appropriate to students, staff, and parents.

EDCO 595, School Counseling Internship 2, 3 Units

(300 hours) Students enrolled in this fieldwork course are under a paid internship with their school district. This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

EDPY 556, Academic Assessment and Intervention, 2 Units

This course covers the foundations of curriculum-based measurement, evidenced-based interventions, progress monitoring, and response to intervention. Students learn problem-solving skills in the identification and prevention of skill deficits, development of goals based on assessment data, progress monitoring, and determining the responsiveness to intervention.

EDPY 624, Disabilities in Children (Mild, Moderate, and Severe), 2 Units

School psychologists are required to have an understanding of the spectrum of individual differences among potential students, particularly individuals with exceptional needs. This course introduces students to individuals defined by cultural differences, socioeconomic disadvantages, sexual biases, and developmental psychopathology in order to achieve sensitivity to the needs and feelings of persons with differing experiences. There is an introduction to the legal requirements of educating learners in the least restrictive environments and consideration of current issues and future trends in special education.

EDPY 633, Multicultural and Bilingual Assessment and Intervention, 3 Units

This course focuses on the assessment of multicultural and bilingual students, including assessment models and practices, test bias, and social and psychological aspects associated with the differences and similarities of ethnic and cultural groups.

EDPY 635A, Role and Function of a School Psychologist: Positive Behavior Supports, 1 Unit

This is a supervised practicum in data-driven behavioral consultation/collaboration and socialization/life skills. This course emphasizes Functional Behavior Assessments (FBA) and Behavior Intervention Plans. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.
Corequisites: EDPY 624 and EDPY 681

EDPY 635B, Role and Function of a School Psychologist: Individual/Group Counseling, 1 Unit

This course offers a supervised practicum in the development of life skills, mental health, and home/school/community collaboration. Students gain supervised skills in individual/group counseling and meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.
Corequisites: EDPY 637 and EDPY 682

EDPY 635C, Role and Function of a School Psychologist: Assessment, 1 Unit

This is a supervised practicum in data-based intervention development and collaboration. Students gain supervised experience in administration, scoring, and interpretation of cognitive/processing/social emotional assessments. Students also conduct Curriculum-Based Assessments (CBA) within a Response to Intervention (RTI) model. Students meet with a university instructor for seminar discussion and group supervision each semester. A minimum of 150 hours is applied toward the total 450 required practicum hours.
Corequisites: EDPY 633 and EDPY 683

EDPY 636, Research and Evaluation in School Psychology, 3 Units

Students gain advanced skills in understanding and applying statistical techniques to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

EDPY 637, Child Psychopathology Assessment and Treatment, 3 Units

This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children most commonly encountered in the delivery of school psychological services.

EDPY 655, School Psychology Internship 1, 5 Units

(600 hours) Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 656, School Psychology Internship 2, 5 Units

(600 hours) With continued on-site supervision, field-experience students become increasingly independent in planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 681, Psychoeducational Assessment I, 3 Units

This course is the first in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, socialemotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 682, Psychoeducational Assessment II, 3 Units

This course is the second in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of scales in assessing intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 683, Psychoeducational Assessment III, 3 Units

This course is the third in a series of three courses structured to develop competence in the assessment of preschool and school-age children and adults. Students become aware of the multifaceted and culturally defined nature of human intelligence, of research and theory regarding the development and measurement of human intellectual ability, and of the construction, uses, and limitations of assessment tools and methods. Upon completion of this series of courses, the students should have attained competence in a wide range of assessment techniques in the assessment of intelligence, processing abilities, adaptive behavior, social-emotional functioning, and achievement. Students gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

EDPY 690, Advanced Individual Research, 3 Units

In this course, the professor and students work closely to advance research into a form that will be appropriate for presentation at a national conference or publication in a peer-reviewed journal. Examples of activities within this course include: development of literature reviews, data collection, statistical analysis, manuscript editing and revising, presenting research at conferences, and submission for publication in scholarly journals.

EDPY 695, School Psychology Fieldwork 1, 5 Units

(600 hours) Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exception students, consulting with teachers, parents, and community agencies, and supervising counseling services. Further skills include conducting student assessment, writing reports, consulting with staff and parents, designing prevention, interventions, and postvention strategies, and completing progress evaluations.

EDPY 696, School Psychology Fieldwork 2, 5 Units

(600 hours) With continued on-site supervision, field experience students become increasingly independent with regard to planning, implementing, and reporting psychoeducational assessments of pupils. Students continue to gain experience collaborating with multidisciplinary colleagues. Students participate in planning prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist. In addition, students take independent responsibility for initiating and collaborating with multidisciplinary colleagues in prevention, intervention, and evaluation activities related to the responsibilities of a school psychologist.

EDPY 697, Readings in School Psychology, 1 Unit

This course assists the student in research of current literature in the field of school psychology. Literature is one of the vehicles that bridges the gap between theory and practice. Thus, this intensive course in current professional literature allows the student to remain on the cutting edge of the profession.

Prerequisite: Completion of program requirements and approval of program director

Faculty

Department Chair

David Morrison (http://www.apu.edu/faculty/drmorrison), Ed.D.

Director, School Counseling Program

Michelle Cox (http://www.apu.edu/faculty/mcox), Ph.D.

Director, School Psychology Program

Michael Salce (http://www.apu.edu/faculty/msalce), Ed.D.

Coordinator, Fieldwork and Internship

Robert Martin (http://www.apu.edu/faculty/rhmartin), Ph.D.

Professors

Lewis Bonney (http://www.apu.edu/faculty/lbonney), Ph.D.

Michelle Cox (http://www.apu.edu/faculty/mcox), Ph.D.

Randy Fall (http://www.apu.edu/faculty/rfall), Ph.D.

Robert Martin (http://www.apu.edu/faculty/rhmartin), Ph.D.

David Morrison (http://www.apu.edu/faculty/drmorrison), Ed.D.

Associate Professor

Pedro Olvera (http://www.apu.edu/faculty/polvera), Psy.D.

Assistant Professors

Roberta Alba (http://www.apu.edu/faculty/ralba), Ed.D.

Julia Johnson (http://www.apu.edu/faculty/jmjohnson), Ed.D.

Heather Maguire (http://www.apu.edu/faculty/hmaguire), Psy.D.

Michael Salce (http://www.apu.edu/faculty/msalce), Ed.D.

Master of Arts in Education: Educational Counseling with an Embedded Pupil Personnel Services Credential in School Counseling

For more information: (626) 815-5424

APU's Master of Arts in Education: Educational Counseling (https://www.apu.edu/education/programs/masters-in-school-counseling) offers candidates an efficient path to a school counseling career by embedding within the program all requirements for the Pupil Personnel Services Credential in School Counseling.

A requirement in completing the program includes either fieldwork or an internship. Candidates applying for an internship credential may submit their application for the internship credential near the end of the program after all 10 prerequisites have been met. An internship credential is appropriate for candidates who have secured a paid internship position at a public school in the field of school counseling.

Course Sequence

Obtain academic advising prior to initial registration.

Code	Title	Units
Term 1		
EDCO 533	Counseling Theories and Techniques [1]	3
EDCO 550	Crisis/Trauma Response and Interventions [1]	3
EDCO 557	Human Growth, Development, and Learning [1]	3
EDCO 593	Historical Development of School Counseling and School Psychology [1]	3
Term 2		
EDCO 545	Positive Behavior Supports and Classroom Intervention [1]	3
EDCO 555	Group Counseling Skills [1]	3
EDCO 575	Clinical Practica [1]	3
EDCO 592	Foundations and Ethics in Research [1]	3
Term 3		
EDCO 528	Community, Family, and School Collaboration [1]	3
EDCO 535	Professionalism, Ethics, and Law [1]	3
Term 4		
EDCO 534	Assessment, Measurements, and Testing of Individuals	3
EDCO 549	Career Development Theories and Techniques	3
EDCO 579	Sociocultural Competence	3
EDCO 587	PPS Leadership, Ethics, and Professionalism	3
Supervised Field Experience/Fieldwork Internship		
Select one of the following:		6
EDCO 564 & EDCO 568	School Counseling Fieldwork I and School Counseling Fieldwork II (300 hours)	
EDCO 594 & EDCO 595	School Counseling Internship 1 and School Counseling Internship 2 (300 hours)	
Total Units		48

[1] Prerequisites for fieldwork/internship

Additional Requirements

1. Candidates must pass a Praxis exam to demonstrate their competence in school counseling prior to completion of the program.
2. Candidates prepare a graduate research project (EDCO 592), which includes a formal research paper. This project's content summarizes a topic that the student chooses to study in depth.

3. All candidates admitted to the Master of Arts in Education: Educational Counseling program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching, counseling, school psychology, and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.
4. Candidates must pass the California Basic Educational Skills Test (CBEST) prior to admission to the educational counseling program with an embedded school counseling credential. Students can register to take the test online (http://www.cbest.nesinc.com).

Advisory Notes

Educational psychology (p. 372) can be pursued as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Counseling. Because these programs are unique, students must be admitted to each program separately.

Candidates intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 36) section of the catalog.

- The practicum experience included in the educational counseling program is required by the California Commission on Teacher Credentialing (https://www.ctc.ca.gov) and consists of 100 hours completed in a K-12 setting or approved clinical setting. These hours will be verified in the EDCO 575 course, which must be taken prior to fieldwork or internship. This course provides candidates the educational and clinical experience in applied psychotherapeutic techniques, assessment, diagnosis, prognosis, treatment, issues of development, adjustment, and maladjustment, health and wellness promotion, and other recognized counseling interventions.
- At some sites, candidates may need to delay enrollment until there are a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional centers.
- Candidates must receive a grade of *B-* or higher in each course (and a grade of *CR* in fieldwork/internship).
- Candidates in an educational counseling or educational psychology program may request to waive a course (see Waivers (p. 70) in the Academic Policies and Procedures (p. 36) section of this catalog) provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all the university standards for transfer credit (see Transfer Credit (p. 66)), up to 20 percent of the total program units may be transferred to meet requirements. If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the candidate must choose alternative elective courses to satisfy the unit requirements of the degree program.
- Candidates approaching program completion must obtain a credential application from the Office of Credentials (http://www.apu.edu/education/resources/credentials). Candidates must complete all credential requirements to apply for the credential.
- Notify the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar) of intent to graduate 90 days before intended graduation. Candidates approaching graduation must obtain an Intent to Commence and/or Graduate form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) from the registrar, and the registrar will determine whether the student has met all requirements.
- A candidate has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in foundations of School Counseling Professional Standards.
2. Demonstrate competency in professionalism, ethics, and legal mandates.
3. Demonstrate competency in student academic development.
4. Demonstrate competency in student college and career development.
5. Demonstrate competency in social/emotional development.
6. Demonstrate competency in educational foundations: growth and development, learning theory, academic achievement.
7. Demonstrate competency in leadership and advocacy in social justice, equity, and access.
8. Demonstrate competency in program development.
9. Demonstrate competency in research, program evaluation, and technology.

Master of Arts in Education: Educational and Clinical Counseling with an Embedded Pupil Personnel Services Credential in School Counseling

For more information: (626) 815-5424

The Master of Arts in Education: Educational and Clinical Counseling (https://www.apu.edu/education/programs/masters-in-school-clinical-counseling) degree is a 60-unit program that encompasses the 48-unit M.A.Ed. in Educational Counseling degree (p. 369) and 12 additional units required by the California Board of Behavioral Sciences for Licensed Professional Clinical Counselor (LPCC) eligibility. The program prepares candidates to obtain a Pupil Personnel Services Credential necessary to work in K-12 school settings, provides a clinical emphasis, and satisfies the coursework requirements set forth for California licensure as an LPCC. Contact the department (http://www.apu.edu/education/counselingpsych/contact) or program director for specific information pertaining to the benefits of this degree option.

Course Sequence

Obtain academic advising prior to initial registration.

Code	Title	Units
Term 1		
EDCO 533	Counseling Theories and Techniques [1]	3
EDCO 550	Crisis/Trauma Response and Interventions [1]	3
EDCO 557	Human Growth, Development, and Learning [1]	3
EDCO 593	Historical Development of School Counseling and School Psychology [1]	3
Term 2		
EDCO 545	Positive Behavior Supports and Classroom Intervention [1]	3
EDCO 555	Group Counseling Skills [1]	3
EDCO 575	Clinical Practica [1]	3
EDCO 592	Foundations and Ethics in Research [1]	3
Term 3		
EDCO 528	Community, Family, and School Collaboration [1]	3
EDCO 535	Professionalism, Ethics, and Law [1]	3
Term 4		
EDCO 534	Assessment, Measurements, and Testing of Individuals	3
EDCO 549	Career Development Theories and Techniques	3
EDCO 579	Sociocultural Competence	3
EDCO 587	PPS Leadership, Ethics, and Professionalism	3
Term 5		
Select one of the following:		6
EDCO 564 & EDCO 568	School Counseling Fieldwork I and School Counseling Fieldwork II (300 hours)	
EDCO 594 & EDCO 595	School Counseling Internship 1 and School Counseling Internship 2 (300 hours)	
Students completing the Master of Arts in Educational and Clinical Counseling must complete the following prior to receiving degree:		
Term 1		
EDCO 571	Introduction to Clinical Practice: Basic Skills	3
EDCO 572	Psychobiology and Psychopharmacology	3
Term 2		
EDCO 573	Addictions, Assessment, and Interventions	3
EDCO 574	Introduction to Clinical Practice: Advanced Skills	3
Total Units		60

1 Prerequisites for fieldwork/internship

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in foundations of School Counseling Professional Standards.
2. Demonstrate competency in professionalism, ethics, and legal mandates.
3. Demonstrate competency in student academic development.
4. Demonstrate competency in student college and career development.
5. Demonstrate competency in social/emotional development.
6. Demonstrate competency in educational foundations: growth and development, learning theory, academic achievement.
7. Demonstrate competency in leadership and advocacy in social justice, equity, and access.
8. Demonstrate competency in program development.
9. Demonstrate competency in research, program evaluation, and technology.

Pupil Personnel Services: School Counseling Credential

For more information: (626) 815-5424

Prerequisite: Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 372)

A required transcript evaluation of students' current PPS school psychology courses will determine which courses will count toward the PPS: School Counseling Credential.

Requirements are the same as for Azusa Pacific University's Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 369) program.

Educational Specialist (Ed.S.) in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology

For more information: (626) 815-5424

Azusa Pacific University's Educational Specialist (Ed.S.) in School Psychology with embedded Master of Arts in Education (M.A.Ed.): Educational Psychology and Pupil Personnel Services Credential in School Psychology (https://www.apu.edu/education/programs/school-psychology-specialist-degree) program equips school psychology candidates with distinctive and marketable skills and competencies. The school psychology program is approved by the National Association of School Psychologists (NASP) (https://www.nasponline.org) and accredited by the National Council for Accreditation of Teacher Education (NCATE)—which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (http://www.ncate.org)—and the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov). The two degrees are completed in three years and comprise 66 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of this program, candidates can apply to become Nationally Certified School Psychologists (NCSPs) pending passing of the PRAXIS II Exam (School Psychology) with a score of 147 or greater.

Competencies and Skills

This program equips candidates for career advancement opportunities and give them a highly marketable specialty. All coursework is taught by expert faculty who are recognized leaders in the profession with years of clinical and school-based experience. Graduates of APU develop a comprehensive

set of competencies to effectively work with students and families of all cultures, SES levels, and learning abilities. In addition, the school psychology program develops compassionate practitioners who apply the following skills and competencies in school systems:

- Research and evaluation skills
- Commitment to social justice and advocacy
- Legal and ethical decision making
- Psychoeducational assessment for the purposes of intervention
- Evidenced-based interventions (behavior and academic)
- Nondiscriminatory assessment procedures
- Social-emotional/behavioral assessment and intervention through positive behavior supports
- Knowledge of psychobiology and psychopharmacology
- Academic assessment and intervention (curriculum-based measurement and response to intervention)
- Individual and systemic collaboration (homeschool partnerships)
- Educational and clinically related mental health counseling (individual and group)
- Crisis prevention and intervention (individual and school-wide)
- Promotion of safe and nurturing school environments
- Human development and learning

Program Structure

Years 1 and 2 (M.A.Ed.)

Candidates complete a total of 49 units and 450 hours of practicum during the first two years of the program. Upon completion of all coursework, practicum hours, and the Graduate Research Project (GRP), the candidate is granted the Master of Arts in Education: Educational Psychology and may participate in commencement.

Year 3 (Post-master's Year, Ed.S.)

During the Spring II session of the second year and the post-master's year, candidates complete an additional 17 units of special focus coursework, including 10 units of fieldwork/internship (1,200 hours). Candidates applying for an internship credential may submit their application once a paid internship at a public school in the field of school psychology has been secured. Prior to starting fieldwork/internship, students are required to provide an updated TB clearance.

Upon successful completion of post-master's coursework and fieldwork/internship, and passing of the PRAXIS II (School Psychology) exam, the candidate is granted the Educational Specialist (Ed.S.) degree and may file for the PPS Credential in School Psychology. Once these requirements are fulfilled, the student may apply to become a Nationally Certified School Psychologist (NCSP) through the National Association of School Psychologists (NASP); students are advised to review specific NCSP requirements online (http://www.nasponline.org).

Additional Admission Requirements for School Psychology Applicants

1. Submit Graduate Record Exam (GRE) scores. The GRE must have been taken within 12 months of the date of application for admission. All three scores, with an emphasis on the writing score, are used as one consideration for approving an application. Although a minimum score is not required, the GRE is one element in the application process. Admission is competitive and not all students who meet the minimum requirements will be admitted. Information on the administration of this test is available online (http://www.ets.org) and in the Department of School Counseling and School Psychology (http://www.apu.edu/education/counselingpsych).
2. After all above materials have been submitted to the Office of Graduate and Professional Admissions (http://www.apu.edu/graduateprofessionalcenter/admissions), the school psychology program reviews the file and notifies the applicant to schedule an admission interview with the department. The prospective candidate should come prepared to be interviewed by program faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and make an initial assessment of the applicant's potential for success as a school psychologist.
3. All candidates who are admitted to the program are required to submit a copy of their California Certificate of Clearance (COC) or another form of clearance, such as a valid and current credential for teaching or counseling and/or nursing. The law requires Azusa Pacific University to keep these records on file while candidates are in attendance at APU.

Course Requirements

Scope and Sequence

Students take courses in the following sequence (students are required to seek academic advisement prior to initial registration).

Code	Title	Units
Year 1		
Coursework for Master of Arts in Education: Educational Psychology		
Term 1		
EDCO 533	Counseling Theories and Techniques [1]	3
EDCO 557	Human Growth, Development, and Learning [1]	3
EDPY 624	Disabilities in Children (Mild, Moderate, and Severe) [1]	2
EDCO 593	Historical Development of School Counseling and School Psychology [1]	3
Term 2		
EDCO 545	Positive Behavior Supports and Classroom Intervention [1]	3
EDCO 572	Psychobiology and Psychopharmacology	3
EDPY 556	Academic Assessment and Intervention [1]	2
EDCO 592	Foundations and Ethics in Research [1]	3
Term 3		
EDCO 535	Professionalism, Ethics, and Law [1]	3
EDCO 528	Community, Family, and School Collaboration [1]	3
Students will have located a practicum site.		
Year 2		
Term 1		
EDPY 681	Psychoeducational Assessment I [1]	3
EDPY 690	Advanced Individual Research [1]	3
EDPY 682	Psychoeducational Assessment II [1]	3
EDPY 636	Research and Evaluation in School Psychology [1]	3
EDPY 635A	Role and Function of a School Psychologist: Positive Behavior Supports [1]	1
Term 2		
EDPY 683	Psychoeducational Assessment III [1]	3
EDPY 637	Child Psychopathology Assessment and Treatment [1]	3
EDCO 550	Crisis/Trauma Response and Interventions [1, 2]	3
EDPY 633	Multicultural and Bilingual Assessment and Intervention [2]	3
EDPY 635B	Role and Function of a School Psychologist: Individual/Group Counseling [1]	1
Term 3		
EDPY 635C	Role and Function of a School Psychologist: Assessment [1]	1
Total Units		55

1 Prerequisites must be completed prior to internship/fieldwork.

2 Part of the Ed.S. degree.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.):

- Designated M.A.Ed. coursework (49 units)
- Graduate Research Project
- 450 hours of practicum

Students may participate in commencement.

Code	Title	Units
Year 3		
Coursework for Educational Specialist Degree		
Semester 4		
EDPY 697	Readings in School Psychology	1
Select one of the following:		5
EDPY 655	School Psychology Internship 1 (600 hours)	
EDPY 656	School Psychology Internship 2 (600 hours)	
Semester 5		

Select one of the following:		5
EDPY 695	School Psychology Fieldwork 1 (600 hours)	
EDPY 696	School Psychology Fieldwork 2 (600 hours)	
Total Units		11

Students will complete the following in order to earn the Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology:

- Designated Ed.S. coursework (17 units)
- 1,200 hours of fieldwork/internship (primary and secondary settings)
- Passing the PRAXIS II (School Psychology) with a 147 or higher

Additional Requirements

1. Students must earn a passing score of 147 or greater on the PRAXIS II exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the PRAXIS II with a score of 147 or greater, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).
2. Students prepare a Graduate Research Project (GRP), which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content should be related to a topic that the student chooses to study in depth and has relevance to the field of school psychology. The research portion of the project is completed through the following courses: EDCO 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.
3. Students complete a performance-based portfolio during practicum and internship/fieldwork that will be evaluated by program faculty and field experience mentors for evidence of skills competency.

Advisory Notes

- Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 36) section of the catalog.
- Students cannot pursue the Master of Arts in Education: Educational Counseling (https://www.apu.edu/education/programs/masters-in-school-counseling) as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.
- The practicum experience at APU consists of 450 hours (required by the California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K-12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinics) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than two years of experience.
- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers (p. 70)), provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all of the university standards for transfer credit (see Transfer Credit (p. 66)), it may be transferred to meet requirements (up to 20 percent of the total program units may be transferred to meet requirements). If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the School of Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Commence and/or Graduate Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) from the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar) at least 90 days before intended graduation. The registrar will determine whether the student has met all requirements.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.

4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services – school wide practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice disposition.

Educational Specialist (Ed.S.) in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology

For more information: (626) 815-5424

Azusa Pacific University's Educational Specialist (Ed.S.) in School Psychology: Applied Behavior Analysis with embedded Master of Arts in Education (M.A.Ed.): Educational Psychology and Pupil Personnel Services Credential in School Psychology (https://www.apu.edu/education/programs/school-psychology-specialist-degree) program equips school psychology candidates with distinctive and marketable skills and competencies. Candidates acquire knowledge needed to provide intensive behavioral treatment and intervention services for students diagnosed with autism and related disabilities.

This program is a Verified Course Sequence (VCS) approved by the Behavior Analyst Certification Board (BACB) and meets the educational requirements for eligibility as a Board Certified Behavior Analyst (BCBA). Additional requirements (http://www.bacb.com/index.php?page=158) to achieve certification include successful completion of supervised clinical experience, as well as the certification exam administered by the BACB (http://www.bacb.com).

The school psychology program is approved by the National Association of School Psychologists (NASP) (https://www.nasponline.org) and accredited by the National Council for Accreditation of Teacher Education (NCATE)—which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (http://www.ncate.org)—and the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov). The two degrees are completed in three years and comprise 89 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of this program, candidates can apply to become Nationally Certified School Psychologists (NCSPs) pending passing of the PRAXIS II Exam (School Psychology) with a score of 147 or greater.

Competencies and Skills

This program equips candidates for career advancement opportunities and give them a highly marketable specialty. All coursework is taught by expert faculty who are recognized leaders in the profession with years of clinical and school-based experience. Graduates of APU develop a comprehensive set of competencies to effectively work with students and families of all cultures, SES levels, and learning abilities. In addition, the school psychology program develops compassionate practitioners who apply the following skills and competencies in school systems:

- Research and evaluation skills
- Commitment to social justice and advocacy
- Legal and ethical decision making
- Psychoeducational assessment for the purposes of intervention
- Evidenced-based interventions (behavior and academic)
- Nondiscriminatory assessment procedures
- Social-emotional/behavioral assessment and intervention through positive behavior supports
- Knowledge of psychobiology and psychopharmacology
- Academic assessment and intervention (curriculum-based measurement and response to intervention)
- Individual and systemic collaboration (homeschool partnerships)

- Educational and clinically related mental health counseling (individual and group)
- Crisis prevention and intervention (individual and school-wide)
- Promotion of safe and nurturing school environments
- Human development and learning

Requirements

Scope and Sequence

Students take courses in the following sequence (students are required to seek academic advisement prior to initial registration).

Code	Title	Units
Year 1		
Coursework for Master of Arts in Education: Educational Psychology		
Semester 1		
EDCO 533	Counseling Theories and Techniques [1]	3
EDCO 557	Human Growth, Development, and Learning [1]	3
EDPY 624	Disabilities in Children (Mild, Moderate, and Severe) [1]	2
EDCO 593	Historical Development of School Counseling and School Psychology [1]	3
Semester 2		
EDCO 545	Positive Behavior Supports and Classroom Intervention [1]	3
EDCO 572	Psychobiology and Psychopharmacology	3
EDPY 556	Academic Assessment and Intervention [1]	2
EDCO 592	Foundations and Ethics in Research [1]	3
Semester 3		
EDCO 535	Professionalism, Ethics, and Law [1]	3
EDCO 528	Community, Family, and School Collaboration [1]	3
Students will have located a practicum site.		
Year 2		
Semester 1		
EDPY 681	Psychoeducational Assessment I [1]	3
EDPY 690	Advanced Individual Research [1]	3
EDPY 682	Psychoeducational Assessment II [1]	3
EDPY 636	Research and Evaluation in School Psychology [1]	3
EDPY 635A	Role and Function of a School Psychologist: Positive Behavior Supports [1]	1
Semester 2		
EDPY 683	Psychoeducational Assessment III [1]	3
EDPY 637	Child Psychopathology Assessment and Treatment [1]	3
EDCO 550	Crisis/Trauma Response and Interventions [1, 2]	3
EDPY 633	Multicultural and Bilingual Assessment and Intervention [2]	3
EDPY 635B	Role and Function of a School Psychologist: Individual/Group Counseling [1]	1
Semester 3		
EDPY 635C	Role and Function of a School Psychologist: Assessment [1]	1
Total Units		55

[1] Prerequisites must be completed prior to internship/fieldwork.

[2] Part of the Ed.S. degree.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.):

- Designated M.A.Ed. coursework (49 units)
- Graduate Research Project
- 450 hours of practicum

Students may participate in commencement.

Code	Title	Units
Year 3		
Coursework for Educational Specialist Degree		
Semester 4		
EDPY 697	Readings in School Psychology	1
Select one of the following:		5
EDPY 655	School Psychology Internship 1 (600 hours)	
EDPY 656	School Psychology Internship 2 (600 hours)	
Semester 5		
Select one of the following:		5
EDPY 695	School Psychology Fieldwork 1 (600 hours)	
EDPY 696	School Psychology Fieldwork 2 (600 hours)	
Total Units		11

Students will complete the following in order to earn the Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology:

- Designated Ed.S. coursework (17 units)
- 1,200 hours of fieldwork/internship (primary and secondary settings)
- Passing the PRAXIS II (School Psychology) with a 147 or higher

Code	Title	Units
Applied Behavior Analysis		
ABA 503	Behavior Analysis in Applied Settings I	3
ABA 504	Single-Case Designs: Measurement and Experimental Evaluation of Behavior	3
ABA 505	Behavior Analysis in Applied Settings II	3
ABA 515	Behavior Change Procedures in Applied Settings I	3
ABA 500	ABA Fieldwork I	1
ABA 524	Ethics in Applied Behavior Analysis	3
ABA 534	Behavior Change Procedures in Applied Settings II	3
ABA 514	Functional Behavior Assessment in Applied Settings	3
ABA 510	ABA Fieldwork II	1
Total Units		23

Additional Requirements

1. Students must earn a passing score of 147 or greater on the PRAXIS II exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the PRAXIS II with a score of 147 or greater, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).
2. Students prepare a Graduate Research Project (GRP), which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content should be related to a topic that the student chooses to study in depth and has relevance to the field of school psychology. The research portion of the project is completed through the following courses: EDCO 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.
3. Students complete a performance-based portfolio during practicum and internship/fieldwork that is evaluated by program faculty and field experience mentors for evidence of skills competency.

Advisory Notes

- Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures (p. 36) section of the catalog.
- Students cannot pursue the Master of Arts in Education: Educational Counseling (https://www.apu.edu/education/programs/masters-in-school-counseling) as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.
- The practicum experience at APU consists of 450 hours (required by the California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K-12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinics) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than two years of experience.

- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers (p. 70)), provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all of the university standards for transfer credit (see Transfer Credit (p. 66)), it may be transferred to meet requirements (up to 20 percent of the total program units may be transferred to meet requirements). If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the School of Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Commence and/or Graduate Form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) from the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar) at least 90 days before intended graduation. The registrar will determine whether the student has met all requirements.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.
4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services – school wide practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice and disposition.
11. Demonstrate an understanding of basic concepts and principles from the field of Applied Behavior Analysis (ABA).
12. Learn single-subject design and how to collect, display, analyze, and interpret data using continuous and discontinuous measures.
13. Implement procedures and systems related to behavior change from the perspective of applied behavior analysis (ABA).
14. Conduct personnel supervision that is behavior analytic in nature.
15. Apply the industry's ethical guidelines to their practice in the field of applied behavior analysis (ABA).
16. Conduct functional behavior assessment. This includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans.
17. Apply coursework in a fieldwork setting, supervised by a qualified professional.

Educational Specialist (Ed.S.) in School Psychology: Clinical and Educationally Related Mental Health Counseling with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology

For more information: (626) 815-5424

Azusa Pacific University's Educational Specialist (Ed.S.) in School Psychology: Clinical and Educationally Related Mental Health Counseling with embedded Master of Arts in Education (M.A.Ed.): Educational Psychology and Pupil Personnel Services Credential in School Psychology (https://www.apu.edu/education/programs/school-psychology-specialist-degree) program equips school psychology candidates with distinctive and marketable skills and competencies. Candidates gain advanced skills to effectively meet the needs of students with emotional and behavioral challenges, and are equipped to provide educationally related mental health services or designated instructional services. Through supervised field experiences and classroom curriculum, candidates gain exposure to group and individual clinical counseling, addictions or substance abuse counseling and intervention, psychobiology/psychopharmacology, DSM-V diagnosis, and case conceptualization and treatment for school-based mental health services.

The school psychology program is approved by the National Association of School Psychologists (NASP) (https://www.nasponline.org) and accredited by the National Council for Accreditation of Teacher Education (NCATE)—which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP) (http://www.ncate.org)—and the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov). The two degrees are completed in three years and comprise 81 graduate semester units, 450 hours of practicum, and 1,200 hours of fieldwork/internship. Upon successful completion of this program, candidates can apply to become Nationally Certified School Psychologists (NCSPs) pending passing of the PRAXIS II Exam (School Psychology) with a score of 147 or greater.

Competencies and Skills

This program equips candidates for career advancement opportunities and give them a highly marketable specialty. All coursework is taught by expert faculty who are recognized leaders in the profession with years of clinical and school-based experience. Graduates of APU develop a comprehensive set of competencies to effectively work with students and families of all cultures, SES levels, and learning abilities. In addition, the school psychology program develops compassionate practitioners who apply the following skills and competencies in school systems:

- Research and evaluation skills
- Commitment to social justice and advocacy
- Legal and ethical decision making
- Psychoeducational assessment for the purposes of intervention
- Evidenced-based interventions (behavior and academic)
- Nondiscriminatory assessment procedures
- Social-emotional/behavioral assessment and intervention through positive behavior supports
- Knowledge of psychobiology and psychopharmacology
- Academic assessment and intervention (curriculum-based measurement and response to intervention)
- Individual and systemic collaboration (homeschool partnerships)
- Educational and clinically related mental health counseling (individual and group)
- Crisis prevention and intervention (individual and school-wide)
- Promotion of safe and nurturing school environments
- Human development and learning

Requirements

Scope and Sequence

Students take courses in the following sequence (students are required to seek academic advisement prior to initial registration).

Code	Title	Units
Year 1		
Coursework for Master of Arts in Education: Educational Psychology		
Semester 1		
EDCO 533	Counseling Theories and Techniques [1]	3
EDCO 557	Human Growth, Development, and Learning [1]	3
EDPY 624	Disabilities in Children (Mild, Moderate, and Severe) [1]	2
EDCO 593	Historical Development of School Counseling and School Psychology [1]	3
Semester 2		
EDCO 545	Positive Behavior Supports and Classroom Intervention [1]	3
EDCO 572	Psychobiology and Psychopharmacology	3
EDPY 556	Academic Assessment and Intervention [1]	2
EDCO 592	Foundations and Ethics in Research [1]	3
Semester 3		
EDCO 535	Professionalism, Ethics, and Law [1]	3
EDCO 528	Community, Family, and School Collaboration [1]	3
Students will have located a practicum site.		
Year 2		
Semester 1		
EDPY 681	Psychoeducational Assessment I [1]	3
EDPY 690	Advanced Individual Research [1]	3
EDPY 682	Psychoeducational Assessment II [1]	3
EDPY 636	Research and Evaluation in School Psychology [1]	3
EDPY 635A	Role and Function of a School Psychologist: Positive Behavior Supports [1]	1
Semester 2		
EDPY 683	Psychoeducational Assessment III [1]	3
EDPY 637	Child Psychopathology Assessment and Treatment [1]	3
EDCO 550	Crisis/Trauma Response and Interventions [1, 2]	3
EDPY 633	Multicultural and Bilingual Assessment and Intervention [2]	3
EDPY 635B	Role and Function of a School Psychologist: Individual/Group Counseling [1]	1
Semester 3		
EDPY 635C	Role and Function of a School Psychologist: Assessment [1]	1
Total Units		55

[1] Prerequisites must be completed prior to internship/fieldwork.

[2] Part of the Ed.S. degree.

Students will complete the following in order to earn the Master of Arts in Education: Educational Psychology (M.A.Ed.):

- Designated M.A.Ed. coursework (49 units)
- Graduate Research Project
- 450 hours of practicum

Students may participate in commencement.

Code	Title	Units
Year 3		
Coursework for Educational Specialist Degree		
Semester 4		
EDPY 697	Readings in School Psychology	1

Select one of the following:		5
EDPY 655	School Psychology Internship 1 (600 hours)	
EDPY 656	School Psychology Internship 2 (600 hours)	
Semester 5		
Select one of the following:		5
EDPY 695	School Psychology Fieldwork 1 (600 hours)	
EDPY 696	School Psychology Fieldwork 2 (600 hours)	
Total Units		11

Students will complete the following in order to earn the Educational Specialist (Ed.S.) with an embedded Pupil Personnel Services Credential in School Psychology:

- Designated Ed.S. coursework (17 units)
- 1,200 hours of fieldwork/internship (primary and secondary setting)
- Passing the PRAXIS II (School Psychology) with a 147 or higher

Code	Title	Units
Clinical and Educationally Related Mental Health Counseling		15
EDCO 555	Group Counseling Skills	
EDCO 571	Introduction to Clinical Practice: Basic Skills	
EDCO 573	Addictions, Assessment, and Interventions	
EDCO 574	Introduction to Clinical Practice: Advanced Skills	
EDCO 575	Clinical Practica	

Students may participate in commencement.

Additional Requirements

1. Students must earn a passing score of 147 or greater on the PRAXIS II exam to demonstrate their competence in school psychology prior to completion of the program. Upon passing the PRAXIS II with a score of 147 or greater, the student is eligible to apply to become a Nationally Certified School Psychologist (NCSP).
2. Students prepare a Graduate Research Project (GRP), which includes a formal research paper or program evaluation and must be approved by APU's Institutional Review Board (IRB). The GRP content should be related to a topic that the student chooses to study in depth and has relevance to the field of school psychology. The research portion of the project is completed through the following courses: EDCO 592, EDPY 690, and EDPY 636. In addition to the GRP, students are required to present their research findings and paper to a faculty and peer panel.
3. Students complete a performance-based portfolio during practicum and internship/fieldwork that will be evaluated by program faculty and field experience mentors for evidence of skills competency.

Advisory Notes

- Students intending to pursue two Master of Arts in Education degrees should review the university requirements for additional master's degrees as stated in the Academic Policies and Procedures section of the catalog.
- Students cannot pursue the Master of Arts in Education: Educational Counseling as a second master's degree after completing the requirements for the Master of Arts in Education: Educational Psychology and Educational Specialist in School Psychology.
- For LPCC licensure, EDCO 549 must also be taken.
- The practicum experience at APU consists of 450 hours (required by the California Commission on Teacher Credentialing). A minimum of 300 hours must be completed in a pre-K-12 public school setting. Up to 150 hours may be completed through on-campus agencies (e.g., child study centers, psychology clinics) or community-based agencies (e.g., private schools, community-based mental health clinics). These hours are to be completed prior to beginning fieldwork/internship. The required hours are to be completed under the direct supervision of a credentialed school psychologist with no fewer than two years of experience.
- At some sites, students may need to delay enrollment until there is a sufficient number of beginning students to provide the appropriate adult learning opportunities. Applicants can obtain detailed information about dates for beginning coursework by requesting an advisement appointment at the Azusa campus or any of the regional campuses.
- Students in an educational counseling or educational psychology program may request to waive a course (see Waivers), provided that the student can document completion of an equivalent course at another institution in the five-year period prior to requesting the waiver. Department approval of the request is required. If the course accepted for waiver also meets all of the university standards for transfer credit (see Transfer Credit), it may be transferred to meet requirements (up to 20 percent of the total program units may be transferred to meet requirements). If the course accepted for waiver does not meet the university standards for transfer credit (i.e., not applicable to a master's degree at the university where it was taken, not

taken from a regionally accredited institution, etc.), then the student must choose alternative elective courses to satisfy the unit requirements of the degree program.
- A student has a maximum of five years to complete all coursework, including waivers and transfer of units, beginning the first date of enrollment for coursework in the degree program.
- Students approaching program completion must obtain a credential application from the credential analyst office in the School of Education. Students must complete all credential requirements to apply for the credential.
- Students approaching graduation must obtain an Intent to Commence and/or Graduate Form from the Office of the Graduate and Professional Registrar (https://www.apu.edu/graduateprofessionalcenter/registrar) at least 90 days before intended graduation. The registrar will determine whether the student has met all requirements.

Program Learning Outcomes

Students who successfully complete this program shall be able to:
1. Demonstrate competency in data-based decision making and accountability.
2. Demonstrate competency in consultation and collaboration.
3. Demonstrate competency in interventions and instructional support to develop academic skills.
4. Demonstrate competency in behavior interventions and mental health services to develop social and life skills.
5. Demonstrate competency in direct and indirect services – school wide practices to promote learning.
6. Demonstrate competency in school-wide practices to promote behavioral and mental health.
7. Demonstrate competency in family-school collaboration.
8. Demonstrate competency in human diversity.
9. Demonstrate competency in research and program evaluation.
10. Demonstrate competency in legal, ethical, and professional practice disposition.

Pupil Personnel Services: School Psychology Credential

For more information: (626) 815-5424

Prerequisite: Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling (p. 369)

A required transcript evaluation of students' courses will determine which courses will count toward the PPS: School Psychology Credential.

Requirements are the same as for Azusa Pacific University's Educational Specialist in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology (p. 372) program, with the exception that no graduate research project is required.

Students must pass the PRAXIS II (School Psychology) Exam with a score of 147 or greater. Credential-only candidates **may be eligible** to become a Nationally Certified School Psychologist (NCSP); candidates are advised to contact the National Association of School Psychologists (NASP) certification board (http://www.nasponline.org/CERTIFICATION) to determine if their degrees meet NCSP requirements.

Applied Behavioral Analysis Specialization

BCBA Certificate

23 units

For more information: (626) 815-5424

NOTE: A Board Certified Behavior Analyst® (BCBA) coordinator must approve admission to this emphasis. Admission to the BCBA program course sequence requires a separate application with the Graduate and Professional Center (http://www.apu.edu/graduateprofessionalcenter) and interview with the BCBA committee.

The following nine-course sequence in applied behavior analysis, in its entirety, meets the 315 classroom hours of graduate-level instruction in the specified content areas established by the Behavior Analyst Certification Board® (BACB). Graduate students in the program must successfully complete all of the courses listed below to qualify to sit for the BCBA examination. Individual courses taken with a non-BCBA instructor or outside of APU's BCBA nine-course sequence may not meet BCBA requirements. Contact the BACB (http://bacb.com) for additional information.

Code	Title	Units
ABA 503	Behavior Analysis in Applied Settings I	3
ABA 504	Single-Case Designs: Measurement and Experimental Evaluation of Behavior	3
ABA 505	Behavior Analysis in Applied Settings II	3
ABA 515	Behavior Change Procedures in Applied Settings I	3
ABA 500	ABA Fieldwork I	1
ABA 524	Ethics in Applied Behavior Analysis	3
ABA 534	Behavior Change Procedures in Applied Settings II	3
ABA 514	Functional Behavior Assessment in Applied Settings	3
ABA 510	ABA Fieldwork II	1
Total Units		23

Special Note: A behavior analyst is certified by the BACB after passing the BCBA certification exam. To sit for the exam, a candidate must apply directly to the BACB and provide evidence of the following: a master's degree in behavior analysis, education, or psychology from a qualifying institution; a passing grade in each course (i.e., *C* or better in each graded course), comprising a total of at least 315 classroom hours of graduate-level instruction from an approved university in the specified content areas established by the BACB; and completion of 1,500 hours of supervised independent fieldwork in behavior analysis supervised by a qualified BCBA. Azusa Pacific University does not provide this supervision. For more specific information regarding the certification process, visit the BACB website (http://www.bacb.com).

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate an understanding of basic concepts and principles from the field of Applied Behavior Analysis (ABA).
2. Learn single-subject design and how to collect, display, analyze, and interpret data using continuous and discontinuous measures.
3. Implement procedures and systems related to behavior change from the perspective of applied behavior analysis (ABA).
4. Conduct personnel supervision that is behavior analytic in nature.
5. Apply the industry's ethical guidelines to their practice in the field of applied behavior analysis (ABA).
6. Conduct functional behavior assessment. This includes descriptive assessment (review of records, interview, observation, interpretation), functional analysis, and developing intervention plans.
7. Apply coursework in a fieldwork setting, supervised by a qualified professional.

Clinical Counseling Certificate

For more information: (626) 815-5424

The Department of School Counseling and School Psychology offers the Clinical Counseling Certificate (https://www.apu.edu/education/programs/lpcc-respecialization-certificate), which equips candidates with an in-depth understanding of the numerous issues and pressures facing students and their families today. The Clinical Counseling Certificate is offered as a four-course elective sequence:

Code	Title	Units
Semester 1		
EDCO 571	Introduction to Clinical Practice: Basic Skills	3
EDCO 572	Psychobiology and Psychopharmacology	3
Semester 2		
EDCO 573	Addictions, Assessment, and Interventions	3
EDCO 574	Introduction to Clinical Practice: Advanced Skills	3

Admission requirements for the Clinical Counseling Certificate's four-course sequence require students to have a master's degree in counseling, clinical psychology, or a related field. Taking these four courses will not ensure students meet eligibility requirements for the LPCC designation in the state of California; each student is responsible to adhere to specific education and experience requirements, as well as take the required examinations, in order to obtain licensure. It is recommended that students visit the California Association for Licensed Professional Clinical Counselors (CALPCC) (http://calpcc.org) for the most current and accurate information about LPCC licensure requirements. Contact a faculty advisor in the Department of School Counseling and School Psychology (http://www.apu.edu/education/counselingpsych) for more information.

Division of Teacher Education

The Division of Teacher Education (http://www.apu.edu/education/teacher) prepares candidates to become public school teachers who demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all K-12 students grow and learn. In keeping with a commitment to enhance teacher candidates' understanding of the continuum of K-12 education, all programs emphasize a growing knowledge across the breadth of the program from theory to practice. Master's degree programs with credentials embedded and credential-only programs provide the training and experience needed to qualify for California's Multiple Subject and Single Subject Teaching Credentials, as well as Mild/Moderate and Moderate/Severe Education Specialist Credentials.

The Division of Teacher Education offers two master's degrees with a Multiple Subject or Single Subject Preliminary Teaching Credential embedded: the Master of Arts in Education: Learning and Technology (http://catalog.apu.edu/graduateprofessional/education/teacher-education/#graduateprogramstext) and Master of Arts in Education: Teaching (http://catalog.apu.edu/graduateprofessional/education/teacher-education/#graduateprogramstext). The division also offers two master's degrees with a Mild/Moderate or Moderate/Severe Disabilities Education Specialist Credential embedded: the Masters of Arts in Education: Learning and Technology (http://catalog.apu.edu/graduateprofessional/education/teacher-education/#graduateprogramstext) and Master of Arts in Education: Special Education (http://catalog.apu.edu/graduateprofessional/education/teacher-education/#graduateprogramstext). Additionally, the School of Behavioral and Applied Sciences offers the Master of Arts in Physical Education and Single Subject Teaching Credential (p. 253).

Learn more about the division below:

- Mission Statement (p. 385)
- Admission (p. 385)
- Professional Standards for Credential Candidates (p. 385)
- Intern Credential Option and Eligibility Requirements (p. 385)

Mission Statement

The Division of Teacher Education produces teachers who are ethical, responsive, and informed practitioners who are faithful stewards of their time, talents, and resources. They model servanthood as a means to clarify and practice their faith and knowledge.

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 14)). **View program-specific application requirements online** (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international)*.*

Professional Standards for Credential Candidates

APU credential candidates are highly desired because of the School of Education's strong reputation for preparing highly qualified teachers who have been held to high professional standards. The Division of Teacher Education assesses candidates from admission through credential recommendation in credential standards and dispositions, including the following:

- All credential candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in expulsion from the program.
- All credential standards and requirements for Multiple Subject and Single Subject Teaching Credentials, as well as the Mild/Moderate and Moderate/Severe Education Specialist Credentials, are subject to California Commission on Teacher Credentialing (CTC), National Council for Accreditation of Teacher Education (NCATE, transitioning to the Council for the Accreditation of Educator Preparation or CAEP), and federal policy changes, as well as graduate education policies. These standards, requirements, and policies supersede catalog descriptions of prior programs and requirements.
- The division reserves the right to change the admission process and requirements as needed, withhold credential recommendation due to a candidate's failure to meet and/or maintain APU professional and ethical behavior standards and dispositions, and/or expel a candidate at any time in the program due to a candidate's failure to meet and/or maintain APU professional and ethical standards and dispositions.
- Please refer to published general application requirements for credential programs.

Intern Credential Option and Eligibility Requirements

The Multiple Subject and Single Subject Credential programs, and the Mild/Moderate and Moderate/Severe Disabilities Education Specialist programs, offer an Intern Credential option specifically designed for the candidate who is teaching full time in an appropriate setting in a public K-12 school. Candidates planning to complete their clinical experience via an Intern Credential should communicate with a credential analyst in the Office of Credentials (http://www.apu.edu/education/resources/credentials) prior to beginning the eligibility process. To become eligible for an Intern Credential, a candidate must meet the following requirements:

1. Hold a baccalaureate or higher degree from a regionally accredited institution of higher education.
2. Gain admittance to a School of Education preliminary teaching credential program and be a candidate in good standing.
3. Successfully complete (grade of *B-* or higher in each course) at least 6 units of coursework in the School of Education preliminary teaching credential program. Candidates who already hold a California Multiple Subject, Single Subject, or Education Specialist Teaching Credential may check with the Office of Credentials for possible exemption from this requirement.
4. Verify successful completion of the California Basic Skills Requirement (http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf) via one of the options approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov).
5. Verify successful completion of U.S. Constitution requirement (course or exam).
6. Verify successful completion of subject-matter competence via one of the following options:
   - Multiple Subject and Single Subject Teaching Credential candidates: Pass CSET or provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver).
   - Mild/Moderate and Moderate/Severe Disabilities Education Specialist Credential candidates: Individuals who hold a Professional Clear, Clear, or Life Teaching Credential that required a bachelor's degree and completion of a program that included student teaching are exempt from this requirement. Others must pass the CSET for multiple subject, art, English, world languages, mathematics (including foundational-level mathematics), music, social science, or science (including foundational-level general science); or provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver) for multiple subject, art, English, world languages, mathematics, music, social science, or science.
7. Verify successful completion of the School of Education's approved intern pre-service.
   - Multiple Subject Preservice: TESP 501 Art of Teaching I: Foundations of Teaching, TESP 502 Science of Teaching I: How Students Learn, TESP 511 Art of Teaching II: Pedagogy and Instructional Design, and TEP 521 Methods of Teaching Reading and Writing (K-8)
   - Single Subject Preservice: TESP 501 Art of Teaching I: Foundations of Teaching, TESP 502 Science of Teaching I: How Students Learn, TESP 511 Art of Teaching II: Pedagogy and Instructional Design, and TEP 531 Methods of Teaching Reading and Writing (7-12)
   - Mild/Moderate or Moderate/Severe Preservice: TESP 501 Art of Teaching I: Foundations of Teaching, TESP 502 Science of Teaching I: How Students Learn, TESP 511 Art of Teaching II: Pedagogy and Instructional Design, and SPED 525 Methods of Teaching Reading and Writing

   Candidates may also meet intern preservice requirements via completion of Alternative Certification Training (ACT) through the Kern County Superintendent of Schools. Candidates are required to work with their credential analyst for completion of preservice requirements through ACT or documented evidence of completing another CTC-approved preservice certification program.
8. Verify successful completion of 30 hours of early fieldwork experience via one of the following options:
   - APU fieldwork that is embedded in courses.
   - Current California Multiple Subject, Single Subject, or Education Specialist Teaching Credential.
   - Life Ryan Credentials, out-of-state credentials, and previous teaching experience will be evaluated on a case-by-case basis.
9. Demonstrate competence in reading instruction via completion of the School of Education Methods of Teaching Reading and Writing course relevant to the candidate's preliminary credential program AND proof of registration for the Reading Instruction Competence Assessment (RICA) exam OR proof of a passing score on the RICA exam. Candidates who already hold a California Multiple Subject or Education Specialist Teaching Credential may check with the Office of Credentials for possible exemption from this requirement.
10. Gain employment under a full-time public school contract at a school site located within 50 miles of Azusa or an APU regional campus offering School of Education preliminary teacher credential programs.
11. Verify employment as evidenced by a letter from school or district administration on school or district letterhead fully describing the teaching assignment.
12. Submit the credential application and Intern Credential Application Request through the Office of Credentials.

Completion of the above requirements does not guarantee recommendation for an Intern Credential; such recommendation is contingent upon the availability of university mentors. The School of Education must also have a valid Memorandum of Understanding (MOU) in place with the employing Local Education Agency (LEA) extending the offer of employment. Additionally, the intern coordinator and program director for the relevant preliminary teacher credential program will review the candidate's file to determine if the candidate demonstrates appropriate academic progress and dispositions for recommendation for an Intern Credential.

Note: The School of Education at Azusa Pacific University is not approved to offer the Bilingual Crosscultural Language and Academic Development Certificate (BCLAD). At this time, the intern programs are not designed to support individuals employed in bilingual classrooms. We are unable to recommend a candidate for an intern credential if their intern placement is in a bilingual classroom.

Once a candidate has been recommended for an Intern Credential, he/she must comply with the following requirements to maintain eligibility for the Intern Credential:

- Be continuously employed in a teaching assignment that requires the Intern Credential
- Be an APU School of Education candidate in good standing
- Be making satisfactory progress toward program completion for the duration of the Intern Credential

- Follow his/her signed advising plan
- Enroll in an intern support course (SPED 500 or TEP 590) or clinical practice course each term he/she holds an Intern Credential

Note: Once a candidate has progressed to the start of the second 8 weeks of clinical practice, the candidate has passed the point where he/she can be recommended for an Intern Credential. Upon completion of 16 weeks of clinical practice, a candidate with an Intern Credential has one 8-week session in which to complete the preliminary credential requirements and application and move to the preliminary credential. This includes passing the RICA for those candidates working toward a preliminary credential requiring RICA. **Failure to either maintain eligibility for the Intern Credential or to complete the preliminary credential requirements and application within the one 8-week session immediately following completion of clinical practice will result in withdrawal of the Intern Credential, which could impact the candidate's employment.**

Programs Offered

Department of Advanced Studies

- Master of Arts in Educational Technology (p. 399)
- Emphasis coursework for the:
  - Master of Arts in Education: Learning and Technology
  - Master of Arts in Education: Special Education
  - Master of Arts in Education: Teaching

Department of Elementary and Secondary Education

Elementary and Secondary Education: Master's Degree Programs in Learning and Technology with Preliminary Teaching Credential

- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 405)
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 407)

Elementary and Secondary Education: Master's Degree Programs in Teaching with Preliminary Teaching Credential

- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 408)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 409)

Elementary and Secondary Education: Credential-only Programs

- Multiple Subject Teaching Credential (p. 411)
- Single Subject Teaching Credential (p. 411)

Department of Special Education

Special Education: Master's Degree Programs in Learning and Technology with Education Specialist Preliminary Credential

- Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential (p. 416)
- Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential (p. 417)

Special Education: Master's Degree Programs in Special Education with Education Specialist Preliminary Credential

- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential (p. 418)
- Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential (p. 420)

Special Education: Credential-only Programs

- Mild/Moderate Disabilities Education Specialist Credential (p. 421)
- Moderate/Severe Disabilities Education Specialist Credential (p. 422)

EDTC 511, Foundations in Educational Technology, 3 Units

This course focuses on developing proficiency with the foundational skills necessary for the Online Master of Arts in Educational Technology. Working in synchronous and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program.

EDTC 515, Emerging Trends in Technology, 3 Units

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

EDTC 517, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

EDTC 520, Managing Tech-Supported Curricular Tools, 3 Units

This course explores managing various technology-supported curricular tools applicable to leadership and instruction in the educational environment. Topics include leadership roles in technology, technology planning, computer applications, and designing a technology implementation plan.

EDTC 521, Digital Imagery for Learning Environments, 3 Units

This course covers a variety of digital imaging and audio applications and their operating tools utilized for teaching/learning environments. Students develop the skills necessary to create, design, and manipulate images along with editing video and audio for digital and/or interactive media.

EDTC 523, Educational Applications of Information Design and Hypermedia, 3 Units

The basics of information design and hypermedia are studied. Topics include the definition and application of information design and hypermedia, the development of hypermedia, the impact of information design on hypermedia, and the impact of hypermedia on society. Students incorporate principles of information design into their hypermedia/global learning projects.

EDTC 524, Instructional Design and Development, 3 Units

This course focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Implications on the educational experience of teachers, students, and administrators are also explored. Working in collaboration with other class members, students design an educational presentation/product for professional use.

EDTC 526, Practicum in Educational Applications of Technology, 3 Units

The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Online Educational Technology program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive e-portfolio, and final presentation to conclude the requirements for the master's degree. This course must be taken at the end of the coursework.
Prerequisite: All coursework in educational technology completed

EDTC 527, Special Topics in Educational Technology, 3 Units

The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

EDUC 530, Introduction to Research for Practitioners, 1 Unit

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates learn to identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.
Prerequisite: Admission to one of the following M.A. in Education programs: Teaching and Multiple Subject Teaching Credential or Teaching and Single Subject Teaching Credential

EDUC 536, Family, Community, and School Connections, 3 Units

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community-building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.
Prerequisite: EDUC 530

EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.
Prerequisite: EDUC 530

EDUC 538, Current Issues in Education, 3 Units

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum, with a focus on instructional design; teaching practice; school organization; and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.
Prerequisite: EDUC 530

EDUC 539, Capstone Seminar, 2 Units

Culminating the M.A. completer courses, the capstone seminar builds on the coursework representing students' repertoire of academic preparation throughout the credential and master's programs. Master's candidates create and compile assignments in an efolio profiling their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. This seminar refines and contributes further to a body of work representing the teacher candidate's accomplishments and professional identity. Finally, candidates enhance their understanding and experience of a community's connection to the school environment.
Prerequisite: EDUC 530, EDUC 536, EDUC 537, and EDUC 538; may be taken concurrently: TEP 552 or TEP 562

EDUC 540, Essentials in Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning and Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.
Prerequisite: Admission into a M.A. in Education: Learning and Technology program: Mild/Moderate Disabilities Education Specialist Credential, Moderate/Severe Disabilities Education Specialist Credential, Multiple Subject Teaching or Single Subject Teaching Credential

EDUC 546, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.
Prerequisite: EDUC 540

EDUC 547, Special Topics in Educational Technology, 3 Units

Current technologies, trends, and a variety of special topics in educational technology are explored. This course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.
Prerequisite: EDUC 540, or permission of program to take course as elective

EDUC 548, Emerging Trends in Technology, 3 Units

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.
Prerequisite: EDUC 540

EDUC 549, Capstone Experience in Learning and Technology, 2 Units

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.
Prerequisite: EDUC 540, EDUC 546, EDUC 547, and EDUC 548; may be taken concurrently: TEP 552, TEP 562, SPED 552, or SPED 572

EDUC 550, Introduction to Research for Practitioners, 1 Unit

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and come to understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.
Prerequisite: Admission to one of the following Master of Arts in Education programs: Special Education and Mild/Moderate Disabilities Specialist Credential, or Special Education and Moderate/Severe Disabilities Specialist Credential.

EDUC 556, Historical and Philosophical Perspectives of Disability Studies, 3 Units

This course explores and analyzes the historically key definitions of disability in light of the major theories, methodological approaches, and proposed public policy uses that have shaped them. It also considers how civil rights, human rights, self-determination, social policy, and participative action research have influenced disability studies. A diverse set of current and historical research articles on disability studies is analyzed to model the ways in which different research topics have been addressed and introduce how current research can stimulate future studies. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience, as master's candidates begin to develop initial sections of their capstone research project.
Prerequisite: EDUC 550

EDUC 557, Current Trends in Curriculum and Disability Studies, 3 Units

This course equips candidates with practical and theoretical understanding of curriculum in schooling, with an emphasis on the role performed by the special education teacher or "Differentiation Expert." Course material covers the various approaches to curriculum construction and organization in schools by examining the principles of curriculum improvement, change, and evaluation. Focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.
Prerequisite: EDUC 550

EDUC 558, Guided Research Project, 3 Units

This advanced course enables master's degree candidates in special education to become informed users and designers of educational research. Building upon earlier courses, candidates continue to examine educational research within the special education framework, with an emphasis on consumption, design, and application. Through activities integrated with their own inquiry processes, candidates refine their ability to locate, value, and synthesize relevant research, as well as select and employ appropriate research approaches, procedures, data sources, and analytical methods. Using these skills, candidates incorporate the sections drafted in previous research core courses to develop and implement a cohesive, data-driven research plan for their own classroom or school-based inquiry, using qualitative, quantitative, or mixed-methods approaches, as appropriate. Standards for writing research papers are also highlighted. Candidates complete the capstone project and submit findings in the Procedures and Findings section.
Prerequisite: EDUC 550, EDUC 556, EDUC 557

EDUC 559, Procedures and Findings, 2 Units

This course is a sequel to the Guided Research Project section, and is designed to help researcher-educators develop the capstone reporting processes and procedures sections, as well as to refine and submit the completed project. Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all pieces developed in previous research core courses and implement, analyze, and report findings for their data-driven research plan. Candidates work independently, provide feedback to and receive feedback from peers, and hold conference with their instructor to review their data analyses and results and to effectively revise and edit their completed project. This course enables candidates to complete their own research inquiry process and submit a final research report.
Prerequisite: EDUC 558; may be taken concurrently: SPED 552 or SPED 572

SPED 500, Candidate Support and Supervision, 1-3 Units

This course allows Special Education Teacher Candidates to complete unit requirements for their credential or degree program. Current educational practices and a variety of special topics in the field of special education are explored, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Special Education Intern Candidates may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

SPED 525, Methods of Teaching Reading and Writing, 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

SPED 527, Teaching Students with Moderate to Severe Disabilities, 3 Units

This course provides teacher candidates with a systems perspective for understanding and supporting individuals with moderate to severe disabilities and their families who come from culturally and linguistically diverse backgrounds. Using a person-centered planning approach, candidates examine effective collaborative strategies for team building, IEP development, joint problem solving, and transition planning. This course covers evidence-based strategies, adaptations, modifications, and technologies that provide access to Common Core standards, functional academics, and life skills. Various models are reviewed, including co-teaching, inclusion, community-based instruction, and vocational training.

SPED 528, Assessment and IEP Development, 3 Units

This course examines current assessment mandates for students with mild to moderate to severe disabilities. Teacher candidates study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments and informal surveys or assessment instruments, and come to understand the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).
Corequisite: SPED 551 or SPED 571

SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units

This course provides teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.
Corequisite: SPED 552 or SPED 572

SPED 551, Clinical Practice I: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

SPED 552, Clinical Practice II: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*
Prerequisite: SPED 551

SPED 571, Clinical Practice I: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

SPED 572, Clinical Practice II: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: SPED 571

TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

TEP 522, Methods of Teaching Mathematics (K-8), 3 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or during the internship are also addressed.

TEP 523, Methods of Teaching Science (K-8), 2 Units

This course introduces credential candidates to state-adopted K-8 Next Generation Science Standards and the "Science Framework for California Public Schools: Kindergarten Through Grade Twelve (2016 Edition)," as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is placed on balanced instruction between Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, develop academic language, engage in disciplinary discourse practices, and understand the connections between science, society, technology, and the environment. The teaching of physical education and health education in grades K-8 is also covered.

Corequisite: TEP 551

TEP 524, Methods of Integrating the Humanities (K-8), 2 Units

This course, intended for students in clinical practice (student teaching or intern placements), introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Methods discussed utilize a wide range of quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds. This course is designed for direct application of practice.

Corequisite: TEP 552

TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools (7-12), 2 Units

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' roles in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.

Corequisite: TEP 561

TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12), 3 Units

This course explores the philosophical and practical aspects of differentiation as defined by the entirety of classroom practice by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities that support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in analyzing and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also begin the development of an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

TEP 534, Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12), 2 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed in the course include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or the internship are addressed.
Prerequisite: TEP 532;
Corequisite: TEP 562

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units

Clinical practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English-language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Multiple Subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English-language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*
Prerequisite: TEP 551

TEP 561, Clinical Practice I: Single Subject Credential, 2 Units

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

TEP 562, Clinical Practice II: Single Subject Credential, 2 Units

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: TEP 561

TEP 590, Candidate Support and Supervision, 1-3 Units

This course is required for General Education Teacher Candidates to complete unit requirements for their credential or degree program. Current educational practices and a variety of special topics in the field of general education are explored, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. General Education Intern Candidates may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

TESP 502, Science of Teaching I: How Students Learn, 3 Units

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

TESP 504, Schools and Educational Systems, 3 Units

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

TESP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment. Finally, candidates examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a K-12 school.
Prerequisite: TESP 501

TESP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units

This course explores strategies for designing standards and data-driven curricular plans and units to serve diverse student populations (e.g., culturally, linguistically, and/or ability-diverse learners). Teacher candidates engage in the administration and analysis of formative, summative, diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California K-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles; these will demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a K-12 school.
Prerequisite: TESP 502

Faculty

Department Chair, Advanced Studies; Program Director, M.A. in Educational Technology Program; Faculty Coordinator, Learning and Technology

Kathleen Fletcher Bacer (http://www.apu.edu/faculty/kbacer), Ed.D.

Department Chair, Special Education; Program Director, Special Education: Moderate to Severe Program

Craig W. Bartholio (http://www.apu.edu/faculty/cbartholio), Ed.D.

Program Director, Multiple Subject Program

Catherine Hahs Brinkley (http://www.apu.edu/faculty/cbrinkley), Ed.D.

Program Director, Single Subject Program

Jessica Cannaday (http://www.apu.edu/faculty/jcannaday), Ph.D.

Program Director, Special Education: Mild to Moderate Program

Angela Guta (http://www.apu.edu/faculty/aguta), Ph.D.

Faculty Coordinator, M.A.Ed. in Special Education

Glen Green (http://www.apu.edu/faculty/ggreen), Ed.D.

Faculty Coordinator, M.A.Ed. in Teaching

Stacy Kula (http://www.apu.edu/faculty/skula), Ph.D.

Professors

Kathleen Fletcher Bacer (http://www.apu.edu/faculty/kbacer), Ed.D.

Jessica Cannaday (http://www.apu.edu/faculty/jcannaday), Ph.D.

Jennifer Courduff (http://www.apu.edu/faculty/jcourduff), Ph.D.

Paul Flores (http://www.apu.edu/faculty/pflores), Ph.D.

Greg Kaiser (http://www.apu.edu/faculty/gkaiser), Ph.D.

HeeKap Lee (http://www.apu.edu/faculty/hlee), Ph.D.

Associate Professor

Tolulope Noah (http://www.apu.edu/faculty/tnoah), Ed.D.

Assistant Professors

Tammy Bachrach (http://www.apu.edu/faculty/tbachrach), Ph.D.

Richard Barsh (http://www.apu.edu/faculty/rbarsh), Ed.D.

Craig Bartholio (http://www.apu.edu/faculty/cbartholio), Ed.D.

Kathleen Bautista (http://www.apu.edu/faculty/kbautista), Ed.D.

le May Freeman (http://www.apu.edu/faculty/ilim), Ed.D.

Glen Green (http://www.apu.edu/faculty/ggreen), Ed.D.

Angela Guta (http://www.apu.edu/faculty/aguta), Ph.D.

Catherine Hahs Brinkley (http://www.apu.edu/faculty/cbrinkley), Ed.D.

Stacy Kula (http://www.apu.edu/faculty/skula), Ph.D.

Amber Lynwood (http://www.apu.edu/faculty/alynwood), Ed.D.

Department of Advanced Studies

The Department of Advanced Studies offers master's degree programs for candidates seeking to expand their knowledge and further their education. They may pursue a Master of Arts in Educational Technology (p. 399) or a Master of Arts in Education with an emphasis in Learning and Technology, Special Education, or Teaching with an embedded California preliminary teaching credential or preliminary education specialist credential.

The Master of Arts in Educational Technology and the emphasis coursework for the Master of Arts in Education are delivered completely online to provide flexibility and convenience to candidates within their professional practice.

Master of Arts in Education Emphases

Candidates complete foundations and specialization coursework for the M.A.Ed. in the Department of Elementary and Secondary Education (p. 400) or the Department of Special Education (p. 412) alongside emphasis coursework in the Department of Advanced Studies for one of the following areas:

Master of Arts in Education: Learning and Technology

- The Learning and Technology emphasis focuses on foundational tools necessary to design and implement instructional experiences that integrate technology throughout the curriculum.

Master of Arts in Education: Special Education

- The Special Education emphasis develops the advanced knowledge needed to serve students with special needs.

Master of Arts in Education: Teaching

- The Teaching emphasis blends advanced coursework in curriculum and instruction with graduate work in practitioner research to provide candidates with a depth of knowledge within the field of education.

- Master of Arts in Educational Technology (p. 399)

EDTC 511, Foundations in Educational Technology, 3 Units

This course focuses on developing proficiency with the foundational skills necessary for the Online Master of Arts in Educational Technology. Working in synchronous and asynchronous environments, students utilize a variety of applications and skills necessary for competency in the program.

EDTC 515, Emerging Trends in Technology, 3 Units

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology.

EDTC 517, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform and effective strategies for implementation within teaching/learning environments.

EDTC 518, Global Learning/Cross-cultural Classroom, 3 Units

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21st century.

EDTC 520, Managing Tech-Supported Curricular Tools, 3 Units

This course explores managing various technology-supported curricular tools applicable to leadership and instruction in the educational environment. Topics include leadership roles in technology, technology planning, computer applications, and designing a technology implementation plan.

EDTC 521, Digital Imagery for Learning Environments, 3 Units

This course covers a variety of digital imaging and audio applications and their operating tools utilized for teaching/learning environments. Students develop the skills necessary to create, design, and manipulate images along with editing video and audio for digital and/or interactive media.

EDTC 523, Educational Applications of Information Design and Hypermedia, 3 Units

The basics of information design and hypermedia are studied. Topics include the definition and application of information design and hypermedia, the development of hypermedia, the impact of information design on hypermedia, and the impact of hypermedia on society. Students incorporate principles of information design into their hypermedia/global learning projects.

EDTC 524, Instructional Design and Development, 3 Units

This course focuses on the utilization of design principles to effectively communicate instructional and professional materials prepared for the classroom, school/district, and professional development use. Implications on the educational experience of teachers, students, and administrators are also explored. Working in collaboration with other class members, students design an educational presentation/product for professional use.

EDTC 526, Practicum in Educational Applications of Technology, 3 Units

The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Online Educational Technology program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive e-portfolio, and final presentation to conclude the requirements for the master's degree. This course must be taken at the end of the coursework.
Prerequisite: All coursework in educational technology completed

EDTC 527, Special Topics in Educational Technology, 3 Units

The current technologies, trends, and a variety of special topics in educational technology are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

EDUC 530, Introduction to Research for Practitioners, 1 Unit

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates learn to identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.
Prerequisite: Admission to one of the following M.A. in Education programs: Teaching and Multiple Subject Teaching Credential or Teaching and Single Subject Teaching Credential

EDUC 536, Family, Community, and School Connections, 3 Units

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community-building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.
Prerequisite: EDUC 530

EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.
Prerequisite: EDUC 530

EDUC 538, Current Issues in Education, 3 Units

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum, with a focus on instructional design; teaching practice; school organization; and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.
Prerequisite: EDUC 530

EDUC 539, Capstone Seminar, 2 Units

Culminating the M.A. completer courses, the capstone seminar builds on the coursework representing students' repertoire of academic preparation throughout the credential and master's programs. Master's candidates create and compile assignments in an efolio profiling their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. This seminar refines and contributes further to a body of work representing the teacher candidate's accomplishments and professional identity. Finally, candidates enhance their understanding and experience of a community's connection to the school environment.
Prerequisite: EDUC 530, EDUC 536, EDUC 537, and EDUC 538; may be taken concurrently: TEP 552 or TEP 562

EDUC 540, Essentials in Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning and Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.
Prerequisite: Admission into a M.A. in Education: Learning and Technology program: Mild/Moderate Disabilities Education Specialist Credential, Moderate/Severe Disabilities Education Specialist Credential, Multiple Subject Teaching or Single Subject Teaching Credential

EDUC 546, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.
Prerequisite: EDUC 540

EDUC 547, Special Topics in Educational Technology, 3 Units

Current technologies, trends, and a variety of special topics in educational technology are explored. This course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.
Prerequisite: EDUC 540, or permission of program to take course as elective

EDUC 548, Emerging Trends in Technology, 3 Units

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.
Prerequisite: EDUC 540

EDUC 549, Capstone Experience in Learning and Technology, 2 Units

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.
Prerequisite: EDUC 540, EDUC 546, EDUC 547, and EDUC 548; may be taken concurrently: TEP 552, TEP 562, SPED 552, or SPED 572

EDUC 550, Introduction to Research for Practitioners, 1 Unit

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and come to understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.
Prerequisite: Admission to one of the following Master of Arts in Education programs: Special Education and Mild/Moderate Disabilities Specialist Credential, or Special Education and Moderate/Severe Disabilities Specialist Credential.

EDUC 556, Historical and Philosophical Perspectives of Disability Studies, 3 Units

This course explores and analyzes the historically key definitions of disability in light of the major theories, methodological approaches, and proposed public policy uses that have shaped them. It also considers how civil rights, human rights, self-determination, social policy, and participative action research have influenced disability studies. A diverse set of current and historical research articles on disability studies is analyzed to model the ways in which different research topics have been addressed and introduce how current research can stimulate future studies. Emphasis is given to the formulation of important research questions and the development of testable hypotheses based on previous theory, literature, and experience, as master's candidates begin to develop initial sections of their capstone research project.
Prerequisite: EDUC 550

EDUC 557, Current Trends in Curriculum and Disability Studies, 3 Units

This course equips candidates with practical and theoretical understanding of curriculum in schooling, with an emphasis on the role performed by the special education teacher or "Differentiation Expert." Course material covers the various approaches to curriculum construction and organization in schools by examining the principles of curriculum improvement, change, and evaluation. Focus is on the theories, research, and best practices related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.
Prerequisite: EDUC 550

EDUC 558, Guided Research Project, 3 Units

This advanced course enables master's degree candidates in special education to become informed users and designers of educational research. Building upon earlier courses, candidates continue to examine educational research within the special education framework, with an emphasis on consumption, design, and application. Through activities integrated with their own inquiry processes, candidates refine their ability to locate, value, and synthesize relevant research, as well as select and employ appropriate research approaches, procedures, data sources, and analytical methods. Using these skills, candidates incorporate the sections drafted in previous research core courses to develop and implement a cohesive, data-driven research plan for their own classroom or school-based inquiry, using qualitative, quantitative, or mixed-methods approaches, as appropriate. Standards for writing research papers are also highlighted. Candidates complete the capstone project and submit findings in the Procedures and Findings section.
Prerequisite: EDUC 550, EDUC 556, EDUC 557

EDUC 559, Procedures and Findings, 2 Units

This course is a sequel to the Guided Research Project section, and is designed to help researcher-educators develop the capstone reporting processes and procedures sections, as well as to refine and submit the completed project. Candidates continue to examine educational research within the special education framework. Through quantitative, qualitative, and mixed methods, candidates incorporate all pieces developed in previous research core courses and implement, analyze, and report findings for their data-driven research plan. Candidates work independently, provide feedback to and receive feedback from peers, and hold conference with their instructor to review their data analyses and results and to effectively revise and edit their completed project. This course enables candidates to complete their own research inquiry process and submit a final research report.
Prerequisite: EDUC 558; may be taken concurrently: SPED 552 or SPED 572

Master of Arts in Educational Technology

The online Master of Arts in Educational Technology (https://www.apu.edu/education/programs/masters-in-educational-technology) is an advanced degree program available to credentialed educators seeking to become leaders of new and innovative methods for the 21st century, equipped to infuse technology-embedded instruction effectively into K-14 teaching/learning environments and online learning communities.

Candidates gain expertise in digital teaching and e-learning, managing tech-supported curricular tools, global learning and cross-cultural literacy, applications of information and instructional design, internet technologies, digital imagery and digital communications for learning environments, and emerging trends in technologies. The program encompasses a scholarly and constructivist online learning environment that capitalizes on the most relevant pedagogy on technology-infused teaching.

The coursework is sequenced and integrated to progressively develop content, professional and pedagogical knowledge, and dispositions in the field. Students admitted into the online program must complete all coursework online.

Prerequisites

- Applicants must possess 12 semester units of undergraduate or graduate coursework in education.
- For each year of verified full-time teaching, 3 units of prerequisites may be waived.

Requirements

Code	Title	Units
Term I		
EDTC 511	Foundations in Educational Technology	3
EDTC 527	Special Topics in Educational Technology	3
Term II		
EDTC 517	Digital Communications	3

EDTC 518	Global Learning/Cross-cultural Classroom	3
Term III		
EDTC 523	Educational Applications of Information Design and Hypermedia	3
EDTC 521	Digital Imagery for Learning Environments	3
Term IV		
EDTC 524	Instructional Design and Development	3
EDTC 520	Managing Tech-Supported Curricular Tools	3
Term V		
EDTC 515	Emerging Trends in Technology	3
EDTC 526	Practicum in Educational Applications of Technology	3
Total Units		30

Additional Admission Requirements

- Email the program director, Kathleen Bacer, Ed.D. (http://www.apu.edu/education/faculty/kbacer), at kbacer@apu.edu describing technology proficiencies, technology goals, and learning styles that may be suitable to the online learning environment and educational technology degree. Also include the model and brand of the computer you will be using for the program, along with your internet service provider.
- A résumé or statement of experience
- Students may not enroll in more than eight units per eight-week session.

Computer and Software Requirements

- A Mac or PC computer running the latest operating system and versions of Firefox, Safari, and Chrome.
- Adobe Acrobat Pro DC, Microsoft Office Suite, Adobe Photoshop Elements, and Adobe Premiere Elements 10

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Demonstrate a functional analysis of educational technology and online learning that infuses technology-embedded instruction into K-14 learning environments.
2. Implement multiple digital communication tools and web-based resources within a teaching-learning environment.
3. Create and implement a global learning project that demonstrates cross-cultural competency.
4. Research emerging trends in educational technology that result in an applied digital presentation.
5. Utilize instructional design principles to create effective learning environments.
6. Design a comprehensive website (e-portfolio) that exhibits acquired skills in the educational applications of technology.
7. Articulate professional and technological growth attained from the MA in Educational Technology degree program.

Department of Elementary and Secondary Education

The Department of Elementary and Secondary Education offers master's degree and credential programs for candidates seeking a California Preliminary Teaching Credential authorizing them to teach in a public elementary, middle, or high school setting. APU's Multiple Subject Teaching Credential programs prepare teachers for positions at the elementary and middle school levels, providing a breadth of knowledge over the K-8 continuum. The Single Subject Teaching Credential programs prepare teachers for positions at the middle and high school levels (6-12), with focus in their specific subject area. The department assesses all candidates at admission, throughout their program, and up to the recommendation of credentials. Assessments are used to evaluate and inform candidate learning and include the following assessment areas: California Commission on Teacher Credentialing (CTC) teacher performance expectations, APU student learning outcomes, and teacher candidate dispositions.

Master's

- Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential (p. 405)
- Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential (p. 407)
- Master of Arts in Education: Teaching and Multiple Subject Teaching Credential (p. 408)
- Master of Arts in Education: Teaching and Single Subject Teaching Credential (p. 409)

Credentials

- Multiple Subject Teaching Credential (p. 411)
- Single Subject Teaching Credential (p. 411)

EDUC 530, Introduction to Research for Practitioners, 1 Unit

This introductory course enables master's degree candidates to develop an understanding of the research process, introducing the basic principles of research and academic writing. Candidates learn to identify the elements of high-quality empirical work, compare qualitative and quantitative methods, and understand research design issues. Through activities integrating theory with practice, students learn how to locate, value, and synthesize other relevant research, identify ethical usage, and utilize appropriate formatting.

Prerequisite: Admission to one of the following M.A. in Education programs: Teaching and Multiple Subject Teaching Credential or Teaching and Single Subject Teaching Credential

EDUC 536, Family, Community, and School Connections, 3 Units

This course focuses on community dynamics, community building, and parental involvement as essential components in education. Successful school reform models of parental involvement are examined, along with their connection to higher student achievement. Master's degree candidates discuss and define their role in building strong partnerships with all families, especially those in underserved communities. They utilize asset-based community-building strategies in educational practice as they explore their school communities and conduct capacity inventories. Candidates develop an ethnography representing their deepening understanding of who their students are, how the families and communities in which they are embedded help shape them, and how they can utilize this knowledge to enhance holistic development of students through their practice.

Prerequisite: EDUC 530

EDUC 537, Curriculum Development, Revision, and Evaluation Process, 3 Units

This course applies a systems approach to curriculum design through examining the phases of the process, including analysis, design, development, and evaluation. Master's degree candidates are introduced to keys of effective curriculum design, including setting goals and developing clear and measurable objectives; determining related learning activities and resources to promote learning and accomplish objectives; designing and/or selecting appropriate forms of assessment (formative and summative) to chart student progress; and using multiple forms of feedback for assessing instructional effectiveness, to inform future modifications and revisions. Students learn the purpose of and approach to each phase of the instructional design process and create products for each phase in completing a curriculum design project.

Prerequisite: EDUC 530

EDUC 538, Current Issues in Education, 3 Units

In this course, master's degree candidates investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. The course includes four areas of concentration: curriculum, with a focus on instructional design; teaching practice; school organization; and the politics of education. Candidates study current research relevant to course topics, analyze varying perspectives, and evaluate them in terms of teaching and learning effectiveness as well as the quality of life in the school community. Through compilation and synthesis of empirical work on a specific topic area, candidates craft a literature review to demonstrate expertise in current trends and future directions of research.

Prerequisite: EDUC 530

EDUC 539, Capstone Seminar, 2 Units

Culminating the M.A. completer courses, the capstone seminar builds on the coursework representing students' repertoire of academic preparation throughout the credential and master's programs. Master's candidates create and compile assignments in an efolio profiling their professional identities (personal philosophy, identity and dispositions narrative), their scholarly work (ethnography, curriculum assessment, literature review), and their practical applications (lesson and unit plans, classroom management) in the classroom. This seminar refines and contributes further to a body of work representing the teacher candidate's accomplishments and professional identity. Finally, candidates enhance their understanding and experience of a community's connection to the school environment.

Prerequisite: EDUC 530, EDUC 536, EDUC 537, and EDUC 538; may be taken concurrently: TEP 552 or TEP 562

EDUC 540, Essentials in Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning and Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.

Prerequisite: Admission into a M.A. in Education: Learning and Technology program: Mild/Moderate Disabilities Education Specialist Credential, Moderate/Severe Disabilities Education Specialist Credential, Multiple Subject Teaching or Single Subject Teaching Credential

EDUC 546, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.

Prerequisite: EDUC 540

EDUC 547, Special Topics in Educational Technology, 3 Units

Current technologies, trends, and a variety of special topics in educational technology are explored. This course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.

Prerequisite: EDUC 540, or permission of program to take course as elective

EDUC 548, Emerging Trends in Technology, 3 Units

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.

Prerequisite: EDUC 540

EDUC 549, Capstone Experience in Learning and Technology, 2 Units

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.

Prerequisite: EDUC 540, EDUC 546, EDUC 547, and EDUC 548; may be taken concurrently: TEP 552, TEP 562, SPED 552, or SPED 572

TEP 521, Methods of Teaching Reading and Writing (K-8), 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

TEP 522, Methods of Teaching Mathematics (K-8), 3 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or during the internship are also addressed.

TEP 523, Methods of Teaching Science (K-8), 2 Units

This course introduces credential candidates to state-adopted K-8 Next Generation Science Standards and the "Science Framework for California Public Schools: Kindergarten Through Grade Twelve (2016 Edition)," as well as science concepts and principles, scientific investigation, experimentation, and student assessment. Emphasis is placed on balanced instruction between Disciplinary Core Ideas, Crosscutting Concepts, and Scientific and Engineering Practices as described in the Next Generation Science Standards. This course also focuses on facilitating K-8 students' ability to independently read and comprehend instructional materials and graphic/media representations, integrate mathematical concepts and practices in scientific investigations, develop academic language, engage in disciplinary discourse practices, and understand the connections between science, society, technology, and the environment. The teaching of physical education and health education in grades K-8 is also covered.

Corequisite: TEP 551

TEP 524, Methods of Integrating the Humanities (K-8), 2 Units

This course, intended for students in clinical practice (student teaching or intern placements), introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching, in ways that comply with state frameworks and academic content standards, specifically focusing on the California Common Core State Standards. Methods discussed utilize a wide range of quality children's literature and performing and visual arts strategies. Emphasis is on a meaning-centered, diverse humanities curriculum designed to promote critical thinking skills and meet the needs of all students, including those with special needs and those from culturally and linguistically diverse backgrounds. This course is designed for direct application of practice.

Corequisite: TEP 552

TEP 531, Methods of Teaching Reading and Writing (7-12), 3 Units

This course includes intensive instruction in reading and language arts methods grounded in methodically sound research, to be incorporated in all subject areas. The study of secondary reading and language arts methods includes effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds. Teacher candidates examine well-designed systematic instructional programs, and the implementation of California Common Core State Standards (CCSS) for reading and writing in an integrated fashion with the standards for their subject area.

TEP 532, Secondary Pedagogy I: Teaching in Secondary Schools (7-12), 2 Units

This course is designed for individuals who are teaching in middle or high school subject areas, such as math, ELA, social studies, science, art, physical education, music, etc. Teacher candidates in this course explore the teacher's and the students' roles in middle and high school classrooms. This course focuses on the history, development, and reform measures of middle and high schools to create positive environments that foster inquiry and promote a meaningful learning setting, including trends addressing cultural diversity. Aspects of middle and high school covered in this course include student-centered learning; critical teaching skills for making lessons relevant to students (including culturally relevant practices); cognitive and behavioral development as it affects curriculum design; lesson planning; differentiated instruction; use of technology; assessment; and intentional, reflective teaching practices. All assignments are completed in the subject area for which the individual is seeking the Single Subject Teaching Credential.
Corequisite: TEP 561

TEP 533, The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12), 3 Units

This course explores the philosophical and practical aspects of differentiation as defined by the entirety of classroom practice by the interdependence of the key aspects of curriculum, instruction, assessment, the learner, and the learning environment. Teacher candidates engage in activities that support the development of a teaching philosophy and practice that cultivates the K-12 learner as an active participant with a shared understanding of an investment in a differentiated classroom. Teacher candidates develop competence in analyzing and applying knowledge of K-12 students' achievement, instructional needs, social-emotional needs, cultural and language factors, and other relevant data necessary to improve teaching and learning for all students. Candidates also begin the development of an Individualized Learning Plan to gain competence as a reflective practitioner and further develop the professional knowledge, skills, and dispositions necessary to meet the expectations for beginning teachers as outlined in the California Teaching Performance Expectations.

TEP 534, Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12), 2 Units

This course engages candidates who are in clinical practice (student teaching or intern placements) in discussion of common challenges faced by teacher candidates in secondary classrooms, and also focuses on content-specific pedagogical strategies by subject matter. Issues addressed in the course include, but are not limited to, teacher beliefs and their effect on student performance; classroom management; effective curriculum and lesson development; culturally appropriate pedagogical practices; the "plan, teach, assess, reflect, and apply" cycle; content-specific strategies for teaching and assessing; and preparation for the workforce. Individual concerns and issues raised during student teaching or the internship are addressed.
Prerequisite: TEP 532;
Corequisite: TEP 562

TEP 535, Clinical Experiences in Teaching Science (K-8), 3 Units

This course covers the principles and methodology of teaching science in the elementary school, involving institutional design, material selection for hands-on experimentation, and student assessment. Health education and physical education are woven into the course to educate candidates on laws pertaining to health, safety, protection, access, and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS). This course is specifically designed for direct application of practice by intern teachers.

TEP 536, Methods of Teaching Science (K-8), 3 Units

This course covers the principles and methodology of teaching science in elementary schools, including institutional design, material selection for hands-on experimentation, and student assessment. Health education and physical education are woven into the course to education candidates on laws pertaining to health, safety, protection, access, and educational equity for all students. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem solving, and science and health applications. This course focuses on implementation of the Next Generation Science Standards (NGSS) and the California Common Core State Standards (CCSS).

TEP 551, Clinical Practice I: Multiple Subject Credential, 2 Units

Clinical practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the clinical practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their multiple subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical practice also provides teaching experiences with English-language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

TEP 552, Clinical Practice II: Multiple Subject Credential, 2 Units

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which teacher candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Multiple Subject grade level and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English-language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: TEP 551

TEP 561, Clinical Practice I: Single Subject Credential, 2 Units

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

TEP 562, Clinical Practice II: Single Subject Credential, 2 Units

Clinical Practice provides teacher candidates with a culminating preparatory experience toward which the teacher candidate's entire teacher education program has been planned. The purpose is to develop and verify beginning-level teaching competency in candidates by the end of the Clinical Practice semester, according to standards set by the California Commission on Teacher Credentialing (CTC) and by the Council for the Accreditation of Educator Preparation (CAEP). Clinical Practice provides a full-time, experience-based program in which Teacher Candidates (contracted and noncontracted) have opportunities to participate as classroom teachers in schools while supervised by a University Mentor. Focus is given to many areas of background learning and coordinates those areas into a meaningful set of experiences. These experiences include, but are not limited to, creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice also provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

Prerequisite: TEP 561

TEP 590, Candidate Support and Supervision, 1-3 Units

This course is required for General Education Teacher Candidates to complete unit requirements for their credential or degree program. Current educational practices and a variety of special topics in the field of general education are explored, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. General Education Intern Candidates may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

TESP 502, Science of Teaching I: How Students Learn, 3 Units

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

TESP 504, Schools and Educational Systems, 3 Units

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

TESP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment. Finally, candidates examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a K-12 school.
Prerequisite: TESP 501

TESP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units

This course explores strategies for designing standards and data-driven curricular plans and units to serve diverse student populations (e.g., culturally, linguistically, and/or ability-diverse learners). Teacher candidates engage in the administration and analysis of formative, summative, diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California K-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles; these will demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a K-12 school.
Prerequisite: TESP 502

Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential program (https://www.apu.edu/education/programs/masters-in-learning-technology-multiple-subject) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded California Multiple Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced

coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into K-8 teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Multiple Subject Teaching Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in both primary and upper-elementary school assignments.

Upon completion, the candidate will have earned both a Preliminary Multiple Subject Teaching Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (http://www.apu.edu/education/teacher) for locations in which this program is offered.

Computer and Software Requirements for Learning and Technology Emphasis

- A Mac or PC laptop or notebook running the latest operating system with a word processing program

Course Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
TEP 521	Methods of Teaching Reading and Writing (K-8)	3
TEP 522	Methods of Teaching Mathematics (K-8)	3
TEP 523	Methods of Teaching Science (K-8)	2
TEP 524	Methods of Integrating the Humanities (K-8)	2
TEP 551	Clinical Practice I: Multiple Subject Credential	2
TEP 552	Clinical Practice II: Multiple Subject Credential	2
Emphasis Courses		
EDUC 540	Essentials in Learning and Technology	1
EDUC 546	Digital Communications	3
EDUC 547	Special Topics in Educational Technology [2]	3
EDUC 548	Emerging Trends in Technology	3
EDUC 549	Capstone Experience in Learning and Technology	2
Elective Courses [3]		
EDTC 521	Digital Imagery for Learning Environments	3
Total Units [4]		44-47

1 These courses must be completed prior to beginning clinical practice.

2 May be taken for credit up to three times as an additional elective as long as topics are not repeated.

3 Elective courses can be used toward the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

4 This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

NOTE: A maximum of 8 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) must be completed and fees paid by the deadlines set by the registrar.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential program (https://www.apu.edu/education/programs/masters-in-learning-technology-single-subject) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded California Single Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into 7-12 grade teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, blended and online courses, and clinical experiences.

The Master of Arts in Education: Learning and Technology is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Upon completion, the candidate will have earned both a Preliminary Single Subject Teaching Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (http://www.apu.edu/education/teacher) for locations in which this program is offered.

Computer and Software Requirements for Learning and Technology Emphasis

- A Mac or PC laptop or notebook running the latest operating system with a word processing program

Course Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
TEP 531	Methods of Teaching Reading and Writing (7-12)	3
TEP 532	Secondary Pedagogy I: Teaching in Secondary Schools (7-12)	2
TEP 533	The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)	3
TEP 534	Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)	2
TEP 561	Clinical Practice I: Single Subject Credential	2
TEP 562	Clinical Practice II: Single Subject Credential	2
Emphasis Courses		
EDUC 540	Essentials in Learning and Technology	1
EDUC 546	Digital Communications	3

EDUC 547	Special Topics in Educational Technology [2]	3
EDUC 548	Emerging Trends in Technology	3
EDUC 549	Capstone Experience in Learning and Technology	2
Elective Courses [3]		
EDTC 521	Digital Imagery for Learning Environments	3
Total Units [4]		44-47

1 These courses must be completed prior to beginning clinical practice.

2 May be taken for credit up to three times as an additional elective as long as topics are not repeated.

3 Elective courses can be used toward the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

4 This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

NOTE: A maximum of 8 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) must be completed and fees paid by the deadlines set by the registrar.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

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

Azusa Pacific University's Master of Arts in Education: Teaching and Multiple Subject Teaching Credential program (https://www.apu.edu/education/programs/masters-in-teaching-multiple-subject) prepares candidates to earn a Master of Arts in Education: Teaching degree along with an embedded California Multiple Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of teaching provides the context for evaluation, analysis, and continuous improvement of teaching practices and programs, providing breadth to a rich and robust program. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

The Master of Arts in Education: Teaching is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Upon completion, the credential candidate will have earned a California Multiple Subject Preliminary Teaching Credential and a Master of Arts in Education: Teaching.

Check with the Division of Teacher Education (http://www.apu.edu/education/teacher) for locations at which this program is offered.

Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3

TESP 504	Schools and Educational Systems	3
Specialization Courses		
TEP 521	Methods of Teaching Reading and Writing (K-8)	3
TEP 522	Methods of Teaching Mathematics (K-8)	3
TEP 523	Methods of Teaching Science (K-8)	2
TEP 524	Methods of Integrating the Humanities (K-8)	2
TEP 551	Clinical Practice I: Multiple Subject Credential	2
TEP 552	Clinical Practice II: Multiple Subject Credential	2
Emphasis Courses		
EDUC 530	Introduction to Research for Practitioners	1
EDUC 536	Family, Community, and School Connections	3
EDUC 537	Curriculum Development, Revision, and Evaluation Process	3
EDUC 538	Current Issues in Education	3
EDUC 539	Capstone Seminar	2
Elective Courses [2]		
EDUC 547	Special Topics in Educational Technology [3]	3
Total Units [4]		44-47

1 These courses must be completed prior to beginning clinical practice.

2 Elective courses can be used toward the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

3 May be taken for credit up to three times as an additional elective as long as topics are not repeated.

4 This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

NOTE: A maximum of 8 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) must be completed and fees paid by the deadlines set by the registrar.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Master of Arts in Education: Teaching and Single Subject Teaching Credential

Azusa Pacific University's Master of Arts in Education: Teaching and Single Subject Teaching Credential program (https://www.apu.edu/education/programs/masters-in-teaching-single-subject) prepares candidates to earn a Master of Arts in Education: Teaching degree along with an embedded California Single Subject Preliminary Teaching Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of teaching provides the context for evaluation, analysis, and continuous improvement of teaching practices and programs, providing breadth to a rich and robust program. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, blended and online courses, and clinical experiences.

The Master of Arts in Education: Teaching is approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP).

Upon completion, the credential candidate will have earned a California Single Subject Preliminary Teaching Credential and a Master of Arts in Education: Teaching.

Check with the Division of Teacher Education (http://www.apu.edu/education/teacher) for locations at which this program is offered.

Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
TEP 531	Methods of Teaching Reading and Writing (7-12)	3
TEP 532	Secondary Pedagogy I: Teaching in Secondary Schools (7-12)	2
TEP 533	The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)	3
TEP 534	Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)	2
TEP 561	Clinical Practice I: Single Subject Credential	2
TEP 562	Clinical Practice II: Single Subject Credential	2
Emphasis Courses		
EDUC 530	Introduction to Research for Practitioners	1
EDUC 536	Family, Community, and School Connections	3
EDUC 537	Curriculum Development, Revision, and Evaluation Process	3
EDUC 538	Current Issues in Education	3
EDUC 539	Capstone Seminar	2
Elective Courses [2]		
EDUC 547	Special Topics in Educational Technology [3]	3
Total Units [4]		44-47

1 These courses must be completed prior to beginning clinical practice.

2 Electives can be used towards the master's degree only for individuals needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

3 May be taken for credit up to three times as an additional elective as long as topics are not repeated.

4 This program is designed to be completed with 44 units; the use of elective units to complete the degree may increase the unit total.

NOTE: A maximum of 8 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) must be completed and fees paid by the deadlines set by the registrar.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Multiple Subject Teaching Credential

Azusa Pacific University's Multiple Subject Teaching Credential (https://www.apu.edu/education/programs/multiple-subject-teaching-credential) program prepares candidates to earn a California Multiple Subject Preliminary Teaching Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the multiple subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Available modes of delivery include face-to-face instruction, campus-based classes, distance learning, and clinical experiences.

Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
TEP 521	Methods of Teaching Reading and Writing (K-8)	3
TEP 522	Methods of Teaching Mathematics (K-8)	3
TEP 523	Methods of Teaching Science (K-8)	2
TEP 524	Methods of Integrating the Humanities (K-8)	2
TEP 551	Clinical Practice I: Multiple Subject Credential	2
TEP 552	Clinical Practice II: Multiple Subject Credential	2
Total Units		32

[1] Must be completed prior to beginning clinical practice.

NOTE: A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a teaching credential. Candidates should meet with their credential analyst (http://www.apu.edu/education/resources/credentials) for information regarding the credential application process.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (TEP 590) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Single Subject Teaching Credential

Azusa Pacific University's Single Subject Teaching Credential (https://www.apu.edu/education/programs/single-subject-teaching-credential) program prepares candidates to earn a California Single Subject Preliminary Teaching Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the single subject credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Available modes of delivery include face-to-face instruction, campus-based classes, distance learning, blended learning, and clinical experiences.

Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
TEP 531	Methods of Teaching Reading and Writing (7-12)	3
TEP 532	Secondary Pedagogy I: Teaching in Secondary Schools (7-12)	2
TEP 533	The Differentiated Classroom: Maximizing Capacity of Each Learner (7-12)	3
TEP 534	Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment (7-12)	2
TEP 561	Clinical Practice I: Single Subject Credential	2
TEP 562	Clinical Practice II: Single Subject Credential	2
Total Units		32

[1] Must be completed prior to beginning clinical practice.

NOTE: A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a teaching credential. Candidates should meet with their credential analyst (http://www.apu.edu/education/resources/credentials) for information regarding the credential application process.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (TEP 590) each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Department of Special Education

The Department of Special Education offers master's degree and credential programs for candidates seeking a California Preliminary Education Specialist Credential with either a mild/moderate or moderate/severe disabilities specialization authorizing them to teach in the public K-12 environment. All Preliminary Education Specialist Credential programs are approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov).

APU candidates are prepared to work in schools as education specialists. Candidates must demonstrate the content, pedagogical, and professional knowledge, writing skills, and dispositions necessary to help all children learn. APU candidates are highly regarded in fulfilling these high professional standards. The department assesses all candidates from admission, throughout their program, and up to the recommendation of credentials. Assessments are used to evaluate and inform candidate learning and include the following assessment areas: CTC teacher performance expectations, APU student learning outcomes, and teacher candidate dispositions.

Master's

- Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential (p. 416)
- Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential (p. 417)
- Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential (p. 418)
- Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential (p. 420)

Credentials

- Mild/Moderate Disabilities Education Specialist Credential (p. 421)
- Moderate/Severe Disabilities Education Specialist Credential (p. 422)

EDUC 540, Essentials in Learning and Technology, 1 Unit

This course focuses on introducing and developing proficiency with the essential skills necessary for the Master of Arts in Education: Learning and Technology emphasis. Students utilize a variety of applications and skills necessary for competency in the program. This course must be taken in the first term of the program.
Prerequisite: Admission into a M.A. in Education: Learning and Technology program: Mild/Moderate Disabilities Education Specialist Credential, Moderate/Severe Disabilities Education Specialist Credential, Multiple Subject Teaching or Single Subject Teaching Credential

EDUC 546, Digital Communications, 3 Units

This course engages students in collaborative, investigative, and reflective learning opportunities through the exploration of relevant digital communication tools. Attention is given to current modes of communication that utilize a digital platform, and effective strategies for implementation within teaching/learning environments.
Prerequisite: EDUC 540

EDUC 547, Special Topics in Educational Technology, 3 Units

Current technologies, trends, and a variety of special topics in educational technology are explored. This course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into relevant teaching/learning environments. Different topics may be taken and repeated for credit.
Prerequisite: EDUC 540, or permission of program to take course as elective

EDUC 548, Emerging Trends in Technology, 3 Units

This course covers the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline, and emerging innovative uses of educational technology.
Prerequisite: EDUC 540

EDUC 549, Capstone Experience in Learning and Technology, 2 Units

The primary focus of this capstone experience is a research-designed multimedia eportfolio that showcases skills and concepts the student has acquired in the Master of Arts in Education: Learning and Technology program. This course incorporates each student's research, use of applied technologies in learning and technology, a growth assessment, a comprehensive eportfolio, and defense. The course must be taken at the end of the program, and passed in order to meet the final requirements for the master's degree.
Prerequisite: EDUC 540, EDUC 546, EDUC 547, and EDUC 548; may be taken concurrently: TEP 552, TEP 562, SPED 552, or SPED 572

SPED 500, Candidate Support and Supervision, 1-3 Units

This course allows Special Education Teacher Candidates to complete unit requirements for their credential or degree program. Current educational practices and a variety of special topics in the field of special education are explored, and course material covers practical and theoretical aspects relevant to the teaching/learning environment. Special Education Intern Candidates may be required to take this course during their program in an effort to meet program requirements while receiving mandated supervision and support. This course may be repeated four (4) times for credit for a total of 4-12 units.

SPED 525, Methods of Teaching Reading and Writing, 3 Units

This course prepares teacher candidates to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking, aligned to the state-adopted English Language Arts Content Standards, the Reading/Language Arts Framework (2007), and the Common Core State Standards for English-Language Arts (2012). Through application of research-based instructional practices introduced in the course, candidates learn to address the needs of special education students and the full range of diverse learners, as referenced in the framework and the RICA Content Specifications.

SPED 526, Specialized Academic Instruction: Reading, Writing, and Math, 3 Units

This course introduces candidates to multifaceted and multitiered methodologies and strategies necessary for teaching and engaging diverse students with disabilities in mathematics and language arts. Candidates become proficient in making explicit connections between ongoing assessment, student characteristics and strengths, instruction, and curriculum. They learn to analyze data to plan effective and differentiated instruction and interventions, and also how to collaboratively design effective IEP goals while considering the role of technology in those goals.

SPED 528, Assessment and IEP Development, 3 Units

This course examines current assessment mandates for students with mild to moderate to severe disabilities. Teacher candidates study test development and learn to evaluate assessment tools based on current research-based policies and mandates. Candidates also learn to administer and interpret norm-criterion reference assessment instruments and informal surveys or assessment instruments, and come to understand the influence of cultural and linguistic factors in the development of Individual Education Program (IEP) goals and Individual Transition Plans (ITPs).
Corequisite: SPED 551 or SPED 571

SPED 529, Positive Behavior Supports for Students with Exceptional Needs, 3 Units

This course provides teacher candidates with the skills and legal framework essential to the development of positive behavior supports and self-management outcomes for students with disabilities. Candidates examine foundations of behavior disorders, appropriate communication, and behavioral support strategies that align with best practices. The foundations of functional analysis of behavior that leads to the development of positive behavior intervention plans are examined. Models of collaborative practices that lead to positive relationships and critical partnerships with students, families, educators, and agencies are investigated through skill development and self-analysis.
Corequisite: SPED 552 or SPED 572

SPED 551, Clinical Practice I: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

SPED 552, Clinical Practice II: Mild to Moderate Disabilities, 2 Units

Students with mild/moderate disabilities require specialized support to address unique learning needs resulting from a range of specific learning disabilities, mild intellectual disabilities, autism, other health impairments, or other identified disabilities for which placement in a classroom for students with mild/moderate disabilities is deemed appropriate. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with mild/moderate disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning for students' grade and instructional levels, and capturing data to support progress on annual goals and short-term objectives that are aligned with California Content Standards. Candidates also monitor students' progress toward instructional goals and state-adopted standards, and, if necessary, identify behaviors impeding learning, and remediate by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*
Prerequisite: SPED 551

SPED 571, Clinical Practice I: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*

SPED 572, Clinical Practice II: Moderate to Severe Disabilities, 2 Units

Students with moderate/severe disabilities require specialized support to address unique learning needs resulting from a range of intellectual, behavioral, emotional, communication, sensory, autism spectrum disorder, and/or motor impairments. Teacher candidates, as part of their clinical practice, get on-site experience providing the support described in the students' Individualized Education Programs (IEPs). These experiences include, but are not limited to, creating an appropriate classroom physical environment for students with moderate/severe disabilities, conducting formal and informal assessments in order to determine students' current levels of performance, planning instructional-level annual goals and short-term objectives that are aligned with California Content Standards, monitoring students' progress toward instructional goals and short-term objectives, and identifying behaviors impeding learning and then remediating by implementing positive behavior supports. Candidates complete a semester of full-time, supervised student teaching in appropriate public school classrooms, with assignments in classroom grade levels K-12. Each placement provides teaching experiences with English language learners and ethnically diverse students. *Meets the General Education Requirement: Integrative and Applied Learning.*
Prerequisite: SPED 571

TESP 501, Art of Teaching I: Foundations of Teaching, 3 Units

This course provides an introduction to basic pedagogy, including classroom management, lesson planning and teaching, standards-based instruction, teaching strategies for students with diverse identities and needs, and the application of technology to support teaching and learning. Teacher candidates consider strategies, models, and processes for meeting the needs of a broad range of K-12 students, including special needs students, gifted students, English language learners, speakers of nondominant varieties of English, and students of all cultural or ethnic identities. This course is designed for direct application of classroom learning by candidates in a collaborative context that implements inclusion. Candidates examine Christian character and develop an understanding of grace in the Christian worldview as applied in classroom contexts, in consideration of meeting the needs of students and building community within the classroom. This course includes 15 hours of required field experience in a K-12 school.

TESP 502, Science of Teaching I: How Students Learn, 3 Units

This course comprises a basic overview of human growth and development for all students in the K-12 environment. Teacher candidates identify how research on the neuroscience of learning, theories of learning, and student motivation affect current understanding of student development through the K-12 education experience. They then creatively and collaboratively investigate how this knowledge can enable them to meet the needs of all students, including underserved populations, English language learners, and individuals with diverse learning needs (from gifted learners to individuals with mild to severe disabilities). Candidates also examine their own cultural beliefs, attitudes toward diversity, and related assumptions, identifying how these might affect student learning and achievement in their classrooms. Candidates demonstrate applied knowledge of communication styles and strategies for fostering positive cross-cultural interactions among students who are diverse in terms of culture, language, and ability. Finally, candidates reflect on the need to support the development of all students from a Christian worldview. This course includes 15 hours of required field experience in a K-12 school. *Meets the General Education Requirement: Social Science.*

TESP 503, The Soul of Teaching: Tapestry of American Education, 3 Units

This course introduces teacher candidates to the history of American education and a sampling of modern philosophies of education, examined through the lens of a Christian worldview. Specific consideration is given to the ways in which historical trends have contributed to today's education system, including how social and philosophical movements, as well as policy changes, have shaped the growth and inclusiveness of education in the U.S. Candidates reflect on the continued need for education equity for all students in U.S. schools, and explore inclusive practices for diverse populations, professional dispositions, teacher resiliency, and their role in perpetuating social justice in education. They engage culturally appropriate response strategies that enhance learning opportunities in a cross-cultural context, and identify how a Christian worldview enables and directs a commitment to principles of equity and justice in their practice. *Meets the General Education Requirement: Intercultural Competence.*

TESP 504, Schools and Educational Systems, 3 Units

This course explores the legal, ethical, and organizational systems (federal, state, district, and school) within which teachers conduct their work. Teacher candidates engage in an examination of school and community cultures and their impact on learning, by focusing on the ways teachers communicate and collaborate with external and internal stakeholders to provide equitable access to all students. Additionally, contractual responsibilities and professional expectations are addressed. Candidates also consider the ways in which educators, from a Christian worldview, can advocate to transform social problems impacting school culture. *Meets the General Education Requirement: Civic Knowledge and Engagement.*

TESP 511, Art of Teaching II: Pedagogy and Instructional Design, 3 Units

This course explores pedagogy as the combination of teachers' professional knowledge, skills, and abilities, which are directed to create effective learning opportunities and outcomes for all students in a range of contexts. Building on broad themes from TESP 501 Art of Teaching I, teacher candidates explore pedagogical methods and specific models for meeting individual student needs, utilizing universal and individualized strategies. Attention is given to culturally responsive teaching practices for learners with diverse cultural and ethnic identities, as well as differentiation practices for students with various learning needs. Candidates further analyze the relationship between curriculum, pedagogy, and assessment. Finally, candidates examine and reflect on the Christian worldview in relation to student diversity and developing a climate of equity and collaboration within classrooms. This course includes 15 hours of required field experience in a K-12 school.
Prerequisite: TESP 501

TESP 512, Science of Teaching II: Effective Assessment Strategies for All Learners, 3 Units

This course explores strategies for designing standards and data-driven curricular plans and units to serve diverse student populations (e.g., culturally, linguistically, and/or ability-diverse learners). Teacher candidates engage in the administration and analysis of formative, summative, diagnostic assessment to inform the ongoing development of differentiated instruction that serves the unique academic needs of students from diverse, intersecting backgrounds and identities. In view of the academic achievement gap that exists in California K-12 schools, candidates utilize assessment results, alongside state frameworks and current standards specific to their specialization, in development of further curriculum/planning, instruction, and assessment cycles; these will demonstrate the use of instructional strategies, materials, technologies, and other resources to make content connected, contextualized, and accessible to all students. Candidates consider how a Christian worldview catalyzes their commitment to engage fully in the work of creating classrooms that meet the needs of all their students. This course includes 15 hours of required field experience in a K-12 school.
Prerequisite: TESP 502

Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential program (https://www.apu.edu/education/programs/masters-in-learning-technology-mild-moderate) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded Mild/Moderate Disabilities Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into K-12 teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Mild/Moderate Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned both a Mild/Moderate Disabilities Specialist Preliminary Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (http://www.apu.edu/education/teacher) for locations in which this program is offered.

Computer and Software Requirements for Learning and Technology Emphasis

- A Mac or PC laptop or notebook running the latest operating system with a word processing program

Course Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
SPED 525	Methods of Teaching Reading and Writing	3
SPED 526	Specialized Academic Instruction: Reading, Writing, and Math	3
SPED 528	Assessment and IEP Development	3
SPED 529	Positive Behavior Supports for Students with Exceptional Needs	3
SPED 551	Clinical Practice I: Mild to Moderate Disabilities	2
SPED 552	Clinical Practice II: Mild to Moderate Disabilities	2
Emphasis Courses		
EDUC 540	Essentials in Learning and Technology	1
EDUC 546	Digital Communications	3
EDUC 547	Special Topics in Educational Technology [2]	3
EDUC 548	Emerging Trends in Technology	3
EDUC 549	Capstone Experience in Learning and Technology	2
Elective Courses [3]		
EDTC 521	Digital Imagery for Learning Environments	3
Total Units [4]		46-49

[1] These courses must be completed prior to beginning clinical practice.

[2] May be taken for credit up to three times as an additional elective as long as topics are not repeated.

[3] Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

[4] The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

NOTE: A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) must be completed and fees paid by the deadlines set by the registrar.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential program (https://www.apu.edu/education/programs/masters-in-learning-technology-moderate-severe) prepares candidates to earn a Master of Arts in Education: Learning and Technology degree along with an embedded Moderate/Severe Disabilities Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of learning and technology provides candidates with the knowledge to effectively design and infuse technology-embedded curriculum into K-12 teaching and learning environments. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and field experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Moderate/Severe Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and clinical experiences in public school assignments.

Upon completion, the candidate will have earned both a Moderate/Severe Disabilities Specialist Preliminary Credential and a Master of Arts in Education: Learning and Technology degree.

Check with the Division of Teacher Education (http://www.apu.edu/education/teacher) for locations in which this program is offered.

Computer and Software Requirements for Learning and Technology Emphasis

- A Mac or PC laptop or notebook running the latest operating system with a word processing program

Course Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3

TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
SPED 525	Methods of Teaching Reading and Writing	3
SPED 527	Teaching Students with Moderate to Severe Disabilities	3
SPED 528	Assessment and IEP Development	3
SPED 529	Positive Behavior Supports for Students with Exceptional Needs	3
SPED 571	Clinical Practice I: Moderate to Severe Disabilities	2
SPED 572	Clinical Practice II: Moderate to Severe Disabilities	2
Emphasis Courses		
EDUC 540	Essentials in Learning and Technology	1
EDUC 546	Digital Communications	3
EDUC 547	Special Topics in Educational Technology [2]	3
EDUC 548	Emerging Trends in Technology	3
EDUC 549	Capstone Experience in Learning and Technology	2
Elective Courses [3]		
EDTC 521	Digital Imagery for Learning Environments	3
Total Units [4]		46-49

1 These courses must be completed prior to beginning clinical practice.

2 May be taken for credit up to three times as an additional elective as long as topics are not repeated.

3 Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

4 The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

NOTE: A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) must be completed and fees paid by the deadlines set by the registrar.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential program (https://www.apu.edu/education/programs/masters-in-special-education-mild-moderate) prepares candidates to earn a Master of Arts in Education: Special Education degree along with an embedded Mild/Moderate Disabilities Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of special education provides candidates with knowledge needed to serve students with disabilities in

K-12 public schools. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Mild/Moderate Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned both a Mild/Moderate Disabilities Education Specialist Preliminary Credential and a Master of Arts in Education: Special Education degree.

Check with the Division of Teacher Education (http://www.apu.edu/education/teacher) for locations in which this program is offered.

Course Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
SPED 525	Methods of Teaching Reading and Writing	3
SPED 526	Specialized Academic Instruction: Reading, Writing, and Math	3
SPED 528	Assessment and IEP Development	3
SPED 529	Positive Behavior Supports for Students with Exceptional Needs	3
SPED 551	Clinical Practice I: Mild to Moderate Disabilities	2
SPED 552	Clinical Practice II: Mild to Moderate Disabilities	2
Emphasis Courses		
EDUC 550	Introduction to Research for Practitioners	1
EDUC 556	Historical and Philosophical Perspectives of Disability Studies	3
EDUC 557	Current Trends in Curriculum and Disability Studies	3
EDUC 558	Guided Research Project	3
EDUC 559	Procedures and Findings	2
Elective Courses [2]		
EDUC 547	Special Topics in Educational Technology [3]	3
Total Units [4]		46-49

1 These courses must be completed prior to beginning clinical practice.

2 Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

3 May be taken for credit up to three times as an additional elective as long as topics are not repeated.

4 The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

NOTE: A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) must be completed and fees paid by the deadlines set by the registrar.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Engage and support all students in learning.
2. Create and maintain effective environments for student learning.

3. Understand and organize subject matter for student learning.
4. Plan instruction and design learning experiences for all students.
5. Assess student learning.
6. Develop as a professional educator.

Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential

Azusa Pacific University's Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential program (https://www.apu.edu/education/programs/masters-in-special-education-moderate-severe) prepares candidates to earn a Master of Arts in Education: Special Education degree along with an embedded Moderate/Severe Disabilities Specialist Preliminary Credential. This program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. Advanced coursework in the emphasis area of special education provides candidates with knowledge needed to serve students with disabilities in K-12 public schools. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, online courses, and clinical experiences.

Approved by the California Commission on Teacher Credentialing (CTC) and the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP), Azusa Pacific University's Moderate/Severe Disabilities Education Specialist Credential program comprises specific methods courses that are accompanied by practical classroom applications and field experiences in public school assignments.

Upon completion, the candidate will have earned a Moderate/Severe Disabilities Education Specialist Preliminary Credential and a Master of Arts in Education: Special Education degree.

Check with the Division of Teacher Education (http://www.apu.edu/education/teacher) for locations in which this program is offered.

Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
SPED 525	Methods of Teaching Reading and Writing	3
SPED 527	Teaching Students with Moderate to Severe Disabilities	3
SPED 528	Assessment and IEP Development	3
SPED 529	Positive Behavior Supports for Students with Exceptional Needs	3
SPED 571	Clinical Practice I: Moderate to Severe Disabilities	2
SPED 572	Clinical Practice II: Moderate to Severe Disabilities	2
Emphasis Courses		
EDUC 550	Introduction to Research for Practitioners	1
EDUC 556	Historical and Philosophical Perspectives of Disability Studies	3
EDUC 557	Current Trends in Curriculum and Disability Studies	3
EDUC 558	Guided Research Project	3
EDUC 559	Procedures and Findings	2
Elective Courses [2]		

EDUC 547	Special Topics in Educational Technology [3]	3
Total Units [4]		46-49

1 These courses must be completed prior to beginning clinical practice.

2 Elective courses can be used toward the master's degree only for the individual needing additional units to complete the degree. Elective courses cannot be used to replace foundation, specialization, or emphasis course requirements.

3 May be taken for credit up to three times as an additional elective as long as topics are not repeated.

4 The program is designed to be completed with 46 units; the use of elective units to complete the degree may increase the unit total.

NOTE: A maximum of 8 units may be taken per 8-week session. Teacher candidates in master's degree programs who have opted to waive coursework must take additional units to fulfill the unit requirement. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the master's degree will be posted. An Intent to Commence and/or Graduate form (http://www.apu.edu/graduateprofessionalcenter/registrar/forms) must be completed and fees paid by the deadlines set by the registrar.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Mild/Moderate Disabilities Education Specialist Credential

Azusa Pacific University's Mild/Moderate Disabilities Education Specialist Credential (https://www.apu.edu/education/programs/special-education-mild-moderate-credential) program prepares candidates to earn a California Mild/Moderate Disabilities Specialist Preliminary Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses providing content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, and clinical experiences.

Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
SPED 525	Methods of Teaching Reading and Writing	3
SPED 526	Specialized Academic Instruction: Reading, Writing, and Math	3
SPED 528	Assessment and IEP Development	3
SPED 529	Positive Behavior Supports for Students with Exceptional Needs	3
SPED 551	Clinical Practice I: Mild to Moderate Disabilities	2
SPED 552	Clinical Practice II: Mild to Moderate Disabilities	2
Total Units		34

[1] These courses must be completed prior to beginning clinical practice.

NOTE: A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a credential. Candidates should meet with their credential analyst (http://www.apu.edu/education/resources/credentials) for information regarding the credential application process.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Moderate/Severe Disabilities Education Specialist Credential

Azusa Pacific University's Moderate/Severe Disabilities Education Specialist Credential (https://www.apu.edu/education/programs/special-education-moderate-severe-credential) program prepares candidates to earn a California Moderate/Severe Disabilities Education Specialist Preliminary Credential. This rigorous program includes comprehensive foundation courses emphasizing teaching and educational methods, as well as specialization courses that provide content required for the disabilities specialist credential. Practical classroom and fieldwork experiences provide application to theory, preparing candidates to teach in diverse settings. The mode of delivery includes face-to-face instruction, campus-based classes, distance learning, and clinical experiences.

Requirements

Code	Title	Units
Foundation Courses		
TESP 501	Art of Teaching I: Foundations of Teaching [1]	3
TESP 511	Art of Teaching II: Pedagogy and Instructional Design [1]	3
TESP 502	Science of Teaching I: How Students Learn [1]	3
TESP 512	Science of Teaching II: Effective Assessment Strategies for All Learners [1]	3
TESP 503	The Soul of Teaching: Tapestry of American Education	3
TESP 504	Schools and Educational Systems	3
Specialization Courses		
SPED 525	Methods of Teaching Reading and Writing	3
SPED 527	Teaching Students with Moderate to Severe Disabilities	3
SPED 528	Assessment and IEP Development	3
SPED 529	Positive Behavior Supports for Students with Exceptional Needs	3
SPED 571	Clinical Practice I: Moderate to Severe Disabilities	2
SPED 572	Clinical Practice II: Moderate to Severe Disabilities	2
Total Units		34

[1] These courses must be completed prior to beginning clinical practice.

NOTE: A maximum of 9 units may be taken per 8-week session. Completion of all credential requirements—including all examinations, coursework, and other requirements—must be met before the candidate will be recommended for a credential. Candidates should meet with their credential analyst (http://www.apu.edu/education/resources/credentials) for information regarding the credential application process.

NOTE: Candidates who hold an Intern Credential must enroll in an intern support course (SPED 500) during each 8-week session (fall or spring) in which they are not enrolled in a clinical practice course.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

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

Steps to a Credential

The three major steps to completing a Preliminary Teaching Credential through APU's teacher preparation programs are described as follows. Credential candidates should refer to the DTE Teacher Candidate Handbook for further details.

- Step 1: Admission (p. 424)
- Step 2: Clinical Practice Clearance (p. 425)
- Step 3: Credential Application (p. 425)

Credential Requirements

All candidates must meet the following requirements to be considered for a Multiple Subject or Single Subject Preliminary Teaching Credential or a Mild/Moderate or Moderate/Severe Disabilities Education Specialist Preliminary Credential:

1. Successful completion of all coursework (note: all candidates must earn a *B*- or better in all coursework. Candidates who earn below a *B*- must retake the course and meet with their academic advisor for a revised course sequence plan before progressing in the program. All admitted candidates must maintain a cumulative GPA of 3.0. Candidates who do not meet the above requirements will be reviewed for dismissal from the program).
2. Completion of each of the following program requirements:
   - U.S. Constitution requirement (course or exam)
   - Verification of subject-matter competency (CSET exam or completion of a state-approved subject-matter program; note: once students pass a subtest of the CSET, they do not have to take that subtest again as long as they use the score to earn certification within 10 years of the test date on which it was achieved)
   - Verification of tuberculosis clearance
   - Continuing verification from instructors of positive dispositions characteristic of the teaching profession (emotional stability, strong interpersonal relations, good mental and physical health, and other character standards listed on the application)
   - Receipt of favorable results of Certificate of Clearance **(note: candidates must report any changes in character standings, including unresolved issues with the law and/or CTC, to their credential analyst; failure to do so may result in expulsion from the program)**
3. Successful completion of fieldwork and clinical practice. Traditionally, clinical practice is met through student teaching with a master teacher, but candidates who hold a contracted teaching position may request approval to complete clinical practice in their own classrooms.
4. Prior to applying for a preliminary credential, candidates must:
   - Verify successful completion of CPR for infants, children, and adults.
   - Verify successful completion of all assessments and forms required in the Division of Teacher Education's assessment system (Taskstream by Watermark).
   - Multiple Subject and Single Subject Credential candidates must pass Instructional Cycle 1 and Instructional Cycle 2 of the California Teaching Performance Assessment (CalTPA) as required by CTC.
   - Mild/Moderate and Moderate/Severe Credential candidates must submit CalTPA Instructional Cycle 1 and Instructional Cycle 2
   - Multiple Subject and Special Education Credential candidates must show proof of passage of the Reading Instruction Competence Assessment (RICA).
   - All candidates must complete an Individual Development Plan (IDP) that is approved by the program director.

Contact a credential analyst (http://www.apu.edu/education/resources/credentials) for information on applying for a preliminary credential after the above requirements have been completed. Your credential analyst will provide information needed to complete your credential application. Preliminary credentials are valid for five years and are nonrenewable. A Clear Credential is obtained through a CTC-approved induction program with either a California local education agency (e.g., public school district, county office of education) or California institution of higher education.

Step 1: Admission

General Requirements

All programs within the Division of Teacher Education require the following:

- A completed graduate application for admission
- A $45 nonrefundable application fee (not required of students previously admitted to a graduate program at Azusa Pacific University)
- Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all postbaccalaureate study
- A minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale. Provisional admittance may be granted to individuals with a grade-point average between 2.5 and 2.9.
- Two letters of recommendation
- A personal statement or essay
- A valid California Certificate of Clearance (COC) or other appropriate and valid document from CTC

Note: University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 14)).

Program-Specific Requirements

In addition to the general requirements listed above, each program has specific requirements. See program descriptions listed within this catalog for additional information.

Departments reserve the right to change the admission process and requirements. Students who are in continuous enrollment status are subject to the requirements in effect at the time of their initial enrollment.

Teaching Credential Programs

- Verification of successful completion of the California Basic Skills Requirement via one of the following options:
  - Pass the California Basic Educational Skills Test (CBEST)
  - Pass the CSET: Multiple Subjects plus the CSET: Writing Skills Examination (CSET 101, 103, 142, and 214 [previously 102]). This option is useful for students in Multiple Subject and Special Education programs.
  - Demonstrate proficiency on the California State University (CSU) Early Assessment Program
  - Demonstrate proficiency on the CSU Placement Examinations
  - Pass a Basic Skills Examination from another state
  - Achieve the minimum acceptable scores on the College Board SAT examination
  - Achieve the minimum acceptable scores on the ACT examination
  - Achieve the minimum acceptable scores on selected College Board Advanced Placement (AP) examinations
- Programs admit only candidates who meet one of the following subject-matter admission requirement options:
  - Candidates must provide evidence of having passed the appropriate CSET subject-matter examination(s).
  - Candidates must provide evidence of registration for at least one of the next scheduled CSET examinations. (This option is only available to applicants to a master's degree program with credential embedded.)
  - Candidates must provide evidence of having completed a CTC-approved subject-matter preparation program (subject-matter waiver).
  - Note for Single Subject Teaching Credential candidates: The Single Subject Teaching Credential program is offered in the subject areas of Art, Business, English, Mathematics, Music, Physical Education, Science, Social Science, and World Languages. Subject matter must be met for one of these subject areas.
  - Note for Special Education Credential candidates: Subject matter must be met in Art, English, Mathematics, Multiple Subjects, Music, Science, Social Science, or World Languages.
- A percentage of candidates will also be required to interview with the program director or his/her designee prior to an admission decision.

Questions about successful completion of the Basic Skills Requirement or subject-matter requirement should be directed to the Office of Credentials. (https://www.apu.edu/education/resources/credentials) Candidates must be advised by a designated faculty member as part of an admission interview prior to enrollment in the program. This occurs after the admission application has been completed and reviewed by the Office of Credentials for any missing program-required documentation and verification of the Certificate of Clearance. Candidates will be notified by the department when an interview appointment may be scheduled.

International Students

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit the center's website (http://www.apu.edu/international).

Step 2: Clinical Practice Clearance

The following requirements must be met before any clinical practice experiences can take place:

- Applications for clinical practice must be submitted to the Office of Student Placements by April 10 for fall term and September 10 for spring term. A candidate's Academic Plan indicates the term for clinical practice.
- In addition to the application for clinical practice, candidates must submit the following to the Office of Student Placements by April 30 for fall term and September 30 for spring term to clear for clinical practice for the advised term:
  - Posted bachelor's degree.
  - Verification of successful completion of the Basic Skills Requirement.
  - Tuberculosis (TB) clearance, which must be valid for a two-year time period that runs through the end date of the assigned clinical practice term. Negative TB test requirements must be provided to the Office of Student Placements.
  - Valid Certificate of Clearance or other appropriate CTC-issued document throughout clinical practice.
  - Proof of successful completion of U.S. Constitution coursework or exam.
  - Original, passing scores of CSET exams **or** official verification of completion of a CTC-approved subject-matter program signed by the credential analyst at the California institution of higher education at which the courses were successfully completed. Note: CSET subtest exams must be used for credential purposes within 10 years of the individual passing date of each subtest or they expire.
  - Candidates seeking to use a contracted teaching position, either intern or nonintern, for clinical practice must submit all required documents by December 15 for spring term and August 15 for fall term, including but not limited to a copy of their teaching contract for the appropriate school year and a principal's letter on school letterhead. Templates with the requirements for the principal letter can be obtained from the Office of Student Placements. **All contracted teaching positions must be approved as part of the clinical practice clearing process prior to placement to ensure they meet all placement requirements.** Candidates should contact the Office of Student Placements prior to accepting a contracted teaching position if they intend to use the position for completion of clinical practice. **All candidates seeking intern positions must work with their credential analyst regarding any proposed teaching position.**

Step 3: Credential Application

To be eligible for a credential, candidates must demonstrate the following:

- Successful completion of coursework (competency on each student learning outcome, a grade of *B-* or better on each course, earned credit in clinical practice coursework).
- Evaluation of Taskstream assignments.
- Proficiency in the Teaching Performance Expectations (TPEs).
- Passage of all state-required examinations, as follows:
  - Passage of the RICA examination is required for candidates who wish to become credentialed for teaching multiple subjects or special education.
  - Passage of CalTPA (Instructional Cycle 1 and Instructional Cycle 2) is required for candidates who wish to become credentialed for teaching multiple subjects or a single subject.
- Successful submission of CalTPA Instructional Cycle 1 and Instructional Cycle 2 resulting in receipt of official scores is required for candidates who wish to become credentialed as mild/moderate or moderate/severe disabilities education specialists. If a submission results in a condition code and scores of *NS* (not scored), the mild/moderate or moderate/severe candidate is responsible for resubmitting for official assessment via Evaluation Systems of Pearson.
- Completion of all other credential requirements.

It is the candidate's responsibility to submit a credential application through the Office of Credentials (https://www.apu.edu/education/resources/credentials) upon completion of a credential program to receive their California educator credential. This request may be submitted to the credentials office up to one month before completion of all credential requirements.

NOTE: Teacher candidates in combined master's and credential programs who have opted to waive coursework will need to take additional units to fulfill the unit requirement. Contact the department for a course elective listing.

School of Nursing

Degrees, Certifications, and Credentials Offered

The School of Nursing (https://www.apu.edu/nursing) offers professional programs and various pathways to the Master of Science in Nursing, post-master's certificates, a Doctor of Philosophy in Nursing, and a Doctor of Nursing Practice.

RN to BSN (p. 533)

The RN to BSN degree completion program offers an alternative to the traditional method of pursuing a college nursing degree.

BSN 2+2 Upper-Division Transfer Program (p. 542)

LVN to BSN and LVN to RN (p. 544)

Entry-Level Master of Science in Nursing (ELM) (p. 468)

For those who have completed a B.A. or B.S. in another field.

1. Total prelicensure units is 70. Specific courses required.
2. Postlicensure units to complete the MSN depend on the specialty chosen by the student.

Master of Public Health (p. 530)

Master of Science in Nursing with Specialties Programs (p. 510)

For those who have completed a bachelor's degree in nursing.

- Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)
- Adult-Gerontology Primary Care Nurse Practitioner (AGNP) Specialty
- Family Nurse Practitioner (FNP) Specialty
- Pediatric Nurse Practitioner-Primary Care (PNP) Specialty
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Specialty

MSN with Credentials (p. 515)

- School Nurse Services Credential (SNSC)
- School Nurses Services Credential (SNSC) and Pediatric Nurse Practitioner-Primary Care (PNP) Specialty
- School Nurses Services Credential (SNSC) and Family Nurse Practitioner (FNP) Specialty

MSN in Nursing Education (p. 525)

MSN in Healthcare Administration and Leadership (p. 493)

Post-Bachelor's Credential (p. 518)

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

Post-Master's Nursing Certificates (p. 518)

- Adult-Gerontology Clinical Nurse Specialist (AG-CNS)
- Adult-Gerontology Primary Care Nurse Practitioner (AGNP)
- Family Nurse Practitioner (FNP)
- Healthcare Administration and Leadership
- Nursing Education
- Oncology Nurse Practitioner
- Pediatric Clinical Nurse Specialist (P-CNS)
- Pediatric Nurse Practitioner-Primary Care (PNP)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

Doctor of Philosophy in Nursing (p. 464)

The PhD in Nursing, with emphasis in either health of the family and the community or international health, is a research-based program designed to prepare graduates for a life of scholarship and teaching. The coursework for the PhD in Nursing consists of 46 units beyond the master's degree, with an additional 9 units for dissertation research.

Doctor of Nursing Practice (p. 462)

Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the Doctor of Nursing Practice (DNP) program is designed to prepare nurses at the highest level of practice for the current, complex healthcare environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues. The coursework for the Doctor of Nursing Practice consists of 39 units including residency beyond the Master of Science in Nursing. This program is also available online.

Graduate Status

In the School of Nursing, graduate full-time status is considered to be 6 units per semester or 12 units per 12-month academic year. A student has a maximum of eight years to complete a graduate program, beginning from the date of initial enrollment in the specific degree program.

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wascsenior.org)
- School of Nursing programs are approved by the California Board of Registered Nursing (BRN) (http://www.rn.ca.gov). Graduates are qualified to apply for Nurse Practitioner (NP) certification and Clinical Nurse Specialist (CNS) certification.
- The master's degree in nursing and the postgraduate APRN certificate programs at Azusa Pacific University are accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.
- The Doctor of Nursing Practice at Azusa Pacific University is accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.

For more information about the School of Nursing, visit the school's website (http://www.apu.edu/nursing)**.**

School of Nursing Mission Statement

To serve God through excellence in professional nursing education, scholarship, and practice.

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see the Admission to the University (p. 14) section of this catalog, or **view program-specific application requirements** (http://www.apu.edu/graduatecenter/admissions/requirements/program)).

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit the center's website (http://www.apu.edu/international)*.*

- Department of Doctoral Studies (p. 446)
- Department of Entry-Level Master of Science in Nursing (p. 468)
- Department of Healthcare Administration and Leadership (p. 492)
- Department of Master of Science in Nursing Advanced Practice (p. 494)
- Department of Nursing Education (p. 525)
- Department of Public Health (p. 527)
- Department of RN to BSN (p. 532)
- Department of Upper-Division Transfer (2+2/LVN to BSN) (p. 533)

GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

GNRS 501, Theoretical Thinking in Nursing, 2 Units

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.
Prerequisite: Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

GNRS 503, Cultural Competency in Health Care, 3 Units

This course will focus on transforming the graduate nursing student, preparing for nursing leadership in nursing practice, nursing research, education, and public health policy, for the improvement of patient healthcare outcomes in our increasingly diverse society. Students will move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. AACN's The Essentials of Master's Education for Advanced Practice Nursing (2011) serves as the foundation for the development of core cultural competencies.
Prerequisite: Graduate standing in the School of Nursing

GNRS 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation.Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.
Prerequisite: Graduate standing

GNRS 505, Christian Formation for Holistic Care, 3 Units

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.
Prerequisite: Graduate standing

GNRS 507, Scientific Writing, 3 Units

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.
Prerequisite: Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

GNRS 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.
Prerequisite: GNRS 613

GNRS 510, Family Theory in Health Care, 2 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.
Prerequisite: Graduate standing

GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and identify culturally relevant and age-appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease.
Prerequisite: Undergraduate health assessment and GNRS 515

GNRS 512, Advanced Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and identify culturally relevant and age-appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease.

Prerequisite: Undergraduate health assessment and GNRS 515

GNRS 513, Advanced Nursing Practice Role, 2 Units

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.

Prerequisite: Graduate standing

GNRS 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

Prerequisite: GNRS 508A

GNRS 515, Advanced Pathophysiology, 3 Units

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses.

Prerequisite: Graduate standing and undergraduate pathophysiology

GNRS 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

GNRS 518, Supervised Practicum in Health Care, 3 Units

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.

Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.

Prerequisite: Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements

GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.

Prerequisite: Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
Prerequisite: Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, malpractice insurance, and meets health screening requirements

GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course.
Prerequisite: Graduate status, completion of GNRS 590A

GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.
Prerequisite: Graduate standing, Advanced Practice Core

GNRS 534, Integrated Psychiatric and Health Assessment across the Lifespan, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.
Prerequisite: Advanced Practice Core, GNRS 533 (May be taken concurrently)

GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.
Prerequisite: Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently

GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.
Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.
Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539

GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 537, GNRS 539

GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

Prerequisite: GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement. The course also provides a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

Prerequisite: Graduate standing, completion of (or with instructor's permission, concurrent enrollment in) GNRS532, completion of GNRS 590A and GNRS590B

GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

Prerequisite: NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.

GNRS 544, Clinical Specialization Residency, 2-3 Units

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

Prerequisite: GNRS 573 (May be taken concurrently)

GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.

Prerequisite: Undergraduate research, pathophysiology, and health assessment

GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.

Prerequisite: Undergraduate research, pathophysiology, and health assessment

GNRS 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 550A, Theory and Practice in School Nursing, 6 Units

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings.

Prerequisite: All School Nurse Services Credential courses except GNRS 590A, GNRS 589 may be taken concurrently

GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

Prerequisite: Admission to the ELM program, completion of all prerequisite courses for the program

GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

Prerequisite: Admission to the ELM program; successful completion of GNRS 555

GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

Prerequisite: Graduate nursing student standing, or instructor's permission

GNRS 559, Audiometry for School Nurses, 3 Units

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a $10 registration fee is required with the application).

GNRS 560, Strategic Leadership in Healthcare, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

GNRS 564, Nutrition and Therapeutics, 2 Units

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

Prerequisite: Admission to the ELM program

GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

Prerequisite: All core and role courses

GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

GNRS 569, Quality and Safety for Health Care Practice, 2 Units

This course is designed to deepen and advance the student's knowledge and ability to systematically apply the principles of patient quality and safety in nursing practice. Based on national standards, the focus will be to examine and apply quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

GNRS 570, Parish Nursing/Health Ministries, 2 Units

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

GNRS 571, International Nursing, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

GNRS 573, Clinical Residency, 4 Units

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

Prerequisite: Successful completion of all pre-licensure clinical courses

GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

Prerequisite: Admission to the ELM program

GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physicalexamination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

Prerequisite: Admission to the ELM program

GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary and course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing and psychiatry. Development in adulthood will be viewed from multiple perspectives which include cognitive, behavioral, biological, social-cultural and spiritual. The influences that these perspectives have on the successful negotiation of age-related issues will be considered. Finally students will examine aspects of human aging both in contemporary American society and from a cross-cultural and ethnic perspective.

Prerequisite: Graduate standing in the School of Nursing

GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

Prerequisite: Graduate status in the School of Nursing, completion of Advanced Practice Core courses

GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

Prerequisite: Admission to the ELM program

GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

Prerequisite: Admission to the ELM program, successful completion of GNRS 582A

GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. Its assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

GNRS 587, Community Health Nursing, 5 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

Prerequisite: Admission to the ELM program, successful completion of semesters one, two, and three

GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

Prerequisite: Admission to the ELM program

GNRS 589, Adolescent Health Care, 2-4 Units

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.

Prerequisite: Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 515, while the 4-unit version requires prior completion of GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

GNRS 590A, Primary Health Care of the Young Family, 6 Units

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.

Prerequisite: Advanced Practice Core courses

GNRS 590B, Clinical Practicum in Pediatrics, 4 Units

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.

Prerequisite: GNRS 511 or GNRS 512 and GNRS 590A

GNRS 591, Primary Health Care of the Childbearing Family, 4 Units

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.
Prerequisite: Advanced Practice Core courses

GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.
Prerequisite: Advanced Practice Core courses

GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.
Prerequisite: Completion of clinical courses for the FNP or AGNP program track

GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.
Prerequisite: Advanced Practice Core courses

GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.
Prerequisite: GNRS 515 (May be taken concurrently)

GNRS 595, Special Topics in Nursing, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.
Prerequisite: Graduate standing

GNRS 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

GNRS 597, Comprehensive Examination Directed Study, 1 Unit

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.
Prerequisite: Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

GNRS 598, Thesis, 1 Unit

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.
Prerequisite: GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

GNRS 599, Readings/Independent Study in Nursing, 1-4 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.
Prerequisite: Graduate standing

GNRS 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

GNRS 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.
Prerequisite: GNRS 620

GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 631, ONP: Cancer Biology and Assessment, 2 Units

This course builds on knowledge of the anatomy and physiology of DNA, RNA, differentiated, and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer to stage tumors and predict metastatic risk in individuals.
Prerequisite: Admission to the oncology nurse practitioner fellowship certificate program.

GNRS 632, ONP: Cancer Therapeutics, 2 Units

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly. This class will provide a pathophysiological foundation to understand cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance will be discussed. The cost-benefit, side effects, and availability of the covered therapeutics will be discussed.
Corequisite: GNRS 631

GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course develops a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.
Prerequisite: GNRS 631 and GNRS 632

GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

GNRS 635, ONP: Team-based Care and the Role of the Oncology Nurse Practitioner, 2 Units

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

GNRS 636, ONP: Clinical Trials Nursing, 2 Units

The advanced practice oncology nurse practitioner must be prepared to be a direct care provider or study coordinator for clinical research trials. This course covers the knowledge and behaviors needed by nurse practitioners engaged in oncology clinical trials.
Prerequisite: GNRS 512, GNRS 515, and GNRS 613, or instructor consent

GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 663, Clinical Practicum in Nursing Education, 3 Units

This practicum course builds on clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty-mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from faculty-mentors, students, and self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting postcare conferences, clinical evaluation of nursing student performance, and student counseling.
Prerequisite: GNRS 660, GNRS 661, GNRS 662

GNRS 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

GNRS 700, Philosophy of Science, 3 Units

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

GNRS 701, Nursing Knowledge Development, 3 Units

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

GNRS 702, Nursing Theory, 3 Units

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

GNRS 703, Spirituality and Health, 3 Units

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

GNRS 705, Social Ethics and Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 706, Methods of Inquiry, 3 Units

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

GNRS 707, Quantitative Nursing Research Design I, 3 Units

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and evaluation and outcomes research, as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 708, Qualitative Nursing Research Design I, 3 Units

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

GNRS 709, Advanced Statistical Analysis II, 3 Units

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.
Prerequisite: GNRS 707

GNRS 710, Advanced Qualitative Research Methods, 3 Units

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.
Prerequisite: GNRS 708

GNRS 711, Advanced Research Methods in the Humanities, 3 Units

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)

Prerequisite: (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

GNRS 712, Advanced Evaluation Research, 3 Units

Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

GNRS 713, Advanced Statistical Analysis I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

GNRS 716, Translational Research, 3 Units

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

GNRS 722, Research in Nursing and Health, 3 Units

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

GNRS 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.
Prerequisite: GNRS 707

GNRS 725, Research Practicum, 1 Unit

The goal of the practicum is to further develop, mentor and socialize students into the roles and activities of research scientists and scholars. The emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can chose either a quantitative practicum experience or a qualitative practicum experience.
Prerequisite: GNRS 706, GNRS 707, GNRS 708, GNRS 713, and GNRS 709 or GNRS 710

GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.
Prerequisite: GNRS 620

GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.
Prerequisite: GNRS 620, GNRS 622, GNRS 727

GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 732, DNP Clinical Residency, 0 Units

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.
Prerequisite: Admission to DNP program

GNRS 733A, Residency IA, 1 Unit

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.
Prerequisite: Admission to DNP program

GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734C, Residency IIC, 1 Unit

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.
Prerequisite: Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

GNRS 735, DNP Scholarly Project Seminar, 3 Units

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.
GNRS 712, GNRS 713, GNRS 716, GNRS 791, GNRS 792, and GNRS 793; corequisite: GNRS 794

GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of a research proposal leading to the development of either a dissertation or a translational research project. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of a proposal; (3) discussion of strategies for completing and presenting a proposal; (4) preparation and critiques of student proposal drafts; and (5) discussion of the elements of an IRB application. Discussion will include ethical conduct of research and protection of human subjects.

GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

The grant writing seminar provides students with the opportunity to develop a grant proposal including guidance on how to seek funding. Discussion will focus on understanding a Request for Funding Proposal (RFP), the goals and objectives identified by the funding agencies, and approaches on how to align your proposal with the funding agency guidelines. Techniques will include development of a purpose statement, work plan, and well planned budget, as well as the differences between a research and a program grant.
Prerequisite: GNRS 780

GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on all aspects of writing for publication. It will help the student to get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books. The student will receive practice in reviewing and critiquing writing and in understanding the editorial process. Legal and ethical aspects of writing for publication will also be covered.
Prerequisite: GNRS 780, GNRS 781

GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar identifies approaches to developing an effective and successful presentation. It assists students to find their voice and showcase areas of expertise. Discussions will focus on planning as essential to deciding on the content and the order in which the information will be presented. Emphasis will be on developing a logical sequence, one that flows naturally, and is accompanied by audiovisuals that facilitate understanding of the material.
Prerequisite: GNRS 780, GNRS 781, GNRS 782

GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.
Prerequisite: GNRS 783

GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit

This is the first of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice to it as part of an evidence-based DNP scholarly project consistent with the DNP role within a healthcare organizational setting.
Admission to the DNP program; corequisite: GNRS 732

GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit

This is the second of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor as they develop a comprehensive, site-specific DNP scholarly project proposal.
GNRS 791; corequisite: GNRS 732

GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit

This is the third of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students acquire the skills, competencies, and points of view needed for developing the ethical reasoning/decision-making skills necessary for conducting their DNP scholarly projects.
GNRS 792; corequisite: GNRS 732

GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit

This is the last of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care.
GNRS 793; corequisite: GNRS 732

GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

Faculty

Dean

Aja Tulleners Lesh (http://www.apu.edu/faculty/alesh), PhD, RN

Senior Associate Dean of Academic Initiatives and Innovation

Renee Pozza (http://www.apu.edu/faculty/rpozza), PhD, RN, CNS, FNP

Associate Dean, Research; and Executive Director, Institute of Health Research

Sheryl Tyson (http://www.apu.edu/faculty/styson), PhD, RN, PMHCNS

Chair, Department of Doctoral Studies

Aurelia Macabasco-O'Connell (http://www.apu.edu/faculty/amacabascooconnell), PhD, RN, ACNP-BC, FAHA

Chair, Department of Master of Science in Nursing Advanced Practice

Lynda Reed (http://www.apu.edu/faculty/lreed), DNP, FNP-C

Chair, Department of Healthcare Administration and Leadership

Jill Olausson (http://www.apu.edu/faculty/jolausson), PhD, RN, CDE

Chair, Department of Nursing Education

Lawrence Santiago, EdD, RN-BC, CMSRN, CNE

Chair, Department of Entry-Level Master of Science in Nursing

Sarah Obermeyer (http://www.apu.edu/faculty/sobermeyer), PhD, RN, WHNP

Chair, Department of Undergraduate Programs, Department of Upper-Division Transfer

Najood Azar (http://www.apu.edu/faculty/nazar), PhD, RN

Chair, Department of Undergraduate Programs, Department of RN to BSN

Lori Silao (http://www.apu.edu/faculty/lsilao2), PhD, RN, MN, NNP-BC

Chair, Department of Public Health

Marissa Brash (http://www.apu.edu/faculty/mbrash), DrPH, MPH, CPH

Professors Emeriti

Barbara Artinian, PhD, RN

Constance Brehm (http://www.apu.edu/faculty/cbrehm), PhD, RN, FNP-BC, PHN

David Colachico, PhD

Phyllis Esslinger (http://www.apu.edu/faculty/pesslinger), MSN, RN

Elaine Goehner (http://www.apu.edu/faculty/egoehner), PhD, RN

Patricia Hanes, PhD, MAED, RN

Bonita (Bonnie) Huiskes (http://www.apu.edu/faculty/bhuiskes), PhD, RN, FNP

Rose Liegler, PhD, RN

Jane Pfeiffer (http://www.apu.edu/faculty/jpfeiffer), PhD, RN

Karla Richmond, PhD, RN, CNS

Professors

Lina Kurdahi Badr (http://www.apu.edu/faculty/lbadr), DNSc, PNP, RN, FAAN

Cheryl Westlake Canary (http://www.apu.edu/faculty/ccanary), PhD, RN, CNS

Pamela Cone (http://www.apu.edu/faculty/pcone), PhD, RN

Vivien Dee (http://www.apu.edu/faculty/vdee), PhD, RN, FAAN

Felicitas dela Cruz (http://www.apu.edu/faculty/fdelacruz), DNSc, RN, FAANP

Teresa Dodd-Butera (http://www.apu.edu/faculty/tbutera), PhD, RN

John A. Doyle (http://www.apu.edu/faculty/jdoyle), PhD, MFCC

Nabil Hanna (http://www.apu.edu/faculty/nhanna), MD

Aja Tulleners Lesh (http://www.apu.edu/faculty/alesh), PhD, RN

Constance Milton (http://www.apu.edu/faculty/cmilton), PhD, RN

Renee Pozza (http://www.apu.edu/faculty/rpozza), PhD, RN, CNS, FNP

Lowell Renold (http://www.apu.edu/faculty/lrenold), PhD

Sheryl Tyson (http://www.apu.edu/faculty/styson), PhD, RN, PMHCNS

Leslie Van Dover (http://www.apu.edu/faculty/lvandover), PhD, RN, FNP

Associate Professors

Najood Azar (http://www.apu.edu/faculty/nazar), PhD, RN

Linda Crawford (http://www.apu.edu/faculty/ljcrawford), DNP, APRN, NP

Marie Fongwa (http://www.apu.edu/faculty/mfongwa), PhD, MPH, RN

Ana-Maria Gallo (http://www.apu.edu/faculty/agallo), PhD, RN

Anna Hefner (http://www.apu.edu/faculty/ahefner), PhD, RN, PNP

Angela Hudson (http://www.apu.edu/faculty/ahudson), PhD, RN, PMHNP-BC

Aurelia Macabasco-O'Connell (http://www.apu.edu/faculty/amacabascooconnell), PhD, RN, ACNP, FAHA

SangGon Nam, PhD, MS

Patricia Quinn (http://www.apu.edu/faculty/pquinn), PhD, FNP, ANP

Lynda Reed (http://www.apu.edu/faculty/lreed), DNP, FN, FNP

Diana Rodriguez (http://www.apu.edu/faculty/drodriquez), PhD, RN

Kathleen Ruccione (http://www.apu.edu/faculty/kruccione), PhD, RN, MPH, CPON, FAAN

Nancy Sabin (http://www.apu.edu/faculty/nsabin), DNP, RN, FNP

Diana Lynn Woods (http://www.apu.edu/faculty/dwoods), PhD, RN, GNP

Assistant Professors

James Adams (http://www.apu.edu/faculty/jfadams), MSN, RN, PMHCNS

Rose Theresa Anderson (http://www.apu.edu/faculty/randerson), MSN, RN, PMHNP

Christina Bivona-Tellez (http://www.apu.edu/faculty/cbivonatellez), DNP, MPH, RN

Marissa Brash (http://www.apu.edu/faculty/mbrash), DrPH, MPH, CPH

Angela Coaston (http://www.apu.edu/faculty/acoaston), MSN, RN, FNP

Semise Daley, MSN, FNP-BC

Shirley Farr (http://www.apu.edu/faculty/sfarr), PhD, RNC, CNS

Karen French (http://www.apu.edu/faculty/kfrench), MSN, RN, FNP-BC

Marcella Hardy-Peterson, DNP, WHNP, FCN, CLNC

Angela Jun (http://www.apu.edu/faculty/ahjun), DNP, RN, FNP

Beverly Kelley (http://www.apu.edu/faculty/bkelley), MSN, RN

Laurie Lang (http://www.apu.edu/faculty/llang), MSN/ED, RN, PhD(c)

Liberty Olive Macias, DNP, PMHNP-BC, DABFN

Sheryl Nespor (http://www.apu.edu/faculty/snespor), PhD, RN, WHNP

Sarah Obermeyer (http://www.apu.edu/faculty/sobermeyer), PhD, RN, WHNP

Jill Olausson (http://www.apu.edu/faculty/jolausson), PhD, RN, CDE

David Picella, PhD, MSN-NP

Orel Ramirez (http://www.apu.edu/faculty/oramirez), DNP, RN

Lynda Reed (http://www.apu.edu/faculty/lreed), DNP, FNP-C

Nicole Ringo (http://www.apu.edu/faculty/nringo), MSN, RN

Lori Silao (http://www.apu.edu/faculty/lsilao2), PhD, RN, MN, NNP-BC

Angela Thurman, MSN, RN, FNP-BC

Sharon Titus (http://www.apu.edu/faculty/stitus), PhD, RN

Jie Yu (http://www.apu.edu/faculty/jyu), PhD, RN

Instructors

Ragi George (http://www.apu.edu/faculty/rgeorge), MSN, RN

Dayna Holt (http://www.apu.edu/faculty/dholt), MSN, RN

Bridget Miranda (http://www.apu.edu/faculty/bmiranda), MSN, RN, FNP-BC

Jessica Oliver, MSN, RN

Christine Joy Phongdara, MSN, RN

Stephanie Radnoti (http://www.apu.edu/faculty/sradnoti), MSN, RN

Karen Soikkeli (http://www.apu.edu/faculty/ksoikkeli), MSN, RN

Sarah Spencer, MSN, RN

Lecturer

Margaret Brady (http://www.apu.edu/faculty/mbrady), PhD, RN, PNP

Associate Professors, Undergraduate Professional Programs

Najood Azar (http://www.apu.edu/faculty/nazar), PhD, RN

Wendy Johnson, PhD, RN, CNS

Brent Wood (http://www.apu.edu/faculty/bwood), PhD

Assistant Professors, Undergraduate Professional Programs

Kathryn Cortes, DNP, MSN, RN

Meaghan Ellis (http://www.apu.edu/faculty/meaghanellis), PsyD, MSN, RN

Jayme Goodner, MSN, RN

Lori Keith (http://www.apu.edu/faculty/lkeith), DNP, RN, WHNP

Renee Marquez (http://www.apu.edu/faculty/rmarquez), DNP, RN, FMHNP

Pamela Milligan (http://www.apu.edu/faculty/pmilligan), DNP, RNC-NIC, FNP, NNP

Melissa Muddell (http://www.apu.edu/faculty/mmuddell), MSN, RN

Elsa Murdoch (http://www.apu.edu/faculty/emurdoch), DNP, RN, CLNC, CPHRM

Marie Podboy (http://www.apu.edu/faculty/mpodboy), MA, RN

Margarette Marie Rhamie, DNP, FNP-BC, AE-C

Perry Sahagun (http://www.apu.edu/faculty/psahagun), MSN, RN, FNP-BC

Karen Schaid (http://www.apu.edu/faculty/kschaid), MA, RN

Lori Silao (http://www.apu.edu/faculty/lsilao2), PhD, RN, NNP

Instructors, Undergraduate Professional Programs

Tere-Monique Carrington, MSN, RN

Beth Colangelo (http://www.apu.edu/faculty/bcolangelo), MSN/ED, RNC

Tara Devila (http://www.apu.edu/faculty/tdevila), MSN, RN

Lydia Garcia-Usry (http://www.apu.edu/faculty/lgarciausry), MSN, RN

Brianna M. Pack (http://www.apu.edu/faculty/bpack), MBA

Stephanie Schlosser, MSN, RN

Simulation and Skill Center Faculty

Mario Macayaon (http://www.apu.edu/faculty/mmacayaon), MN, RN

Nemesio Del Rosario (http://www.apu.edu/faculty/ndelrosario), MN, RN

Department of Doctoral Studies

The Department of Doctoral Studies offers two doctoral programs, the Doctor of Philosophy (Ph.D.) in Nursing and the Doctor of Nursing Practice (DNP). Scholarship is fundamental to both programs. The Ph.D. is a research-based program that primarily prepares students to conduct independent research and disseminate their findings. The DNP program is clinically focused and provides graduates with the expertise to assess nursing research evidence, evaluate the impact of nursing research on nursing practice (evidence-based practice), and take a leadership role in making changes in the healthcare environment to enhance the quality of care.

- Doctor of Philosophy (Ph.D.) in Nursing (p. 464)
- Doctor of Nursing Practice (DNP) (p. 462)

GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

GNRS 501, Theoretical Thinking in Nursing, 2 Units

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.
Prerequisite: Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

GNRS 503, Cultural Competency in Health Care, 3 Units

This course will focus on transforming the graduate nursing student, preparing for nursing leadership in nursing practice, nursing research, education, and public health policy, for the improvement of patient healthcare outcomes in our increasingly diverse society. Students will move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. AACN's The Essentials of Master's Education for Advanced Practice Nursing (2011) serves as the foundation for the development of core cultural competencies.
Prerequisite: Graduate standing in the School of Nursing

GNRS 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation.Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.
Prerequisite: Graduate standing

GNRS 505, Christian Formation for Holistic Care, 3 Units

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.
Prerequisite: Graduate standing

GNRS 507, Scientific Writing, 3 Units

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.
Prerequisite: Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

GNRS 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.
Prerequisite: GNRS 613

GNRS 510, Family Theory in Health Care, 2 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.
Prerequisite: Graduate standing

GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and identify culturally relevant and age-appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease.
Prerequisite: Undergraduate health assessment and GNRS 515

GNRS 512, Advanced Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and identify culturally relevant and age-appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease.
Prerequisite: Undergraduate health assessment and GNRS 515

GNRS 513, Advanced Nursing Practice Role, 2 Units

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.
Prerequisite: Graduate standing

GNRS 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.
Prerequisite: GNRS 508A

GNRS 515, Advanced Pathophysiology, 3 Units

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses.
Prerequisite: Graduate standing and undergraduate pathophysiology

GNRS 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

GNRS 518, Supervised Practicum in Health Care, 3 Units

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
Prerequisite: Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements

GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.
Prerequisite: Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
Prerequisite: Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, malpractice insurance, and meets health screening requirements

GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course.
Prerequisite: Graduate status, completion of GNRS 590A

GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.
Prerequisite: Graduate standing, Advanced Practice Core

GNRS 534, Integrated Psychiatric and Health Assessment across the Lifespan, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.
Prerequisite: Advanced Practice Core, GNRS 533 (May be taken concurrently)

GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.
Prerequisite: Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently

GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.
Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.

Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539

GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.

Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 537, GNRS 539

GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.

Prerequisite: GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement. The course also provides a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.

Prerequisite: Graduate standing, completion of (or with instructor's permission, concurrent enrollment in) GNRS532, completion of GNRS 590A and GNRS590B

GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

Prerequisite: NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.

GNRS 544, Clinical Specialization Residency, 2-3 Units

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

Prerequisite: GNRS 573 (May be taken concurrently)

GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.

Prerequisite: Undergraduate research, pathophysiology, and health assessment

GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.
Prerequisite: Undergraduate research, pathophysiology, and health assessment

GNRS 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.
Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 550A, Theory and Practice in School Nursing, 6 Units

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings.
Prerequisite: All School Nurse Services Credential courses except GNRS 590A, GNRS 589 may be taken concurrently

GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.
Prerequisite: Admission to the ELM program, completion of all prerequisite courses for the program

GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.
Prerequisite: Admission to the ELM program; successful completion of GNRS 555

GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.
Prerequisite: Graduate nursing student standing, or instructor's permission

GNRS 559, Audiometry for School Nurses, 3 Units

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a $10 registration fee is required with the application).

GNRS 560, Strategic Leadership in Healthcare, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

GNRS 564, Nutrition and Therapeutics, 2 Units

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise.
Prerequisite: Admission to the ELM program

GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.
Prerequisite: All core and role courses

GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

GNRS 569, Quality and Safety for Health Care Practice, 2 Units

This course is designed to deepen and advance the student's knowledge and ability to systematically apply the principles of patient quality and safety in nursing practice. Based on national standards, the focus will be to examine and apply quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

GNRS 570, Parish Nursing/Health Ministries, 2 Units

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

GNRS 571, International Nursing, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

GNRS 573, Clinical Residency, 4 Units

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.
Prerequisite: Successful completion of all pre-licensure clinical courses

GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.
Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.
Prerequisite: Admission to the ELM program

GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physicalexamination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.
Prerequisite: Admission to the ELM program

GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary and course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing and psychiatry. Development in adulthood will be viewed from multiple perspectives which include cognitive, behavioral, biological, social-cultural and spiritual. The influences that these perspectives have on the successful negotiation of age-related issues will be considered. Finally students will examine aspects of human aging both in contemporary American society and from a cross-cultural and ethnic perspective.
Prerequisite: Graduate standing in the School of Nursing

GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.
Prerequisite: Graduate status in the School of Nursing, completion of Advanced Practice Core courses

GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
Prerequisite: Admission to the ELM program

GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
Prerequisite: Admission to the ELM program, successful completion of GNRS 582A

GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.
Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.
Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. Its assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

GNRS 587, Community Health Nursing, 5 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.
Prerequisite: Admission to the ELM program, successful completion of semesters one, two, and three

GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.
Prerequisite: Admission to the ELM program

GNRS 589, Adolescent Health Care, 2-4 Units

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.
Prerequisite: Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 515, while the 4-unit version requires prior completion of GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

GNRS 590A, Primary Health Care of the Young Family, 6 Units

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.

Prerequisite: Advanced Practice Core courses

GNRS 590B, Clinical Practicum in Pediatrics, 4 Units

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.

Prerequisite: GNRS 511 or GNRS 512 and GNRS 590A

GNRS 591, Primary Health Care of the Childbearing Family, 4 Units

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.

Prerequisite: Advanced Practice Core courses

GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.

Prerequisite: Advanced Practice Core courses

GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

Prerequisite: Completion of clinical courses for the FNP or AGNP program track

GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.

Prerequisite: Advanced Practice Core courses

GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

Prerequisite: GNRS 515 (May be taken concurrently)

GNRS 595, Special Topics in Nursing, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.

Prerequisite: Graduate standing

GNRS 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

GNRS 597, Comprehensive Examination Directed Study, 1 Unit

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.
Prerequisite: Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

GNRS 598, Thesis, 1 Unit

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.
Prerequisite: GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

GNRS 599, Readings/Independent Study in Nursing, 1-4 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.
Prerequisite: Graduate standing

GNRS 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

GNRS 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.
Prerequisite: GNRS 620

GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 631, ONP: Cancer Biology and Assessment, 2 Units

This course builds on knowledge of the anatomy and physiology of DNA, RNA, differentiated, and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer to stage tumors and predict metastatic risk in individuals.
Prerequisite: Admission to the oncology nurse practitioner fellowship certificate program.

GNRS 632, ONP: Cancer Therapeutics, 2 Units

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly. This class will provide a pathophysiological foundation to understand cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance will be discussed. The cost-benefit, side effects, and availability of the covered therapeutics will be discussed.
Corequisite: GNRS 631

GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course develops a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.
Prerequisite: GNRS 631 and GNRS 632

GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

GNRS 635, ONP: Team-based Care and the Role of the Oncology Nurse Practitioner, 2 Units

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

GNRS 636, ONP: Clinical Trials Nursing, 2 Units

The advanced practice oncology nurse practitioner must be prepared to be a direct care provider or study coordinator for clinical research trials. This course covers the knowledge and behaviors needed by nurse practitioners engaged in oncology clinical trials.
Prerequisite: GNRS 512, GNRS 515, and GNRS 613, or instructor consent

GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 663, Clinical Practicum in Nursing Education, 3 Units

This practicum course builds on clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty-mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from faculty-mentors, students, and self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting postcare conferences, clinical evaluation of nursing student performance, and student counseling.
Prerequisite: GNRS 660, GNRS 661, GNRS 662

GNRS 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

GNRS 700, Philosophy of Science, 3 Units

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

GNRS 701, Nursing Knowledge Development, 3 Units

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

GNRS 702, Nursing Theory, 3 Units

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

GNRS 703, Spirituality and Health, 3 Units

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

GNRS 705, Social Ethics and Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 706, Methods of Inquiry, 3 Units

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

GNRS 707, Quantitative Nursing Research Design I, 3 Units

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and evaluation and outcomes research, as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 708, Qualitative Nursing Research Design I, 3 Units

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

GNRS 709, Advanced Statistical Analysis II, 3 Units

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.

Prerequisite: GNRS 707

GNRS 710, Advanced Qualitative Research Methods, 3 Units

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.

Prerequisite: GNRS 708

GNRS 711, Advanced Research Methods in the Humanities, 3 Units

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)

Prerequisite: (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

GNRS 712, Advanced Evaluation Research, 3 Units

Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

GNRS 713, Advanced Statistical Analysis I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

GNRS 716, Translational Research, 3 Units

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

GNRS 722, Research in Nursing and Health, 3 Units

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

GNRS 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.

Prerequisite: GNRS 707

GNRS 725, Research Practicum, 1 Unit

The goal of the practicum is to further develop, mentor and socialize students into the roles and activities of research scientists and scholars. The emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can chose either a quantitative practicum experience or a qualitative practicum experience.

Prerequisite: GNRS 706, GNRS 707, GNRS 708, GNRS 713, and GNRS 709 or GNRS 710

GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.

Prerequisite: GNRS 620

GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.
Prerequisite: GNRS 620, GNRS 622, GNRS 727

GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 732, DNP Clinical Residency, 0 Units

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.
Prerequisite: Admission to DNP program

GNRS 733A, Residency IA, 1 Unit

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.
Prerequisite: Admission to DNP program

GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734C, Residency IIC, 1 Unit

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.
Prerequisite: Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

GNRS 735, DNP Scholarly Project Seminar, 3 Units

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.
GNRS 712, GNRS 713, GNRS 716, GNRS 791, GNRS 792, and GNRS 793; corequisite: GNRS 794

GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of a research proposal leading to the development of either a dissertation or a translational research project. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of a proposal; (3) discussion of strategies for completing and presenting a proposal; (4) preparation and critiques of student proposal drafts; and (5) discussion of the elements of an IRB application. Discussion will include ethical conduct of research and protection of human subjects.

GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

The grant writing seminar provides students with the opportunity to develop a grant proposal including guidance on how to seek funding. Discussion will focus on understanding a Request for Funding Proposal (RFP), the goals and objectives identified by the funding agencies, and approaches on how to align your proposal with the funding agency guidelines. Techniques will include development of a purpose statement, work plan, and well planned budget, as well as the differences between a research and a program grant.
Prerequisite: GNRS 780

GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on all aspects of writing for publication. It will help the student to get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books. The student will receive practice in reviewing and critiquing writing and in understanding the editorial process. Legal and ethical aspects of writing for publication will also be covered.
Prerequisite: GNRS 780, GNRS 781

GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar identifies approaches to developing an effective and successful presentation. It assists students to find their voice and showcase areas of expertise. Discussions will focus on planning as essential to deciding on the content and the order in which the information will be presented. Emphasis will be on developing a logical sequence, one that flows naturally, and is accompanied by audiovisuals that facilitate understanding of the material.
Prerequisite: GNRS 780, GNRS 781, GNRS 782

GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.
Prerequisite: GNRS 783

GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit

This is the first of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice to it as part of an evidence-based DNP scholarly project consistent with the DNP role within a healthcare organizational setting.
Admission to the DNP program; corequisite: GNRS 732

GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit

This is the second of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor as they develop a comprehensive, site-specific DNP scholarly project proposal.
GNRS 791; corequisite: GNRS 732

GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit

This is the third of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students acquire the skills, competencies, and points of view needed for developing the ethical reasoning/decision-making skills necessary for conducting their DNP scholarly projects.
GNRS 792; corequisite: GNRS 732

GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit

This is the last of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care.
GNRS 793; corequisite: GNRS 732

GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

Doctor of Nursing Practice (DNP)

Based on a strong scientific foundation, evidence-based practice, leadership, and organizational analysis, the Doctor of Nursing Practice (http://www.apu.edu/nursing/programs/dnp) (DNP) program is designed to prepare nurses at the highest level of practice for the current, complex healthcare environment. An evidence-based clinical approach emphasizes the prevention, assessment, and treatment of complex health issues.

Program Details

The Doctor of Nursing Practice program offers doctoral-level studies in a clinically-focused learning environment. The DNP prepares advanced practice nurses to bring the highest level of clinical expertise to patients, nursing students, health care systems, health policy formation, and clinical research. Graduates of the DNP help contribute to the body of nursing knowledge and the practice of nursing to improve health care globally.

Curriculum

The curriculum provides theoretical and empirical knowledge essential for advanced nursing practice, clinical research, health policy formation, and nursing education.

Core courses include: wellness promotion theory, statistical analysis, social ethics, epidemiology and population health, program evaluation, translational research, informatics, spirituality and health, and organizational leadership. The courses prepare students to implement the use of translational research approaches in health care. Coursework in these areas enables students to identify and formulate a translational research project as the culmination of their program.

DNP Course Outcomes

Program courses address DNP Essentials[1] to:

- Provide students with the theoretical and scientific foundations of the discipline.
- Enable students to use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, apply, evaluate, and implement translational research.
- Enable students to articulate the intersections of the profession with the Christian worldview.
- Empower students with the knowledge base to formulate healthcare policies.
- Allow students to critically examine, evaluate, and effectively translate nursing and other scientific knowledge with the goal of bringing positive changes to healthcare practice and general population health. (DNP Essentials I)

- Empower students to, based on scientific findings, utilize organizational and systems leadership competencies to effectively and ethically engage current and future health, safety, and other quality improvement issues to diverse organizational cultures and populations. (DNP Essentials II)
- Enable students to engage in collaborative leadership for the implementation, evaluation, and generation of evidence-based practice to guide improvements in practice and health outcomes. (DNP Essentials III)
- Enable students to demonstrate proficiency in the analysis and utilization of information systems/technology and patient care technology to improve quality in health care delivery. (DNP Essentials IV)
- Empower students to critically analyze health policy proposals/policies and advocate for equitable and ethical policies within health care. (DNP Essentials V)
- Help students effectively lead in the development and implementation of interprofessional collaboration for the improvement of patient and population health outcomes. (DNP Essentials VI)
- Allow students to employ evidence-based prevention through the analysis of epidemiological, bio-statistical, environmental, and other appropriate data related to individual, aggregate, and population health. (DNP Essentials VII)
- Prepare students to practice a specialization within the larger domain of nursing by demonstrating refined assessment skills and base practice on the application of nursing and other sciences as appropriate to their area. (DNP Essentials VIII)

[1] American Association of Colleges of Nursing (http://www.aacn.nche.edu) (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. AACN: Washington, DC.

Requirements

Code	Title	Units
REQUIRED COURSEWORK		
GNRS 703	Spirituality and Health	3
GNRS 705	Social Ethics and Health Policy	3
GNRS 712	Advanced Evaluation Research	3
GNRS 713	Advanced Statistical Analysis I	3
GNRS 716	Translational Research	3
GNRS 717	Health Technology and Informatics	3
GNRS 718	Organizational Leadership and Strategic Planning	3
Choose one of the following:		3-4
GNRS 720	Wellness Promotion and Health Maintenance	
GNRS 635 & GNRS 636	ONP: Team-based Care and the Role of the Oncology Nurse Practitioner and ONP: Clinical Trials Nursing [1]	
Choose one of the following:		3-4
GNRS 729	Population Health and Epidemiology	
GNRS 631 & GNRS 632	ONP: Cancer Biology and Assessment and ONP: Cancer Therapeutics [1]	
GNRS 732	DNP Clinical Residency [2, 3]	0
GNRS 735	DNP Scholarly Project Seminar	3
GNRS 791	Doctor of Nursing Practice Intensive I	1
GNRS 792	Doctor of Nursing Practice Intensive II	1
GNRS 793	Doctor of Nursing Practice Intensive III	1
GNRS 794	Doctor of Nursing Practice Intensive IV	1
GNRS 798	Continuous Doctoral Study	0
ELECTIVES [4]		5-16
GNRS 633 & GNRS 634	ONP: Symptom and Side Effect Burden and ONP: Survivorship and the Psychosocial Impact of Cancer [5]	
GNRS 660	Theories of Teaching and Instruction [6]	
GNRS 661	Leadership and Role Development in Nursing Education [6]	
GNRS 662	Assessment, Curriculum, Development, and Outcomes [6]	
GNRS 663	Clinical Practicum in Nursing Education [6]	
GNRS 704	Faith Integration and Nursing Scholarship	
GNRS 715	Psychosocial Issues of Older Adults	
GNRS 721	Health Disparities and Vulnerable Populations	
GNRS 722	Research in Nursing and Health	

GNRS 781	Doctoral Seminar II: Developing a Grant Proposal	
GNRS 782	Doctoral Seminar III: Writing for Publication	
GNRS 783	Doctoral Seminar IV: Developing Professional Presentations	
GNRS 795	Special Topics [7]	
Total Units		39-52

1 Must be taken together in the same semester. These alternatives are primarily intended for students in the Oncology Nurse Practitioner Certificate program.

2 GNRS 732 may be repeated until the student accrues the minimum number of practice hours (1000 total hours) depending on the student study plan.

3 Clinical fee required.

4 Additional doctoral elective options may be approved by petition.

5 Must be taken together in the same semester. These alternatives are primarily intended for students in the Oncology Nurse Practitioner Certificate program, and count as a substitute for GNRS 715.

6 Content required for students receiving assistance from the Nurse Faculty Loan Program.

7 Students in the DNP program may enroll in 2 units of GNRS 795 to fulfill their Elective requirement.

DNP Scholarly Project

The DNP is a practice-focused doctorate that includes integrative practice experiences and an intense practice immersion experience. This is reflected in the two residency courses. Each student generates an evidence-based scholarly project as an integral part of their practice experience. There are a number of practice doctorates at the university, so DNP students have opportunities for interprofessional coursework and collaborative projects.

Residency

The DNP program offers clinical and leadership residency. The clinical residency is composed of GNRS 732. In the clinical residency course, students concentrate on the development of their clinical and leadership roles in advanced practice nursing. The focus of the clinical portion of the residency hours is within an advanced practice specialty area. The focus of the leadership portion of the residency hours is developing students for leadership roles in healthcare organizations. During the leadership residency, students are expected to progress in the conceptualization, implementation, and evaluation of their DNP scholarly project.

Residency Practice Hours

The American Association of Colleges of Nursing (AACN) (http://www.aacnnursing.org) requires a minimum of 1,000 hours of clinical residency in a DNP program, and Azusa Pacific University's School of Nursing requires 1,000 hours of clinical and leadership experience. Students who have completed an Advanced Practice RN (APRN) program, such as Nurse Practitioner (NP) or Clinical Nurse Specialist (CNS), from an accredited institution may transfer up to 500 clinical hours from the APRN program to the DNP program, and must then complete the other 500 clinical hours. Students who have not completed an APRN program (NP or CNS) are required to complete a total of 1,000 hours of advanced clinical and leadership experience. The DNP program requires that students have ongoing clinical work experience.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize nursing, bioethical, physical, spiritual, psychosocial and organizational sciences in the planning, implementation and evaluation of advanced clinical nursing practice.
2. Provide transformative and collaborative leadership in the organization and management of health care delivery systems for ethnically and culturally diverse populations to improve patient and population outcomes.
3. Critically examine, develop and translate research and other evidence as a basis for developing, implementing, and evaluating advanced clinical nursing practice and health care delivery.
4. Employ current technological and informational advances from health care and other disciplines to promote the highest level of health care delivery.
5. Actively participate in evaluating, formulating and implementing health care policies that address health disparities and health care from a social justice and ethical framework.
6. Integrate faith traditions and Christian values in the development of professional and\ advanced nursing practice.

Doctor of Philosophy (Ph.D.) in Nursing

The nursing Ph.D. (http://www.apu.edu/nursing/programs/phd-in-nursing) program is designed for nurses who hold master's degrees in nursing and wish to pursue a doctoral degree in nursing. Graduates of this program, in roles as academicians, contribute to the body of nursing knowledge to improve the health of society and prepare the next generation of nurses.

Program Goals

Through scholarly exchange and engagement with faculty, students are socialized to discover, examine critically, preserve, and transmit knowledge. The program prepares scholars with knowledge and expertise to assume independent roles in the development, evaluation, and dissemination of nursing knowledge through systematic inquiry. The objectives of the program are to prepare students who will:

- Develop, test, and use theoretical knowledge to advance nursing science and improve health outcomes.
- Pursue systematic intellectual inquiry relevant to the discipline of nursing and health care.
- Use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Develop ethical, social, and health policies for the advancement of nursing education, research, and the health of those whom nursing serves.
- Articulate the intersection of the Christian tradition with the nursing profession.

Mission Statement

The purpose of the Ph.D. program is the enrichment of the mind and spirit, the lifelong pursuit of knowledge, and the discovery and advancement of nursing knowledge for the health of all persons and society.

Christian Perspectives

Consistent with the mission and purpose of the university, the School of Nursing (http://www.apu.edu/nursing) is a Christian community of disciples, scholars, and practitioners. Its purpose is to advance the work of God in the world through nursing education, research, and professional practice, and community and church service.

Health is defined and understood by the faculty as totality or completeness, whether for an individual, family, or community. Within this conceptual definition, that totality or completeness cannot be seen apart from the constitutive element of spirituality. The School of Nursing's conceptual approach to health highlights APU's heritage as a Christian university and provides the discipline of nursing a distinctive domain for research.

Screening of Applicants

The Graduate and Professional Center (p. 80) and the School of Nursing handle screening of applicants for admission into the nursing Ph.D. program. Screening of applicants' portfolios is conducted by the Graduate and Professional Center and is evaluated according to the admission criteria. The school reviews completed applications for admission to the doctoral program to discern an applicant's academic qualifications and preparation for advanced graduate study. Upon completion of the screening and review process, the Nursing Doctoral Admission Screening Committee forwards a list of qualified/alternate applicants to the Graduate and Professional Center. The Graduate and Professional Center officially notifies applicants of admission decisions.

Curriculum

The curriculum is designed to provide students with discipline-specific and interdisciplinary, theoretical, and empirical knowledge that is essential for the conduct of original research, and for the advancement of the profession's knowledge for both practice and education.

The core courses in nursing science, theory construction, research methodology, statistical analysis, ethics, and spirituality are designed to prepare students in the process of scientific inquiry, enabling them to articulate, conceptualize, critique, and test theory, and use methods of scientific inquiry in researching questions in their substantive area of interest. Coursework in the substantive area of interest enables students to identify and formulate a research focus and to create and conduct original research toward the development of a program of scientific inquiry. The core courses are offered sequentially and are designed to:

- Provide students with the scientific and theoretical foundations of the discipline.
- Enable students to use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
- Enable students to critique, articulate, test, use, and develop theories.
- Enable students to articulate how the nursing profession is informed by the Christian faith.
- Empower students with the knowledge base and ethical framework to promote social change.

The overarching rubric of the curriculum is wellness promotion and health maintenance within specific areas of concentration:

- Health of the Family and the Community
- International Health (including health missions)

A subspecialization in Nursing Education is also available.[1]

These areas of concentration and the subspecialization reflect the changing trends in health care and accommodate the diverse research interest of students.

Coursework consists of 46 units beyond the Master of Science in Nursing (p. 494) with an additional 9 units allocated for dissertation research. The 46 units of required and elective courses include an area of concentration. A total of 46 units are allocated to core courses in nursing science, theory development, research methodologies, and statistical analysis.

Based on the student's area of interest and chosen method of inquiry, a 3-unit core course is required in one of the following research methods:

- Advanced Quantitative Methods
- Advanced Qualitative Research Methods
- Advanced Research in the Humanities
- Advanced Evaluation Research

A maximum of 9 doctoral-level semester units may be transferred from another regionally accredited university with approval of the program chair.

[1] The Nursing Education Certificate comprises 21 units consisting of seven required courses. Learn more (p. 521).

Requirements

Code	Title	Units
Knowledge/Theory		
GNRS 700	Philosophy of Science	3
GNRS 701	Nursing Knowledge Development	3
GNRS 702	Nursing Theory	3
GNRS 703	Spirituality and Health	3
GNRS 705	Social Ethics and Health Policy	3
Statistical Analysis		
GNRS 713	Advanced Statistical Analysis I	3
Research		
GNRS 706	Methods of Inquiry	3
GNRS 707	Quantitative Nursing Research Design I	3
GNRS 708	Qualitative Nursing Research Design I	3
GNRS 724	Quantitative Nursing Research Design II - Psychometrics	3
GNRS 725	Research Practicum	1
Method of Inquiry		
Select one of the following:		3
GNRS 709	Advanced Statistical Analysis II	
GNRS 710	Advanced Qualitative Research Methods	
GNRS 711	Advanced Research Methods in the Humanities	
GNRS 712	Advanced Evaluation Research	
Two areas of concentration courses		6
Two areas of elective courses		6
Dissertation Research		
Select 3 of the 4		9
GNRS 780	Doctoral Seminar I: Elements of a Proposal and IRB Application	
GNRS 781	Doctoral Seminar II: Developing a Grant Proposal	
GNRS 782	Doctoral Seminar III: Writing for Publication	
GNRS 783	Doctoral Seminar IV: Developing Professional Presentations	
GNRS 798	Continuous Doctoral Study	0
Total Units		55

Study Progression and Graduation Requirements

Progression in the program requires active enrollment status and maintaining a minimum cumulative 3.0 GPA. Graduation requirements include a minimum cumulative 3.0 GPA, successful completion of the qualifying exam, proposal defense, and dissertation defense. See the Grading (p. 45) and Academic Probation and Dismissal (p. 37) sections of this catalog.

Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the director of doctoral studies program in nursing and the dean of the School of Nursing in advance of the semester for which the leave is requested.

The petition for return to enrolled status should be filed one full term before the intended date of re-enrollment. If the student went on leave with conditions for re-enrollment, these must be fulfilled before re-enrollment may occur. If a student is on leave for two years, the Doctoral Admissions Committee, as well as the student's advisor, the doctoral studies director, and the dean will review her/his re-enrollment petition. Depending upon the amount of time elapsed, the student's stage of study in the program, and the student's academic activity during the leave, readmission may be contingent.

Qualifying Examination

The qualifying examination is taken upon the completion of 12-24 units of doctoral work, including:

Code	Title	Units
GNRS 700	Philosophy of Science	3
GNRS 701	Nursing Knowledge Development	3
GNRS 702	Nursing Theory	3
GNRS 706	Methods of Inquiry	3

(The student must petition for exceptions.) The examination is composed of a relatively brief paper (25-30 pages) and oral review by a committee of faculty. The purpose of the paper is to encourage synthesis of first-year coursework as it relates to the student's current research interest area. The focus of the paper specifies the student's interest area with potential researchable questions and methodological approaches, together with relevant aspects of nursing theory, nursing knowledge development, and methods of inquiry. The subsequent oral examination provides the student an opportunity to formulate a synthesis of her/his thinking in response to questions.

Dissertation Proposal Defense

Successful completion of the dissertation proposal signifies competence to pursue independent research with the advice and guidance of the dissertation committee. The dissertation proposal defense allows the student to demonstrate familiarity with the state of the science in a particular area, awareness of currently active topics of investigation in the area, theoretical dimensions and design issues related to potential questions, and recognition of potential practical and ethical challenges arising at the intersection of research questions, population, and instruments.

Dissertation Defense

The dissertation reports the results of original, independent research of substantial but circumscribed scope, undertaken in consultation with the student's dissertation committee. The student presents a prospectus or proposal specifying the question, method, design, data collection instruments or strategy, projected data analysis, plan for access to subjects/participants/data, and projected timeline for data collection, analysis, and dissertation completion.

The dissertation committee serves in an advisory capacity to the student and ensures that the dissertation research and the written dissertation demonstrate the student's competence to conduct independent research in the discipline. Committee members work with the student throughout the process of data collection, analysis, and writing, with primary support provided by the chair/sponsor. When the student has substantially finished the work to the satisfaction of each committee member, the committee meets to hear the student's defense of the overall work and the decisions it entailed, and to discuss the student's plans for publication and post degree program of research.

Students may not participate in commencement or have the degree posted to their transcript until the document has been accepted by the University Libraries (http://www.apu.edu/library). Any exceptions are by petition only.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop, test, and use theoretical knowledge to advance nursing science and improve health outcomes.
2. Pursue systematic intellectual inquiry relevant to the discipline of nursing and health care.
3. Use frameworks for understanding sources of knowledge in nursing, modes of inquiry, and models of scholarship.
4. Develop ethical, social, and health policies for the advancement of nursing education, research, and the health of those whom nursing serves.
5. Articulate the intersection of the Christian tradition with the nursing profession.

Department of Entry-Level Master of Science in Nursing

The Department of Entry-Level Master of Science in Nursing offers the Entry-Level Master of Science in Nursing (ELM) degree options, designed for students who desire to enter the nursing profession but hold a baccalaureate or higher degree in another discipline.

Contact the School of Nursing (https://www.apu.edu/nursing) for specific program availability and locations.

- Entry-Level Master of Science in Nursing (ELM) (p. 483)
- ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) (p. 485)
- ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner-Primary Care (PNP) (p. 486)
- ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) (p. 487)
- ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 487)
- ELM-MSN: Family Nurse Practitioner (FNP) (p. 489)
- ELM-MSN: Pediatric Nurse Practitioner-Primary Care (PNP) (p. 490)
- ELM-MSN: Psychiatric Mental Health Nurse Practitioner Specialty (PMHNP) (p. 490)
- ELM-MSN: Healthcare Administration and Leadership (p. 491)
- ELM-MSN: Nursing Education (p. 492)

GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

GNRS 501, Theoretical Thinking in Nursing, 2 Units

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.
Prerequisite: Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

GNRS 503, Cultural Competency in Health Care, 3 Units

This course will focus on transforming the graduate nursing student, preparing for nursing leadership in nursing practice, nursing research, education, and public health policy, for the improvement of patient healthcare outcomes in our increasingly diverse society. Students will move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. AACN's The Essentials of Master's Education for Advanced Practice Nursing (2011) serves as the foundation for the development of core cultural competencies.
Prerequisite: Graduate standing in the School of Nursing

GNRS 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation.Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.
Prerequisite: Graduate standing

GNRS 505, Christian Formation for Holistic Care, 3 Units

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.
Prerequisite: Graduate standing

GNRS 507, Scientific Writing, 3 Units

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.

Prerequisite: Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

GNRS 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

Prerequisite: GNRS 613

GNRS 510, Family Theory in Health Care, 2 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

Prerequisite: Graduate standing

GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and identify culturally relevant and age-appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease.

Prerequisite: Undergraduate health assessment and GNRS 515

GNRS 512, Advanced Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and identify culturally relevant and age-appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease.

Prerequisite: Undergraduate health assessment and GNRS 515

GNRS 513, Advanced Nursing Practice Role, 2 Units

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.

Prerequisite: Graduate standing

GNRS 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

Prerequisite: GNRS 508A

GNRS 515, Advanced Pathophysiology, 3 Units

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses.

Prerequisite: Graduate standing and undergraduate pathophysiology

GNRS 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

GNRS 518, Supervised Practicum in Health Care, 3 Units

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
Prerequisite: Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements

GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.
Prerequisite: Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
Prerequisite: Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, malpractice insurance, and meets health screening requirements

GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course.
Prerequisite: Graduate status, completion of GNRS 590A

GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.
Prerequisite: Graduate standing, Advanced Practice Core

GNRS 534, Integrated Psychiatric and Health Assessment across the Lifespan, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.
Prerequisite: Advanced Practice Core, GNRS 533 (May be taken concurrently)

GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.
Prerequisite: Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently

GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.
Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.
Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539

GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.
Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 537, GNRS 539

GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.
Prerequisite: GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement. The course also provides a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.
Prerequisite: Graduate standing, completion of (or with instructor's permission, concurrent enrollment in) GNRS532, completion of GNRS 590A and GNRS590B

GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.

Prerequisite: NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.

GNRS 544, Clinical Specialization Residency, 2-3 Units

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.

Prerequisite: GNRS 573 (May be taken concurrently)

GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.

Prerequisite: Undergraduate research, pathophysiology, and health assessment

GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.

Prerequisite: Undergraduate research, pathophysiology, and health assessment

GNRS 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.

Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 550A, Theory and Practice in School Nursing, 6 Units

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings.

Prerequisite: All School Nurse Services Credential courses except GNRS 590A, GNRS 589 may be taken concurrently

GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.

Prerequisite: Admission to the ELM program, completion of all prerequisite courses for the program

GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.

Prerequisite: Admission to the ELM program; successful completion of GNRS 555

GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.

Prerequisite: Graduate nursing student standing, or instructor's permission

GNRS 559, Audiometry for School Nurses, 3 Units

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a $10 registration fee is required with the application).

GNRS 560, Strategic Leadership in Healthcare, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

GNRS 564, Nutrition and Therapeutics, 2 Units

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise.

Prerequisite: Admission to the ELM program

GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.

Prerequisite: All core and role courses

GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

GNRS 569, Quality and Safety for Health Care Practice, 2 Units

This course is designed to deepen and advance the student's knowledge and ability to systematically apply the principles of patient quality and safety in nursing practice. Based on national standards, the focus will be to examine and apply quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

GNRS 570, Parish Nursing/Health Ministries, 2 Units

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

GNRS 571, International Nursing, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

GNRS 573, Clinical Residency, 4 Units

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

Prerequisite: Successful completion of all pre-licensure clinical courses

GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.
Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.
Prerequisite: Admission to the ELM program

GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physicalexamination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.
Prerequisite: Admission to the ELM program

GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary and course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing and psychiatry. Development in adulthood will be viewed from multiple perspectives which include cognitive, behavioral, biological, social-cultural and spiritual. The influences that these perspectives have on the successful negotiation of age-related issues will be considered. Finally students will examine aspects of human aging both in contemporary American society and from a cross-cultural and ethnic perspective.
Prerequisite: Graduate standing in the School of Nursing

GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.
Prerequisite: Graduate status in the School of Nursing, completion of Advanced Practice Core courses

GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
Prerequisite: Admission to the ELM program

GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
Prerequisite: Admission to the ELM program, successful completion of GNRS 582A

GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.
Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.
Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. Its assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

GNRS 587, Community Health Nursing, 5 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

Prerequisite: Admission to the ELM program, successful completion of semesters one, two, and three

GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

Prerequisite: Admission to the ELM program

GNRS 589, Adolescent Health Care, 2-4 Units

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.

Prerequisite: Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 515, while the 4-unit version requires prior completion of GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

GNRS 590A, Primary Health Care of the Young Family, 6 Units

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.

Prerequisite: Advanced Practice Core courses

GNRS 590B, Clinical Practicum in Pediatrics, 4 Units

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.

Prerequisite: GNRS 511 or GNRS 512 and GNRS 590A

GNRS 591, Primary Health Care of the Childbearing Family, 4 Units

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.

Prerequisite: Advanced Practice Core courses

GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.

Prerequisite: Advanced Practice Core courses

GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.

Prerequisite: Completion of clinical courses for the FNP or AGNP program track

GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.
Prerequisite: Advanced Practice Core courses

GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.
Prerequisite: GNRS 515 (May be taken concurrently)

GNRS 595, Special Topics in Nursing, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.
Prerequisite: Graduate standing

GNRS 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

GNRS 597, Comprehensive Examination Directed Study, 1 Unit

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.
Prerequisite: Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

GNRS 598, Thesis, 1 Unit

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.
Prerequisite: GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

GNRS 599, Readings/Independent Study in Nursing, 1-4 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.
Prerequisite: Graduate standing

GNRS 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

GNRS 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.
Prerequisite: GNRS 620

GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 631, ONP: Cancer Biology and Assessment, 2 Units

This course builds on knowledge of the anatomy and physiology of DNA, RNA, differentiated, and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer to stage tumors and predict metastatic risk in individuals.
Prerequisite: Admission to the oncology nurse practitioner fellowship certificate program.

GNRS 632, ONP: Cancer Therapeutics, 2 Units

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly. This class will provide a pathophysiological foundation to understand cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance will be discussed. The cost-benefit, side effects, and availability of the covered therapeutics will be discussed.
Corequisite: GNRS 631

GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course develops a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.
Prerequisite: GNRS 631 and GNRS 632

GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

GNRS 635, ONP: Team-based Care and the Role of the Oncology Nurse Practitioner, 2 Units

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

GNRS 636, ONP: Clinical Trials Nursing, 2 Units

The advanced practice oncology nurse practitioner must be prepared to be a direct care provider or study coordinator for clinical research trials. This course covers the knowledge and behaviors needed by nurse practitioners engaged in oncology clinical trials.
Prerequisite: GNRS 512, GNRS 515, and GNRS 613, or instructor consent

GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 663, Clinical Practicum in Nursing Education, 3 Units

This practicum course builds on clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty-mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from faculty-mentors, students, and self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting postcare conferences, clinical evaluation of nursing student performance, and student counseling.

Prerequisite: GNRS 660, GNRS 661, GNRS 662

GNRS 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

GNRS 700, Philosophy of Science, 3 Units

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

GNRS 701, Nursing Knowledge Development, 3 Units

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

GNRS 702, Nursing Theory, 3 Units

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

GNRS 703, Spirituality and Health, 3 Units

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

GNRS 705, Social Ethics and Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 706, Methods of Inquiry, 3 Units

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

GNRS 707, Quantitative Nursing Research Design I, 3 Units

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and evaluation and outcomes research, as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 708, Qualitative Nursing Research Design I, 3 Units

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

GNRS 709, Advanced Statistical Analysis II, 3 Units

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.
Prerequisite: GNRS 707

GNRS 710, Advanced Qualitative Research Methods, 3 Units

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.
Prerequisite: GNRS 708

GNRS 711, Advanced Research Methods in the Humanities, 3 Units

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)
Prerequisite: (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

GNRS 712, Advanced Evaluation Research, 3 Units

Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

GNRS 713, Advanced Statistical Analysis I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

GNRS 716, Translational Research, 3 Units

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

GNRS 722, Research in Nursing and Health, 3 Units

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

GNRS 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.
Prerequisite: GNRS 707

GNRS 725, Research Practicum, 1 Unit

The goal of the practicum is to further develop, mentor and socialize students into the roles and activities of research scientists and scholars. The emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can chose either a quantitative practicum experience or a qualitative practicum experience.
Prerequisite: GNRS 706, GNRS 707, GNRS 708, GNRS 713, and GNRS 709 or GNRS 710

GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.
Prerequisite: GNRS 620

GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.
Prerequisite: GNRS 620, GNRS 622, GNRS 727

GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 732, DNP Clinical Residency, 0 Units

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.
Prerequisite: Admission to DNP program

GNRS 733A, Residency IA, 1 Unit

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.

Prerequisite: Admission to DNP program

GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734C, Residency IIC, 1 Unit

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.

Prerequisite: Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

GNRS 735, DNP Scholarly Project Seminar, 3 Units

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.

GNRS 712, GNRS 713, GNRS 716, GNRS 791, GNRS 792, and GNRS 793; corequisite: GNRS 794

GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of a research proposal leading to the development of either a dissertation or a translational research project. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of a proposal; (3) discussion of strategies for completing and presenting a proposal; (4) preparation and critiques of student proposal drafts; and (5) discussion of the elements of an IRB application. Discussion will include ethical conduct of research and protection of human subjects.

GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

The grant writing seminar provides students with the opportunity to develop a grant proposal including guidance on how to seek funding. Discussion will focus on understanding a Request for Funding Proposal (RFP), the goals and objectives identified by the funding agencies, and approaches on how to align your proposal with the funding agency guidelines. Techniques will include development of a purpose statement, work plan, and well planned budget, as well as the differences between a research and a program grant.

Prerequisite: GNRS 780

GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on all aspects of writing for publication. It will help the student to get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books. The student will receive practice in reviewing and critiquing writing and in understanding the editorial process. Legal and ethical aspects of writing for publication will also be covered.

Prerequisite: GNRS 780, GNRS 781

GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar identifies approaches to developing an effective and successful presentation. It assists students to find their voice and showcase areas of expertise. Discussions will focus on planning as essential to deciding on the content and the order in which the information will be presented. Emphasis will be on developing a logical sequence, one that flows naturally, and is accompanied by audiovisuals that facilitate understanding of the material.
Prerequisite: GNRS 780, GNRS 781, GNRS 782

GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.
Prerequisite: GNRS 783

GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit

This is the first of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice to it as part of an evidence-based DNP scholarly project consistent with the DNP role within a healthcare organizational setting.
Admission to the DNP program; corequisite: GNRS 732

GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit

This is the second of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor as they develop a comprehensive, site-specific DNP scholarly project proposal.
GNRS 791; corequisite: GNRS 732

GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit

This is the third of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students acquire the skills, competencies, and points of view needed for developing the ethical reasoning/decision-making skills necessary for conducting their DNP scholarly projects.
GNRS 792; corequisite: GNRS 732

GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit

This is the last of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care.
GNRS 793; corequisite: GNRS 732

GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

Entry-Level Master of Science in Nursing (ELM)

The Entry-Level Master of Science in Nursing (http://www.apu.edu/nursing/programs/entry-level-masters-in-nursing) is an accelerated graduate nursing program designed for students who desire to enter the nursing profession and hold a baccalaureate or higher degree in other disciplines. During their

first four semesters, admitted students complete all prelicensure courses (theoretical and clinical) in an accelerated format, as well as selected graduate nursing courses, followed by a clinical residency, in preparation for the RN licensure examination. Students then continue with courses and preparation leading to a Master of Science in Nursing (MSN).

This program meets the California Board of Registered Nursing (BRN) requirements for licensure and is available at the Azusa campus and at APU's regional locations in Monrovia (https://www.apu.edu/monrovia), San Diego (http://www.apu.edu/sandiego), and the Inland Empire (http://www.apu.edu/inland) (San Bernardino).

Mission Statement

The ELM program prepares nurses to enter professional nursing and, subsequently, advanced practice roles. Students are prepared to take the NCLEX for RN licensure, to apply for a California PHN certificate, and to be eligible to apply for state certification, and may also apply for national certification by examination in advanced practice specialties upon successful completion of the required postlicensure courses.

Admission Requirements

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 14)). View additional program-specific application requirements (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program).

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or visit apu.edu/international/.

Additional Requirements

At the beginning of clinical coursework, graduate students are required to provide documentation concerning certifications, results of background checks, screening tests, and immunizations. Refer to the Student Handbook and specific program manuals or course syllabi for details.

Program Requirements

The four-semester clinical residency prelicensure portion of this program is offered in an intensive cohort model format and **must** be taken in full-time study. Courses are offered in a fixed schedule with required clinical experiences that may be scheduled Monday through Saturday. This program meets California BRN requirements for registered nurse licensure.

Code	Title	Units
Semester 1		
GNRS 500	Conceptual Foundations of Professional Nursing	3
GNRS 555	Medical Surgical Care of the Adult and Geriatric Patient [1]	7 (3/4)
GNRS 578	Health Assessment	3 (2/1)
GNRS 582A	Pathophysiology	2
Semester 2		
GNRS 556	Intermediate Medical Surgical Care of the Adult	7 (3/4)
GNRS 564	Nutrition and Therapeutics	2
GNRS 576	Pharmacology	2
GNRS 582B	Pathophysiology	2
GNRS 584	Mental Health Nursing	4 (2/2)
Semester 3		
GNRS 504	Bioethics and Health Care Policy	3
GNRS 505	Christian Formation for Holistic Care	3
GNRS 507	Scientific Writing	3
GNRS 575	Nursing Care in Maternal, Newborn, and Women's Health	4 (2/2)
GNRS 583	Nursing Care of Children and Young Adults	4 (2/2)
Semester 4		
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
GNRS 586	Leadership and Management in Professional Practice	2
GNRS 587	Community Health Nursing	5 (2/3)
GNRS 588	Advanced Nursing Care of Adults - Leadership	6 (3/3)
Clinical Residency/Internship [2]		
GNRS 573	Clinical Residency	4
Total Units		70

[1] Numbers in parentheses are classroom/clinical units.

[2] This intensive period of clinical education and continuing preparation for practice takes place in a healthcare agency under the direct supervision of a clinical preceptor and supported by clinical faculty in the graduate program. Upon completion of this seven-week internship, students will have completed 252 hours in an acute-care setting; this usually consists of three 12-hour shifts per week for seven weeks. At the same time, students review prelicensure subject matter in preparation for NCLEX examination (RN licensing exam). Successful completion of the clinical residency is required to complete the prelicensure portion of the program. The BSN is awarded at the completion of the prelicensure portion of the program.

NOTE: Before taking advanced practice clinical courses for completion of the MSN degree, the student must achieve the passing score required by the California BRN on the NCLEX exam.

Postlicensure

In addition to coursework and clinical practicums, postlicensure students are expected to have outside clinical work experience. To ensure that credit will be given, students should request approval prior to taking coursework at outside institutions. A maximum of 6 units may be transferred in with prior approval.

Students **must** take 7 units of electives during this component of the program. Students' programs are planned individually according to course sequencing for their clinical specialty. As an alternative to full-time study, students may elect to complete master's degree requirements in a part-time format while taking courses each semester.

Students may elect to write a thesis or take a comprehensive exam to complete the degree. Any student who elects to write a thesis must take GNRS 514.

ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for people of all ages in a variety of other settings. Students develop theoretical and practical expertise in nursing and education applied to basic health services in public schools (K-12). This prepares nurses to establish, maintain, and coordinate a comprehensive school health program. The advanced practice family nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, program planning, implementation, evaluation, and research.

Graduates are eligible to apply to the state of California for the School Nurse Services Credential, and to apply for certification as a Family Nurse Practitioner. They are also qualified for and may seek national FNP certification by examination through specialty organizations. For details about academic core, advanced practice core, and concluding courses, see the MSN program requirements (p. 494). Students must also take a state of California-approved audiometry course to meet the SNSC requirements.

Contact the School of Nursing for specific program availability and locations. Prelicensure coursework (p. 483) must be completed prior to beginning Advanced Practice Nursing coursework.

Code	Title	Units
Academic Core Courses		10
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS XXX Electives		7
Advanced Practice Core Courses		14
GNRS 510	Family Theory in Health Care	2
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		31
EDUC 537	Curriculum Development, Revision, and Evaluation Process	3
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 589	Adolescent Health Care	4 (2/2)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)

GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses: No Requirement		
Concluding Courses		1-3
Select from the following:		
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total Units for the MSN-ELM: FNP and SNSC [2]		56-58

1 Numbers in parentheses are classroom/clinical units.

2 Students must also take a California-approved audiometry course to meet SNSC requirements.

ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner-Primary Care (PNP)

This combined specialty program prepares nurses to be effective practitioners of school health and provide primary care for children in a variety of settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advance practice pediatric primary care nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California for the school nurse services credential. They are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP certification by examination. Students must take a California-approved audiometry course to meet the SNSC requirements.

Contact the School of Nursing for specific program availability and locations. Prelicensure coursework (p. 483) must be completed prior to beginning Advanced Practice Nursing coursework.

Code	Title	Units
Academic Core Courses		10
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS XXX Electives		7
Advanced Practice Core Courses		14
GNRS 510	Family Theory in Health Care	2
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion [1]	4 (3/1)
or GNRS 512	Advanced Health Assessment and Health Promotion	
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		28
EDUC 537	Curriculum Development, Revision, and Evaluation Process	3
GNRS 532	Advanced Nursing Practice in Pediatrics	6 (3/3)
GNRS 542	Advanced Concepts and Competencies in Pediatric Primary Health Care	3 (1/2)
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 590B	Clinical Practicum in Pediatrics	4 (0/4)
Concluding Courses		1-3
Select from the following:		
GNRS 597	Comprehensive Examination Directed Study	1
- or -		

GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total Units for the MSN-ELM: PNP and SNSC [2]		53-55

[1] Numbers in parentheses are classroom/clinical units.

[2] Students must also take a California-approved audiometry course to meet SNSC requirements.

ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

This specialty program (https://www.apu.edu/nursing/programs/gerontology-nurse-practitioner) prepares students to be nurse practitioners for patients across the adult years in a primary healthcare setting. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national AGPCNP certification through examination. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, and program planning, implementation, evaluation, and research.

Contact the School of Nursing for specific program availability and locations. Prelicensure coursework (p. 483) must be completed prior to beginning Advanced Practice Nursing coursework.

Code	Title	Units
Academic Core Courses		10
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS XXX Electives		7
Advanced Practice Core Courses		12
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		25
GNRS 580	Gerontology	2
GNRS 581	Primary Health Care of the Older Adult	5 (2/3)
GNRS 589	Adolescent Health Care	2
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 593	Psychosocial Primary Health Care of the Adult and Aging Family	4 (2/2)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses: No Requirement		
Concluding Course		1
GNRS 597	Comprehensive Examination Directed Study	1
Total Units		48

[1] Units in parentheses are classroom/clinical units.

ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (https://www.apu.edu/nursing/programs/adult-cns-certificate) program allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. Students learn the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California

for certification as clinical nurse specialists, and may apply for national certification through examination by the American Nurses Credentialing Center (ANCC).

Contact the School of Nursing (http://www.apu.edu/nursing) for specific program availability and locations. Prelicensure coursework (p. 483) must be completed prior to beginning advanced practice nursing coursework. For details of academic core, advanced practice core, and concluding courses, see the MSN program requirements (p. 494).

Adult-Gerontology Clinical Nurse Specialist (CNS) Requirements

Code	Title	Units
Academic Core Courses		13
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 613	Graduate Statistics	3
GNRS XXX Electives		7
Academic and Advanced Practice Core Courses		12
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		22
GNRS 520	Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients	6 (2/4)
GNRS 521	Clinical Specialization in the Care of Adult-Gerontology Patients	6 (2/4)
GNRS 543	Transitions Across the Care Continuum	6 (2/4)
GNRS 548	Health Promotion Across the Lifespan	2
GNRS 580	Gerontology	2
Concluding Courses		1-3
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total required for the MSN with Adult-Gerontology CNS		48-50

[1] Units shown in parentheses are classroom/clinical units.

Pediatric Clinical Nurse Specialist (CNS) Requirements

Code	Title	Units
Academic Core Courses		13
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 613	Graduate Statistics	3
GNRS XXX (Choose 7 elective units)		7
Academic and Advanced Practice Core Courses		12
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion [1]	4 (3/1)
or GNRS 512	Advanced Health Assessment and Health Promotion	
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		20
GNRS 530	Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient	6 (2/4)
GNRS 531	Clinical Specialization in the Care of the Pediatric Patient	6 (2/4)
GNRS 543	Transitions Across the Care Continuum	6 (2/4)
GNRS 548	Health Promotion Across the Lifespan	2
Specialized Option Courses		2
GNRS 589	Adolescent Health Care	2
- or -		

GNRS 510	Family Theory in Health Care	2
Concluding Courses		1-3
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total required for the MSN with Pediatric CNS		48-50

[1] Units shown in parentheses are classroom/clinical units.

ELM-MSN: Family Nurse Practitioner (FNP)

This specialty program (https://www.apu.edu/nursing/programs/fnp-certificate) prepares students to be nurse practitioners for patients across the human lifespan in the primary healthcare setting. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; and client/family education, consultation, and program planning, implementation, evaluation, and research.

Contact the School of Nursing (http://www.apu.edu/nursing) for specific program availability and locations. Prelicensure coursework (p. 483) must be completed prior to beginning advanced practice nursing coursework.

Code	Title	Units
Academic Core Courses		10
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS XXX Electives		7
Academic and Advanced Practice Core Courses		12
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		18
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses		4
Select from the following:		
GNRS 543	Transitions Across the Care Continuum	4 (2/2)
- or -		
GNRS 593	Psychosocial Primary Health Care of the Adult and Aging Family	4 (2/2)
- or -		
GNRS 589	Adolescent Health Care	4 (2/2)
Concluding Courses		1-3
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total required for the MSN with FNP		45-47

[1] Units in parentheses are classroom/clinical units.

ELM-MSN: Pediatric Nurse Practitioner-Primary Care (PNP)

The Entry-Level Master of Science in Nursing (ELM) (p. 483) with a Pediatric Nurse Practitioner-Primary Care (PNP) (https://www.apu.edu/nursing/programs/pediatric-nurse-practitioner) specialty prepares registered nurses to be nurse practitioners with children and their families in primary healthcare settings. This advanced practice specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, client/family education, consultation, and program panning, implementation, evaluation, and research. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national PNP-PC certification through examination.

Contact the School of Nursing for specific program availability and locations. Prelicensure coursework (p. 483) must be completed prior to beginning Advanced Practice Nursing coursework.

Code	Title	Units
Academic Core Courses		10
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS XXX Electives		7
Academic and Advanced Practice Core Courses		14
GNRS 510	Family Theory in Health Care	2
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion [1]	4 (3/1)
or GNRS 512	Advanced Health Assessment and Health Promotion	
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		19
GNRS 532	Advanced Nursing Practice in Pediatrics	6 (3/3)
GNRS 542	Advanced Concepts and Competencies in Pediatric Primary Health Care	3 (1/2)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 590B	Clinical Practicum in Pediatrics	4 (0/4)
Specialization Option Courses: No requirement		
The following course is optional:		
GNRS 543	Transitions Across the Care Continuum	4 (2/2)
Concluding Courses		1-3
GNRS 597	Comprehensive Examination Directed Study	1
or		
GNRS 598	Thesis	3
& GNRS 514	and Research Proposal Writing	
Total required for the MSN with PNP		44-50

[1] Units in parentheses are classroom/clinical units.

ELM-MSN: Psychiatric Mental Health Nurse Practitioner Specialty (PMHNP)

This specialty master's program (https://www.apu.edu/nursing/programs/psychiatric-nurse-practitioner) prepares students for roles as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Students learn to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focuses on assessment; differential diagnosis and disease management; intervention planning; individual, family, and group psychotherapy; health promotion; and disease prevention. Mental-health-related policy, and the application of research and evidence-based practice, informs the psychiatric mental health nurse practitioner.

The inherent equality and worthiness of those who are vulnerable and disenfranchised; the role of spirituality; the value of diversity; and the ability to engender hope, empowerment, self-responsibility, and a meaningful role in life are threaded throughout the program. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination.

Contact the School of Nursing (http://www.apu.edu/nursing) for specific program availability and locations. Prelicensure coursework (p. 483) must be completed prior to beginning advanced practice nursing coursework.

Code	Title	Units
Academic Core Courses		10
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS Electives		7
Academic and Advanced Practice Core Courses		14
GNRS 510	Family Theory in Health Care	2
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		29
GNRS 533	Psychiatric Theories across the Life Span	2
GNRS 534	Integrated Psychiatric and Health Assessment across the Lifespan	2
GNRS 535	Psychiatric Interventions and Health Promotion across the Life Span	6 (3/3)
GNRS 536	Psychiatric Mental Health Care with Adults and Older Adults	6 (3/3)
GNRS 537	Psychiatric Mental Health Care with Children and Adolescents	6 (3/3)
GNRS 538	Psychiatric Mental Health Care with Selected Populations	5 (2/3)
GNRS 539	Psychopharmacology	2
Concluding Courses		1-3
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total Units		54-56

[1] Units in parentheses are classroom/clinical units.

ELM-MSN: Healthcare Administration and Leadership

The entry-level master's option in healthcare administration and leadership (https://www.apu.edu/nursing/programs/masters-in-healthcare-administration) prepares nurses for early to mid-level management and leadership roles in a variety of healthcare settings. Students acquire the knowledge and skills necessary to lead and manage a team of healthcare providers in organizations, functioning in areas such as operations management, project management, and healthcare consulting. The program emphasizes competencies needed for graduates to apply for the American Nurses Credentialing Center (ANCC) and American Organization of Nurse Executives (AONE) nurse leadership certifications through examinations.

Contact the School of Nursing (http://www.apu.edu/nursing) for specific program availability and locations. Prelicensure coursework (p. 483) must be completed prior to beginning Healthcare Administration and Leadership coursework. Students must have the equivalent of one year of RN clinical experience prior to enrollment in GNRS 567 Healthcare Administration and Leadership Supervised Practicum.

Code	Title	Units
Academic Core Courses		
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 613	Graduate Statistics	3
GNRS XXX (Choose 7 elective units)		7
Healthcare Administration and Leadership Courses		
GNRS 543	Transitions Across the Care Continuum [1]	4 (2/2)
MGMT 516	High Performance People Management	3
MGMT 517	Managing Human Capital	3
GNRS 560	Strategic Leadership in Healthcare	3
GNRS 567	Healthcare Administration and Leadership Supervised Practicum [1]	3 (0/3)

GNRS 568	Healthcare Finance	4
GNRS 596	Foundations of Healthcare Informatics	3
Concluding Course		
GNRS 597	Comprehensive Examination Directed Study	1
Total Units		37

[1] Units in parentheses are classroom/clinical units.

ELM-MSN: Nursing Education

The Entry-Level Master of Science in Nursing (ELM) (p. 483) option in nursing education (https://www.apu.edu/nursing/programs/masters-in-nursing-education) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) and the National League for Nursing's *Nurse Educator Competencies* (NLN, 2013).

Contact the School of Nursing (http://www.apu.edu/nursing) for specific program availability and locations. Prelicensure coursework (p. 483) must be completed prior to beginning nursing education coursework. Students must have the equivalent of one year of RN clinical experience prior to enrollment in GNRS 663.

Code	Title	Units
Academic Core Courses		
GNRS 501	Theoretical Thinking in Nursing	2
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 613	Graduate Statistics	3
GNRS Electives		7
Clinical Role Courses		
GNRS 516	Integrative Disease and Symptom Management	3
GNRS 518	Supervised Practicum in Health Care [1]	3 (1/2)
Nurse Educator Role Courses		
GNRS 660	Theories of Teaching and Instruction	3
GNRS 664	Teaching-Learning Strategies and Educational Technology in Nursing Education	3
GNRS 662	Assessment, Curriculum, Development, and Outcomes	3
GNRS 661	Leadership and Role Development in Nursing Education	3
GNRS 663	Clinical Practicum in Nursing Education	3
Concluding Course		
GNRS 597	Comprehensive Examination Directed Study	1
Total Units		34-37

[1] Units in parentheses are classroom/clinical units.

Department of Healthcare Administration and Leadership

The Master of Science in Nursing (MSN) in Healthcare Administration and Leadership (p. 493) is designed for BSN-prepared registered nurses who are looking to advance their careers and move into early- to mid-level management and leadership roles in myriad healthcare settings. The program provides values-based education to develop nursing leaders who are effective collaborators, motivated by a spirit of commitment to the profession, and have a genuine compassion for others. Students will acquire the knowledge and skills necessary to lead and manage healthcare teams in organizations, functioning in areas such as operations management, project management, and healthcare consulting.

The program includes graduate nursing core courses focused on a critical analysis of nursing and healthcare research and theory, bioethics, healthcare policy, and the integration of spirituality in health care. Interdisciplinary administration and leadership coursework is offered through the School of Nursing and APU's School of Business and Management. Content includes leadership styles and theories, strategic planning, quality improvement and patient safety, change management, effective communication and conflict resolution skills, staffing challenges and constraints, financial management,

and healthcare informatics. Students apply their knowledge and develop competencies in healthcare settings during practicum experiences. Upon completion of this program, students will have had the educational content required to sit for the American Nurses Credentialing Center (https://www.nursingworld.org/ancc) and American Organization for Nursing Leadership (http://www.aone.org) nurse leadership examinations.

- MSN in Healthcare Administration and Leadership (p. 493)
- Post-Master's Certificate in Healthcare Administration and Leadership (p. 493)

Master of Science in Nursing (MSN) in Healthcare Administration and Leadership

The Master of Science in Nursing (MSN) in Healthcare Administration and Leadership (https://www.apu.edu/nursing/programs/masters-in-healthcare-administration) is designed for BSN-prepared registered nurses who are looking to advance their careers and move into early- to mid-level management and leadership roles in a variety of healthcare settings. The program provides values-based education to develop nursing leaders who are effective collaborators, motivated by a spirit of commitment to the profession, and have a genuine compassion for others. Students will acquire the knowledge and skills necessary to lead and manage healthcare teams in organizations, functioning in areas such as operations management, project management, and healthcare consulting.

The program includes graduate nursing core courses focused on a critical analysis of nursing and healthcare research and theory, bioethics, healthcare policy, and the integration of spirituality in health care. Interdisciplinary administration and leadership coursework is offered through the School of Nursing and APU's School of Business and Management. Content includes leadership styles and theories, strategic planning, quality improvement and patient safety, change management, effective communication and conflict resolution skills, staffing challenges and constraints, financial management, and healthcare informatics. Students apply their knowledge and develop competencies in healthcare settings during practicum experiences. Upon completion of this program, students will have had the educational content required to sit for the American Nurses Credentialing Center (https://www.nursingworld.org/ancc) and American Organization for Nursing Leadership (http://www.aone.org) nurse leadership examinations.

Requirements

Code	Title	Units
Academic Core Courses		
GNRS 504	Bioethics and Health Care Policy	3
GNRS 613	Graduate Statistics	3
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 508B	Research and Theory in Healthcare	4
Heathcare Administration and Leadership		
GNRS 560	Strategic Leadership in Healthcare	3
GNRS 596	Foundations of Healthcare Informatics	3
GNRS 568	Healthcare Finance	4
MGMT 516	High Performance People Management	3
MGMT 517	Managing Human Capital	3
GNRS 543	Transitions Across the Care Continuum [1]	4 (2/2)
GNRS 567	Healthcare Administration and Leadership Supervised Practicum	3 (0/3)
Concluding Course		
GNRS 597	Comprehensive Examination Directed Study	1
Total Units		37

[1] Units in parentheses are classroom/clinical units.

Post-Master's Certificate in Healthcare Administration and Leadership

The Post-Master's Certificate in Healthcare Administration and Leadership (https://www.apu.edu/nursing/programs/nursing-administration-certificate) program prepares students for administration of nursing service in a variety of healthcare settings. Coursework focuses on combining nursing, organizational development, and business management resources. This program builds on skills and knowledge obtained in a Master of Science in Nursing program. Students must be admitted to the university before registering for this program.

Requirements

Code	Title	Units
Required Courses		
GNRS 560	Strategic Leadership in Healthcare	3
GNRS 567	Healthcare Administration and Leadership Supervised Practicum [1]	3 (0/3)
GNRS 568	Healthcare Finance	4
GNRS 596	Foundations of Healthcare Informatics	3
MGMT 516	High Performance People Management	3
MGMT 517	Managing Human Capital	3
Total Units		19

[1] Units in parentheses are classroom/clinical units.

Department of Master of Science in Nursing Advanced Practice

Master of Science in Nursing (MSN)

The Department of Master of Science in Nursing Advanced Practice offers a nationally accredited Master of Science in Nursing (http://www.apu.edu/nursing/programs/masters-in-nursing) program, as well as credential and certificate programs, to prepare students to assume roles as clinical nurse specialists, nurse practitioners, educators, administrators, or school nurses. The combination of theory, research, and professional development also prepares graduates for doctoral study in nursing (p. 446).

The curriculum for these programs reflects the School of Nursing mission and is aligned with professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education (http://www.aacnnursing.org/CCNE), the California Board of Registered Nursing (http://www.rn.ca.gov), and the California Commission on Teacher Credentialing (https://www.ctc.ca.gov). Graduates are eligible to apply for state certification or a credential in their specialty and may take national certification examinations where these are offered through specialty organizations.

Program Learning Outcomes

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

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and other technology to communicate, manage knowledge, promote quality, mitigate error, and support decision making.
6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning and effective communication, and act as a change agent to develop professional identity and practice skill.

Transfer of Credits

Following admission, 9 units of approved graduate work completed elsewhere may be applied toward the MSN degree. Advanced Health Assessment may be considered for transfer credit if it was taken postlicensure as a registered nurse and the student was enrolled in an advanced practice nursing program. Advanced Pharmacology may be considered for transfer credit toward GNRS 594 Pharmacology in Advanced Practice Nursing if it was taken less than 24 months prior to the APU MSN program admit date.

Additional Requirements

During the admission process, a review of academic transcripts is performed to assess whether the applicant has completed the prerequisite courses listed below. If not, students must complete the prerequisite courses as part of their MSN program before continuing to advanced practice courses (e.g., take undergraduate health assessment before advanced health assessment; take applied statistics and a nursing research course before the advanced practice research course).

Code	Title	Units
Prerequisite Courses for MSN APRN Programs		
MATH 130	Introduction to Statistics	3

or UNRS 299	Statistics and Data Management for Nursing and Health Care	
UNRS 220	Health Assessment	3
UNRS 367	Pathophysiology	3
UNRS 382	Community Health Nursing	3
UNRS 403	Leadership and Management in Professional Practice	2
UNRS 425	Nursing Research	3
Total Units		17

At the beginning of clinical coursework, including health assessment lab, students are required to provide documentation including RN licensure, CPR certification, TB screening, and immunizations appropriate for the clinical setting.

A student's health status must permit him/her to safely undertake and complete clinical experience required for the degree. As a fully prepared health professional, the student is expected to take responsibility for self-evaluation of her/his health status, including an assessment of the safety and appropriateness of practice in the clinical context, for the student and the patient.

The Joint Commission (https://www.jointcommission.org), contracted facilities, and the School of Nursing require that all graduate students undergo a background check prior to their placement at clinical sites. The cost of the background check is the responsibility of the student. International students will have additional fees based on the cost of a background check in their country.

The MSN program requires that students have ongoing clinical work experience.

Students may select additional elective courses to support their programs of study as directed by faculty.

- MSN with Single Specialties (p. 510)
- MSN with Credentials (p. 515)
- Post-Bachelor's Credentials (p. 518)
- Post-Master's Certificate Programs (p. 518)

GNRS 500, Conceptual Foundations of Professional Nursing, 3 Units

This course focuses on the introductory concepts crucial to the socialization of second career students to professional nursing. The history of nursing, the evolution of nursing in the U.S., the art and science of nursing, the legal and professional basis of nursing, the role of nursing in the health care delivery system, and current issues and trends in nursing education, practice and research are emphasized.

GNRS 501, Theoretical Thinking in Nursing, 2 Units

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined, and selected theoretical models and theories are explored.
Prerequisite: Completion of undergraduate research course or instructor's consent; admission to ELM or MSN program.

GNRS 503, Cultural Competency in Health Care, 3 Units

This course will focus on transforming the graduate nursing student, preparing for nursing leadership in nursing practice, nursing research, education, and public health policy, for the improvement of patient healthcare outcomes in our increasingly diverse society. Students will move from cultural sensitivity and awareness to critical reflection and action, challenging their assumptions and broadening their perspectives. AACN's The Essentials of Master's Education for Advanced Practice Nursing (2011) serves as the foundation for the development of core cultural competencies.
Prerequisite: Graduate standing in the School of Nursing

GNRS 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation.Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.
Prerequisite: Graduate standing

GNRS 505, Christian Formation for Holistic Care, 3 Units

Students engage in the process of discovering the foundational values of Azusa Pacific University that serve as guiding principles for the distinctive education they will receive. They are made aware of the Christian worldview and its implications for personal holistic development and care. With a focus on developing motivating character and integrated caregivers, the course brings heightened self-awareness, the impact of a Christian worldview on vocation, scriptural awareness especially emphasizing healing themes in the life of Christ, and the importance of spiritual growth on the journey toward formation.

GNRS 506, Spiritual Concept Analysis in Health Care, 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

Prerequisite: Graduate standing

GNRS 507, Scientific Writing, 3 Units

This course provides opportunities for students to learn how to introduce a topic or issue, articulate a thesis, support and develop a thesis and subordinate claims, work with secondary sources, and organize an argument.

GNRS 508A, Research and Theory in Advanced Practice Nursing, 4 Units

This course prepares nurses to use theory and research evidence in advanced clinical practice. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theoretical models and theories are explored, and students learn how ideas are developed and used in nursing practice and research. Students deepen their understanding of the research process by engaging in a systematic search, critique, and summary of research studies with direct application to nursing practice. Experience in statistical analysis of research data is included.

Prerequisite: Computer literacy, undergraduate research course, undergraduate statistics course, and graduate standing

GNRS 508B, Research and Theory in Healthcare, 4 Units

This course prepares the healthcare administrator to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined, exploring questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students learn the fundamentals of quantitative, qualitative, and mixed methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to healthcare. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.

Prerequisite: GNRS 613

GNRS 510, Family Theory in Health Care, 2 Units

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. This class is offered online.

Prerequisite: Graduate standing

GNRS 511, Advanced Pediatric Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and identify culturally relevant and age-appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease.

Prerequisite: Undergraduate health assessment and GNRS 515

GNRS 512, Advanced Health Assessment and Health Promotion, 4 Units

This course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within family, community, and cultural contexts. Emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and identify culturally relevant and age-appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease.

Prerequisite: Undergraduate health assessment and GNRS 515

GNRS 513, Advanced Nursing Practice Role, 2 Units

This course focuses on the concepts of role development and performance competence of the nurse in advanced clinical practice within the context of a reformed health care delivery system. Emphasis is placed on the clinician, educator, clinical program manager, consultant, researcher, and case manager roles of the advanced practice nurse. The leadership aspects of the roles of advanced practice are explored in relation to health care delivery, policy formulation, and legislation. The course explores theories and issues related to the advanced nursing practice role.

Prerequisite: Graduate standing

GNRS 514, Research Proposal Writing, 2 Units

This course focuses on the application of the concepts in GNRS 508A. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel.

Prerequisite: GNRS 508A

GNRS 515, Advanced Pathophysiology, 3 Units

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses.
Prerequisite: Graduate standing and undergraduate pathophysiology

GNRS 516, Integrative Disease and Symptom Management, 3 Units

Using a systems-based approach, this course provides the student with a broad-based, graduate-level overview for understanding disease processes, treatment modalities, assessment and interventional strategies for patients across the life span.

GNRS 518, Supervised Practicum in Health Care, 3 Units

This course prepares students to integrate and apply theory, evidence-based practice, and national guidelines and standards in practicum settings. Students select practicum areas in which, with faculty approval, they will participate in experiences led by preceptors. The purpose of the course is to equip students with current, evidence-based knowledge in a selected practice area.

GNRS 520, Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients, 6 Units

Critical concepts in advanced collaborative management of adult-gerontology client populations by Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, adult-gerontology continuum of health and illness (i.e., wellness, health promotion, disease prevention), teaching-learning theory, and evidence-based best practices for clinical decision-making for the Adult and Geriatric population are highlighted. CNS roles, competencies, and professional issues and integrated clinical rotations will be chosen from critical care or medical-surgical adult-gerontology populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 521, Clinical Specialization in the Care of Adult-Gerontology Patients, 6 Units

The course prepares the student to apply concepts introduced in GNRS 520. It focuses on diagnosis and collaborative disease management of acute illness in the adult-gerontology patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice, disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
Prerequisite: Academic Core and Advanced Practice Core courses, GNRS 520, current RN license, CPR certificate, and meets health screening requirements

GNRS 522, Disaster Nursing and Emergency Preparedness, 3 Units

This course explores the nature of disasters and prepares nurses to respond to various types of disasters - including natural, environmental, mass casualty, public health emergencies, terrorism, and bioterrorism - by utilizing essential knowledge, skills, values, meanings, and experience in the basic competencies of emergency preparedness and disaster nursing. In accordance with the position of major nursing organizations, emphasis is placed on evidence-based best practices for personal preparedness.
Prerequisite: Comparable course, such as UNRS 312 Nursing Management of Adults, a human growth and development course, a lifespan course OR an RN licensure.

GNRS 530, Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient, 6 Units

Critical concepts in the advanced collaborative management of pediatric client populations by the Clinical Nurse Specialists are studied. Differential diagnosis, pharmacologic management, cultural sensitivity, pediatric continuum of health and illness (i.e., wellness, health promotion/disease prevention), teaching-learning theory, and evidence-based/best practices for clinical decision-making for the Pediatric population are highlighted. CNS roles, competencies, and professional issues are integrated. Clinical rotations will be chosen from critical care or medical-surgical pediatric populations. Clinical seminar times allow students to discuss and analyze current professional issues and clinical problems in a collegial atmosphere.
Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 531, Clinical Specialization in the Care of the Pediatric Patient, 6 Units

The course prepares the student to apply concepts introduced in GNRS 530. It focuses on diagnosis and collaborative disease management of acute illness in the pediatric patient by the Clinical Nurse Specialist. The integration of advanced skill development, theory and evidence based practice disease management, clinical decision making, unit and organization management issues, professional issues and APRN role competencies are the foundation for this course. Practicum and seminars are planned to span the breadth of the students' clinical opportunities.
Prerequisite: Academic Core and Advanced Practice Core courses, GNRS 530, current RN license, CPR certificate, malpractice insurance, and meets health screening requirements

GNRS 532, Advanced Nursing Practice in Pediatrics, 6 Units

This course emphasizes physiological and psychological basis for critical and chronic conditions in children. Exploration of traditional versus alternate medicine treatment plans, relevant cultural, spiritual and health promotion strategies are incorporated. An advanced science base for the assessment, diagnosis, and management of children and families to promote wellness are the focus of this course.
Prerequisite: Graduate status, completion of GNRS 590A

GNRS 533, Psychiatric Theories across the Life Span, 2 Units

This course presents neurobiologic, neuroendocrine, genomic, behavioral, and psychodynamic theories of psychiatric mental illnesses as they manifest among members of diverse cultural groups across the life span. A theoretical foundation for subsequent coursework in primary psychiatric mental health care is provided for the role of the psychiatric mental health nurse practitioner.
Prerequisite: Graduate standing, Advanced Practice Core

GNRS 534, Integrated Psychiatric and Health Assessment across the Lifespan, 2 Units

This course teaches the role of the psychiatric mental health nurse practitioner in interviewing, assessing, and utilization of other data collection methods to elicit, analyze, and evaluate bio-psychosocial information regarding psychiatric mental health illness as experienced and understood by the clients, across the lifespan. Assessment and integration of the effects of potential and/or existing co-morbid health problems are focused upon. Diagnostic reasoning that is based on the Diagnostic Statistical Manual is foundational in the course. Development of differential diagnoses and disease management, evidence-based practice, and health promotion that includes client and nurse practitioner collaboration is emphasized.
Prerequisite: Advanced Practice Core, GNRS 533 (May be taken concurrently)

GNRS 535, Psychiatric Interventions and Health Promotion across the Life Span, 6 Units

In this course students learn historical, theoretical, and contemporary evidence-based psychotherapies that promote and support client stabilization, rehabilitation, and recovery. The client as a collaborating decision making consumer and the client-clinician therapeutic alliance are central to this course. Students increase competence in assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, group, family), medication management, and health promotion interventions, including motivational interviewing. Student competence in developing and facilitating therapeutic groups as a recovery modality are included in the course. The role of the psychiatric mental health nurse practitioner in the integration and coordination of support services that impact mental health and illness is also included. Students practice verbal psychotherapeutic skills that motivate and facilitate client self-management and progression toward recovery.
Prerequisite: Advanced Practice Core, GNRS 533 and GNRS 534; GNRS 539 may be taken concurrently

GNRS 536, Psychiatric Mental Health Care with Adults and Older Adults, 6 Units

In this course students increase their knowledge and competence in the assessment of psychiatric mental health illnesses, differential diagnoses and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services, with adults and older adults.
Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 539

GNRS 537, Psychiatric Mental Health Care with Children and Adolescents, 6 Units

In this course, students increase competence in the role of the psychiatric mental health nurse practitioner in the assessment of psychiatric mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), evidence-based practice, medication management, health promotion and disease prevention interventions, integration and coordination of support services with children, adolescents, and families.
Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 539

GNRS 538, Psychiatric Mental Health Care with Selected Populations, 5 Units

Students increase knowledge and competence in the assessment of psychiatric and mental health illnesses, differential diagnosis and disease management, implementation of psychotherapy (individual, family, group), medication management, health promotion and disease prevention interventions, and integration and coordination of support services with a selected population. Focus is on integrating and practicing all aspects of the role of the psychiatric mental health nurse practitioner with clients who are experiencing acute and/or chronic mental health problems and psychiatric disorders.
Prerequisite: GNRS 533, GNRS 534, GNRS 535, GNRS 536, GNRS 537, GNRS 539

GNRS 539, Psychopharmacology, 2 Units

Students in this course build upon knowledge of advanced practice nursing and provides content essential for the psychiatric mental health nurse practitioner to prescribe appropriate pharmacologic treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for psychopharmaceuticals commonly utilized across the lifespan are addressed.
Prerequisite: GNRS 533, GNRS 534; GNRS 535 (May be taken concurrently)

GNRS 542, Advanced Concepts and Competencies in Pediatric Primary Health Care, 3 Units

This course offers a comprehensive review and synthesis of core concepts and competencies for the pediatric advanced practice nurse in the primary care setting. This culminating experience for pediatric nurse practitioner students incorporates seminar discussions and clinical practicum placement. The course also provides a discussion of developmental/behavioral issues, management of acute and chronic care illnesses seen in primary care settings, and preventative health care.
Prerequisite: Graduate standing, completion of (or with instructor's permission, concurrent enrollment in) GNRS532, completion of GNRS 590A and GNRS590B

GNRS 543, Transitions Across the Care Continuum, 4-6 Units

This course focuses on principles and models of care and their implementation in a multidisciplinary practice environment that emphasizes healthcare delivery through integration of services and transition management. Students are introduced to decision making related to allocation of resources and services, development of protocols, and evaluation of management approaches. Evidence-based approaches to the clinical, administrative, educational, and research dimensions of patient care are emphasized. Evaluation of care management activities with the student's selected clinical population is an integral component of the course.
Prerequisite: NP students: completion of Advanced Practice Core; CNS students: completion of Advanced Practice Core and GNRS 520 or GNRS 530; HAL students: completion of MSN Core and GNRS 560.

GNRS 544, Clinical Specialization Residency, 2-3 Units

The elective clinical residency is a clinical specialty experiential program designed as a collaborative partnership between the School of Nursing and selected community health care organizations. This residency is an intensive precepted clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination. The student will increase their ability to perform clinical reasoning with the assigned patient population and evaluate QSEN competencies of patient centered care, safety, evidence based practice, informatics, and teamwork and collaboration.
Prerequisite: GNRS 573 (May be taken concurrently)

GNRS 546, Theory and Practice in Health Care Systems in the Community, 6 Units

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs.
Prerequisite: Undergraduate research, pathophysiology, and health assessment

GNRS 547, Nursing Leadership in Acute Care Settings, 6 Units

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.
Prerequisite: Undergraduate research, pathophysiology, and health assessment

GNRS 548, Health Promotion Across the Lifespan, 2 Units

The course focuses on health promotion and disease prevention across the lifespan and around the globe. The course includes exploration of population health issues, environmental implications in health and health policy, impact on health promotion and the development of disease.
Prerequisite: Academic Core and Advanced Practice Core courses, current RN license, CPR certificate, and meets health screening requirements

GNRS 550A, Theory and Practice in School Nursing, 6 Units

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner, and coordinator of health care in school settings.
Prerequisite: All School Nurse Services Credential courses except GNRS 590A, GNRS 589 may be taken concurrently

GNRS 555, Medical Surgical Care of the Adult and Geriatric Patient, 7 Units

This course introduces crucial concepts to professional nursing care such as nursing process, communication, therapeutic interventions, and critical thinking and clinical reasoning. The course focuses on the application of biological, psychosocial, and spiritual concepts to hospitalized adult and elderly clients with acute and/or chronic illnesses. Students will be guided in critical thinking and clinical reasoning exercises in the management of hospitalized clients. Nursing process is utilized to provide care to one or two adult clients within the health care delivery system of an acute care setting. The clinical practicum focuses on the cognitive basis, scientific principles, and manipulative component of psychomotor skills used when providing nursing care. Students will have an opportunity to practice simulated clinical skills.
Prerequisite: Admission to the ELM program, completion of all prerequisite courses for the program

GNRS 556, Intermediate Medical Surgical Care of the Adult, 7 Units

This course is designed to build on the base of medical-surgical nursing knowledge from GNRS555. The course focuses on comprehensive nursing care to patients with acute need for continuous cardiac monitoring, pulse oximetry monitoring, or ventilator assistance in telemetry units, in restorative care setting, or long-term care setting.
Prerequisite: Admission to the ELM program; successful completion of GNRS 555

GNRS 557, Medical Spanish for Advanced Practice Nurses, 3 Units

This course provides non-Spanish-speaking advanced-practice nursing students with foundational knowledge of Spanish language structure and vocabulary, helping them build appropriate phrasing to facilitate communication in healthcare settings. Cultural issues relevant to health and illness in the Latino community are also addressed.
Prerequisite: Graduate nursing student standing, or instructor's permission

GNRS 559, Audiometry for School Nurses, 3 Units

This course provides didactic instruction via eCollege and eight hours of on-site practicum experience that emphasizes the content and clinical expertise necessary to fulfill the requirements of the State of California School Hearing Conservation Program and training for the school audiometrist. The course focuses on the physiologic process of hearing and how to assess for deficits in hearing in children of all ages. At the conclusion of the course, and after having completed successfully all learning objectives, the student is eligible to submit an Application for Registration as a School Audiometrist in the State of California (a $10 registration fee is required with the application).

GNRS 560, Strategic Leadership in Healthcare, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

GNRS 564, Nutrition and Therapeutics, 2 Units

Functions of nutrients and the consequences of their deficiencies and excesses in the body are explored. Students are introduced to a variety of tools for planning and evaluating diets including a computer diet analysis. Application of nutrition concepts are interwoven into health care and fitness conditions. Students look at the prevention of chronic disease as it relates to proper nutrition and adequate exercise.
Prerequisite: Admission to the ELM program

GNRS 567, Healthcare Administration and Leadership Supervised Practicum, 3 Units

This course provides the student with the opportunity to experience the role of healthcare administrator. An individualized administration practicum in a specific area of clinical emphasis is chosen by the student and approved and monitored by the faculty and preceptor. Competencies that govern the role of the healthcare administrator are explored in depth. Students focus on the context for enacting the role of administrator in a healthcare delivery system.
Prerequisite: All core and role courses

GNRS 568, Healthcare Finance, 4 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

GNRS 569, Quality and Safety for Health Care Practice, 2 Units

This course is designed to deepen and advance the student's knowledge and ability to systematically apply the principles of patient quality and safety in nursing practice. Based on national standards, the focus will be to examine and apply quality and safety tools, including informatics, that can be used to improve patient care delivery across the continuum of health care.

GNRS 570, Parish Nursing/Health Ministries, 2 Units

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

GNRS 571, International Nursing, 2-4 Units

This course provides students with experience in nursing care in other countries. Students prepare with coursework in the United States, then travel abroad, where they have experiences in acute and/or chronic care settings, exploring cultural, economic, systems, philosophical, and other aspects of care that influence the provision of health care in other countries. A debriefing period is provided upon return.

GNRS 573, Clinical Residency, 4 Units

The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.

Prerequisite: Successful completion of all pre-licensure clinical courses

GNRS 575, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Selected issues of women's health are explored. The student is introduced to birth preparation, prenatal care, normal neonatal, and postpartum care with concurrent clinical experiences.

Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 576, Pharmacology, 2 Units

This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.

Prerequisite: Admission to the ELM program

GNRS 578, Health Assessment, 3 Units

This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physicalexamination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included.

Prerequisite: Admission to the ELM program

GNRS 580, Gerontology, 2 Units

This course integrates research and writings about the major trends and developments in the field of gerontology as they apply to the field of nursing. The approach is interdisciplinary and course material includes information from the fields of sociology, psychology, anthropology, biological sciences, medicine, nursing and psychiatry. Development in adulthood will be viewed from multiple perspectives which include cognitive, behavioral, biological, social-cultural and spiritual. The influences that these perspectives have on the successful negotiation of age-related issues will be considered. Finally students will examine aspects of human aging both in contemporary American society and from a cross-cultural and ethnic perspective.

Prerequisite: Graduate standing in the School of Nursing

GNRS 581, Primary Health Care of the Older Adult, 5 Units

GNRS 581 focuses on the role of the adult-gerontology primary care nurse practitioner in the management of the older adult including health promotion, assessment, treatment, and maintenance of common primary care health problems. The clinical practicum emphasizes the application of theory and evidence-based research for the delivery of culturally competent assessment and treatment of the older adult within the context of their families and in a variety of outpatient settings.

Prerequisite: Graduate status in the School of Nursing, completion of Advanced Practice Core courses

GNRS 582A, Pathophysiology, 2 Units

This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

Prerequisite: Admission to the ELM program

GNRS 582B, Pathophysiology, 2 Units

This course continues the presentation an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.

Prerequisite: Admission to the ELM program, successful completion of GNRS 582A

GNRS 583, Nursing Care of Children and Young Adults, 4 Units

This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship to the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 584, Mental Health Nursing, 4 Units

This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of clients with acute and chronic psychiatric disorders.

Prerequisite: Admission to the ELM program, successful completion of semesters one and two

GNRS 586, Leadership and Management in Professional Practice, 2 Units

This course emphasizes leadership and management theory including systems theory in a number of applications and settings. Its assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the clinical settings are presented using a systems approach. Emphasis on nursing case management is included.

GNRS 587, Community Health Nursing, 5 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing, and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings, with a focus on care of the gerontological client. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care is included.

Prerequisite: Admission to the ELM program, successful completion of semesters one, two, and three

GNRS 588, Advanced Nursing Care of Adults - Leadership, 6 Units

This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The primary focus of the course is to care for critically ill clients and their families with complex health care needs in a critical-care setting. A second area of focus is on the utilization of leadership and management concepts/skills in providing comprehensive care to groups of clients and families. Emphasis is placed on preparing the student to practice in a beginning leadership role in managing client care. Legal and ethical issues related to acute care are included.

Prerequisite: Admission to the ELM program

GNRS 589, Adolescent Health Care, 2-4 Units

This course focuses on the growth and development of adolescents, including assessment, prevention, and management of common health and psychosocial problems in this population. Emphasis is on age-appropriate and culturally competent provision of primary health care to adolescents in a family system.

Prerequisite: Graduate status in the School of Nursing; 2-unit version of this course requires prior completion of GNRS 515, while the 4-unit version requires prior completion of GNRS 515, GNRS 594, and GNRS 511 or GNRS 512.

GNRS 590A, Primary Health Care of the Young Family, 6 Units

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner.

Prerequisite: Advanced Practice Core courses

GNRS 590B, Clinical Practicum in Pediatrics, 4 Units

The student develops expanded skills in the comprehensive assessment and management of common childhood illnesses and problems and continues to gain skill in promoting child wellness. Application of theory and research is emphasized in the care of common illnesses throughout the childhood years.

Prerequisite: GNRS 511 or GNRS 512 and GNRS 590A

GNRS 591, Primary Health Care of the Childbearing Family, 4 Units

This course focuses on the assessment and management of the primary health care needs of the reproductive family. Emphasis is placed on health promotion and maintenance, disease prevention, curative, and restorative care. Cross-cultural aspects related to parents, male and female, of the childbearing family are addressed.

Prerequisite: Advanced Practice Core courses

GNRS 592A, Primary Health Care of the Adult and Aging Family, 6 Units

This combined theory and clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults is addressed.

Prerequisite: Advanced Practice Core courses

GNRS 592B, Primary Health Care Clinical Practicum, 2 Units

This course provides the final comprehensive clinical management experience, allowing FNP and AGNP students to apply knowledge gained throughout their course of study. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. Students engage in the clinical assessment and management of adults of diverse cultural backgrounds with routine and complex health problems in out-patient settings. Under the supervision of qualified preceptors and School of Nursing faculty, the student must complete his/her clinical hours and demonstrate mastery to perform the role of an entry-level nurse practitioner.
Prerequisite: Completion of clinical courses for the FNP or AGNP program track

GNRS 593, Psychosocial Primary Health Care of the Adult and Aging Family, 4 Units

This combined didactic and clinical course focuses on psychosocial primary health care of the mature and aging family. Didactic content and clinical experiences emphasize the advanced practice nursing role in the medical management of chronic illness with concurrent assessment for psychosocial stressors that impact the experience and management of chronic illness. Students learn to tailor patient-centered therapeutic strategies, including presence, multi-faceted functional assessment, motivational interviewing, stress reduction techniques and spiritual support to individual patients.
Prerequisite: Advanced Practice Core courses

GNRS 594, Pharmacology in Advanced Practice Nursing, 3 Units

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.
Prerequisite: GNRS 515 (May be taken concurrently)

GNRS 595, Special Topics in Nursing, 1-6 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic.
Prerequisite: Graduate standing

GNRS 596, Foundations of Healthcare Informatics, 3 Units

This course provides an overview of basic concepts for practice in healthcare-oriented informatics. These core concepts include an introduction to clinical and translational informatics; foundational theory and practical application of clinical decision making and computerized decision support; healthcare systems and their organization; the special issues of administration, security, and operations of electronic records in the healthcare setting; human factors issues; information science in the healthcare domain; standards, terminologies, and the uniqueness of biomedical data; and a special focus on emerging technologies.

GNRS 597, Comprehensive Examination Directed Study, 1 Unit

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.
Prerequisite: Completion of all Academic Core and degree specialty courses. Final specialty course may be taken concurrently.

GNRS 598, Thesis, 1 Unit

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.
Prerequisite: GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

GNRS 599, Readings/Independent Study in Nursing, 1-4 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation.
Prerequisite: Graduate standing

GNRS 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

GNRS 620, Genome Science in Healthcare, 3 Units

This course covers basic genomic concepts and technologies intended for personalizing healthcare. The primary goal is to provide the student with clinically relevant knowledge that can be used in practice and for teaching other healthcare professionals, patients and families. Applications of genome science and technology are analyzed in the context of real world examples taken from a variety of clinical specialty areas to better understand the relation between genomics, health, and illness.

GNRS 622, Genome Science and Ethical Issues, 3 Units

This course examines current applications and implications of genome science and technology to healthcare, public health policy, economics, ethics, federal and state laws and societal issues. The following discussion topics are at the leading edge of healthcare and social debate: DNA biobanking, genetic profiling, and genomic technologies used in genome medicine such as stem cell research, gene therapy, and genetic enhancements. In addition, the course addresses ethics, philosophy, and theology literature to explore thoughtful discussions that cover a wide range of genome applications in healthcare and health science research.
Prerequisite: GNRS 620

GNRS 630A, Oncology Nurse Practitioner Fellowship A, 4 Units

This course is the first in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 630B, Oncology Nurse Practitioner Fellowship B, 4 Units

This course is the second in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 630C, Oncology Nurse Practitioner Fellowship C, 4 Units

This course is the third in a series of three fellowship courses that enhance students' critical thinking, diagnostic reasoning, and interpretation and management skills for advanced practice nursing in the field of oncology. Students gain a deeper understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice nursing scholarship, and practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts, with a focus on exploring the development and scientific underpinnings of components of expert clinical oncology practice.
Prerequisite: Enrollment in the oncology nurse practitioner fellowship certificate program.

GNRS 631, ONP: Cancer Biology and Assessment, 2 Units

This course builds on knowledge of the anatomy and physiology of DNA, RNA, differentiated, and nondifferentiated human cells. Focus is on the pathophysiologic mechanisms of human cancer disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms is a key process undergirding the course. The course provides the foundation for the integration of diagnostic testing, physical assessment, and understanding of the predictable pathophysiology of cancer to stage tumors and predict metastatic risk in individuals.
Prerequisite: Admission to the oncology nurse practitioner fellowship certificate program.

GNRS 632, ONP: Cancer Therapeutics, 2 Units

This course builds on knowledge of the predicted behavior of human cancer. Technology in cancer treatment is evolving rapidly. This class will provide a pathophysiological foundation to understand cancer protocols. Current cancer protocols, classes and categories of therapeutics, technologies in development, and tumor resistance will be discussed. The cost-benefit, side effects, and availability of the covered therapeutics will be discussed.
Corequisite: GNRS 631

GNRS 633, ONP: Symptom and Side Effect Burden, 2 Units

Patients with advanced cancer often suffer significant symptomatic burden and the iatrogenic complications of treatment. This course develops a patient-centered approach to evidence-based management of common symptoms of cancer and side effects of treatment.
Prerequisite: GNRS 631 and GNRS 632

GNRS 634, ONP: Survivorship and the Psychosocial Impact of Cancer, 2 Units

Cancer patients and their caregivers face complicated psychological, financial, and spiritual changes, beginning at diagnosis and extending into the posttreatment phases. This course covers the common problems related to those changes, and best-practice strategies and techniques to help patients and families cope with cancer.

GNRS 635, ONP: Team-based Care and the Role of the Oncology Nurse Practitioner, 2 Units

The clinician role of the oncology nurse practitioner requires familiarity with the incidence, prevalence and risk assessment competencies for all common cancers. In addition, the oncology nurse practitioner must be prepared for a wide variety of leadership roles. Strategies for care coordination, designing and measuring interdisciplinary team outcomes, mentoring, collaborating with primary care providers, and rapid-cycle quality improvement are examined.

GNRS 636, ONP: Clinical Trials Nursing, 2 Units

The advanced practice oncology nurse practitioner must be prepared to be a direct care provider or study coordinator for clinical research trials. This course covers the knowledge and behaviors needed by nurse practitioners engaged in oncology clinical trials.
Prerequisite: GNRS 512, GNRS 515, and GNRS 613, or instructor consent

GNRS 660, Theories of Teaching and Instruction, 3 Units

This course analyzes selected teaching and learning models that are applicable to nursing education. Strategies for classroom and clinical teaching are examined. Research relative to nursing education is reviewed and critiqued. Design of research methods to determine effectiveness of teaching strategies is incorporated. Course development and student evaluation are emphasized. Selected faculty and nursing education issues are also explored.

GNRS 661, Leadership and Role Development in Nursing Education, 3 Units

This course includes an analysis of educational leadership and the multiple roles of the nurse educator related to teaching, scholarship, service, and practice. Theoretical perspectives and practical approaches supported by research in nursing and higher education literature, as well as the Christian educator's role promoting faith integration, are addressed.

GNRS 662, Assessment, Curriculum, Development, and Outcomes, 3 Units

Theoretical approaches to educational assessment, the development and implementation of nursing curriculum, and student and program outcomes are addressed. The importance of incorporating Christian values in the curriculum are emphasized. The course includes critical analyses of related topics based upon current research in nursing and higher education literatures.

GNRS 663, Clinical Practicum in Nursing Education, 3 Units

This practicum course builds on clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Under the supervision of a faculty-mentor, the practical classroom experience focuses on designing and implementing teaching plans for units of instruction, writing of teaching/learning objectives, selecting teaching strategies and learning activities, evaluating student learning outcomes, obtaining feedback on teaching performance from faculty-mentors, students, and self-evaluation, and reflection. The clinical teaching practical experience focuses on assessing and meeting nursing student clinical learning needs, conducting postcare conferences, clinical evaluation of nursing student performance, and student counseling.
Prerequisite: GNRS 660, GNRS 661, GNRS 662

GNRS 664, Teaching-Learning Strategies and Educational Technology in Nursing Education, 3 Units

This course will equip the nurse educator to develop and utilize theory- and evidence-based instructional strategies and tools in traditional and non-traditional formats in a variety of nursing educational settings.

GNRS 695, Special Topics, 1-4 Units

A subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. This course may be repeated for credit to a maximum of 6 units applied toward the MSN or PhD degree; each course must address a different topic.

GNRS 700, Philosophy of Science, 3 Units

This course is designed to provide students with the knowledge and critical analytic skills to comparatively evaluate the philosophical foundations of scientific theories and the influence of Western philosophical schools of thought on the development of nursing science. Course content is organized to engage students in discussion and critical analysis of the epistemological and philosophic foundations of scientific theories and the characteristics of scientific knowledge according to the received view, paradigmatic view, perceived postmodern view, and feminist tradition. Special emphasis is given to the critical debate within nursing about the nature of nursing science.

GNRS 701, Nursing Knowledge Development, 3 Units

This course focuses on analyzing and critiquing the theoretical and methodological processes that are utilized in theory building and knowledge development in nursing. Discussion and critique of the different stages of theory development and students' experimentation with conceptualizing and developing their theoretical stance go hand in hand. Patterns of knowing, knowledge development, and criteria for evaluating nursing knowledge are examined in relation to the discipline's domain and the phenomena of concern in nursing.

GNRS 702, Nursing Theory, 3 Units

This course focuses on strategies for theory development such as concept analysis, conceptual mapping, and theoretical modeling as applied to the student's phenomenon of concern. It also provides critique and analysis of the major models and theories used in a variety of nursing settings in relation to existing interdisciplinary theoretical knowledge.

GNRS 703, Spirituality and Health, 3 Units

This course provides an introduction to spirituality, including spiritual experience, as it relates to individual health and illness. Communal spirituality is also considered. Differentiation is made between and among generic religious and Christian spiritualities. While the course covers theoretical aspects of spirituality and their interaction with health and illness, concentration is on the movement from theory to praxis. This lecture/seminar course is oriented toward nursing educators who seek to develop a foundation in spirituality for spiritual integration as well as for its development in nursing practice.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 704, Faith Integration and Nursing Scholarship, 3 Units

This course begins with an exploration of the nature, role, problems, and possibilities of faith integration in higher education and in the nursing curriculum at all levels of higher education. The special circumstances of faith integration and its implications for teaching in secular college settings are explored. This course further provides a critical explication of theological method and content in three domains: biblical hermeneutics, constructive theology, and ministry praxis for education. The focus of the course is on the appropriation of theological method and knowledge for the purposes of integration into nursing education and practice especially (but not exclusively) within the context of a Christian or church-affiliated college.

GNRS 705, Social Ethics and Health Policy, 3 Units

This course seeks to provide a social ethics frame of reference for health care. Medical and biological advances have contributed to a rapidly expanding amount of human control over human and natural processes, including genetic potential and behaviors. This new power raises questions of morality and highlights the need for discussion and legislation regarding the complex issues raised by developments in health care, medical technology, and science. A comprehensive social ethic places decisions about health care within the context of a fuller account of purpose and meaning in life.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 706, Methods of Inquiry, 3 Units

Exploration of various methods of inquiry focuses on the difference between scientific thinking, wisdom, and alternative concepts of knowledge. Existential dilemmas intrinsic to the pursuit of truth, the exploration of the meaning of actions, the process of interpretation, the perception of reality, and empirical generalizations are discussed and their influence on the definition of research problems and designs explored. The nature of the problem and assumptions and their relationship within the physical and social order are addressed with an emphasis on understanding the complexity and interrelatedness of events and the concept of ecology in research. Research designs and methods are introduced as they relate to problem definition and theory and includes an overview of the principles of basic and applied experimental research, evaluation research, and the traditions and foundation of qualitative and historical research. The role of triangulation as a methodological choice in research design and analysis is addressed to provide a more insightful approach to the exploration of complex phenomena.

GNRS 707, Quantitative Nursing Research Design I, 3 Units

This course focuses on advanced multiple research designs and data collection approaches. Emphasis is on experimental and quasi-experimental designs, epidemiological methods, survey research, and evaluation and outcomes research, as well as on planning design and sampling. Inferential statistics and advanced statistical analysis methods including ANOVA and various types of multiple regression analysis are incorporated within the course content.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 708, Qualitative Nursing Research Design I, 3 Units

This course focuses on analyzing the epistemological foundations and the assumptions of qualitative research methodologies. It provides an introduction to the major qualitative research methodologies including grounded theory, phenomenology, and ethnography. Each methodology is analyzed as to its appropriateness for the research question. Experience in carrying out a pilot study in the selected methodology is provided.

GNRS 709, Advanced Statistical Analysis II, 3 Units

This course presents advanced methods of quantitative inquiry. The emphasis is on the use of factor analysis, confirmatory factor analysis, path analysis, and structural equation modeling. Assumptions of the techniques are addressed. The course provides the student experience in using statistical packages for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which of the advanced statistical techniques to use is stressed. Critique of the advanced statistical analyses of published health care research is also emphasized.
Prerequisite: GNRS 707

GNRS 710, Advanced Qualitative Research Methods, 3 Units

This course provides advanced knowledge and training in the use of qualitative research methods including phenomenological interpretation, grounded theory interpretation, ethnographic interpretation, focus groups interpretation, and feminist interpretation. Intensive interpretive and structured approaches to analysis and methods of establishing plausibility, credibility, and adequacy of qualitative data are emphasized.
Prerequisite: GNRS 708

GNRS 711, Advanced Research Methods in the Humanities, 3 Units

This seminar and consultation course introduces PhD students to nonscientific research methodologies as used in the arts, letters, humanities and aspects of the social sciences for the (a) conduct of original dissertation research on one of the disciplines of arts, letters, humanities, or nonscientific aspects of one of the social sciences, (b) conduct humanities-based research to widen and deepen a scientific dissertation topic, or (c) to enlarge the student's methodological repertoire, knowledge, and skill. The course is intended for those whose primary research education and experience has been in scientific methods and disciplines. (Enrollment limited to eight.)
Prerequisite: (a) successful completion of GNRS 701 and GNRS 706, (b) permission of the instructor

GNRS 712, Advanced Evaluation Research, 3 Units

Evaluation research bridges the gap between conceptual definitions, theory formulation, and practice. Evaluation research utilizes quantitative and qualitative research designs to analyze evidence and disseminate the findings to identified stakeholders that will inform decision making and policy development. Explicit models of the decision process for program development and implementation are incorporated into the structure of the evaluation design and analysis. The course includes needs assessment, benchmarking or best practices, logic modeling, program theory development, empowerment evaluation, system analysis, and process-outcome designs. Examples incorporate national and international programs.

GNRS 713, Advanced Statistical Analysis I, 3 Units

This course presents common nonparametric and parametric statistical techniques used in healthcare research. Assumptions of the techniques are addressed. Specifically, the course emphasizes t-tests, ANOVA, ANCOVA, RANCOVA, correlation, odds ratio, regression, and power analysis, and provides the student experience in using SPSS for entering and analyzing data. Reporting results of the analyses is also incorporated. Making appropriate decisions regarding which statistical techniques to use is stressed. Critique of statistical analyses of published healthcare research is also emphasized.

GNRS 715, Psychosocial Issues of Older Adults, 3 Units

This course focuses on the biological and psychosocial processes throughout adulthood and the older years. Theories of aging are examined, as well as social role changes, social stratification, and the development of institutions of the aged. The course explores both normal aging and psychopathology, and the systematic intrinsic psychological or personality changes associated with development and adaptation in later life. Other topics include clarification of the causes and prevention of health maladies in the later years, and the nature and treatment of the most common psychopathologies. The psychodynamics of institutionalization and family care of the very old are also examined.

GNRS 716, Translational Research, 3 Units

The goal of this course is to help the nurse scientist identify strategies within a multidisciplinary model that promotes the ready translation of research developed from basic laboratory, clinical, or population studies. The course involves three stages as set forth by the National Institute of Nursing Research. The first stage, referred to as early translation, reviews a promising discovery that was developed in the lab, epidemiologic study, or other study that involves the initial development and testing of an intervention. In the second stage, or late translation, analysis of the study design and intervention used in clinical trials determines appropriate clinical guidelines. In the final stage, where dissemination involves the broader distribution of the intervention, emphasis is on analyzing the strengths and limitations in the clinical setting.

GNRS 717, Health Technology and Informatics, 3 Units

This course presents an overview of the evolution of health care informatics from an interdisciplinary perspective. Students learn health care informatics history, concepts, theories, legal and ethical implications, and applications within the health care industry. This course introduces the student to the information system life cycle, human factor issues in health care informatics, critical issues affecting the development and implementation of information and communication systems and technologies (clinical, administrative, and learning), knowledge management principles, professional practice trends, and emerging ICT (information and communication technology) in health care.

GNRS 718, Organizational Leadership and Strategic Planning, 3 Units

In this course, students acquire knowledge and skill to effectively manage change, empower others, and influence political processes. Advanced nursing practice leadership occurs in clinical practice with clients and staff, within healthcare institutions and professional organizations, and in healthcare policy making arenas. To develop the leadership role, students implement strategies for creating organizational change to provide high-quality services at reasonable costs. Focus is on organizational process, including the associated management of conflict, change, and control of risk within a political context.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 720, Wellness Promotion and Health Maintenance, 3 Units

This course focuses on the critical appraisal of theories and models of health promotion and on the evaluation of health initiatives developed for national health promotion and maintenance. Relevant risk prevention, control, and health promotion intervention strategies are emphasized. Communicable diseases; health hazards; high-risk health factors; acute and chronic illness across ethnicities, genders, and the life span; and morbidity and mortality of the nation's leading health problems are analyzed. Students' research questions are generated from a synthesis of knowledge regarding a specific phenomenon relevant to the student's individual area of study.

Prerequisite: Admission to DNP or Ph.D. program

GNRS 721, Health Disparities and Vulnerable Populations, 3 Units

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved ethnic or minority vulnerable populations as well as an analysis of research that describes, explains, and examines variables influencing health disparities and intervention strategies to reduce these disparities.

GNRS 722, Research in Nursing and Health, 3 Units

This course is team taught and reflects the research expertise and program of study of the nursing doctoral faculty. It focuses on analysis of determinants of health and illness across demographic, biological, psychological, familial/cultural, and societal dimensions. Attention is given to theoretical explanations toward promoting development of students' programs of research.

GNRS 724, Quantitative Nursing Research Design II - Psychometrics, 3 Units

This course is designed to introduce students to the methods of survey research. The course considers practical considerations in the construction of questionnaires including determining questionnaire content, selection of item types and wording of items, selection of an administration method, piloting questionnaires, and locating existing questionnaires. Discussion about conducting survey research considers sample selection, analyzing information obtained from questionnaires using SPSS, evaluating questionnaires, sources of error and how to reduce measurement error in survey research.
Prerequisite: GNRS 707

GNRS 725, Research Practicum, 1 Unit

The goal of the practicum is to further develop, mentor and socialize students into the roles and activities of research scientists and scholars. The emphasis is on mentoring to facilitate student progression in research methodology, culturally appropriate research strategies, data management, and data analysis. Students can chose either a quantitative practicum experience or a qualitative practicum experience.
Prerequisite: GNRS 706, GNRS 707, GNRS 708, GNRS 713, and GNRS 709 or GNRS 710

GNRS 726, Advanced Scientific Writing, 3 Units

This course provides opportunities for students to learn how to research and introduce a topic in writing, articulate a thesis statement, support and develop a literature review, work with secondary sources, and organize a written paper that can be developed into a dissertation or translational research paper.

GNRS 727, Genome Science in Clinical Cases and Disease Management, 3 Units

This course focusing on medical family history taking, constructing and analyzing the pedigree, genetic counseling, clinical decision making and clinical case management for a wide variety of inherited and acquired diseases through the lens of emerging genome science. Clinical cases are discussed from a holistic perspective including: genome science, epidemiology, genomic profiling, genetic technologies, personalized medicine, interprofessional collaboration, ethical and legal issues, and health policy.
Prerequisite: GNRS 620

GNRS 728, Genome Science Research Methods, 3 Units

This course focuses on genome research methods for understanding and translating genome science to practice and to genome related nursing research. Understanding the research methods fosters a deeper understanding of the strength and the weaknesses of the science and an ability to critique the benefits and the limitations of the science for designing nursing research. The course includes a wide range of research methods that explore genetics or genomics in human populations. A key outcome of this course is to develop a research proposal using genome methods to design nursing research aimed at improving quality of health for individuals, families and populations.
Prerequisite: GNRS 620, GNRS 622, GNRS 727

GNRS 729, Population Health and Epidemiology, 3 Units

The concept of population health includes aggregate, community, environmental/occupational, and cultural/socioeconomic definitions of health. The implementation of clinical prevention and population health activities is central to achieving the national goal of improving health status and reducing health disparities among different aggregate groups. This course covers the basic elements and methodological concepts used in the epidemiologic study of factors related to health promotion and disease prevention in human populations. It brings together considerations from several fields of investigation, such as epigenetics, epidemiology, psychology, and public health, to study the effects on health and health-related outcomes.
Prerequisite: Admission to DNP or Ph.D. program

GNRS 730, Comparative Health Care Systems, 3 Units

This course focuses on exploring/analyzing environmental, social, cultural, political and economic determinants of health across the globe. Comparative analysis of international health care systems including governmental, nongovernmental, traditional, and faith-based organizations are emphasized. Epidemiological analysis of morbidity and mortality, analysis of health and illness responses, and health-seeking behavior across the age span and gender/ethnic variables are discussed with the intent to identify areas of research relevant to students' interest. Presented from a Christian perspective, this course investigates research and practice opportunities and responsibilities for advanced practice nurses in global arenas.

GNRS 732, DNP Clinical Residency, 0 Units

This course provides students enrolled in the Doctor of Nursing Practice (DNP) program with opportunities to develop professional nursing skills at the doctoral level. The focus of the course is to explore the development and scientific underpinnings of components of expert advanced clinical practice. Students select a population of interest for the DNP clinical residency and apply evidence-based practice and research findings in order to develop and improve practice. Over the course of the DNP program, students integrate previous nursing education and practice experiences with the DNP residency and concurrent doctoral coursework to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice and complete a DNP scholarly project. The course may be repeated to enable the student to obtain a minimum of 1,000 residency hours. Previous hours from graduate clinical courses may apply, so residency hour requirements will vary.
Prerequisite: Admission to DNP program

GNRS 733A, Residency IA, 1 Unit

This is the first in a series of three residency courses designed to enhance students' critical thinking, diagnostic reasoning, interpretation, and management skills for advanced clinical practice. This course broadens and enhances understanding of the sciences necessary for enhanced role development, knowledge, and skills for advanced practice clinical nurse scholarship. Students practice in a designated appropriate setting under the direction of a faculty advisor in collaboration with selected clinical experts. The course focuses on exploring the development and scientific underpinnings of components of expert advanced clinical practice, and attention is given to the development of skills necessary to attain that goal. By the end of this course, students select their population of interest for their clinical residency and apply evidence-based findings to this population to identify potential areas of intervention.
Prerequisite: Admission to DNP program

GNRS 733B, Residency IB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 733A and/or GNRS 733C with approval of the DNP director or designee. Grading: pass/fail

GNRS 733C, Residency IC, 1 Unit

The third of a three-course sequence, this course may be taken concurrently with GNRS 733A and GNRS 733B with approval of the DNP director or designee. Grading: pass/fail

GNRS 734A, Residency IIA, 1 Unit

The first of a three-course sequence, this course may be taken concurrently with GNRS 734B and GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734B, Residency IIB, 1 Unit

The second of a three-course sequence, this course may be taken concurrently with GNRS 734A and/or GNRS 734C with approval of the DNP director or designee. Grading: pass/fail

GNRS 734C, Residency IIC, 1 Unit

This is the last of a three-course series of clinical residencies with a focus on transformative and collaborative leadership, including completion of the evidence-based practice project, assessment of project outcomes, and planned dissemination of findings. Students apply relevant clinical and research findings to develop and improve practice. Content emphasizes critical appraisal of skills and interventions necessary to ensure meaningful translation of scientific evidence into practice, including a cost-benefit analysis for implementing a change into clinical practice. The course also emphasizes the professional role of the nurse as a collaborator, leader, and provider of care with nursing colleagues and other members of the interprofessional healthcare team within the context of complex healthcare systems, preparing students to implement an advanced nursing practice role that results in practice and/or policy change at the local, state, and/or national levels.
Prerequisite: Successful completion of GNRS 733A, GNRS 733B, GNRS 733C, GNRS 734A and GNRS 734B

GNRS 735, DNP Scholarly Project Seminar, 3 Units

The DNP program requires a rigorous clinical project focused on translating scientific research to health care in a timely manner so that patients experience the best applications of science and practice. The project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. In line with the AACN Essentials of 2007, the outcome of the DNP scholarly project is a tangible and deliverable academic product that is derived from the practice immersion experience and reviewed and evaluated by an academic committee. The project also serves as a foundation for future scholarly practice.
GNRS 712, GNRS 713, GNRS 716, GNRS 791, GNRS 792, and GNRS 793; corequisite: GNRS 794

GNRS 780, Doctoral Seminar I: Elements of a Proposal and IRB Application, 3 Units

This seminar directs the development of a research proposal leading to the development of either a dissertation or a translational research project. The seminar includes: (1) a brief review of research approaches and methodologies; (2) descriptions of the major components of a proposal; (3) discussion of strategies for completing and presenting a proposal; (4) preparation and critiques of student proposal drafts; and (5) discussion of the elements of an IRB application. Discussion will include ethical conduct of research and protection of human subjects.

GNRS 781, Doctoral Seminar II: Developing a Grant Proposal, 3 Units

The grant writing seminar provides students with the opportunity to develop a grant proposal including guidance on how to seek funding. Discussion will focus on understanding a Request for Funding Proposal (RFP), the goals and objectives identified by the funding agencies, and approaches on how to align your proposal with the funding agency guidelines. Techniques will include development of a purpose statement, work plan, and well planned budget, as well as the differences between a research and a program grant.
Prerequisite: GNRS 780

GNRS 782, Doctoral Seminar III: Writing for Publication, 3 Units

This seminar focuses on all aspects of writing for publication. It will help the student to get started on writing; identify writing styles for various forms of publication including abstracts, journal articles, papers, and books. The student will receive practice in reviewing and critiquing writing and in understanding the editorial process. Legal and ethical aspects of writing for publication will also be covered.
Prerequisite: GNRS 780, GNRS 781

GNRS 783, Doctoral Seminar IV: Developing Professional Presentations, 3 Units

This seminar identifies approaches to developing an effective and successful presentation. It assists students to find their voice and showcase areas of expertise. Discussions will focus on planning as essential to deciding on the content and the order in which the information will be presented. Emphasis will be on developing a logical sequence, one that flows naturally, and is accompanied by audiovisuals that facilitate understanding of the material.
Prerequisite: GNRS 780, GNRS 781, GNRS 782

GNRS 784, Dissertation Seminar V, 2-4 Units

This fifth dissertation seminar provides the student a forum to explore with their peers research findings, theoretical and empirical implications, and potential venues for publication of manuscripts. Format and procedures for progression in the dissertation process are also discussed. Placement of the Course: This seminar is not required if dissertation seminar requirement of 12 units has been met by GNRS 780, GNRS 781, GNRS 782, GNRS 783, and student has defended dissertation. Grading: Pass/Fail.
Prerequisite: GNRS 783

GNRS 791, Doctor of Nursing Practice Intensive I, 1 Unit

This is the first of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course introduces students to the role of the DNP nurse in a variety of healthcare settings. Students also acquire advanced practice and academic skills necessary for selecting a population of interest and applying evidence-based practice to it as part of an evidence-based DNP scholarly project consistent with the DNP role within a healthcare organizational setting.
Admission to the DNP program; corequisite: GNRS 732

GNRS 792, Doctor of Nursing Practice Intensive II, 1 Unit

This is the second of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students identify strategies within a multidisciplinary model that promotes evidence-based practice in various clinical, community, and educational settings. Students receive support and direction in collaboration with the sponsoring facility and mentor as they develop a comprehensive, site-specific DNP scholarly project proposal.
GNRS 791; corequisite: GNRS 732

GNRS 793, Doctor of Nursing Practice Intensive III, 1 Unit

This is the third of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. This course helps students acquire the skills, competencies, and points of view needed for developing the ethical reasoning/decision-making skills necessary for conducting their DNP scholarly projects.
GNRS 792; corequisite: GNRS 732

GNRS 794, Doctor of Nursing Practice Intensive IV, 1 Unit

This is the last of four intensive courses that give DNP students a face-to-face interactive experience through out-of-classroom work. As in the other intensive experiences, course content for each student reflects the interests of the student and is designed to meet that student's needs and career goals. This course allows students, with guidance from their mentors and faculty, to complete the DNP scholarly project and finalize the written and oral scholarly reports that disseminate and integrate new knowledge. Each student's final product reflects their ability to employ effective communication and collaboration skills, take a leadership role, integrate core DNP concepts and competencies that influence healthcare quality and safety, and successfully negotiate change in healthcare delivery for individuals, families, populations, or systems across a broad spectrum of health care.
GNRS 793; corequisite: GNRS 732

GNRS 795, Special Topics, 1-4 Units

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit to a maximum of six units applied toward the doctoral program; each course must address a different topic.

GNRS 798, Continuous Doctoral Study, 0 Units

This course is for doctoral students working on dissertations or translational research projects. Students must re-enroll each semester until the dissertation or translational research project is completed, defended, submitted to the library, and approved.

GNRS 799, Independent Study, 1-4 Units

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses, and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring doctoral faculty member and approved by the doctoral department

Master of Science in Nursing with Single Specialties

- Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) (p. 511)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) (p. 512)

- Family Nurse Practitioner (FNP) (p. 513)
- Pediatric Nurse Practitioner–Primary Care (PNP-PC) (p. 513)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) (p. 514)

Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS)

The Master of Science in Nursing with Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) allows students to concentrate on one of these two clinical areas of content and practice. Nurses with advanced practice preparation may work in acute, primary, or long-term care settings. Students learn the process of developing and sustaining evidence-based practice in illness management, advancing the practice of other nurses and nursing personnel, and developing organizational or systems modifications to support and improve nursing practice. The traditional CNS roles of expert clinical practice, consultation, clinical leadership, research, and education are shaped toward producing desirable patient outcomes as the CNS works in several spheres of influence. Graduates are eligible to apply to the state of California for certification as clinical nurse specialists, and may apply for national certification through examination by the American Nurses Credentialing Center (ANCC) (https://www.nursingworld.org/ancc).

Adult-Gerontology Clinical Nurse Specialist (CNS) Requirements

Code	Title	Units
Academic Core Courses		13
GNRS 504	Bioethics and Health Care Policy	3
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
GNRS 613	Graduate Statistics	3
Academic and Advanced Practice Core Courses		12
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		22
GNRS 520	Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients	6 (2/4)
GNRS 521	Clinical Specialization in the Care of Adult-Gerontology Patients	6 (2/4)
GNRS 543	Transitions Across the Care Continuum	6 (2/4)
GNRS 548	Health Promotion Across the Lifespan	2
GNRS 580	Gerontology	2
Concluding Courses		1-3
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598	Thesis	1
- and -		
GNRS 514	Research Proposal Writing	2
Total Units		48-50

[1] Units shown in parentheses are classroom/clinical units.

Pediatric Clinical Nurse Specialist (CNS) Requirements

Code	Title	Units
Academic Core Courses		13
GNRS 504	Bioethics and Health Care Policy	3
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
GNRS 613	Graduate Statistics	3
Academic and Advanced Practice Core Courses		12
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion [1]	4 (3/1)

or GNRS 512	Advanced Health Assessment and Health Promotion	
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		20
GNRS 530	Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient	6 (2/4)
GNRS 531	Clinical Specialization in the Care of the Pediatric Patient	6 (2/4)
GNRS 543	Transitions Across the Care Continuum	6 (2/4)
GNRS 548	Health Promotion Across the Lifespan	2
Specialized Option Courses		2
Select from the following:		
GNRS 589	Adolescent Health Care	2
or GNRS 510	Family Theory in Health Care	
Concluding Courses		1-3
GNRS 597	Comprehensive Examination Directed Study	1
or		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total Units		48-50

[1] Units shown in parentheses are classroom/clinical units.

Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)

The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) program prepares students to provide primary care to the young adult, adult, and older adult age spectrum across the continuum of care from wellness to illness, in settings that include community health centers and clinics, private medical practices, long-term care facilities, and patient homes. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner and may apply for national AGPCNP certification through examination.

Code	Title	Units
Academic Core Courses		10
GNRS 504	Bioethics and Health Care Policy	3
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
Advanced Practice Core Courses		12
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		25
GNRS 580	Gerontology	2
GNRS 581	Primary Health Care of the Older Adult	5 (2/3)
GNRS 589	Adolescent Health Care	2
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 593	Psychosocial Primary Health Care of the Adult and Aging Family	4 (2/2)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses: No Requirement		
Concluding Course		1
GNRS 597	Comprehensive Examination Directed Study	1
Total Units		48

[1] Units shown in parentheses are classroom/clinical units.

Family Nurse Practitioner (FNP)

This specialty program prepares students to be nurse practitioners for patients across the human lifespan in a primary healthcare setting. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; and client/family education. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner and may apply for national FNP certification through examination.

Code	Title	Units
Academic Core Courses		10
GNRS 504	Bioethics and Health Care Policy	3
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
Academic and Advanced Practice Core Courses		12
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		18
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses		
Select from the following:		
GNRS 543	Transitions Across the Care Continuum	4 (2/2)
- or -		
GNRS 593	Psychosocial Primary Health Care of the Adult and Aging Family	4 (2/2)
- or -		
GNRS 589	Adolescent Health Care	4 (2/2)
Concluding Courses		
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total Units		45-47

[1] Units in parentheses are classroom/clinical units.

Pediatric Nurse Practitioner–Primary Care (PNP-PC)

The Master of Science in Nursing (MSN) with a Pediatric Nurse Practitioner–Primary Care (PNP-PC) specialty prepares students to be nurse practitioners with children and families in primary health care settings. This advanced practice specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP-PC certification through examination.

Requirements

Code	Title	Units
Academic Core Courses		10
GNRS 504	Bioethics and Health Care Policy	3
GNRS 506	Spiritual Concept Analysis in Health Care	3

GNRS 508A	Research and Theory in Advanced Practice Nursing	4
Academic and Advanced Practice Core Courses		14
GNRS 510	Family Theory in Health Care	2
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion [1]	4 (3/1)
or GNRS 512	Advanced Health Assessment and Health Promotion	
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		19
GNRS 532	Advanced Nursing Practice in Pediatrics	6 (3/3)
GNRS 542	Advanced Concepts and Competencies in Pediatric Primary Health Care	3 (1/2)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 590B	Clinical Practicum in Pediatrics	4 (0/4)
Specialization Option Course (No Requirement)		
The following course is optional:		
GNRS 543	Transitions Across the Care Continuum	4 (2/2)
Concluding Course(s)		1-3
GNRS 597	Comprehensive Examination Directed Study	1
or		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total Units		44-50

[1] Units in parentheses are classroom/clinical units.

Psychiatric Mental Health Nurse Practitioner (PMHNP)

This specialty master's program prepares students as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Graduates are prepared to work respectfully and collaboratively with clients/consumers who are experiencing severe or chronic mental illnesses to determine biopsychosocial healthcare needs within a complex and changing environment. Theory and clinical coursework focus on assessment; differential diagnosis and disease management; intervention planning; individual, family, and group psychotherapy; health promotion; and disease prevention.

The inherent equality and worthiness of those who are vulnerable and disenfranchised, the role of spirituality, the value of diversity, and the ability to engender hope, empowerment, self-responsibility, and a meaningful role in life are threaded throughout the program. Graduates are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination.

Requirements

Code	Title	Units
Academic Core Courses		10
GNRS 504	Bioethics and Health Care Policy	3
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
Advanced Practice Core Courses		14
GNRS 510	Family Theory in Health Care	2
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		29
GNRS 533	Psychiatric Theories across the Life Span	2
GNRS 534	Integrated Psychiatric and Health Assessment across the Lifespan	2

GNRS 535	Psychiatric Interventions and Health Promotion across the Life Span	6 (3/3)
GNRS 536	Psychiatric Mental Health Care with Adults and Older Adults	6 (3/3)
GNRS 537	Psychiatric Mental Health Care with Children and Adolescents	6 (3/3)
GNRS 538	Psychiatric Mental Health Care with Selected Populations	5 (2/3)
GNRS 539	Psychopharmacology	2
Concluding Course(s)		1-3
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total required for the MSN with PMHNP		54-56

[1] Units shown in parentheses are classroom/clinical units.

Master of Science in Nursing (MSN) with Credentials

- MSN with School Nurse Services Credential (SNSC) (p. 515)
- MSN and Pediatric Nurse Practitioner–Primary Care (PNP) and School Nurse Services Credential (SNSC) (p. 516)
- MSN and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC) (p. 517)

Master of Science in Nursing (MSN) with School Nurse Services Credential (SNSC)

Learn more (https://www.apu.edu/nursing/programs/msn-snsc) about this program. For details about academic core, advanced practice core, and concluding courses, see the MSN program requirements (p. 494). Students must also take a California-approved audiometry course to meet SNSC requirements.

Requirements

Code	Title	Units
Academic Core Courses		10
GNRS 504	Bioethics and Health Care Policy	3
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
Advanced Practice Core Courses		11
GNRS 510	Family Theory in Health Care	2
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion [1]	4 (3/1)
or GNRS 512	Advanced Health Assessment and Health Promotion	
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
Advanced Practice Specialty Courses		17
EDUC 537	Curriculum Development, Revision, and Evaluation Process	3
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 589	Adolescent Health Care	2 (2/0)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
Specialization Option Courses: No Requirement		
Concluding Courses		1-3
Select from the following:		
GNRS 597	Comprehensive Examination Directed Study	1
- or -		

GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total Units for the MSN with SNSC [2]		39-41

1 Numbers in parentheses are classroom/clinical units.

2 Students must also take a California-approved audiometry course to meet SNSC requirements.

Master of Science in Nursing (MSN) and Pediatric Nurse Practitioner–Primary Care (PNP) and School Nurse Services Credential (SNSC)

This combined specialty program (https://www.apu.edu/nursing/programs/msn-snsc-pnp) prepares nurses to be effective practitioners of school health and provide primary care for children in a variety of other settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice pediatric nurse practitioner-primary care specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to California for the School Nurse Services Credential. They are also eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP certification through examination.

Students must also take a California-approved audiometry course to meet SNSC requirements.

Requirements

Code	Title	Units
Academic Core Courses		10
GNRS 504	Bioethics and Health Care Policy	3
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
Advanced Practice Core Courses		14
GNRS 510	Family Theory in Health Care	2
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion [1]	4 (3/1)
or GNRS 512	Advanced Health Assessment and Health Promotion	
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		28
EDUC 537	Curriculum Development, Revision, and Evaluation Process	3
GNRS 532	Advanced Nursing Practice in Pediatrics	6 (3/3)
GNRS 542	Advanced Concepts and Competencies in Pediatric Primary Health Care	3 (1/2)
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 590B	Clinical Practicum in Pediatrics	4 (0/4)
Concluding Courses		1-3
Select from the following:		
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total Units for the MSN: PNP and SNSC [2]		53-55

[1] Numbers in parentheses are classroom/clinical units.

[2] Students must also take a California-approved audiometry course to meet SNSC requirements.

Master of Science in Nursing (MSN) and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC)

This combined specialty program (https://www.apu.edu/nursing/programs/msn-snsc-fnp) prepares nurses to be effective practitioners of school health and provide primary care for people of all ages in a variety of settings. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12). This enables them to establish, maintain, and coordinate a comprehensive school health program. The advanced practice family nurse practitioner specialty includes direct client assessment, diagnosis, management and treatment, client advocacy, and client/family education. Graduates are eligible to apply to California for the School Nurse Services Credential. They are also eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination.

Students must also take a California-approved audiometry course to meet SNSC requirements.

Requirements

Code	Title	Units
Academic Core Courses		10
GNRS 504	Bioethics and Health Care Policy	3
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
Advanced Practice Core Courses		14
GNRS 510	Family Theory in Health Care	2
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		31
EDUC 537	Curriculum Development, Revision, and Evaluation Process	3
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 589	Adolescent Health Care	4 (2/2)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses: No Requirement		
Concluding Courses		1-3
Select from the following:		
GNRS 597	Comprehensive Examination Directed Study	1
- or -		
GNRS 598 & GNRS 514	Thesis and Research Proposal Writing	3
Total Units for the MSN: FNP and SNSC [2]		56-58

[1] Numbers in parentheses are classroom/clinical hours.

[2] Students must also take a California-approved audiometry course to meet SNSC requirements.

Post-Bachelor's Credentials

- School Nurse Services Credential (SNSC) (a nondegree post-bachelor's program) (p. 518)

School Nurse Services Credential (SNSC)

This specialty (nondegree) program (https://www.apu.edu/nursing/programs/school-nurse-services-credential) includes core academic courses and those required for the school nurse services credential, preparing registered nurses who have completed a bachelor's degree to be effective practitioners of school health. Students develop theoretical and practical expertise in nursing and education applied to basic health services in the public schools (K-12), learning to establish, maintain, and coordinate a comprehensive school health program. This includes planning health programs, assessing the health of children, providing health care and health referral, and contributing to the formulation and evaluation of health policy. To maximize children's ability to learn in school, candidates for the credential emphasize child health maintenance, illness prevention, restoration of health, and childhood wellness. This program is approved by the California Commission on Teacher Credentialing (CTC) (https://www.ctc.ca.gov).

Admission requirements (https://www.apu.edu/nursing/programs/school-nurse-services-credential/admission) are the same as those for the Master of Science in Nursing (p. 494) program. Students must also take a California-approved audiometry course to meet SNSC requirements.

Requirements

Code	Title	Units
Academic Core Course		3
GNRS 504	Bioethics and Health Care Policy	3
Advanced Practice Core Courses		6
GNRS 510	Family Theory in Health Care	2
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion [1]	4 (3/1)
or GNRS 512	Advanced Health Assessment and Health Promotion	
Advanced Practice Specialty Courses		17
EDUC 537	Curriculum Development, Revision, and Evaluation Process	3
GNRS 550A	Theory and Practice in School Nursing	6 (3/3)
GNRS 589	Adolescent Health Care	2 (2/0)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
Total Units for the SNSC [2]		26

[1] Numbers in parentheses are classroom/clinical units.

[2] Students must also take a California-approved audiometry course to meet SNSC requirements.

Post-Master's Certificate Programs

The School of Nursing offers certificate programs to prepare nurses for advanced practice, education, and administrative roles. The curriculum for these programs reflects the School of Nursing mission, philosophy, and professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education (http://www.aacnnursing.org/CCNE) and the California Board of Registered Nursing (http://www.rn.ca.gov). The following are offered:

- Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate (p. 519)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate (p. 520)
- Family Nurse Practitioner (FNP) Certificate (p. 520)
- Nursing Education Certificate (p. 521)
- Oncology Nurse Practitioner Certificate (p. 522)
- Pediatric Clinical Nurse Specialist (CNS) Certificate (p. 523)
- Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate (p. 523)
- Post-Master's Certificate in Healthcare Administration and Leadership (p. 493)
- Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate (p. 525)

Admission Requirements

University graduate admission and program-specific requirements (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program) must be met before an application is complete (see the Admission to the University (p. 14) section of this catalog).

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international).

Prerequisite Requirements

1. Master's degree in nursing
2. Completion of a graduate research course
3. Completion of an undergraduate health assessment course

Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate

Students must be admitted to the university before registering for this program. The Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate (https://www.apu.edu/nursing/programs/adult-cns-certificate) program is a nondegree course credit option for nurses with a master's degree in nursing.[1] This program provides theory and clinical experiences to prepare nurses to apply to the state of California Board of Registered Nursing for certification and to apply for national certification as an adult clinical nurse specialist (CNS) by examination.

[1] Students may be given transfer credits for previous content completed in a master's degree program.

Code	Title	Units
Advanced Practice Core Courses [1]		12
GNRS 512	Advanced Health Assessment and Health Promotion [2]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role [3]	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		22
GNRS 520	Theory and Practice of the Clinical Nurse Specialist in Nursing Care of Adult-Gerontology Patients	6 (2/4)
GNRS 521	Clinical Specialization in the Care of Adult-Gerontology Patients	6 (2/4)
GNRS 543	Transitions Across the Care Continuum	6 (2/4)
GNRS 548	Health Promotion Across the Lifespan	2
GNRS 580	Gerontology	2
Total Units		34

[1] Students may be given transfer credits for previous content completed in a master's degree program.

[2] Courses in parentheses are classroom/clinical units.

[3] This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate

Students must be admitted into the university before registering for this program. The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate (https://www.apu.edu/nursing/programs/gerontology-nurse-practitioner) program is designed as a nondegree course credit option for nurses with a master's degree in nursing.[1] This program prepares students to provide primary care to the young adult, adult, and older adult age spectrum across the continuum of care from wellness to illness, in settings including community health centers and clinics, private medical practices, long-term care facilities, and patient homes. Graduates are eligible to apply to the state of California Board of Registered Nursing for certification as a nurse practitioner, and may apply for the national AGPCNP certification examination.

1 Students may be given credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request a waiver of the coursework required for the Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

Code	Title	Units
Advanced Practice Core Courses		12
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role [2]	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		25
GNRS 580	Gerontology	2
GNRS 581	Primary Health Care of the Older Adult	5 (2/3)
GNRS 589	Adolescent Health Care	2
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
GNRS 593	Psychosocial Primary Health Care of the Adult and Aging Family	4 (2//2)
Specialization Option Courses	**No requirement**	
Total Units		37

1 Units in parentheses are classroom/clinical units.

2 This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

Family Nurse Practitioner (FNP) Certificate

Students must be admitted into the university before registering for this program. The Family Nurse Practitioner Certificate program (https://www.apu.edu/nursing/programs/fnp-certificate) is designed as a nondegree course credit option for nurses with a master's degree in nursing.[1] This

program prepares students with primary healthcare skills through didactic education and clinical supervision. Nurses are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national FNP certification through examination.

[1] Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request waiver of the coursework required for the Family Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

Code	Title	Units
Advanced Practice Core Courses		12
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role [2]	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		18
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 591	Primary Health Care of the Childbearing Family	4 (2/2)
GNRS 592A	Primary Health Care of the Adult and Aging Family	6 (3/3)
GNRS 592B	Primary Health Care Clinical Practicum	2 (0/2)
Specialization Option Courses		4
Select from the following:		
GNRS 543	Transitions Across the Care Continuum	4 (2/2)
- or -		
GNRS 593	Psychosocial Primary Health Care of the Adult and Aging Family	4 (2/2)
- or -		
GNRS 589	Adolescent Health Care	4 (2/2)
Total Units		34

[1] Units in parentheses are classroom/clinical units.

[2] This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

Post-Master's Nursing Education Certificate

The Nursing Education Certificate program (https://www.apu.edu/nursing/programs/nursing-education-certificate) prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a Master of Science in Nursing (MSN) program. Students must be admitted to the university before registering for this program.

Requirements

Code	Title	Units
Required Courses		
GNRS 516	Integrative Disease and Symptom Management	3

GNRS 518	Supervised Practicum in Health Care [1]	3 (1/2)
GNRS 660	Theories of Teaching and Instruction	3
GNRS 661	Leadership and Role Development in Nursing Education	3
GNRS 662	Assessment, Curriculum, Development, and Outcomes	3
GNRS 663	Clinical Practicum in Nursing Education	3 (0/3)
GNRS 664	Teaching-Learning Strategies and Educational Technology in Nursing Education	3
Total Units		21

[1] Units in parentheses are classroom/clinical units

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error, and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

Oncology Nurse Practitioner Post-Master's Certificate

The oncology nurse practitioner predoctoral fellowship program is designed for licensed nurse practitioners interested in providing high-quality care across the illness span to cancer patients and their families. To maximize survivorship and minimize distress, candidates are prepared to address the unique physiologic and psychosocial needs of cancer patients across the illness span in a program that emphasizes screening, surveillance, diagnosing, staging, and team-building. The curriculum is based on Oncology Nursing Society competencies, and students participate in 540 hours of supervised direct patient care experiences in multiple specialty services at a comprehensive cancer care center. Candidates enrolled in Azusa Pacific's Doctor of Nursing Practice program may apply these hours toward the residency requirement and may petition to apply didactic units toward the specialty courses. Candidates for the certificate meet the eligibility criteria for the Advanced Oncology Certified Nurse Practitioner examination offered by the Oncology Nursing Certification Corporation.

Prerequisites

- Master's degree in nursing that includes advanced pathophysiology, advanced pharmacology, and advanced health assessment.
- Experience in oncology nursing.
- Current California nurse practitioner license.

Requirements

Code	Title	Units
GNRS 630A	Oncology Nurse Practitioner Fellowship A	4
GNRS 630B	Oncology Nurse Practitioner Fellowship B	4
GNRS 630C	Oncology Nurse Practitioner Fellowship C	4
GNRS 631	ONP: Cancer Biology and Assessment	2
GNRS 632	ONP: Cancer Therapeutics	2
GNRS 633	ONP: Symptom and Side Effect Burden	2
GNRS 634	ONP: Survivorship and the Psychosocial Impact of Cancer	2
GNRS 635	ONP: Team-based Care and the Role of the Oncology Nurse Practitioner	2
GNRS 636	ONP: Clinical Trials Nursing	2
Total Units		24

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.
4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting healthcare.
5. Use information systems and technology to communicate, manage knowledge, promote, quality, mitigate error and support decision making.
6. Demonstrate the ability to coordinate and collaborate with other health care team professionals.
7. Engage in clinical reasoning, effective communication, and act as a change agent to develop professional identity and practice skill.

Pediatric Clinical Nurse Specialist (CNS) Certificate

The Pediatric Clinical Nurse Specialist (CNS) Certificate (https://www.apu.edu/nursing/programs/pediatric-cns-certificate) program is a nondegree course credit option for nurses with a master's degree in nursing.[1] This program provides theory and clinical experiences to prepare nurses to apply to the state of California for certification as a CNS. Graduates may also apply for national certification as a pediatric CNS through examination. Students must be admitted to the university before registering for this program.

Code	Title	Units
Advanced Practice Core Courses [1]		12
GNRS 513	Advanced Nursing Practice Role [2]	2
GNRS 515	Advanced Pathophysiology	3
GNRS 512	Advanced Health Assessment and Health Promotion	4
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		20
GNRS 530	Theory and Practice of the Clinical Nurse Specialist in the Care of the Pediatric Patient [3]	6 (2/4)
GNRS 531	Clinical Specialization in the Care of the Pediatric Patient	6 (2/4)
GNRS 543	Transitions Across the Care Continuum	6 (2/4)
GNRS 548	Health Promotion Across the Lifespan	2
Specialized Option Courses		2
Select from the following:		
GNRS 589	Adolescent Health Care	2
-or-		
GNRS 510	Family Theory in Health Care	2
Total Units		34

1 Students may be given transfer credits for previous content completed in a master's degree program.

2 This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

3 Units in parentheses are classroom/clinical units.

Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate

The advanced practice post-master's certificate programs are under revision.

The Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate (https://www.apu.edu/nursing/programs/pediatric-nurse-practitioner) program is a nondegree course credit option for nurses with a master's degree in nursing.[1] This program prepares students with primary healthcare skills through didactic education and clinical supervision. Nurses who complete this program are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PNP-PC certification through examination. Students must be admitted to the university before registering for this program.

[1] Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request waiver of the coursework required for the Pediatric Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

Requirements

Code	Title	Units
Advanced Practice Core Courses		12
GNRS 511	Advanced Pediatric Health Assessment and Health Promotion [1]	4 (3/1)
or GNRS 512	Advanced Health Assessment and Health Promotion	
GNRS 513	Advanced Nursing Practice Role [2]	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		19
GNRS 532	Advanced Nursing Practice in Pediatrics	6 (3/3)
GNRS 542	Advanced Concepts and Competencies in Pediatric Primary Health Care	3 (1/2)
GNRS 590A	Primary Health Care of the Young Family	6 (3/3)
GNRS 590B	Clinical Practicum in Pediatrics	4 (0/4)
Specialization Option Course		
The following course is optional:		
GNRS 543	Transitions Across the Care Continuum	4 (2/2)
Total Units		31-35

[1] Units in parentheses are classroom/clinical units.

[2] This requirement is waived for 1992-96 APU master's graduates, as the content was integrated in the clinical courses.

Post-Master's Certificate in Healthcare Administration and Leadership

The Post-Master's Certificate in Healthcare Administration and Leadership (https://www.apu.edu/nursing/programs/nursing-administration-certificate) program prepares students for administration of nursing service in a variety of healthcare settings. Coursework focuses on combining nursing, organizational development, and business management resources. This program builds on skills and knowledge obtained in a Master of Science in Nursing program. Students must be admitted to the university before registering for this program.

Requirements

Code	Title	Units
Required Courses		
GNRS 560	Strategic Leadership in Healthcare	3
GNRS 567	Healthcare Administration and Leadership Supervised Practicum [1]	3 (0/3)
GNRS 568	Healthcare Finance	4
GNRS 596	Foundations of Healthcare Informatics	3
MGMT 516	High Performance People Management	3
MGMT 517	Managing Human Capital	3
Total Units		19

[1] Units in parentheses are classroom/clinical units.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate

The Psychiatric Mental Health Nurse Practitioner Certificate program (https://www.apu.edu/nursing/programs/psychiatric-nurse-practitioner) is a nondegree course credit option for nurses with a master's degree in nursing.[1] This program prepares students as psychiatric mental health nurse practitioners for clients with psychiatric and mental health problems across the lifespan. Nurses are eligible to apply to the California Board of Registered Nursing for certification as a nurse practitioner, and may apply for national PMHNP certification through examination. Students must be admitted into the university before registering for this program.

[1] Students may be given transfer credits for previous content completed in a master's degree program. Students who hold current California certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as a clinical nurse specialist (CNS), may challenge or request waiver of the coursework required for the Psychiatric Mental Health Nurse Practitioner program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved by the MSN chair. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

Requirements

Code	Title	Units
Advanced Practice Core Courses		14
GNRS 510	Family Theory in Health Care	2
GNRS 512	Advanced Health Assessment and Health Promotion [1]	4 (3/1)
GNRS 513	Advanced Nursing Practice Role	2
GNRS 515	Advanced Pathophysiology	3
GNRS 594	Pharmacology in Advanced Practice Nursing	3
Advanced Practice Specialty Courses		29
GNRS 533	Psychiatric Theories across the Life Span	2
GNRS 534	Integrated Psychiatric and Health Assessment across the Lifespan	2
GNRS 535	Psychiatric Interventions and Health Promotion across the Life Span	6 (3/3)
GNRS 536	Psychiatric Mental Health Care with Adults and Older Adults	6 (3/3)
GNRS 537	Psychiatric Mental Health Care with Children and Adolescents	6 (3/3)
GNRS 538	Psychiatric Mental Health Care with Selected Populations	5 (2/3)
GNRS 539	Psychopharmacology	2
Total Units		43

[1] Units in parentheses are classroom/clinical units.

Department of Nursing Education

The Master of Science in Nursing (MSN) in Nursing Education (p. 525) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) and the National League for Nursing's *Nurse Educator Competencies* (NLN, 2013).

- Master of Science in Nursing (MSN) in Nursing Education (p. 525)
- Post-Master's Nursing Education Certificate (p. 521)

Master of Science in Nursing (MSN) in Nursing Education

The Master of Science in Nursing (MSN) in Nursing Education (https://www.apu.edu/nursing/programs/masters-in-nursing-education) prepares nurses for teaching roles in a variety of settings, including traditional and nontraditional academic settings, online/distance settings, and clinical and community settings, using cutting-edge technology and teaching-learning methods. The program emphasizes competencies needed for students to complete

the Certified Nurse Educator (CNE) certification examination, and is aligned with the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (AACN, 2011) and the National League for Nursing's *Nurse Educator Competencies* (NLN, 2013).

Requirements

Code	Title	Units
Academic Core Courses		15
GNRS 504	Bioethics and Health Care Policy	3
GNRS 501	Theoretical Thinking in Nursing	2
GNRS 508A	Research and Theory in Advanced Practice Nursing	4
GNRS 506	Spiritual Concept Analysis in Health Care	3
GNRS 613	Graduate Statistics	3
Clinical Role Courses		6
GNRS 516	Integrative Disease and Symptom Management	3
GNRS 518	Supervised Practicum in Health Care [1]	3 (1/2)
Nurse Educator Role Courses		16
GNRS 660	Theories of Teaching and Instruction	3
GNRS 664	Teaching-Learning Strategies and Educational Technology in Nursing Education	3
GNRS 662	Assessment, Curriculum, Development, and Outcomes	3
GNRS 661	Leadership and Role Development in Nursing Education	3
GNRS 663	Clinical Practicum in Nursing Education [1]	3 (0/3)
Concluding Course		
GNRS 597	Comprehensive Examination Directed Study	1
Total Units		37

[1] Units in parentheses are classroom/clinical units

Post-Master's Nursing Education Certificate

The Nursing Education Certificate program (https://www.apu.edu/nursing/programs/nursing-education-certificate) prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a Master of Science in Nursing (MSN) program. Students must be admitted to the university before registering for this program.

Requirements

Code	Title	Units
Required Courses		
GNRS 516	Integrative Disease and Symptom Management	3
GNRS 518	Supervised Practicum in Health Care [1]	3 (1/2)
GNRS 660	Theories of Teaching and Instruction	3
GNRS 661	Leadership and Role Development in Nursing Education	3
GNRS 662	Assessment, Curriculum, Development, and Outcomes	3
GNRS 663	Clinical Practicum in Nursing Education	3 (0/3)
GNRS 664	Teaching-Learning Strategies and Educational Technology in Nursing Education	3
Total Units		21

[1] Units in parentheses are classroom/clinical units

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity, and applying spiritual concepts.
2. Engage in scholarly inquiry and critical thinking, including evaluation and application of evidence-based research.
3. Appraise and apply knowledge to develop, implement, and evaluate interventions that promote health and prevent disease.

4. Demonstrate thoughtful analysis of the legal, political, ethical, and/or financial factors impacting health care.
5. Use information systems and technology to communicate, manage knowledge, promote quality, mitigate error, and support decision-making.
6. Demonstrate the ability to coordinate and collaborate with other healthcare team professionals.
7. Engage in clinical reasoning, effective communication, and act as change agents to develop professional identity and practice skill.

Department of Public Health

Master of Public Health (MPH)

The Department of Public Health offers a Master of Public Health (https://www.apu.edu/nursing/programs/mph-degree) program that provides students with competencies required to understand the unique challenges inherent to public health practice and education. The curriculum reflects the School of Nursing mission and emphasizes the conceptual, analytical, and experiential skills required to serve in the public health sector. Throughout the program, an emphasis is placed on the five core areas of public health: biostatistics, epidemiology, environmental health sciences, health policy and management, and social and behavioral sciences. There are also seven cross-cutting areas interwoven into the curriculum: communication, diversity and culture, leadership, professionalism and ethics, program planning and assessment, public health biology, and systems thinking.

Students can choose from seven specializations: biostatistics and epidemiology, social and behavioral science, health policy and administration, health promotion and education, international health, environmental health, and disaster health and emergency preparedness. Check with the department for availability of specializations.

Transfer of Credits

Following admission, 9 units of approved graduate work completed elsewhere may be applied toward the MPH degree.

Additional Requirements

At the beginning of clinical coursework, including the field practicum, students are required to provide documentation of TB screening and immunizations appropriate for the clinical or field practicum setting.

A student's health status must permit him/her to safely undertake and complete clinical (field practicum) experience required for the degree. As a fully prepared public health practitioner, the student is expected to take responsibility for self-evaluation of her/his health status, including an assessment of the safety and appropriateness of practice in the clinical context.

The Joint Commission (https://www.jointcommission.org), contracted facilities, and the School of Nursing require that all graduate students undergo a background check prior to their placement at clinical and field practicum sites. The cost of the background check is the responsibility of the student. International students have additional fees based on the cost of a background check in their country.

Students may select additional elective courses to support their programs of study as directed by faculty.

- Master of Public Health (p. 530)

GSPH 504, Bioethics and Health Care Policy, 3 Units

This course will outline the role of the healthcare leader in ensuring human rights are upheld in healthcare systems. This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation.Through course discussion, group and individual assignments, and oral and written presentations, students will analyze and apply bioethical principles to decision- and policy- making processes in the workplace and at national levels. Healthcare ethics and policy will be considered from a Christian worldview.

GSPH 506, Spiritual Concept Analysis in Health Care [Proposed], 3 Units

Scholarly research and analysis of selected concepts in the spiritual care of persons from the Judeo-Christian perspective provide a central focus to the course. Students also examine healthcare research/other healthcare literature for adequacy with respect to the concept they select. Various assignments facilitate greater student awareness of their own spiritual journey and knowledge of faith traditions other than their own. The course is conducted as a tutorial/seminar experience.

GSPH 508C, Research and Theory in Health Care, 3 Units

This course prepares the healthcare practitioner to apply theory and research evidence in healthcare environments. The relationship between theory and research is examined as students consider questions about the nature, construction, and use of each. Selected theories are explored, and students learn how ideas are developed and used in practice and research. Students also learn the fundamentals of quantitative, qualitative, and mixed-methods research and deepen their understanding through systematic search, critique, and summary of research studies with application to health care. Students work in groups to develop a research plan addressing a healthcare-derived question. Experience in statistical analysis of research data is included.
Prerequisite: GSPH 613

GSPH 510, Social Determinants of Health, 3 Units

A central focus of the public health field is understanding the etiology, occurrence, and distribution of health outcomes (morbidity and mortality). One growing area of importance within the field is examining how health and disease are influenced and maintained by social, economic, and political risk factors - called social determinants of health. This course provides a macro-level overview of concepts, research and theoretical models of social determinants of health. Through interactive lectures, readings and assignments, students will be exposed to major areas of study linked to social determinants of health, with discussions centered on the following key questions: What social factors are the greatest challenge to health outcomes within local communities? What does it mean to use a social determinants lens when studying health outcomes among diverse multicultural populations? What are health disparities and how might they best be addressed? What behavioral lifestyle factors commonly interplay with social determinants of health?

GSPH 512, Health, Culture, and Diversity [Proposed], 3 Units

This course covers the issues of health disparities in the United States and the development of culturally competent programs. Students will examine what is meant by culture, the ways in which culture and health issues intersect, and how public health efforts can benefit by understanding and working with cultural processes.

GSPH 514, Research Proposal Writing [Proposed], 2 Units

This course focuses on the application of the concepts in GSPH 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: GSPH 508

GSPH 518, Population Health Management [Proposed], 3 Units

This course covers important topics in the effective management of public health departments and agencies. Students will receive guidance on how to fulfill roles in public health management as leaders, administrators, fundraisers, and internal and external communicators. Course content includes ways to be an effective coach to maximize the team's performance, the essentials of effective partnerships, how to create and sustain public health initiatives using business skills, how to run meetings, ways to manage electronic correspondence, and effective strategies to keep the modern public health organization running smoothly.

GSPH 519, Global Health Systems [Proposed], 3 Units

This course examines international health systems in terms of infrastructure and function. Students will examine the benefits and risks of universal healthcare, third party reimbursement systems, and global availability and access to medical services.

GSPH 522, Cultural Competency in Health Care [Proposed], 3 Units

In this course, the topics and tools necessary for the application of cultural competency processes in various healthcare settings will be examined. Curriculum covers an overview of demographic changes in the United States, accreditation requirements and cultural competency, cultural nuances of specific groups, and a comprehensive review of Cultural and Linguistic Diversity. Attention is also given to the associated costs, time, and skill sets associated with the process of moving a health care organization toward cultural competency.

GSPH 525, Epidemiology, 3 Units

This course covers the application of epidemiological procedures to the understanding of the occurrence and control of conditions such as infections and chronic diseases, mental disorders, community and environmental health hazards, unintentional injuries, and geriatric problems. Other topics include quantitative aspects of epidemiology, including data sources, measures of morbidity and mortality, evaluation of association and causality, study design, and screening for disease.
Prerequisite: Undergraduate statistics and biology

GSPH 526, Public Health Biology, 3 Units

Human health problems comprise a wide range of infectious, degenerative, neoplastic, and genetically based disease factors. In addition to these factors, human disease results from a wide range of environmental and socially caused pathologies. This course presents the basic scientific and biomedical concepts of modern public health problems and explores the mechanisms and models of the major categories of disease. An integrative approach using knowledge of nutrition, exercise, mind-body, and spiritual practices is explored. The biologic principles presented in this course are foundations to developing and implementing public health disease prevention, control, or management programs in the student's future.

GSPH 527, Advanced Biostatistics and Epidemiology [Proposed], 3 Units

This course focuses on the application of statistical approaches in epidemiologic research, covering the aspect of data management and selection of the appropriate statistical model. Regression analysis including linear regression, logistic regression, Poisson regression, and Cox regression will be reviewed. Students will also learn basic concepts in survival analysis including censoring, survival function, and hazard function. Epidemiologic methods to assess causation including mediation analysis, propensity score matching, and instrumental variable analysis will also be covered. Students will practice the application of different analytic approaches using computer program packages.

GSPH 529, Bioinformatics [Proposed], 3 Units

This course explains how informatics relates to knowledge acquisition, knowledge processing, knowledge generation, knowledge dissemination, and feedback. Technology trends, information security, ethical and legislative aspects will also be highlighted. Students will apply these concepts to support practice, education, administration, and research and will utilize these principles to improve healthcare models.

GSPH 532, Infectious Disease Epidemiology [Proposed], 3 Units

This course covers key epidemiologic methods for practicing infectious disease epidemiology including study design, interpretation of data, and assessment of validity. Course content covers methods in infectious disease epidemiology, airborne transmission, diarrheal diseases, blood and body fluids as reservoirs of infectious disease, and vector-borne and parasite diseases. Students will learn how to apply content and use problem-solving skills to develop effective prevention strategies.

GSPH 535, Environmental Health, 3 Units

This course examines essential issues in environmental health, including the scientific and historical foundations, regulatory and policy issues, models and tools for assessing community environmental health, and an overview of select issues and implications of the environment on national and global health. Topics explored include select environmental pollutants in the air, water, soil, and food sources; hazardous waste, risk assessment and communication; and issues of environmental justice and vulnerable populations, nationally and globally.
Prerequisite: Undergraduate biology, chemistry, or ecology

GSPH 537, Occupational Health and Safety, 3 Units

This course examines concepts and issues in occupational health and safety, identifying the significance to workers and public health. Students study social influences, historical events of worker injuries, industrial hygiene, and applicable principles of toxicology, worker quality of life, and safety in the workplace.

GSPH 540, International Health [Proposed], 3 Units

This course examines global health issues, emerging priorities, and worldwide challenges affecting population health and disease. Students will address opportunities and challenges to international health, examine determinants of human health holistically, and develop programs and potential solutions to promote international prevention strategies and optimal human health worldwide.

GSPH 543, Public Health Communication, 3 Units

This course provides an overview of the use of communication strategies to inform and influence individual and community health decisions, with a focus on how communication concepts, theories, and methods are used for public health promotion and practice. Health communication theories include models of persuasive communications/mass media effects, social marketing, interpersonal communications, risk perceptions, and diffusion of innovations. Students work in pairs to develop/evaluate a health communication intervention that addresses a current public health issue within a specific target group.

GSPH 546, Principles and Practices of Toxicology, 3 Units

Students in this course examine the principles of toxicology, including dose-response relationships, toxicokinetics, mechanisms and methods of toxicity, select exposures to toxic substances and accompanying toxidromes, the use of antidotes, and relevance to public health.

GSPH 551, Theories of Health Behavior, 3 Units

This course helps students develop a knowledge foundation of health behavior theories and skills for developing theoretically based behavior-change programs. Given that a major focus of public health promotion, education, and prevention programs is on "changing health behavior," there is an ongoing quest to understand why people do what they do to (a) improve or maintain their health, and/or (b) worsen their health. Through lectures, readings, and assignments, students critically review and apply a range of health behavior theories that target the intrapersonal, interpersonal, and community levels.

GSPH 555, Infectious Diseases and Public Health [Proposed], 3 Units

This course examines the role of infectious diseases in regional, national, and global public health. Students will study the historical context, surveillance, and emerging issues in communicable diseases. In addition, course content includes the identification and management of infectious diseases with students using case studies and proposing threats and opportunities in prevention, education, and health promotion.

GSPH 560, Strategic Leadership in Healthcare, 3 Units

This course is designed to develop knowledge, skills and attitudes about leadership across the healthcare continuum. The student will consider the professional role of the healthcare administrator both from a leadership and a management perspective. Areas of concentration will include leadership theory, structure of healthcare institutions, systems thinking and decision-making, performance improvement including quality and safety issues, risk management and effective communication skills. Application of business skills will be integrated. Students will consider the theoretical and research background, current issues and trends, leadership and administrative implications of specific topics.

GSPH 561, Public Health Across the Disaster Cycle, 3 Units

Students in this course evaluate the roles of public health in natural and human-caused disasters, from "simple" to complex humanitarian events. Using case studies, students analyze the functions of public health agencies and practitioners in the context of institutional systems and the disaster cycle (prevention/preparedness, response, recovery, and mitigation). Field trips outside of class hours may be required.

GSPH 566, Politics and Policies in Disaster Health and Emergency Preparedness, 3 Units

Students in this course evaluate existing governmental and institutional policies related to disaster health and emergency management (DHEM) within political systems. Implementation and evaluation of policy are analyzed and applied.

GSPH 568, Health Care Finance [Proposed], 3 Units

This course is an introduction to financial concepts and skills need for healthcare leaders, managers, and executives. The student will develop skills in assessing multiple dimensions of financial performance and methods to improve the financial health of an organization in the context of current patient care system.

GSPH 581, Disaster Health and Emergency Management Principles and Practices, 3 Units

Students in this course examine the practice of emergency management and the evolving field of disaster health. Content addresses traditional and current perspectives related to understanding disaster cycles and the relationship between disaster research and practice.

GSPH 595, Culminating Experience [Proposed], 3 Units

This culminating experience is designed to exposure students to their professional role by completing hours in the field. The students will spend a minimum of 90 hours in the field and the course instructor will conduct at least one site visit per semester for each student enrolled the culminating experience course.

Prerequisite: Completion of all Academic Core and at least 3 units of the Specialty courses

GSPH 597, Comprehensive Exam, 1 Unit

This guided-study course provides a summative experience for completion of the Master in Public Health program and guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge from course work throughout the program to the solution of a major public health problem in this culminating project. Each graduate candidate will identify a unique health problem in an actual healthcare setting to address, perform a thorough review and synthesis of current literature, select an appropriate theoretical framework, and develop a creative and innovative solution to the problem. Candidates will meet regularly throughout the semester with course faculty to prepare for and discuss their progress and will submit their work for publication or comparable external review format at the end of the semester.

Prerequisite: Completion of all Academic Core, Advanced Practice Core, and Specialty courses

GSPH 598, Thesis [Proposed], 1 Unit

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed.

Prerequisite: GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses

GSPH 599, Readings in Public Health, 1-3 Units

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. This course is an independent study, arranged with a faculty member of the Department of Public Health.

Prerequisite: Graduate standing

GSPH 613, Graduate Statistics, 3 Units

This course presents the knowledge of descriptive, correlational, and inferential statistics used in research that serves as the basis for evidence-based practice. Students develop the ability to perform descriptive and inferential data analysis techniques, use software applications to aid in statistical calculations and presentation, and interpret findings.

Prerequisite: Undergraduate statistics and biology

Faculty

Department Chair

Marissa Brash (http://www.apu.edu/faculty/mbrash), DrPH

Professor

Teresa Dodd-Butera (http://www.apu.edu/faculty/tbutera), PhD

Assistant Professor

Marissa Brash (http://www.apu.edu/faculty/mbrash), DrPH

Master of Public Health (MPH)

Learn more about APU's Master of Public Health (https://www.apu.edu/nursing/programs/mph-degree) program.

Requirements

Code	Title	Units
Core Courses		
GSPH 613	Graduate Statistics	3

GSPH 504	Bioethics and Health Care Policy	3
GSPH 560	Strategic Leadership in Healthcare	3
GSPH 510	Social Determinants of Health	3
GSPH 525	Epidemiology	3
GSPH 535	Environmental Health	3
GSPH 540	International Health [Proposed]	3
GSPH 506	Spiritual Concept Analysis in Health Care [Proposed]	3
GSPH 526	Public Health Biology	3
GSPH 508C	Research and Theory in Health Care	3
GSPH 595	Culminating Experience [Proposed]	3
Choose one of the following:		1-3
GSPH 597	Comprehensive Exam	
- or -		
GSPH 598 & GSPH 514	Thesis [Proposed] and Research Proposal Writing [Proposed]	
Specialization (Choose One)		9
Biostatistics and Epidemiology Track		
GSPH 527	Advanced Biostatistics and Epidemiology [Proposed]	
GSPH 529	Bioinformatics [Proposed]	
GSPH 532	Infectious Disease Epidemiology [Proposed]	
International Health Track		
GSPH 512	Health, Culture, and Diversity [Proposed]	
GSPH 519	Global Health Systems [Proposed]	
GSPH 522	Cultural Competency in Health Care [Proposed]	
Social and Behavioral Science Track		
GSPH 543	Public Health Communication	
GSPH 551	Theories of Health Behavior	
GSPH 522	Cultural Competency in Health Care [Proposed]	
Health Policy and Administration Track		
GSPH 568	Health Care Finance [Proposed]	
MGMT 516	High Performance People Management	
MGMT 517	Managing Human Capital	
Health Promotion and Education Track		
GSPH 543	Public Health Communication	
GSPH 518	Population Health Management [Proposed]	
GSPH 512	Health, Culture, and Diversity [Proposed]	
Environmental Health Track		
GSPH 555	Infectious Diseases and Public Health [Proposed]	
GSPH 537	Occupational Health and Safety	
GSPH 546	Principles and Practices of Toxicology	
Disaster Health and Emergency Preparedness Track		
GSPH 561	Public Health Across the Disaster Cycle	
GSPH 566	Politics and Policies in Disaster Health and Emergency Preparedness	
GSPH 581	Disaster Health and Emergency Management Principles and Practices	
Total Units		43-45

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate a Christian worldview, demonstrating respect for the dignity and uniqueness of others, valuing diversity and integrity, and applying spiritual concepts.
2. Engage in evidence-based methods to understand and address public health issues, using critical reasoning, scholarly inquiry, knowledge of peer-reviewed scientific literature, bioinformatics, and data analysis.
3. Design population-based policies and programs that promote health, prevent disease, and address social equity issues.

4. Apply principles of leadership to promote interprofessional collaboration and decision-making among diverse stakeholders.
5. Utilize systems-level thinking and communication in response to public health issues, analyzing and synthesizing policies and programs that address efficiency, address efficiency, cost effectiveness, and health equity.

Department of RN to BSN

The RN to BSN (p. 533) degree completion program offers an alternative to the traditional method of pursuing a college nursing degree. It is designed specifically for adult learners who have an RN license or are enrolled in an accredited associate's degree in nursing (ADN) program and desire to complete a Bachelor of Science in Nursing (BSN). The program is a field-based modular design, delivered to cohort groups. Each student has an advisor who provides system guidance, directs special projects, and serves as mentor to individual learners.

Prospective students include registered nurses (RNs) working in hospitals and other areas of health care, as well as students enrolled in accredited ADN programs at community colleges.

The Bridge to BSN (http://www.apu.edu/nursing/programs/bridge-to-bsn) option is designed for ADN students enrolled at a community college who wish to get an early start on coursework for the Bachelor of Science in Nursing (BSN) degree. BSN coursework is offered during summer sessions. After completion of their ADN program, students will complete remaining coursework to obtain their BSN from Azusa Pacific University. Admission requirements for the RN to BSN program must be met and the RN license obtained prior to taking upper-division clinical courses.

The accelerated RN to BSN program is based on the same philosophy, purposes, graduate characteristics, and conceptual framework as the traditional undergraduate program. However, in recognition of the special needs and skills of the working adult, the curriculum is packaged to accommodate the adult student. The nursing courses are presented in sequence in a modular arrangement of content. Courses are designed to affirm personal and professional strengths. The teaching/learning process is collaborative—the experiences and insights that student contribute are a vital part of class activities.

Students join cohorts and progress through the courses together. Courses are taught sequentially, and the rich diversity of experiences that students contribute results in lively discussions involving shared experiences. Because students often stay with the same group throughout the program, they develop a strong rapport with other group members who act as a support system through the completion of the degree.

Classes are offered one night a week on site or in an asynchronous online program. The same night of the week is used for on-site groups throughout their program.

Students may complete a BSN degree in approximately 15 months. In this accelerated format, a 40-semester-unit curriculum is concentrated into 60 weeks.

Admission Requirements for RN to BSN Students

A minimum of 120 semester units of credit are required for the BSN. To be admitted to the 60-week accelerated RN to BSN program, a student must:

1. Provide a copy of RN license in good standing before starting clinical courses.
2. Graduate from an accredited associate degree program or diploma nursing program.
3. Have a minimum of 60 transferable semester units from an accredited college or university with a minimum GPA of 3.0. (2.7 GPA and above considered for provisional admission).
4. Submit official transcripts from all schools attended.
5. Provide two letters of recommendation.

Admission Requirements for Bridge to BSN Students

A minimum of 120 semester units of credit are required for the BSN. To be admitted to the sequential enrollment, a student must:

1. Be currently enrolled in an accredited ADN program.
2. Have a minimum GPA of 3.0. (2.7 GPA and above considered for provisional admission).
3. Submit official transcripts from all schools attended.
4. Provide two letters of recommendation.

The program is not recommended for students who lack proficiency in basic academic skills, especially collegiate-level English communication skills.

International applicants with an F or J visa are not qualified for this program. International applicants with any other types of visa should consult with the International Center (http://www.apu.edu/international) first at +1-626-812-3055 or international@apu.edu.

Requirements

When each student is accepted into the program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence.

- RN to BSN Degree Completion Program (p. 533)

RN to BSN Degree Completion Program

The RN to BSN degree completion program (https://www.apu.edu/nursing/programs/rn-to-bsn) (also available online) comprises the following:

Note: A total of 120 units is required to complete the BSN degree.

Code	Title	Units
Prerequisite Courses [1]		
General Education Requirements [1]		
Electives [2, 3]		
Accelerated RN to BSN Courses		
RNRS 321	Health Assessment	5
RNRS 327	Nursing Research and Statistics	4
RNRS 368	Pathophysiology	5
RNRS 396	Professional Practice: Ethics, Issues, and Spirituality in Health Care [4]	6
RNRS 458	Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways [5]	5
RNRS 469	Improving Patient Outcomes: Quality, Safety, and Risk Management	5
RNRS 479	Population Health and Public Health Nursing	4
RNRS 480	Community Health and Care Transitions	4
RNRS 482P	Clinical Practicum [6]	2
Total Units		40

1 The majority of General Education requirements are met through the ADN (IGETC or CSU), with the exception of a Writing 3 course, the Upper-Division Bible requirement, and the Integrative and Applied Learning requirement, which are met in RNRS course requirements RNRS 458, RNRS 396, and RNRS 482P, respectively.

2 The number of elective units required is based on the number of units transferred into the RN to BSN degree completion program. Elective courses may be taken to achieve the total 120 units required for the BSN degree.

3 For students with limited work experience, two elective transition-to-practice courses are offered: RNRS 298 and RNRS 299.

4 Meets the General Education Upper-Division Bible requirement.

5 Meets the General Education Writing 3 requirement

6 Meets the General Education Integrative and Applied Learning requirement.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilizes Christian worldview to integrate beliefs, values, ethics and service in personal and professional life.
2. Provides nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment and technical skills) derived from a foundation of nursing science, general education and religious studies.
3. Demonstrates initiative for continual personal and professional growth and development.
4. Acts as a patient and family educator and advocate to promote optimal health and well-being.
5. Functions independently and collaboratively, both as a leader and/or member of a health care team to manage and coordinate care.

Department of Upper-Division Transfer (2+2/LVN to BSN)

The School of Nursing offers several professional programs at the baccalaureate level designed for students who bring previous experience and learning and want to advance their nursing career and complete their degree. The following program options lead to a Bachelor of Science in Nursing:

Professional Programs

- Bachelor of Science in Nursing (BSN) 2+2 Upper-Division Transfer Program (p. 542)
- LVN Options: Licensed Vocational Nurse (LVN) to Bachelor of Science in Nursing (BSN) and LVN to Registered Nurse (RN) Programs (p. 544)

RNRS 221, Health Assessment, 3 Units

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. History-taking and physical examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built.

RNRS 272, Professional Concepts in Nursing, 4 Units

This course is designed to provide an introduction to theories, concepts and roles that help define the profession of nursing. Utilization of the nursing process to provide safe care is analyzed. Concepts of informatics, group dynamics, conflict/management, and techniques to analyze and solve problems are examined. Evidence based nursing practice is introduced through instruction in Library/data base searches.

RNRS 298, Communication and Teamwork in Patient and Family Centered Care, 3 Units

This elective course is designed to simulate and enhance clinical experiences for the inexperienced graduate licensed RN entering the RN to BSN Accelerated Degree Program. Thirty-six hours of clinical experience will be completed in a healthcare setting with a preceptor. Concepts related to communication and teamwork are emphasized.
Prerequisite: Admission requirements for admission into the RN-BSN program apply

RNRS 299, Transition to Professional Practice, 3 Units

This is a bridge course designed to be taken by inexperienced licensed RN's who are admitted to the RN to BSN program. Completion of the course provides the new RN experience with effective decision making skills related to clinical judgment and performance in the clinical setting as well as ways to incorporate evidence based interventions in the practice setting. This course includes a clinical/simulation component with participation in an online post conference discussion board.
Prerequisite: RNRS 298

RNRS 307, Theoretical Frameworks in Nursing, 3 Units

The focus of this course is exploration and integration of theoretical models in stress, development and health care adaptation as applied to nursing practice. Through writing and experiential activities the students will express a knowledge of family assessment and analysis of the family unit utilizing a variety of theoretical models.

RNRS 321, Health Assessment, 5 Units

This course develops the nursing student's history taking and assessment skills across the life span. Analysis of health data and identification of risks, including genetics and genomics in specific groups, are emphasized. Culturally sensitive interventions and evidence-based practice are discussed to reduce risk and promote health.

RNRS 327, Nursing Research and Statistics, 4 Units

This course introduces the steps in the nursing research process, with emphasis on principles and methods. Basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses are addressed. Current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored.
Prerequisite: The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

RNRS 358, Writing 3: Evidence-Based Practice in Nursing and Healthcare, 3 Units

The focus of this course is to integrate evidence-based clinical practice into the current healthcare systems. The student will review and evaluate the clinical and research literature for application to practice. The process of an integrative literature review and the development of writing skills specific to the discipline of nursing will be conducted. Select research designs frequently used in practice settings will be explored. Quality improvement strategies, methods and issues will be discussed and applied to practice. Meets the General Studies Writing Three requirement. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Prerequisite: Writing 2, Current enrollment in the RN to BSN Program is required

RNRS 368, Pathophysiology, 5 Units

This course presents an introduction to alterations in health status across the life span and their applications to nursing practice. Major pathophysiologic concepts are explored using a body systems approach. Theories relating to etiology, pathogenesis, and clinical manifestations are used to study selected disease processes. Mechanisms causing alterations in cellular function and environment, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, genetics processes, and neuroendocrine control of the body are included. Concepts from anatomy and physiology courses are considered prerequisite and provide the foundation for exploring human dysfunction.

RNRS 396, Professional Practice: Ethics, Issues, and Spirituality in Health Care, 6 Units

The focus of this course is on the examination and application of the religious, theological, philosophical, and cultural foundation of ethics to professional nursing practice. Participants will develop knowledge and skills in ethical decision-making applicable to current healthcare issues that are theoretically sound, evidence based, and holistic. The expanding roles and responsibilities of the professional nurse in meeting the healthcare needs of a dynamic society with attention to the spiritual formation of the nurse will also be considered. *Meets the General Education Requirement: UP Bible Requirement.*
Prerequisite: The RN-BSN program is designed with a specific course sequence determined by the School of Nursing. A progression schedule is reviewed by the student and advisor after program acceptance. Courses must be taken in the assigned sequence.

RNRS 412, Spiritual Formation and the Profession of Nursing, 3 Units

This course guides students as they examine and articulated the Christian worldview, which can be applied personally and to the broader issues of society. This knowledge allows the students to develop and implement an integrated approach to nursing and the common good, and formulate responses to the worldview aspect of current professional and social issues.

RNRS 448, Leadership in Health Care Settings, 6 Units

This course presents concepts of organizational and systems leadership and management. Today's health care systems related to patient safety are addressed. The content examines inter-professional teamwork and collaboration, shared decision making, and major nursing roles. The quality improvement process is investigated as to its ability to continuously improve the quality & safety of the health care system. The relationship between the health care system's effectiveness and individual performance in securing patient safety and quality outcomes are identified. Integration of EBP with clinical practice and the role of Informatics to communicate, manage knowledge, mitigate error, and support decision making are developed. Health care policy, finance, and regulatory agency/environments are examined. Ninety hours of practicum are required to establish competency in this course.
Prerequisite: Enrollment in the RN to BSN Program

RNRS 449, Theory and Practice in Community Health Settings, 6 Units

This course has two areas of focus within the community setting: the study of principles and practices involved in community health nursing and the development of skills for teaching a group of clients. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of community-based settings. Collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates are essential components of this course. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care in included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and role theory is emphasized.

RNRS 458, Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways, 5 Units

The focus of this course is exploration and integration of the evidence-based practice (EBP) process, including EBP implementation and critique of clinical pathways within individual organizations, the relationship of informatics in healthcare and its importance in evidence based practice. Theoretical nursing and non-nursing models will be reviewed, with a focus on examining how theoretical principles are reflected in professional practice. This course *meets the General Education requirement of Writing 3 in which the students receive instruction in writing in genres for professional audiences.*

RNRS 469, Improving Patient Outcomes: Quality, Safety, and Risk Management, 5 Units

The focus of this course is the implementation of quality and safety mechanisms into clinical practice to improve patient outcomes. Utilizing national standards for quality and safety in health care, students examine initiatives necessary to improve patient outcomes. Concepts of informatics, patient-centered care, leadership, inter- and intraprofessional teamwork, collaboration, and communication are addressed.

RNRS 479, Population Health and Public Health Nursing, 4 Units

This course focuses on population-based public health nursing practice. The assessment of systematic differences in outcomes across populations, including the complexity of interactions among health determinants (such as social environment, resource allocation, and biological pathways), provides the foundation for public health nursing practice. Exploration of how these determinants exert their influence over time and throughout the life cycle, with variations in their patterns of occurrence (including health inequities and inequalities), is central to the course. The role of the public health nurse in assessing and understanding health systems and the health status of a population is emphasized.
Corequisite: RNRS 482P

RNRS 480, Community Health and Care Transitions, 4 Units

This course builds on the concepts of population health and public health nursing and describes the interaction of the nurse and the client in the home and in the community. Given an assessment of a community's priority health needs, students use course content to identify change-agent functions to promote and preserve health and to prevent disease and disability. All levels of prevention for the individual, family, and community system are addressed as community health nursing interventions. Course topics include the role of community health nursing in supporting care transitions across varied clinical and community settings, legal and regulatory considerations, and ethical issues related to community health.
Prerequisite: RNRS 479; corequisite: RNRS 482P

RNRS 481P, Community Health Practicum, 0 Units

This course is the clinical component to RNRS 482 Community Health and Public Health Nursing, and its focus is on students implementing the systematic assessment of a community health population and creating an intervention that will support health promotion and disease prevention. Students develop a strategy for change, guided by epidemiological evidence and an understanding of the complex determinants of health, for implementation in collaboration with community resources and other health professionals.

RNRS 482, Community Health and Public Health Nursing, 5 Units

This course focuses on the health of communities, including vulnerable population groups, and the importance of health promotion and disease prevention, including global health. A review of legal mandates and regulations, as well as discussion of ethical dilemmas and issues related to community-based care, is included. A multiple theoretical focus that includes concepts from systems, stress, adaptation, development, and trauma-informed care is considered. The importance of utilizing epidemiological data to assess community health and emergence of infectious disease as well as potential for bioterrorism is explored.

RNRS 482P, Clinical Practicum, 2 Units

This course is the clinical component to RNRS 479 Population Health and Public Health Nursing and RNRS 480 Community Health and Care Transitions. The focus of this course is on students implementing the systematic assessment of a community health population and creating an intervention that supports health promotion and disease prevention. Students develop a strategy for change, guided by epidemiological evidence and an understanding of the complex determinants of health, for implementation in collaboration with community resources and other health professionals.
Meets the General Education Requirement: Integrative and Applied Learning.
Corequisites: RNRS 479 and RNRS 480

RNRS 483, Population Health and Care Transitions, 5 Units

This course has two areas of focus within the community setting: the study of unique populations and their health needs, and principles and practices involved in community health nursing, including basic principles of epidemiology. The emphasis is on the role of the nurse in assessing, planning, implementing, and evaluating care of clients in a variety of home and community-based settings. An essential component of this course is collaborating with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals, families, and aggregates. Improving understanding and application of cultural competency in all settings is expected.

RNRS 495, Special Topics in Nursing, 1-4 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. This course may be repeated for credit as the topic varies.

RNRS 497, Ethics and Issues in Health Care, 4 Units

This course focuses on the integration of Christian faith, ethical issues, and professional concerns, which confront nurses in their work life. It also includes consideration of issues and trends in health care and nursing. Integration of such concerns as providers of health care, education of the health care professional, and consumerism with ethical concerns are investigated. This course also contains a comprehensive paper written on a bioethical issue, which meets the senior writing requirement. Each week there is a discussion period around ethical concerns, which correlates to the material presented in class.

RNRS 499, Readings, 1-4 Units

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

UNRS 105, Foundations in Professional Nursing/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course focuses on the nursing process and introductory concepts crucial to professional nursing care, including interviewing, wellness, health promotion, and illness prevention. The clinical practicum includes application of concepts and acquisition of nursing knowledge and skills needed to provide healthcare to the healthy aging and hospitalized adult and aging client utilizing the nursing process to plan care based on human needs, problems of immobility, and pain.
Special Fee Applies
Prerequisite: Acceptance into the Nursing Program;
Corequisite: UNRS 105P (Practicum)

UNRS 105P, Foundations in Professional Nursing - Practicum, 0 Units

UNRS 105 Clinical Practicum
Corequisite: UNRS 105; Acceptance into the nursing program

UNRS 113, Pharmacology, 2 Units

Lecture, 2 units This course is designed for students who have completed organic chemistry, inorganic chemistry, and biochemistry. The content focuses on principles of pharmacology and specifics of the major drug classifications.
Prerequisite: Acceptance into the nursing program

UNRS 120, Fundamentals of Human Nutrition, 3 Units

Lecture: 3 units Principles of human nutrition are the focus of this course, including nutrient functions, metabolism, and changing needs across the lifespan. Nutrient deficiency and toxicity signs and symptoms are covered. Implications of a poor diet on the development of chronic disease are explored. Various nutrient analysis methods are used.

UNRS 212, Nursing Care of Adults/Aging, 6 Units

Lecture 3 units; Clinical practicum 3 units (135 hours/semester) This course involves application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. The nursing process is utilized to provide care to one or two clients within the health care delivery system of an acute hospital, skilled nursing facility, or transitional care unit, and extending to the community.

Special Fee Applies

Prerequisite: Acceptance into the Nursing Program;

Corequisite: UNRS 212P

UNRS 212P, Nursing Care Of Adults/Aging Practicum, 0 Units

UNRS 212 Clinical Practicum

Corequisite: UNRS 212

UNRS 220, Health Assessment, 3 Units

Lecture, 2 units; Laboratory, 1 unit (45 hours): This course provides the nursing student with skills in physical, spiritual, and psychosocial assessment of adult clients. History-taking and physical-examination techniques presented in the course help the student develop strong assessment skills upon which further knowledge and practice can be built. Basic concepts related to assessment of geriatric, pediatric, and childbearing patients are included. RNs take this course in the summer.

Special Fee Applies

Corequisite: UNRS 220L; Must be accepted into the Nursing Program

UNRS 240, Medical Spanish, 2 Units

This medical Spanish class is designed especially for nursing. Practical Spanish communication in real-life medical situations for beginners is emphasized. Pronunciation, intonation, and structure of Spanish within a framework designed to develop basic listening, speaking, reading and writing skills will be taught. Special cultural presentations supplement language study.

UNRS 260, Nutrition, 2 Units

Lecture 2 units; Foundations of nutrition in the prevention of chronic disease are explored. Pathophysiology of various disease states and appropriate medical nutrition therapy are understood. Nursing's role in nutrition assessment is appreciated with respect to patient weight change, intake adequacy, gastrointestinal symptoms affecting nutrient absorption, and activities of daily living. Students perform dietary recalls, nutrient analyses, and anthropometric assessments. Evidence-based nutrition care for gastrointestinal diseases, cardiovascular diseases, diabetes, metabolic syndrome, energy balance and weight control, bone disease, and renal disease are addressed. Coverage of alternate feeding methods and issues surrounding drug-nutrient interactions are included. To expand their knowledge in these areas, students complete case studies. Opportunities to present prevention of disease through nutrition education in the community are offered.

Prerequisite: CHEM 123 or PRCH 123 or department approval if a non-nursing major

UNRS 270, Professional Concepts in Nursing, 3 Units

Theory, 3 hours/Week: This "bridge" course is designed for transfer students who are not required to take UNRS 105 (LVNs and RNs and students with nursing transfer credits who are entering the baccalaureate nursing program). It provides an introduction to the theories and concepts of professional nursing. The nursing process is presented and utilized as the basis for planning care as applied to patients. The content also includes discussion of current issues and trends in nursing and compilation of a professional portfolio.

Prerequisite: Acceptance into the nursing program

UNRS 280, Life Cycle Nutrition, 3 Units

Lecture 3 units: This course examines nutrient needs of individuals throughout various life stages: preconception, pregnancy, lactation, infancy, preschool years, middle childhood, pre-adolescence, adolescence, adulthood and late adulthood. Students understand the changing nutrient requirements through the lifecycle and apply this knowledge through special topic presentations and in the development of teaching tools that can be used for public education audiences. This is a service-learning course.

Prerequisite: BIOL 101, CHEM 123, UNRS 120, PSYC 290

UNRS 281, Introduction to Global Healthcare, 1 Unit

A seminar or online format is utilized to introduce students to major aspects of the global healthcare experience such as the development of an understanding of the expectations and responsibilities related to international travel, an appreciation of other cultures, and the integration into another culture, the in-country experience, and the re-entry into the home country upon return.

Prerequisite: UNRS 282 (may be taken concurrently)

UNRS 282, Transcultural Health Care: Country Specific, 3 Units

Lecture 1 unit; Clinical practicum 2 units (90 hours/semester): Through seminar, journal writing and a variety of clinical experiences, students are introduced to the theoretical basis of transcultural nursing practices and provided with an opportunity to formulate personal perspectives and individual cultural values that promote high quality professional nursing worldwide.

Special Fee Applies

Prerequisite: UNRS 105, UNRS 113, UNRS 220; UNRS 281 (May be taken concurrently)

UNRS 282P, Transcultural Health Care: Country Specific- Practicum, 0 Units

UNRS 282 Clinical Practicum
Prerequisite: UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282
UNRS 105, UNRS 113, UNRS 220; Corequisite UNRS 282

UNRS 299, Statistics and Data Management for Nursing and Health Care, 3 Units

This course covers basic statistical concepts and methods of collecting, summarizing, presenting, and interpreting data for professional nurses and students pursuing healthcare professions. Among the topics covered are graphing, measures of central tendency and variability, the normal curve, hypothesis testing, correlation and regression, and topics in probability that can be applied in real-world situations. *Meets the General Education Requirement: Quantitative Literacy (Math).*
Prerequisite: MATH 95 or an appropriate score on the APU mathematics proficiency exam, or SAT Math score of 540 or ACT Math score of 23. Admission to the School of Nursing

UNRS 300, Complementary and Alternative Therapies: Herbs, Supplements, and Nutrition, 3 Units

This course provides an introduction to therapies currently used as complements to Western medicine. Emphasis is on naturopathic medicine and biologically based therapies such as foods, special diets, herbal remedies, and dietary supplements. The course reviews potential risks and interactions between conventional and complementary and alternative therapies. The course examines agencies devoted to informing and protecting consumers and health care practitioners.
Prerequisite: BIOL 101 or BIOL 151, and CHEM 123. Instructor permission required if non-nursing major.

UNRS 306, Writing 2: Theoretical Frameworks in Nursing, 3 Units

Theory, 3 hours: Students in this course will gain understanding and the ability to utilize a variety of genres of scientific writing while exploring, integrating and applying theoretical models of stress, development and health care adaptation to nursing practice. Students will examine writing samples from various methodological perspectives and practice a variety of writing styles and forms of argument considered to be persuasive in the sciences. They will also develop a basic proficiency in the use of APA style writing. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
Prerequisite: C or better in WRIT 110; Acceptance into the nursing program.

UNRS 310, Mental Health Nursing, 4 Units

Lecture 2 units, Clinical practicum 2 units (90 hours); This theoretical and clinical course focuses on the dynamics of psychosocial stress within the interpersonal and intrapersonal systems of patients with acute and chronic psychiatric disorders. Short-term evaluation and treatment experiences are offered utilizing milieu, individual, group, and family therapy.
Special Fee Applies
Corequisite: UNRS 310P; Must be accepted into the Nursing Program

UNRS 310P, Mental Health Nursing Practicum, 0 Units

UNRS 310 Clinical Practicum
Corequisite: UNRS 310

UNRS 312, Nursing Management of Adults, 3 Units

Lecture, 1 unit; Clinical practicum, 2 units (90 hours/semester): This course continues the application of biological, psychosocial, and spiritual concepts to adult and aging clients experiencing the stress of an acute or chronic alteration in physical health within the medical surgical setting. Emphasis is on the application of concepts of pathophysiology and pharmacology to the nursing management of acute and chronically ill patients in the medical-surgical setting.
Special Fee Applies
Corequisites: UNRS 312P, UNRS 313 and UNRS 313P; Must be accepted into the Nursing Program.

UNRS 312P, Nursing Management of Adults Practicum, 0 Units

UNRS 312 Clinical Practicum
Corequisites: UNRS 312, UNRS 313 and 313P

UNRS 313, Restorative Nursing, 4 Units

Lecture 2 units; Clinical practicum 2 units (90 hours/semester); This course focuses on the care of an adult or geriatric client with a chronic health problem. The mental health and spiritual concepts are emphasized. Students are assigned to a rehabilitation or restorative setting.
Special Fee Applies
Corequisites: UNRS 312, UNRS 312P and UNRS 313P; Must be accepted into the Nursing Program.

UNRS 313P, Restorative Nursing Practicum, 0 Units

UNRS 313 Clinical Practicum
Corequisites: UNRS 312, UNRS 312P and UNRS 313

UNRS 320, Cultural Aspects of Food and Nutrition, 3 Units

This course examines the foodways of people around the world. Health benefits and practices of various cultures will be explored along with how industrialization of food influences nutrition content and pricing of foods. Effects of famine on life expectancy and how one's environment or living situation limits access to food are explored. A food lab is included in the course to allow students an opportunity to prepare, taste, and realize a country's particular etiquette practices when dining. Course requires field trips. This is a service-learning course.
Prerequisite: UNRS 120, SOC 358, GLBL 301, GLBL 310 or COMM 310

UNRS 367, Pathophysiology, 3 Units

Lecture, 3 hours: This course presents an introduction to human pathophysiology. Mechanisms causing alterations in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the body are included. Common pathophysiologic disorders are emphasized.
Prerequisite: Acceptance into the nursing program

UNRS 380, Transcultural Health Care Outreach, 2 Units

This course provides an opportunity for nursing and nonnursing students to explore and understand theoretically based transcultural health care practices. The content serves to stimulate discussion and identify personal perspectives and individual cultural values as well as methods and frameworks appropriate to the development of knowledge related to the health care of individuals, families, and communities.
Prerequisite: Acceptance into the nursing program

UNRS 381, Transcultural Health Care Outreach - Practicum, 1 Unit

This course provides an opportunity for nursing and nonnursing students to participate in service and learning in another culture as part of a health care team. It is intended to promote the delivery of health care and health education to underserved populations.
Prerequisite: Acceptance into the nursing program

UNRS 382, Community Health Nursing, 3 Units

Lecture, 1 unit (1 hour/week); Clinical Practicum, 2 units (90 hours/semester): This course focuses on the study of principles and practices involved in community health nursing. The emphasis is on the role of the nurse in assessing, planning, implementing and evaluating care of clients in a variety of community-based settings. Collaboration with community-based organizations and services that provide health promotion, disease prevention, maintenance during chronic illness and client education services to individuals, families and aggregates are essential components of this course. A review of legal mandates and regulations specific to community-based care, analysis of the healthcare needs within a community, and issues such as liberty, equality, terrorism, crisis, and disasters will be included. *Meets the General Education Requirement: Civic Knowledge and Engagement.*
Special Fee Applies
Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 382P

UNRS 382P, Community Health Nursing Practicum, 0 Units

UNRS 382 Clinical Practicum
Corequisite: UNRS 382

UNRS 383, International Health Nursing, 3-5 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of health care issues. In addition, it will provide opportunities to develop intercultural competence, equip students to engage with others from diverse cultures with compassion and respect, and foster a commitment to global service, scholarship, and boundary crossing community. *Meets the General Education Requirement: Intercultural Competence.*
Special Fee Applies
Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 383P (Practicum)

UNRS 383P, International Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in international health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and foster a commitment to global service, scholarship, and boundary-crossing community.
Prerequisite: Acceptance into the nursing program

UNRS 384, Urban/Rural Health Nursing, 3-5 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on observation and participation in urban/rural health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and gain a more global perspective of health care issues. In addition, it will provide opportunities to develop intercultural competence, equip students to engage with others from diverse cultures with compassion and respect, and foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban/rural populations. *Meets the General Education Requirement: Intercultural Competence.*
Special Fee Applies
Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 384P (Practicum)

UNRS 384P, Urban Health Nursing Practicum, 0 Units

Lecture 1 Unit - Clinical Practicum 2-4 units: This course focuses on clinical observation and participation in urban health care settings. The purpose is to broaden the student's worldview through a cross-cultural educational experience and to provide a global perspective of healthcare issues. In addition, it will provide opportunities to develop intercultural competence and will foster a commitment to service, scholarship, and boundary-crossing community in vulnerable urban populations.

Prerequisite: Acceptance into the nursing program

UNRS 402, Nursing Care in Maternal, Newborn, and Women's Health, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This course focuses on the theoretical and clinical concepts of the childbearing patient, her infant, and her family. The students study both normal and complicated obstetrics. Birth preparation, prenatal care, intrapartal, normal neonatal, and postpartum care with concurrent clinical experiences are introduced.

Special Fee Applies

Corequisite: UNRS 402P; Must be accepted into the Nursing Program.

UNRS 402P, Nursing Care in Maternal, Newborn, and Women's Health Practicum, 0 Units

UNRS 403, Leadership and Management in Professional Practice, 2 Units

Theory, 2 hours. This course emphasizes leadership and management theory in a number of applications and health care settings. It assists the upcoming graduate in adjusting to various organizations encountered by professional nurses serving in a variety of roles. Core concepts relevant to the health care settings are presented with an emphasis on critical thinking, character development and leadership competencies, quality outcomes, and safety goal achievement for optimal patient care.

Prerequisite: Acceptance into the Nursing Program. Co-requisite: UNRS 404

UNRS 404, Nursing Care of Children and Young Adults, 4 Units

Lecture, 2 units; Clinical practicum, 2 units (90 hours/semester): This theoretical and clinical course focuses on the care of children from birth through adolescence. The effects of acute and chronic illness on growth and development are studied in the acute and community health care setting. Education of the child and family on health promotion, disease prevention, and safety issues are addressed. Ethical issues are discussed regarding the relationship of the child and family, including issues such as child abuse, informed consent, and the impact of diverse cultural and spiritual beliefs on health care decisions in the family.

Special Fee Applies

Corequisites: UNRS404P; Must be accepted into the Nursing Program. Note: Per the progression schedule for the Traditional BSN program students, UNRS403 is taken in the same semester as UNRS404/404P and UNRS402/402P.

UNRS 404P, Nursing Care of Children and Young Adults Practicum, 0 Units

UNRS 411, Advanced Nursing Care of Adults and Aging, 5 Units

Lecture, 2 units; Clinical practicum, 3 units (135 hours/semester); This course involves the application of pathophysiological, psychosocial, and spiritual concepts to adult and geriatric clients experiencing the stress of illness in acute settings. The area of focus is caring for critically ill clients and their families with complex health needs in a critical-care setting. Legal and ethical issues related to acute care are included.

Special Fee Applies

Corequisite: UNRS 411P

UNRS 411P, Advanced Nursing Care of Adults & Aging - Practicum, 0 Units

UNRS 412, Clinical Residency Nursing, 2 Units

Clinical Practicum, 90 Hours/semester: The clinical residency is an internship clinical experiential program designed as a collaborative partnership between the School of Nursing and selected community in-patient health care organizations. This residency is an intensive preceptored clinical experience planned to ease the role transition from a student nurse to a beginning professional nurse in an acute-care setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN examination. *Meets the General Education Requirement: Integrative and Applied Learning.*

Corequisite: UNRS 411 and UNRS 411P

UNRS 425, Nursing Research, 3 Units

Lecture, 3 units: This course introduces the steps in the research process. Emphasis is placed on the principles and methods of the research process, including how this process contributes to the development of nursing knowledge and the improvement of nursing practice. This historical evolution of nursing research is examined and current issues impacting nursing research are analyzed. Ethical considerations and rights of human subjects are explored. Students have the opportunity to evaluate selected nursing studies throughout the semester in small groups with faculty input and guidance.

Prerequisite: UNRS 299; Must be accepted into the Nursing Program.

UNRS 436, Fundamentals of Case Management, 3 Units

Theory, 2 units; Practicum, 1 unit: This is an introductory course for senior-level students covering the principles of case management, roles and responsibilities of the case manager, case management tools, plans and methods, issues (including legal ones), and how case management improves patient and hospital outcomes. It is designed to give an overview of what case management is and how a nurse can utilize these tools and skills to advance clinical practices. It is an elective course.
Special Fee Applies
Prerequisite: Acceptance into the Nursing Program.
Corequisite: UNRS 436P (Practicum)

UNRS 436P, Fund of Case Mgmt Practicum, 0 Units

UNRS 444, Clinical Specialization Elective, 1-2 Units

This elective clinical is a clinical specialty experiential course designed as a collaborative partnership with selected community health care organizations. This is an intensive preceptored clinical experience planned to ease the role transition from student nurse to a beginning professional nurse in a specialized setting. In addition, it enhances the skill and practice knowledge of the student in preparation for the RN licensing examination.
Prerequisite: One of the following: UNRS 402 (for OB), UNRS 404 (for Peds), UNRS 310 (for Mental Health Nursing), UNRS 382 (for Community Health). If taken for two units instructor consent is required. Co-Requisite UNRS 411.

UNRS 445, Application of Pharmacological Principles in an Acute-Care Setting, 2 Units

This is an elective course in pharmacology intended to enhance the student's ability to apply knowledge acquired in the basic pharmacology course by utilizing critical thinking skills at a more advanced level. Emphasis is placed on the application and utilization of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of major drug categories utilized to manage common patient disorders across the lifespan in clinical nursing practice.
Prerequisite: Acceptance into the nursing program

UNRS 495, Special Topics in Nursing, 1-4 Units

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development, and/or to develop a particular project. May be repeated for credit as the topic varies.
Prerequisite: Acceptance into the nursing program

UNRS 496, Writing 3: Ethics and Issues in Health Care, 4 Units

The focus of this course is on the integration of Christian faith, ethical concerns, issues and trends in healthcare that confront nurses in their work life. Students will develop their abilities as independent thinkers to construct their own knowledge, and communicate what they are learning through reading, dialogue, debate, peer critique, presentations, and the development and refining of writing products. The capstone project for this course will be a comprehensive research paper and formal presentation by each participant demonstrating their scholarship and readiness to contribute to the nursing profession. *Meets the General Education Requirement: Writing 3: Writing in the Disciplines.*
Special Fee Applies
Prerequisite: UNRS 306 and Senior standing in the School of Nursing

UNRS 497, Readings, 1-4 Units

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

UNRS 498, Directed Research, 1-4 Units

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

UNRS 499, Thesis/Project, 1-4 Units

This is a senior-level "capstone" type of independent study/research experience, involving the student in a unique project with a sophisticated level of research, synthesis, analysis, and communication. The 1-unit expectation encompasses no fewer than 30 hours of work with accompanying readings, log, instructor discussions, and writing of summary analysis and conclusions. The thesis or project may result in formal thesis, published article, or electronic media. No more than 1 unit may be used to fulfill preparatory readings requirement. An independent study fee is assessed for each enrollment in this class.
Prerequisite: Upper-division writing intensive course or instructor consent; and junior or senior standing

Bachelor of Science in Nursing (BSN) 2+2 Upper-Division Transfer Program

71 units

Admission Requirements

Applicants to the BSN 2+2 Upper-Division Transfer Program (https://www.apu.edu/nursing/programs/bsn-transfer) must meet the following admission requirements:

1. Submit an application to Graduate and Professional Admissions (http://www.apu.edu/graduateprofessionalcenter/admissions) indicating interest in becoming a nursing major and pursuing the BSN degree. Include in the application the following information:
   a. Official college transcripts for all colleges attended.
   b. Two letters of recommendation
   c. A one-page statement of professional goals in nursing
   d. A résumé reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience, and/or employment where applicable.
2. Submit evidence of a minimum of 48 college or university semester units of transferable nursing prerequisite course requirements prior to the semester in which the student is requesting admission. See list below.
3. Submit proof of achieving a minimum cumulative college or university grade-point average of *B* (3.0) or better.
4. Successfully complete Human Anatomy with lab (4 units), Chemistry with lab (4 units), Human Physiology (4 units), and General Microbiology with lab (4 units) with no lower than a *B-* (2.7) grade-point average.
5. Provide a writing sample that demonstrates written communication skills.
6. Candidates are considered for admission into the program once they have completed the prerequisite coursework and progress through the curriculum in a predetermined sequence with an assigned group of students (cohort model). All nursing coursework assigned to a specific semester is prerequisite for progression to the next semester.
7. Eligible candidates may be interviewed by the program director and reviewed by the admissions committee.
8. Candidates accepted into the program will be notified by the admissions representative and assigned to the appropriate semester.
9. An acceptance letter will be mailed to the candidate from the School of Nursing.

Course Requirements and Sequences

All undergraduate nursing programs are designed with a specific course sequence that is determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the advisor. Courses must be taken in the assigned sequence. Admission is based on a cohort model.

The BSN 2+2 program is based on a cohort model. Students in the BSN 2+2 program complete the required 49 units of prerequisite coursework and then begin nursing coursework in the fall, spring, or summer semester and continue in sequence for three consecutive semesters per year.

Code	Title	Units
Prerequisite Nursing Requirements for the BSN Transfer Program		
BIOL 220	General Microbiology	4
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
PRCH 123	General, Organic, and Biological Chemistry for the Health Sciences [1]	4
Prerequisite General Education Requirements		
Skills and University Requirements		
PRCO 111	Public Communication [2]	3
PRWR 112	Writing 1A: Writing and Rhetoric for Professional Students	2
PRWR 113	Writing 1B: Research and Writing for Professional Students [3]	2
Humanities: Fine Arts Requirement		3
Philosophy Requirement		3
Humanities: History Requirement		3
Humanities: Literature Requirement		3
PRPS 110	General Psychology [4]	3
PRPS 290	Human Growth and Development [4]	3

Electives	8
Biblical, Theological and Philosophical Formation General Education Requirements varies based on number of units transferred	
Total Units	49

1 Meets the General Education Natural Science requirement
2 Meets the General Education Oral Communication requirement
3 Meets the General Education Writing 1 requirement
4 Meets the General Education Social Science requirement

The coursework for students in the BSN Option is as follows:

Code	Title	Units
Nursing Requirements for the BSN (2+2) Option		
UNRS 105 & 105P	Foundations in Professional Nursing/Aging and Foundations in Professional Nursing - Practicum	6
UNRS 113	Pharmacology	2
UNRS 212 & 212P	Nursing Care of Adults/Aging and Nursing Care Of Adults/Aging Practicum	6
UNRS 220	Health Assessment	3
UNRS 260	Nutrition	2
UNRS 299	Statistics and Data Management for Nursing and Health Care [1]	3
UNRS 306	Writing 2: Theoretical Frameworks in Nursing [2]	3
UNRS 310 & 310P	Mental Health Nursing and Mental Health Nursing Practicum	4
UNRS 312 & 312P	Nursing Management of Adults and Nursing Management of Adults Practicum	3
UNRS 313 & 313P	Restorative Nursing and Restorative Nursing Practicum	4
UNRS 367	Pathophysiology	3
UNRS 382 & 382P	Community Health Nursing and Community Health Nursing Practicum [3]	3
UNRS 384	Urban/Rural Health Nursing [4]	3
UNRS 402 & 402P	Nursing Care in Maternal, Newborn, and Women's Health and Nursing Care in Maternal, Newborn, and Women's Health Practicum	4
UNRS 403	Leadership and Management in Professional Practice	2
UNRS 404 & 404P	Nursing Care of Children and Young Adults and Nursing Care of Children and Young Adults Practicum	4
UNRS 411 & 411P	Advanced Nursing Care of Adults and Aging and Advanced Nursing Care of Adults & Aging - Practicum	5
UNRS 412	Clinical Residency Nursing [5]	2
UNRS 425	Nursing Research	3
UNRS 496	Writing 3: Ethics and Issues in Health Care [6]	4
UNRS 445	Application of Pharmacological Principles in an Acute-Care Setting (This is elective not a required course)	2
Total Units		71

1 Meets the General Education Quantitative Literacy requirement.
2 Meets the General Education Writing 2 requirement.
3 Meets the General Education Civic Knowledge and Engagement requirement.
4 Meets the General Education Intercultural Competence requirement.
5 Meets the General Education Integrative and Applied Learning requirement.
6 Meets the General Education Writing 3 requirement.

Previous Education Credit

Students may be awarded credit for prior learning/coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Utilize a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life.
2. Provide nursing care utilizing professional knowledge and core competencies (critical thinking, communication, and technical skills) derived from a foundation of nursing science, general education, and religious studies.
3. Demonstrate initiative for continual personal and professional growth and development.
4. Act as a patient educator and advocate to promote optimal health and well-being.
5. Function independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.

Faculty

Chair and Associate Professor

Najood Azar (http://www.apu.edu/faculty/nazar), Ph.D., MSN-Ed, MSN, RN

Assistant Professors

Jayme Goodner, MSN, RN

Renee Marquez (http://www.apu.edu/faculty/rmarquez), DNP, MSN, PMHNP-BC

Marie Podboy (http://www.apu.edu/faculty/mpodboy), M.A., BSN, CFRN

Karen Schaid (http://www.apu.edu/faculty/kschaid), M.A.Ed., BSN, RN

Instructors

Beth Colangelo (http://www.apu.edu/faculty/bcolangelo), MSN-Ed, RNC

Lydia Garcia-Usry (http://www.apu.edu/faculty/lgarciausry), MSN, RN, PHN

LVN Options

APU's School of Nursing offers two programs for the licensed vocational nurse (LVN): the LVN to BSN (https://www.apu.edu/nursing/programs/lvn-to-bsn) and LVN to RN (30-unit option). These programs operate on a space-available basis for didactic and clinical coursework.

The School of Nursing acknowledges that licensed vocational nurses acquire formal nursing training, continuing education units, and on-the-job experiences that may be assessed for academic credit. The Council for Adult and Experiential Learning (CAEL) (https://www.cael.org) guidelines and the American Council on Education (ACE) (http://www.acenet.edu/Pages/default.aspx) are used to ensure a responsible evaluation. Students are evaluated individually. Open enrollment is available for the fall, spring, and summer semesters.

LVN to BSN Option

Admission to the LVN to BSN Program

Transfer applicants interested in the LVN to BSN program must meet the following admission requirements:

1. Submit an application to the Office of Graduate and Professional Admissions (http://www.apu.edu/graduateprofessionalcenter/admissions), indicating interest in becoming a nursing major and pursuing the LVN to BSN. Include in that application the following information:
   a. A copy of the LVN license
   b. Official transcripts from all colleges attended
   c. Two letters of recommendation
   d. A one-page statement of professional goals in nursing
   e. A résumé reflecting volunteer and paid work experience within the past three years. Please include leadership positions held within volunteer organizations, community service experience and/or employment where applicable.
2. Submit evidence of a minimum of 48 units of transferable credit (units can come from general studies and nursing prerequisites) see list below.
3. Submit proof of achieving a minimum cumulative college or university grade-point average of *B* (3.0) or better.

4. Successfully complete Human Anatomy with lab (4 units), Chemistry with lab (4 units), Human Physiology (4 units), and General Microbiology with lab (4 units) with no lower than a *B-* (2.7) grade-point average.
5. Provide a writing sample that demonstrates written communication skills.
6. Eligible candidates may be interviewed by the program director and will be reviewed by the admissions committee.
7. Candidates accepted into the program will be notified by the admissions representative and assigned to the appropriate semester.
8. An acceptance letter will be mailed to the candidate from the School of Nursing.

Requirements and Sequences for the LVN to BSN Program

All undergraduate nursing programs are designed with a specific course sequence determined by the School of Nursing. When each student is accepted into a program, a progression schedule is reviewed by the student and the academic advisor. Courses must be taken in the assigned sequence. The LVN to BSN program is based on a cohort model.

Code	Title	Units
Prerequisite Nursing Requirements for the LVN to BSN Program		
BIOL 220	General Microbiology	4
BIOL 250	Human Anatomy	4
BIOL 251	Human Physiology	4
PRCH 123	General, Organic, and Biological Chemistry for the Health Sciences [1]	4
Prerequisite General Education Requirements		
Skills and University Requirements		
PRCO 111	Public Communication [2]	3
PRWR 112	Writing 1A: Writing and Rhetoric for Professional Students	2
PRWR 113	Writing 1B: Research and Writing for Professional Students [3]	2
Humanities: Fine Arts Requirement		3
Philosophy Requirement		3
Humanities: History Requirement		3
Humanities: Literature Requirement		3
PRPS 110	General Psychology [4]	3
PRPS 290	Human Growth and Development [4]	3
Electives		8
Biblical, Theological, and Philosophical Formation General Education requirement varies based on number of units transferred.		
Total Units		49

1 Meets the General Education Natural Science requirement.

2 Meets the General Education Oral Communication requirement

3 Meets the General Education Writing 1 requirement

4 Meets the General Education Social Science requirement.

Code	Title	Units
Nursing Requirements for the LVN to BSN program		
UNRS 105 & 105P	Foundations in Professional Nursing/Aging and Foundations in Professional Nursing - Practicum [1]	6
UNRS 113	Pharmacology [1]	2
UNRS 212 & 212P	Nursing Care of Adults/Aging and Nursing Care Of Adults/Aging Practicum	6
UNRS 220	Health Assessment	3
UNRS 260	Nutrition [1]	2
UNRS 270	Professional Concepts in Nursing	3
UNRS 299	Statistics and Data Management for Nursing and Health Care [2]	3
UNRS 306	Writing 2: Theoretical Frameworks in Nursing [3]	3
UNRS 310 & 310P	Mental Health Nursing and Mental Health Nursing Practicum	4
UNRS 312 & 312P	Nursing Management of Adults and Nursing Management of Adults Practicum	3

UNRS 313 & 313P	Restorative Nursing and Restorative Nursing Practicum	4
UNRS 367	Pathophysiology	3
UNRS 382 & 382P	Community Health Nursing and Community Health Nursing Practicum [4]	3
UNRS 402 & 402P	Nursing Care in Maternal, Newborn, and Women's Health and Nursing Care in Maternal, Newborn, and Women's Health Practicum	4
UNRS 403	Leadership and Management in Professional Practice	2
UNRS 404 & 404P	Nursing Care of Children and Young Adults and Nursing Care of Children and Young Adults Practicum	4
UNRS 411 & 411P	Advanced Nursing Care of Adults and Aging and Advanced Nursing Care of Adults & Aging - Practicum	5
UNRS 412	Clinical Residency Nursing [5]	2
UNRS 425	Nursing Research	3
UNRS 496	Writing 3: Ethics and Issues in Health Care [6]	4
UNRS 384	Urban/Rural Health Nursing [7]	3
Total Units		72

1 May receive academic credit through Competency Assessment.

2 Meets the General Education Quantitative Literacy requirement.

3 Meets the General Education Writing 2 requirement.

4 Meets the General Education Civic Knowledge and Engagement requirement.

5 Meets the General Education Integrative and Applied Learning requirement.

6 Meets the General Education Writing 3 requirement.

7 Meets the General Education Intercultural Competence requirement.

Previous Education Credit

Students may be awarded credit for prior learning/coursework and clinical experience, including military education and experience, through a challenge examination and/or competency testing.

LVN to RN 30-unit Option

Students choosing this option are admitted as terminal nondegree students. Upon completion of the requirements of the 30-unit option with a 2.0 GPA or better in all courses, the student receives a certificate of completion, which establishes eligibility to take the California Board of Registered Nursing (http://www.rn.ca.gov) examination for RN licensure as a nongraduate. Students should see a School of Nursing academic advisor for requirements.

Faculty

Associate Professor

Najood Azar (http://www.apu.edu/nursing/faculty/nazar), Ph.D., MSN-Ed, MSN, RN

Program Directors

Kathryn Cortes, DNP, MSN-Ed, RN, Assistant Professor (Monrovia)

Jie Yu, PhD, RN, Assistant Professor (IERC)

Assistant Professors

Melissa Muddell, MSN, RN

Orel Ramirez (http://www.apu.edu/nursing/faculty/oramirez), DNP, MSN-Ed, RN, PHN, CCRN

Perry Sahagun (http://www.apu.edu/nursing/faculty/psahagun), MSN, FNP-C, RN

Instructors

Tara Devila (http://www.apu.edu/nursing/faculty/tdevila), MSN-Ed, RN, PHN

School of Theology: Azusa Pacific Seminary

Accreditation

- All Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wascsenior.org)
- Azusa Pacific Seminary is accredited by the Association of Theological Schools (ATS) (http://www.ats.edu).

Learn more (http://www.apu.edu/seminary) **about Azusa Pacific Seminary.**

Admission

University graduate admission and program-specific requirements must be met before an application is complete (see Admission to the University (p. 14)). **Program-specific application requirements are available online** (http://www.apu.edu/graduateprofessionalcenter/admissions/requirements/program)**.**

International students have a separate application procedure. Contact the International Center at +1-626-812-3055 or online (http://www.apu.edu/international)*.*

Mission Statement

Azusa Pacific Seminary, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, prepares men and women for effective, practical ministry in the Church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, and writing for the glory of God.

Spiritual Life

The faculty of Azusa Pacific Seminary believe that the growth of the student's spiritual life is foundational to effective ministry. Accordingly, the development of spiritual life is integral to every course. In addition, there are opportunities for the seminary community to pray together and share experiences in Jesus Christ. Students and faculty are encouraged to attend university chapels as well as special services and lectures.

Experiential Learning

Azusa Pacific Seminary utilizes an experiential learning model. The Master of Divinity (M.Div.), Master of Arts in Pastoral Studies (MAPS), and the Doctor of Ministry (D.Min.) programs intentionally integrate biblical, theological, and ministerial studies with ministerial practice. Mentored ministry courses form a central component in the M.Div. and MAPS programs and facilitate the integration of academic learning and experience in ministry. Students are required to devote at least eight hours per week to some form of supervised ministry for the duration of their master's degree program.

Online Courses

Azusa Pacific Seminary offers several courses online. Maximum enrollment in each online course is 20 students; enrollment is granted on a first-come, first-served basis.

Korean Program

The Korean Program (https://www.apu.edu/seminary/korean-program) offers courses in Korean (directly or translated) for the various graduate degree programs in Azusa Pacific Seminary at the Los Angeles Regional Site. This program seeks to make an impact for Christ by equipping Korean pastors and lay leaders to serve as ministers, missionaries, and leaders in the Korean community throughout the world. Blending Korean culture with the principles of God's Word, the program provides academic excellence coupled with practical ministry training. Daniel Newman, Ph.D., is the director of the Korean Doctor of Ministry program; Linda Pyun, Ph.D., is the director of the Korean master's degree programs. For more information, call (213) 252-0962 or (626) 815-5439.

Programa Hispano

Azusa Pacific Seminary is committed to equipping leaders for the Hispanic church of the 21st century. With that focus in view, the seminary provides Hispanic students a graduate theological education in a linguistic and cultural dynamic that enhances the richness of the Hispanic worldview in the context of mainstream American culture.

The Master of Arts in Pastoral Studies (48 units) and the Master of Divinity (74 units) programs are offered in a bicultural setting. Classes are taught in Spanish or, on rare occasion, in English with a translator. Hispanic students who understand both languages gain an expanded worldview that will

advance their witness in church leadership. Enrique Zone, Ed.D., associate dean, is director of Programa Hispano (https://www.apu.edu/seminary/programa-hispano/mdiv-maps). For more information, call (626) 815-5448.

El Centro Teológico Hispano (CTH)

Dedicated to fostering the field of Hispanic church studies, El Centro Teológico Hispano (http://www.apu.edu/seminary/resources/centrohispano) at Azusa Pacific Seminary offers unique courses, guest speakers, and relationship-building opportunities. It also provides a place for pastors and students to meet and discuss current issues, gain diverse training, and tap into multicultural resources that enable Hispanics to adequately minister within their particular contexts. For more information about El Centro Teológico Hispano, contact Enrique Zone, Ed.D., associate dean, at (626) 815-6000, Ext. 5653, or ezone@apu.edu.

Friends Center

The Friends Center (http://www.apu.edu/friendscenter) is the seminary education and ministry training program of Evangelical Friends Church Southwest at Azusa Pacific Seminary. The Friends Center's mission is to make an eternal impact for Christ by equipping men and women to serve internationally as ministers, missionaries, and leaders. The program highlights the Evangelical Friends' theological tradition with its emphasis on the primacy of Scripture as the revelation of God's Word. The center provides an excellent academic environment for students seeking a scholarly foundation for ministry. The Friends Center also provides leadership development to Friends churches by overseeing a Certificate of Leadership Ministry through the Friends churches. For more information, call Kent Walkemeyer, D.Min., director, at (626) 815-5077.

Regional Locations

Some programs within Azusa Pacific Seminary are also offered at APU's regional locations in Los Angeles and San Diego. Learn more about seminary programs at the Los Angeles Regional Site (https://www.apu.edu/losangeles) or the San Diego Regional Campus (https://www.apu.edu/sandiego).

Library and Information Resources

The James L. Stamps Theological Library (http://www.apu.edu/library/stamps), located in the Duke Academic Complex, houses the university library collections in the areas of biblical studies, theology, philosophy, church history, and ethics. The collection numbers approximately 60,000 volumes and is complemented by collections in the Marshburn Memorial Library and Darling Library, also at the Azusa campus, as well as small theological collections at the Los Angeles and San Diego regional centers.

The Stamps Library maintains special collections for denominations with historic ties to the university, including the Church of God – Anderson, Free Methodist, Friends, and Salvation Army.

The Stamps Library places a high priority on making available the latest information technology, including more than 100 licensed databases and a variety of CD-ROM databases in the areas of biblical studies and languages, theology, and church history. Access to many of the resources is available through the Internet. Current journal holdings exceed 13,500 titles.

Consortial arrangements allow students to access the rich theological collections of the seminaries in the Southern California Theological Library Association (SCATLA) (http://www.atla.com/Members/divisions/regional/SCATLA/Pages/default.aspx), collections of libraries throughout the Inland Empire (IEALC), and through the Link+ system, which connects the APU libraries with libraries throughout the state of California. Additionally, contractual arrangements exist with the Claremont School of Theology Library and Bethel Seminary San Diego.

The theological librarian serves on the faculties of both the university libraries and Azusa Pacific Seminary, serves as the subject specialist, and oversees collection development for the theological disciplines. Training in the use of the resources is available to classes and by appointment.

Advanced Standing

- M.Div. students may petition for up to 18 units of Advanced Standing from upper-division undergraduate work in religion.
- The number of core courses in any department that may be replaced by Advanced Standing is limited to two.
- MAPS students may petition for up to 12 units of Advanced Standing from upper-division undergraduate work in religion.
- Master of Arts (Theological Studies) students may petition for up to 15 units of Advanced Standing on the basis of undergraduate biblical language study or upper-division undergraduate coursework in religion.
- Prior to formal admission, the Request for Advanced Standing Petition form should be completed.
- All Advanced Standing examinations are administered in a proctored setting.
- Students must pass examinations for advanced standing within 12 months of their admission date. If the student passes the exam(s), he/she will not be required to pay full tuition for those units.
- A student may repeat Advanced Standing examinations one time without further charge.
- Courses in which a grade of *B-* or lower was earned may not be used for Advanced Standing.
- Students admitted under the exceptional category may not petition for Advanced Standing units.
- Undergraduate work must be from a regionally accredited college or university.

Transfer Units

A student may petition to transfer in up to 48 units for the M.Div., less any Advanced Standing units (e.g., 30 units transfer and 18 units Advanced Standing or any other combination totaling 48 units), up to 32 units for the MAPS, and up to 40 units for MA(TS), less any Advanced Standing units, from other regionally or ATS-accredited graduate degree programs. Units transferred are limited to one half of an earned master's degree. A minimum of 26 units for the M.Div., 16 units for the MAPS, and 20 units for MA(TS) must be completed at Azusa Pacific Seminary.

Advancement to Candidacy

In order for students to progress beyond the initial courses of the master's degree program, they must be granted candidacy. Candidacy is granted by faculty approval upon the satisfactory completion of 16 units of coursework with a minimum 2.7 grade-point average (3.0 is required for the MA(TS) degree) and evaluation of each student's personal growth and commitment to the mission and goals of Azusa Pacific Seminary.

Master's Programs

- Master of Divinity (M.Div.) (p. 568)
- Master of Divinity (M.Div.): Biblical Studies (p. 570)
- Master of Arts in Pastoral Studies (MAPS) (p. 565)
- Master of Arts (Theological Studies) (p. 563)

Doctoral Program

- Doctor of Ministry (D.Min.) (p. 560)

GBBL 500, Elements of Greek Exegesis, 4 Units

Students who are readers of the English Bible are introduced to the syntax of New Testament Greek for a better understanding of the translation process, the principles of exegesis, and the exegetical reference tools available for interpreting the New Testament. This class will support and reinforce practices learned in GBBL 511. Either this course or GBBL 510 New Testament Greek is a prerequisite to New Testament courses (GBBL 512 Gospels Witness to Christ, GINS 542 Gospels and Christology, and GBBL 532 Paul the Pastor and Theologian).

GBBL 501, Torah and Prophets: Exodus-2 Kings, 4 Units

This course follows GBBL 511 and continues the study of the Old Testament as Christian Scripture by examining Exodus through 2 Kings with a focus on the women and men who formed and preserved Israel. The prophets and prophetic books that relate to this period will also be read and interpreted.
Prerequisite: GBBL 511

GBBL 510, New Testament Greek I, 4 Units

This class introduces the basic vocabulary, morphology, and syntax of New Testament Greek for the purpose of learning to read and interpret the New Testament as a foundation for theological study and pastoral practice.

GBBL 511, Biblical Interpretation: Exploring Genesis, 4 Units

Students are introduced to the Bible, its formation as Christian Scripture, and the inductive method of interpretation, using the book of Genesis. They learn to pay attention to form, content, and context while recognizing the significance of genre (e.g., narrative, law, poetry) and evaluating historical, literary, theological, and practical approaches for interpretation and application. Prerequisite to all core Bible courses.

GBBL 512, The Gospels' Witness to Christ, 4 Units

This course examines the life and teaching of Jesus portrayed in the Gospels, exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.
Prerequisite: GBBL 511

GBBL 520, New Testament Greek II, 4 Units

This class continues the study of the basic vocabulary, morphology, and syntax of New Testament Greek begun in New Testament Greek I.

GBBL 522, The Gospel of Mark, 4 Units

Students study the Gospel of Mark with attention to developing skill in the methods of Gospel criticism and engaging the Gospel's implicit theology and teaching about the Christian life.
Prerequisite: GBBL 511

GBBL 530, Hebrew I, 4 Units

This course introduces the basic vocabulary, morphology, and syntax of biblical Hebrew for the purpose of learning to read basic Hebrew narrative and gaining the tools for interpreting the Old Testament as a foundation for biblical study. It provides pastors and teachers with tools for greater insight into the biblical message of the Old Testament.

GBBL 532, Paul the Pastor and Theologian, 4 Units

Students in this course study the Apostle Paul's pastoral work in the establishment and care of churches, and his formative contribution to the theology of the Church, through examination of his letters.
Prerequisite: GBBL 511

GBBL 540, Hebrew II, 4 Units

This course serves as a continuation of the introduction to the basic vocabulary, morphology, and syntax of biblical Hebrew begun in Hebrew I.

GBBL 541, Exegetical Study of the Greek or Hebrew Text, 4 Units

Students are introduced to the basic principles and practice of Greek or Hebrew exegesis, through a detailed study of selected passages in the Greek text of the New Testament or the Hebrew Scriptures. Attention is given to methodological and bibliographical resources.

GBBL 551, Geographical and Historical Setting of the Bible, 4 Units

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introducing the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course includes a 10-day travel tour of the lands of the Bible.

GBBL 552, Epistle to the Romans, 4 Units

Students study Paul's letter to the Romans, with attention to developing skill in the methods of biblical exegesis and engaging the theological and ethical implications of Paul's thought.
Prerequisite: GBBL 511

GBBL 561, Psalms as Resource for Ministry, 4 Units

The psalms of ancient Israel provide models of appropriate human response to the breadth of life as lived before God. In a strange but hopeful way, these human songs also become the source of the Divine Word of guidance, salvation, and grace. The course investigates the historical and literary character of the Hebrew psalms as well as ways these compositions can be effectively and appropriately incorporated into a life of ministry.
Prerequisite: GBBL 511

GBBL 562, Biblical Foundations of Worship, 4 Units

This course is a study of the worship of the believing communities of the Bible and early Christianity within the context of the ancient Near East and the Greco-Roman world, with special attention to its historical expressions and theological foundations.
Prerequisite: GBBL 511

GBBL 570, Directed Research, 1-4 Units

This is a course of independent research directed by the instructor.

GBBL 571, Readings in the Hebrew Text of the Pentateuch, 1-4 Units

Selections from the Pentateuch are chosen according to the students' needs and interest. Attention is devoted to improving the ability to read the Hebrew text and knowledge of advanced Hebrew grammar. The course focuses on the documentary hypothesis and traditional-historical criticism.

GBBL 572, Readings in the Greek Text of the Gospels, 1-4 Units

Selected passages from the Greek text of the Gospels are examined, and special attention is given to the tools of source, form, redaction, and narrative criticism.

GBBL 581, Readings in the Hebrew Text of the Prophets, 1-4 Units

Selections from the Hebrew Bible are chosen according to the students' needs and interests. Attention is devoted to improving the ability to read the Hebrew composed in poetry. The role of the prophets in the life of Israel is investigated in terms of their preparation of the people for the coming of God's Kingdom in Christ.

GBBL 582, Readings in the Greek Text of the Epistles, 1-4 Units

Selected passages from the Greek text of the Epistles are examined and special attention is given to rhetorical criticism.

GBBL 589, Bible Lands Study Tour, 1 Unit

Experiencing first-hand the city of Jerusalem or Ephesus deeply illuminates a student's understanding of the Biblical story. This 1-unit (8-day) study-abroad course will provide students the opportunity to study the geography and archaeology of various Biblical sites in Israel or Turkey. Locations may vary.

GBBL 590, Thesis, 4 Units

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GBBL 591, Isaiah, 4 Units

This course comprises a study of the canonical book Isaiah. The life and ministry of Isaiah of Jerusalem are investigated. Then the other sections of Isaiah are studied. The concepts of Isaiah 40-55 receive special emphasis, particularly the view of God, God's Word, the messages of salvation, and the role of the servant. Some attention is given to the major themes of Isaiah 56-66. The role of this canonical book in preparation for the coming of God's Kingdom in Christ receives special attention. His message of hope laid the foundation for the early Christians to understand God's work in Jesus. Thus, of all the books of the Old Testament, Isaiah is the most crucial for understanding the work of God in Christ.
Prerequisite: GBBL 511

GBBL 599, Readings in Biblical Studies, 1-4 Units

This is a course of independent study supervised by the instructor.

GBBL 611, Old Testament Seminar, 4 Units

Topics with current and/or continuing significance for Old Testament studies, critical methods, and advanced research techniques are emphasized.
Prerequisite: GBBL 511

GBBL 612, New Testament Seminar, 4 Units

Topics that have current and/or continuing significance for the study of the New Testament are explored with emphasis on the methods of advanced research.
Prerequisite: GBBL 511

GBBL 621, Jeremiah, 4 Units

The student undertakes a thorough investigation into the message of Jeremiah. This great prophet worked during the years of great turmoil leading up to the exile. A study of his life, confessions, and struggles leads the student into a thorough acquaintance with the events of the Middle East of the 6th century B.C. Also, the material in Jeremiah provides the student with the opportunity to discover the inner life of a prophet who faced tremendous opposition.
Prerequisite: GBBL 511

GBBL 622, The Church of the First Century, 4 Units

Students undertake an investigation of the emergence of the Christian Church in the first century A.D. through an examination of the Acts of the Apostles, using the tools of literary, historical, sociological, and theological analysis.
Prerequisite: GBBL 511

GBBL 631, Early Judaism: The Writings and the Dead Sea Scrolls, 4 Units

This course examines the Dead Sea Scrolls, the biblical books, and extra-biblical resources produced by the Jews of the Persian, Greek, and Roman periods. These sources demonstrate the processes involved in establishing post-exilic Jewish communities, authoritative texts, synagogue and home rituals, social practices, and interpretive discourses, which form a foundation for the early Jesus movement, the New Testament, Christianity, rabbinic Judaism, and the Judaisms of today.
Prerequisite: GBBL 511

GBBL 632, The New Testament World, 4 Units

This course gives students an encounter with Jewish and Greco-Roman primary texts from the Hellenistic Age in order to gain an understanding of the history, religion, and culture that formed the milieu of the New Testament.

GBBL 641, Theological Themes of the Old Testament, 4 Units

This course investigates contemporary approaches to Old Testament theology. These methods are studied and critiqued. Specific theological themes are pursued, including God's self-revelation, God's holiness, justice, wisdom, love, the view of humans, sin and atonement, praise, and lament. Very important is a consideration of the relationship of both testaments for practicing biblical theology.
Prerequisite: GBBL 511

GBBL 651, Scripture and Canon: The Formation of the Bible, 4 Units

This course traces how the Jewish and Christian Scriptures were produced, preserved, transmitted, authorized, and canonized in living communities of faith. It explores how inspiration and revelation-as well as social structures, historical events, and politics-feature in the development and persistence of a sacred canon.

GBBL 652, Geographical and Historical Setting of the Hellenistic World, 4 Units

This course explores geography, history, culture, and archaeology of the Hellenistic world as the setting in which the New Testament was written, and includes a tour of sites in the Aegean region of Greece and Turkey.

GBBL 661, Women in the Bible and Church History, 4 Units

This course is an inductive survey of women's roles in the Bible and biblical discourse regarding women. It also survey's women's contributions to church history and theology. This in-depth examination of women in biblical and interpretive traditions, church history, and theology informs students' understanding of the vocations of women serving God today.

GDMN 704, Research and Design, 4 Units

Students are introduced to the practical application of the doctor of ministry coursework as it relates to their needs and ministerial context. Special attention is given to developing a lifelong appreciation of active discovery. Focus is on tools for study and research, developing a design proposal for the D.Min. project, and the methods of research and writing.

GDMN 710, Christian Spirituality, 4 Units

The spiritual dynamics involved in the transformation of the human personality are studied in the course. Topics covered include biblical, theological, historical, psychological, and sociological understanding of the human condition and how holy habits are formed. Special attention is given to how spiritual formation applies to situations of ministry.

GDMN 720, Theology for Spiritual Formation, 4 Units

Students explore the ways in which the disciplines of theology, the humanities, and the behavioral sciences can be integrated and applied to the task of ministry. Spiritual formation of individuals and communities into the way of Christ, the imitatio Christi, is the focus of the integration process; practical application is made to congregational life.

GDMN 730, Church Renewal, 4 Units

Students consider the dynamics of spiritual renewal through an investigation of renewal movements among the people of God from the pre-exilic prophets in ancient Israel to contemporary movements in the Christian church in the 20th century. The analysis draws on the perspectives of theology, psychology, and sociology, with a focus on the ways in which these movements enhance or inhibit character formation. Attention is given to the application of the dynamics of renewal to contemporary situations.

GDMN 740, Spiritual Leadership, 4 Units

Students uncover the dynamics of leadership in the context of Christian community, using models developed from the humanities and behavioral sciences as well as the theological disciplines to determine the ethnic and cultural variables in leadership practice. Special emphasis is given to the effect of different leadership styles on growth toward Christ-likeness, and application is made to practical pastoral settings.

GDMN 750, Civic Spirituality, 4 Units

Students uncover the dynamics of spiritual formation within the context of urban life and ministry, integrating issues of social justice and personal piety. Particular attention is given to the African-American, Asian-American, Asian, Hispanic-American, and Hispanic experience, and practical application is made to the ministerial context of the individual student.

GDMN 752, Christian Spiritual Formation I, 3 Units

The dynamics of a life in the Kingdom of God are investigated in this first of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) spiritual formation into Christ-likeness as God's intention for humans - that it is possible and suited to human nature; 2) living in the Kingdom of Heaven here and now; and 3) application of these understandings from Christ to the realities of the human self and actual existence in our circumstances.

GDMN 754, Christian Spiritual Formation II, 3 Units

Living in the divine conversation and character is investigated in the second of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) learning how to hear God; 2) Christian spiritual disciplines - concept and history; and 3) salvation is a life, with special emphasis given to the "Fruit of the Spirit" as the foundation and framework of eternal living.
Prerequisite: GDMN 752

GDMN 756, Christian Spiritual Formation III, 3 Units

The great traditions of Christian faith through Scripture, literature, and praxis are investigated in the third of a four-course sequence on authentic discipleship to Jesus Christ. The course is built around the following three themes: 1) gaining an experiential understanding of the six great traditions of Christian faith; 2) coming to a deeper appreciation of the importance of classical devotional literature; and 3) learning to better experience God in Scripture while developing a deeper appreciation for the Bible's presentation of 15 ways of 'being with' God.
Prerequisite: GDMN 754

GDMN 758, Christian Spiritual Formation IV, 3 Units

Living as an apprentice to Jesus is investigated in the fourth of a four-course sequence on authentic discipleship to Jesus Christ. This is built around the following three themes: 1) being with God in prayer; 2) discipleship as apprenticeship; and 3) spiritual formation in all life's roles.
Prerequisite: GDMN 756

GDMN 760, Christian Spirituality and Modern Technology, 4 Units

Students study the theory and practice of modern technology in the context of Christian ministry, including practical experience with the various aspects of the information superhighway (e.g., computers and peripherals, software, network services, and email). Attention is given to ways in which the technological society enhances or inhibits spiritual formation in individuals and communities.

GDMN 762, Spiritual Practices in the Church, 4 Units

This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the via positive, and its practice in the prayer life of the individual and in the life of the congregation.

GDMN 764, History and Theology of Worship, 4 Units

This course documents the history and theology of worship with particular attention given to worship as a means for the cure of souls. The rationale and practice of both liturgical and free church worship is considered along with attention to various musical forms. Attention is also given to the application of the insights of this study to the ministerial context of the individual student.

GDMN 768, Urban Immersion, 4 Units

Students analyze the impact of urban changes upon the work of church planting and congregational life through an exposure to urban culture using the university's network of relationships to churches, institutions, and agencies throughout the greater Los Angeles area.

GDMN 772, Contemplative Spirituality, 4 Units

This course explores the scriptural and historical background of contemplative spirituality in order to experience its dimensions and practices today. Special attention is focused on how one's relationship with God, character formation, and mission enrich not only the personal life of the individual but also the Church and its mission.

GDMN 782, Scripture: Its Spirituality and Proclamation, 4 Units

The Christian Scriptures exist as a great variety of manuscript and printed texts. They express a spectrum of content in many different genres, and they have evoked an enormous range of thoughtful responses. Viewed from the perspective of God's community, all of these aspects are manifestations of the work of God's Spirit. In this course students will seek to better understand the spiritual phenomena collectively known as Christian Scripture. Students will explore the relevance of the spiritual dimensions of Scripture to Christian ministry.

GDMN 790, Ministry Project, 4 Units

Students work with their D.Min. project committee in developing a doctoral-level report based on critical reflection concerning a specific problem or issue in the practice of ministry.

GDMN 791, Leading in Context, 4 Units

This course is the introductory class for the missional church leadership cohort. It focuses on leadership in specific sociocultural contexts and includes assessment processes that use frameworks designed to evaluate students' readiness for engaging systems in missional transformation. This course will cover issues related to missional leadership development, leadership assessment processes, organizational systems and change, and theological frameworks for leadership.

GDMN 792, Ministry Project Continuation, 0 Units

Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 Ministry Project must enroll for subsequent semesters in this course. Additional fee is required.

GDMN 793, Ecclesiology for Missio Dei, 4 Units

This course is the second course for the missional church leadership cohort. Ecclesiology for Missio Dei works to understand and develop the processes for assisting missional leaders in forming missional systems. Students will study contemporary ecclesiologies, learn research methods for studying missional congregations, and assess church readiness for missional change.
Prerequisite: GDMN 791

GDMN 794, Missiology in Local Contexts, 4 Units

This class is the third course for the missional church leadership cohort. Phase three focuses on missiology with attention to developing the frameworks and skills for cultivating missional change in the students' actual ministry context. Engaging missional contexts assesses primary themes and issues with organizational systems related to innovative transformation and constructing local theologies in a pluralist culture.
Prerequisite: GDMN 791, GDMN 793;
Corequisite: GDMN 795

GDMN 795, Engaging Missionally, 4 Units

This is the fourth course in the missional church leadership cohort. This phase focuses on the praxis missiology with attention to developing the frameworks and skills for cultivating missional change in students' actual ministry contexts. While GDMN 794 focuses primarily on the intellectual resources, this course looks more specifically at church and leadership praxes. Elements of listening to neighbors, studying contexts, shaping learning groups, discerning God's initiatives, and experimenting with specific engagements will be included. The student will continually reflect on the congregation's life and his/her own leadership capacities.
Prerequisite: GDMN 791, GDMN 793;
Corequisite: GDMN 794

GDMN 797, Seminar in Ministry, 4 Units

The course covers topics of pressing concern in Christian ministry, including spiritual formation, pastoral leadership, Church renewal, and practical theology.

GDMN 799, Readings in Doctoral Ministry, 1-4 Units

This is a course of Independent Study supervised by the instructor.

GINS 507, The Bible and Preaching, 4 Units

This course applies the practice of Biblical interpretation to sermon preparation and delivery. As an integrative course, students are supervised in the study of Scripture and the development of effective preaching skills.
Prerequisite: GBBL 511

GINS 526, Ethics and Worship, 4 Units

The liturgical foundations for Christian ethics are covered in this course. The course explores how Christian practices like congregational gathering, prayer, the Lord's Supper, Sabbath, baptism, funerals, marriage, celibacy, fasting, reading of scripture, preaching, and confession form us into a people who can respond to issues such as social justice, poverty, sexuality, violence, and racism.

GINS 542, The Gospels and Christology, 4 Units

This course examines the development of the Gospel traditions and Christological traditions in the early Church, and their significance to Christian beliefs, values, and practices.
Prerequisite: GBBL 511

GMIN 501, Foundations of Youth Ministry, 4 Units

Students are exposed to selected theologies that provide the underpinnings of various youth ministries. The course includes discussion regarding current adolescent culture and issues and contemporary youth ministry issues. Each student is required to integrate the course content into the various projects assigned, demonstrating a thorough understanding of the course content.

GMIN 502, Discipleship and Evangelism of Youth, 4 Units

This course promotes a biblical theology of discipleship and evangelism and its practical application toward youth ministry. Extensive focus is given to being and making disciples and evangelizing others. Students are required to integrate the course content into the various projects assigned, which shows a depth of understanding of principles taught in the course.

GMIN 503, Multicultural Youth Ministry, 4 Units

This course is a study of contemporary social problems theory with special emphasis on cross-cultural perspectives as found in the urban/multicultural youth environment. Complex issues emerging from multicultural youth perspectives of various ethnicities are explored in the light of contextually relevant church ministry.

GMIN 504, Pastoral Counseling of Youth, 4 Units

This course introduces students to the pastoral counseling field and assists with the development of specific skills and competencies in the counseling process with adolescents and their families. It also builds biblical and theological foundations for pastoral counseling with adolescents and gives students an opportunity to engage in an actual pastoral counseling experience.

GMIN 505, Ministry Life and Leadership, 4 Units

This foundational ministry course practically equips students for sustainable service as leaders in congregations and other settings. Attention is given to the theological and cultural dimensions of the church, biblical understandings of leadership, personal character formation in relation to congregational leadership, and leadership strategies.

GMIN 506, Foundations of Educational Ministries, 4 Units

Students explore the history of Christian education and its influence as a church movement, the philosophy of ministry with emphasis on learning theory, and contemporary trends and their effect on Christian education, formation, and discipleship.

GMIN 508, Servant Leadership and Church Management, 4 Units

This course addresses the pastor's role and calling as leader, particularly the practice of servant leadership and management of staff and volunteers. Consideration of gifting, style, and personal formation will be given in relation to working with boards, teams, and individuals within a church setting. Topics will include vision and implementation, team-building and communication, all within the context of a volunteer based church.

GMIN 509, Urban Sociology and Christian Ministry, 4 Units

This course provides an introduction to sociological and cultural theories of urban areas. In order to understand the pressing cultural and social needs of the city, this course prepares ministry students to approach their urban churches within the broader framework of understanding systemic social pathologies, theories of race and class, and urbanism.

GMIN 516, Christian Formation and Discipleship, 4 Units

This course offers a study of foundational principles and models of Christian Formation and Discipleship, with special emphasis on formation into Christlikeness as a primary emphasis for pastoral leadership and teaching. Consideration will be given to the complex dimensions of personal transformation within a community context. Study of the self, the role of grace, spiritual disciplines and the importance of developing a "rule of life" will be key topics.

GMIN 519, Current Issues in Urban Ministry, 4 Units

This course examines the critical issues affecting the quality of life for those living in major urban areas. The course focuses on in-depth examination of the contributions of faith communities to social analysis, public theology, and transformation of community in relation to issues such as homelessness, violence, family dissolution, and gentrification.

GMIN 526, Curriculum and Instruction, 4 Units

Students gain knowledge of recent trends in curricular materials, principles, and methods; the use of the Bible; activities; and objectives of programming in Christian education.

GMIN 528, Contemporary Issues in Ministry, 4 Units

The church and its ministry are studied. The course emphasizes contemporary changes in the church, directions in which the church and ministry are moving, staff relationships, contemporary methods of service, extra-church ministries, and the implications of modern culture on the development of the church's ministry strategy.

GMIN 529, City in Theological Perspective, 4 Units

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.
Prerequisite: MINC 346, MINC 487

GMIN 548, Pastoral Counseling and Church Health, 4 Units

The course addresses the pastor's presence, identity, and counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such topics as: an integrated view of the care of the soul, family of origin formation, addiction and recovery, family systems theory as applied to the life and health of the local church. The course provides insights, information, and practical applications for effective pastoral health and ministry in today's complex ministry settings.

GMIN 559, Urban Cross-Cultural Ministry, 4 Units

Students learn about particular ethnic groups, with a focus on ministry to each group, the church in changing neighborhoods, and the development of multi-congregational churches.

GMIN 567, Community Retreat, 1 Unit

This course is designed to launch students into their seminary experience through building community with other students and faculty, participating in formational activities, and reflecting on vocation.

GMIN 568, Mentored Ministry: Chaplaincy, 3 Units

This course grants credit to students who complete 400 hours of a Clinical Pastoral Education chaplaincy internship.

GMIN 569, Mentored Ministry, 1 Unit

Mentored Ministry is a central piece of the learning experience in the Azusa Pacific Seminary. The purpose of Mentored Ministry is to help students to integrate ministry experience, academic studies, personal development, and spiritual formation. Mentored Ministry consists of two components. The first is the student's supervised ministry experience. Each student is required to devote at least eight hours per week to serving in a ministry context. The second component is the Mentored Ministry Reflection Group. Each reflection group meets throughout the semester for the purpose of reflection on case studies, mentoring, and peer support in relation to students' ministry site experiences, personal awareness, and spiritual formation.

GMIN 570, Directed Research, 1-4 Units

This is a course of independent research directed by the instructor.

GMIN 571, Internship, 3 Units

This course includes a diverse format of classroom experience, field experience and small groups. It further develops a student's ability to blend Christian theology and ministry by utilizing a method of reflecting theologically on the practice of the Christian faith and facilitating the ability to clearly state and defend one's own theology for Christian ministry. Students are required to serve eight hours per week in hands-on field experience.

GMIN 577, Music in the Worshiping Church, 4 Units

This course is a study of congregational song from biblical times to present day, emphasizing the use of corporate song in Christian worship. The course includes a study of the Psalter, hymnody and hymn writers, and a survey of contemporary worship styles including blended, Gen-X, Taize, and multicultural worship.

GMIN 578, Worship Leadership, 4 Units

This course equips the student to become a servant leader. It is a practical class designed to help worship leaders succeed as family members, team players, event coordinators, budget managers, vision casters, congregational guides, and reproducers of other leaders. Discussions are focused on the complex set of challenges that worship leaders typically face.

GMIN 579, Church Music Administration, 4 Units

This course examines the calling and role of the worship leader, care of music participants, and various planning tools. Also included is an introduction to the use of technology and the preparation, direction, rehearsal, arranging and incorporation of various ensembles (praise team, choir, rhythm section, church orchestra) encountered in Church ministries.

GMIN 580, Aesthetics, Arts, and Actions in Corporate Worship, 4 Units

This course helps students develop a philosophy of aesthetics and the arts in corporate worship. An investigation of spirituality in the post-modern world includes suggestions for the inclusion of sacred time, sacred space, drama, dance, sacred action, sign, and symbol in Protestant worship.

GMIN 588, The Missional Church, 4 Units

This course offers an introduction to the missiological insights required to lead the North American church in the post-modern world. These insights reflect the interdisciplinary interaction of theology, anthropology, and missiological strategy for penetrating the culture of the North American 21st century.

GMIN 599, Readings in Ministry, 1-4 Units

This is a course of independent study supervised by the instructor.

GMIN 605, Leadership in Youth Ministry, 4 Units

This course teaches students the roles and responsibilities of Christian leadership in youth ministry. This capstone course includes the meaning of being a Christian leader and organization and administration of youth ministry programs.

GMIN 608, Integrative Ministry Project, 4 Units

This course serves as a capstone for the MAPS degree. It is designed primarily as a practical ministry project with a specialized focus from the student's concentration. This course integrates praxis with disciplines within the degree: biblical studies, theology, and ministry.

GMIN 618, M.Div. Capstone, 4 Units

Students complete a major project that demonstrates skills and knowledge they have attained during seminary in relation to biblical studies, theology, and ministry. The course is taken by students in the last year of their program and includes an oral presentation to a faculty panel.

GMIN 628, Seminar in Ministry, 1-4 Units

The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

GTHE 503, Church History I, 4 Units

The history of Christianity is surveyed from the first century to the Reformation. Consideration is given to major theologians and their works and significant developments in the history of the church. Specifically the course will make use of primary sources to describe the early church, trace theological developments, doctrines and polity. Focus on the varieties of Christian communities of the Early/Medieval period will include the Desert communities of fathers and mothers of the church, women in Late Antiquity, and the medieval church in Italy.

GTHE 505, Christian Ethics, 4 Units

The biblical and theological foundations of historical and contemporary interpretations of Christian ethics are covered, with an analysis of the nature of Christian responsibility in the major areas of social concern.

GTHE 513, Church History II, 4 Units

Major theological movements within the Christian church, from the Reformation to the present, are studied. Consideration is given to major theologians and their works and significant developments in the history of the modern church.

GTHE 523, Seminar in Church History, 4 Units

Students explore selected epochs, movements, or issues in the history of the Church. Topics included are the Reformation, the Wesleyan revival, the Great Awakening, and the Church in the urban context.

GTHE 529, The City in Theological Perspective, 4 Units

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

GTHE 534, Interdisciplinary Seminar in Theology, 4 Units

A selected topic in Christian theology, from the perspectives of the Bible, theology, philosophy, sociology, psychology, and communication theory, is studied in a given semester.

GTHE 535, Theology, Work, and Economics, 4 Units

This course will introduce students to the Biblical and historical aspects of work and economics. It will also train students to understand and to create both personal and church budgets.

GTHE 544, The Theology of John Wesley, 4 Units

Highlights of Wesley's life are studied with reference to the development of his theology. Special attention is given to the unique emphases of Wesleyan doctrine.

GTHE 553, Evangelical Friends History: Birth, Growth, and Organization, 4 Units

This course provides a survey of the Friends Church from its origins in the 17th century to the present. The birth, growth, and organization of Quakerism is delineated, along with Quaker distinctives in thought and practice, the role of evangelicalism, reform efforts, church polity, and the ongoing challenges of cultural relativism and relevancy. Special attention is given to the experiences and practices of American Friends in general and of Evangelical Friends in the Southwest in specific.

GTHE 554, Friends Theology, Worship, and Leadership, 4 Units

Students learn about the distinctive theology, worship, and leadership practices of Friends, as compared and contrasted with other Christian groups. The course meets the needs of those in the "recording" process.

GTHE 563, American Church History, 4 Units

This course will present an introduction and study of the major themes, persons and movements within the history of the American church from the Puritan church to the present, and will primarily focus upon Protestant Christianity.

GTHE 564, Contemporary Theology, 4 Units

This course investigates contemporary issues of theology as they emerged within the context of the modern and/or postmodern world. Special emphasis is placed upon the reading of primary texts and upon relating to issues in a way that is responsible to historic Christianity as well as contemporary concerns. Issues include those related to existentialism and such contextualized theologies as liberation, ethnic, and feminist theologies.

GTHE 570, Directed Research, 1-4 Units

This is a course of independent research directed by the instructor.

GTHE 573, History of the Church in Latin America, 4 Units

This course traces the history of the Church in Latin America and its diverse relationships with its religious, economic, political, and cultural surroundings from the Conquest (1492) to the 20th Century.

GTHE 574, Theological Issues in the Hispanic Church, 4 Units

This course examines a variety of theological issues facing the Hispanic church today. It engages the social and cultural contexts in which today's Church serves. It also places these issues in theological context to supply students with practical and applicable strategies for working through these issues in their local communities.

GTHE 584, Christian Theology, 4 Units

This course identifies basic beliefs about God, creation, humanity, Jesus Christ, Holy Spirit, salvation, and the church. Specific doctrines of Christian theology are analyzed from the perspective of historical, contextual, and systematic theology, based upon a biblical foundation.

GTHE 590, Thesis, 4 Units

This is a course of independent study in which the student prepares a thesis supervised by the instructor.

GTHE 599, Readings in Church History, Theology, and Ethics, 1-4 Units

This is a course of independent study supervised by the instructor.

GTHE 615, Church and Society, 4 Units

This course deals with the nature and mission of the church and the problems which the church must face in its relationship with society.

GTHE 625, Seminar in Christian Ethics, 4 Units

A selected area in the field of Christian ethics is studied in a given semester. Areas of study include the following: political ethics, social justice, war and peace, economic ethics, the ethics of sex, and medical ethics.

GURS 589, Urban Immersion L.A., 1 Unit

Urban Immersion is an experiential and reflective field education encounter that explores a theological perspective amidst the urban realities of Los Angeles. Participants examine the relationship and exchange between social life and faith in urban spaces, and special attention is given to the Kingdom impact on urban migration, marginalization, and adaptation. Students meet at the Los Angeles Regional Site and visit designated locations in the city for their immersion experiences.

TUL 500, Biblical Theology in an Urban Context, 3 Units

This course builds a biblical theology overview that connects the motif of the Kingdom of God to issues of poverty, oppression, community development, and church growth in urban poor communities.

TUL 503, Cultural Learning Tools I, 2 Units

This course guides students in acquiring the appropriate knowledge, dispositions, and methodology for independent and ongoing language and culture learning within urban poor communities, supporting local language learning processes.

TUL 504, Cultural Learning Tools II, 2 Units

A continuation of TUL 503, this course guides students in acquiring the appropriate knowledge, dispositions, and skills for independent and ongoing language and culture learning within urban poor communities.
Prerequisite: TUL 503

TUL 506A, Language and Culture Learning I, 1 Unit

This course guides students pre-field in an understanding of the structures of cross-cultural mission, and in acquiring skills for language and culture learning within urban poor communities. This is the first of a three-course sequence.

TUL 520, Urban Spirituality, 3 Units

This course is an in-depth examination of human development and family life in marginalized and impoverished urban contexts, emphasizing the care and nurturing of resource-poor workers and the practical application of the spiritual disciplines.

TUL 530, Building Faith Communities, 3 Units

This course applies a story-telling approach to the process of entering poor communities and developing holistic poor peoples' churches in ways faithful to the values and goals of the Kingdom of God. Entrance, proclamation, and discipleship are considered in relation to the processes of small-group formation and leadership development.

TUL 531, Developing Urban Faith Communities, 1 Unit

The course explores approaches to the process of entering marginal urban communities and developing a holistic community-based discipleship experience.

TUL 540, Urban Reality and Theology, 3 Units

This course organizes an interdisciplinary dialogue between urban theology and urban analysis, drawing upon studies in economics, community development, anthropology, sociology, and history. It aims to generate perspectives and tools for transformative urban mission.

TUL 550, Solidarity with the Marginalized, 2 Units

This course guides students in understanding the conditions of marginalized populations (e.g., street children, substance users, and commercial sex workers) and in formulating a theology and strategy for team-based responses that aim to free individuals and change structural causes.

TUL 555, Educational Center Development, 2 Units

This course focuses on developing and improving preschool, elementary school, and vocational school education in global slums as integral to the work of urban poor churches. Topics include philosophy of education among the poor, and the course includes a practicum evaluating school effectiveness, models of community-based (slum) schooling, curriculum development, long-term management, and financial viability.

TUL 560, Practical Theology of Community Economics, 2 Units

This course relates biblical and theological perspectives to the theory and practice of community wealth building. Special emphasis is given to cooperatives, microenterprises, and entrepreneurship as a basis for asset building and ownership.

TUL 570, Multicultural Ministry, 3 Units

This course introduces students to the basic competencies needed for ministry in a multicultural society. Students explore various models of multicultural ministry and related church-based expressions in the City.

TUL 575, Art and Community Change, 2 Units

In this course, students learn and engage with salient theological, cultural, and philosophical themes connected to the idea of art as a medium for personal and community transformation-in (and under) the direction of the reign of God. Emphasis is given to formulating a strategic outreach and discipleship plan that nurtures holistic growth, development, and personal transformation of young people around an emerging artistic expression.

TUL 584, Contextual and Global Theology, 3 Units

Students in this course study the contextual nature of Christian theology, with special attention given to how the central themes of systematic theology have developed and are interpreted and applied within global and urban contexts.

TUL 592, The Synoptic Gospels, 3 Units

Students in this course examine the life and teaching of Jesus portrayed in the Synoptic Gospels (Matthew, Mark, and Luke), exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.

TUL 599, Independent Study, 1-3 Units

Students enroll in this course to pursue independent study, investigating subjects and interests that lie beyond regular course offerings. Students explore topics in greater depth than in other courses, and/or initiate an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the department chair.

TUL 620, Leadership of Urban Movements, 3 Units

This course explores the dynamics of leadership within holistic, urban poor movements. Special emphasis is given to urban religious movements, social movements, civil sector organizational leadership models and citywide leadership networks for proclamation, revival and transformation.

TUL 630, Community Transformation, 3 Units

This course explores the challenges and models of, and analytical tools for, transformational change within marginal urban communities, while building a Christian framework for holistic development, community organization, liberation, and social change among the urban poor. Students also gain skills in community asset mapping and initiating a seed project.

TUL 635, Community Conflict Transformation, 3 Units

This course explores nonviolent responses to conflict that are oriented to the transformation of relationships damaged by hate, crime, family, or community violence or prejudice. The course introduces key concepts and skills toward the restoration of self and the rebuilding of relationships. An overview of its application for select purposes (e.g. mediation and restorative justice efforts) will be developed. The intent is to equip individuals to deal constructively with conflict in their own lives, institutions, and communities.

TUL 640, Entrepreneurial and Organizational Leadership, 3 Units

This course introduces students to the concepts and skills of entrepreneurial and organizational leadership required to initiate new movement structures among the urban poor. Students apply basic business principles and accountability systems in formulating a viable business plan within an urban poor community.

TUL 650, Urban Community Health Programs, 2 Units

This course is an exploration of the public health challenges facing the Church and local nongovernmental organizations (NGOs) within urban poor communities, along with innovative, community-based responses. Topics addressed include environmental health, maternal and child health, and chronic health conditions prevalent in marginal urban communities. Students serve as mentored interns with a health organization in the community where they live or work.

TUL 655, Advocacy and the Urban Environment, 2 Units

Students in this course examine relations between urban poor communities, the land, and broader environmental problems including natural disasters. Fieldwork focuses on advocacy for adequate housing, infrastructure services, and effective disaster response.

TUL 671, Project Methods and Design, 2 Units

Students in this course design qualitative/participatory research projects related to missiologically significant issues on behalf of an urban church movement or community organization.

TUL 675, Integrative Final Project, 2 Units

In this course, students conduct the qualitative/participatory research projects they designed in TUL 671. This culminates in the writing and oral presentation of a report that involves local residents in transformation.
Prerequisite: TUL 671

Faculty

Dean

Robert Duke (http://www.apu.edu/faculty/rrduke), Ph.D.

Associate Dean for Curricular Assessment and Strategic Initiatives

John Ragsdale (http://www.apu.edu/faculty/jragsdale), Ph.D.

Associate Dean for Urban and Multicultural Programs

Enrique Zone (http://www.apu.edu/faculty/ezone), Ed.D.

Chair, Department of Biblical and Theological Studies

Karen Strand Winslow (http://www.apu.edu/faculty/kwinslow), Ph.D.

Chair, Department of Ministry

Keith J. Matthews (http://www.apu.edu/faculty/kmatthews), D.Min.

Professors

Robert Duke (http://www.apu.edu/faculty/rrduke), Ph.D.

Tim Finlay (http://www.apu.edu/faculty/tfinlay), Ph.D.

Elizabeth Leahy (http://www.apu.edu/faculty/lleahy), MLS

Brian Lugioyo (http://www.apu.edu/faculty/blugioyo), Ph.D.

Keith J. Matthews (http://www.apu.edu/faculty/kmatthews), D.Min.

Rob Muthiah (http://www.apu.edu/faculty/rmuthiah), Ph.D.

Daniel Newman (http://www.apu.edu/faculty/dnewman), Ph.D.

Linda Pyun (http://www.apu.edu/faculty/lpyun), Ph.D.

Karen Strand Winslow (http://www.apu.edu/faculty/kwinslow), Ph.D.

Don Thorsen (http://www.apu.edu/faculty/dthorsen), Ph.D.

Enrique Zone (http://www.apu.edu/faculty/ezone), Ed.D.

Associate Professors

Chris Adams (http://www.apu.edu/faculty/chrisadams), Ph.D.

Tony Baron (http://www.apu.edu/faculty/tbaron), D.Min., Psy.D.

Janette Ok (http://www.apu.edu/faculty/jok), Ph.D.

Kent Walkemeyer (http://www.apu.edu/faculty/kwalkemeyer), D.Min.

Affiliate Professor

John Park (http://www.apu.edu/faculty/jpark), Ph.D.

Professors Emeriti

Russell Duke (http://www.apu.edu/faculty/rduke), Ph.D.

Earl Grant, Ph.D.

John E. Hartley (http://www.apu.edu/faculty/jhartley), Ph.D.

Lynn Allan Losie (http://www.apu.edu/faculty/llosie), Ph.D.

Lane Scott (http://www.apu.edu/faculty/lscott), Ph.D.

Doctor of Ministry (D.Min.)

For more information: (626) 815-5447

The Doctor of Ministry (D.Min.) (https://www.apu.edu/seminary/programs/dmin) is the highest professional degree in the practice of ministry, building on education received through the Master of Divinity and on experience gained in the practice of ministry. Azusa Pacific Seminary's D.Min. program is available in English, Korean, and Spanish.

Mission Statement

The Doctor of Ministry program focuses on spiritual formation and ministry leadership. Through studies in theology and ministry, students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice.

Admission Requirements

Admission decisions in the Doctor of Ministry program are based initially on three primary criteria: prerequisite theological education, practical ministry leadership experience, and demonstrated academic aptitude for advanced studies at the doctoral level.

Program admission requirements include the following:

1. A completed application for graduate admission (available from the Graduate and Professional Center or online (http://www.apu.edu/apply)).
2. An M.Div. from an ATS-accredited school or its educational equivalent, achieved with a grade-point average of at least 3.0 (on a 4.0 scale) and verified by the submission of an official transcript. (M.Div. equivalency is defined as 72 graduate semester hours, or comparable graduate credits in other systems, that represent broad-based work in theology, biblical studies, and the arts of ministry and that include a master’s degree and significant ministerial leadership. For more information on equivalency, contact Azusa Pacific Seminary (http://www.apu.edu/seminary).)
3. Transcripts from all institutions leading to, and awarding, the applicant’s baccalaureate degree and all postbaccalaureate study.
4. Evidence of active practice in ministry leadership for at least three years after completion of the first theological degree and of current involvement in ministry leadership. This must include a written letter of support for doctoral studies from the applicant’s current ministry assignment.
5. A 1,500-word written statement that addresses ministerial and education goals, personal spiritual and leadership journey, and recent theological reading. Contact the office of the Doctor of Ministry program for details on completing this admission requirement.
6. Three letters of reference attesting to the applicant’s personal character, academic ability, and ministerial skills. Forms are included with application materials.
7. A current résumé.
8. A personal interview with the program director may be required.
9. Applicants planning to study in English for whom English is a second language must demonstrate language aptitude for advanced studies at the doctoral level by the following minimum international iBT (Internet-based TOEFL) scores:

Reading: 25
Speaking: 25
Writing: 25
Listening: 25

Students who have completed at least 48 units in an accredited English-speaking program just prior to application may be admitted without the TOEFL.

All materials should be submitted to:
Graduate and Professional Center: Admissions
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA

Located at:
568 E. Foothill Blvd.
Azusa, CA 91702
(626) 815-4570
Fax: (626) 815-4545 • (626) 815-4571
gpadmissions@apu.edu
apu.edu/gpc

Send international applications to:
International Center
Azusa Pacific University
PO Box 7000
Azusa, CA 91702-7000 USA
+1-626-812-3055
Fax: +1-626-815-3801
international@apu.edu
apu.edu/international

Transfer Credit

Because of the specialized nature of the program, transfer credit must be evaluated by the director of the D.Min. program. A maximum of 6 semester units of doctoral-level work that have been completed within the past eight years may be allowed as transfer credit.

Full-time Status

Full-time status in the D.Min. program is 8 units per term. Students who enroll in at least 4 units are considered to be half time.

Advancement to Candidacy

Students will be considered for candidacy for the Doctor of Ministry after successful completion of 16 units of coursework (minimum 3.0 GPA in all coursework with no grade less than *B*-), and a qualifying interview with the D.Min. director or the D.Min. committee in which the student satisfactorily demonstrates knowledge and integration of theory and practice in spiritual formation and ministry leadership. Final approval for candidacy is granted by the D.Min. committee.

Written Project

Students will demonstrate academic and practical learning through completion of a major written project. They will conduct research and develop and write their project in a ministry practice field of interest. Ordinarily the project will be a minimum of 100 pages in length. Complete information on the doctoral project process and standards is available from the office of the D.Min. director.

Coursework Requirements

Code	Title	Units
Core Courses		
GDMN 704	Research and Design	4
GDMN 710	Christian Spirituality	4
GDMN 720	Theology for Spiritual Formation	4
GDMN 730	Church Renewal	4
GDMN 740	Spiritual Leadership	4
Electives		

Select three of the following:		12
GDMN 750	Civic Spirituality	
GDMN 760	Christian Spirituality and Modern Technology	
GDMN 762	Spiritual Practices in the Church	
GDMN 764	History and Theology of Worship	
GDMN 768	Urban Immersion	
GDMN 772	Contemplative Spirituality	
GDMN 782	Scripture: Its Spirituality and Proclamation	
GDMN 791	Leading in Context	
GDMN 793	Ecclesiology for Missio Dei	
GDMN 794	Missiology in Local Contexts	
GDMN 795	Engaging Missionally	
GDMN 797	Seminar in Ministry	
GDMN 799	Readings in Doctoral Ministry	
Optional Emphasis		
GDMN 752	Christian Spiritual Formation I [1]	
GDMN 754	Christian Spiritual Formation II [1]	
GDMN 756	Christian Spiritual Formation III [1]	
GDMN 758	Christian Spiritual Formation IV [1]	
Project		
GDMN 790	Ministry Project [2]	4
Total Units		36

1 This course is offered at the Apprentice Institute; registration for three credit hours at Azusa Pacific Seminary must be made before starting the course. In order to earn credit, students must be accepted into the APU Doctor of Ministry program before registering for any Apprentice Institute course. Upon satisfactorily completing all course requirements as set forth within the Doctor of Ministry program, the student will receive 3 units of credit in the spiritual formation emphasis in the Doctor of Ministry degree.

2 Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 must enroll for subsequent semesters in GDMN 792.

Instructional Format

Each course is structured to include several components that incorporate the theoretical, practical, and collegial aspects of the learning experience:

1. ***Preliminary reading.*** Assigned reading must be completed prior to the classroom experience, fulfilling a requirement of 1,800-2,000 pages of reading for a 3-unit course and 2,400-2,500 pages for a 4-unit course. The reading provides the theoretical basis for the analysis of practical situations in ministry.
2. ***Classroom experience (English, Spanish program).*** Classroom experience is in concentrated sessions during two-week residency periods held in the middle of the spring and summer terms. The residency periods involve significant interaction with a faculty instructor in a peer-learning, seminar format. The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using his or her academic and practical experience to bring in-depth analysis, critical thinking, integration, and application to the topic.
3. ***Classroom experience (Korean program).*** The Doctor of Ministry Korean program follows APU's academic calendar. Each class meets multiple times during the semester in one-day intensive sessions utilizing lecture and discussion formats. In this way, courses provide opportunity for peer-learning, critical reflection, and application of content over a period of several months.
4. ***Grading.*** Students must achieve a minimum grade of *B-* in order to receive credit for work in a course. If a student receives a grade of *C+* or lower in a course, the course may be repeated, and the new grade, if higher, will replace the former grade in the computation of the grade-point average.
5. ***Course project.*** An extensive postclassroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministerial situation. The results of this reflection are then submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

Time Limit

A maximum of 16 units of coursework may be completed during one calendar year, requiring a minimum of two years for completion of all required coursework. The written doctoral project may be completed in the third year. The minimum time required for completing the program is three years, and the maximum time allowed is eight years from the time of enrollment.

Council of Church Leaders

The following church leaders advise the dean and faculty of Azusa Pacific Seminary on program development to ensure the practicality and relevance of program content:

John Dix, Lead Pastor, Grace Church of Glendora

Dave Johnson, Senior Pastor, Neighborhood Christian Fellowship Wesleyan Church, Covina

Bryan Kim, Senior Pastor, Bethel Korean Church

Stan Leach, General Superintendent, Friends Church, SWYM

JeongKii Min, Senior Pastor, Choong Hyun Mission Church

Sergio Navarrete, Superintendent, Southern Pacific Latin American District, Assemblies of God

Oscar Owens Jr., Bible College President, Christian Education Director, West Angeles Church

Joshua Smith, D.Min., Lead Pastor, Mountainside Communion Nazarene Church, Long Beach

Kelly Soifer, Director of Recruiting and Leadership Development, Free Methodist Church in Southern California (FMCSC) and the Center for Transformational Leadership (CTL)

Kay Wilson, Associate Pastor, Arcadia Friends Community Church

Dale Winslow, Senior Pastor, Foothill Community Church

El Centro Teológico Hispano (CTH) Advisory Members

Agustin Barajas, M.Div., Senior Pastor, Eagle Rock Victory Outreach Church; Overseer, Liberia Victory Outreach Church

Aureliano Flores, Pastor Emeritus, Church of the Redeemer, Assembly of God

Eddie Ruano, Senior Pastor, Azusa Foursquare Church

Edgar Mohorko, M.A., CEO, Social Outreach Service; President, National Police Clergy Council; Youth Outreach/Gang Intervention Consultant; Senior Pastor, Messiah Foursquare Church

Eduardo Font, Ph.D., President, Alberto Motessi Escuela de Evangelismo

Gladys Trejo, M.Div., Assistant Pastor, Comunidad Cristiana, Iglesia del Nazareno

Heliberto Cayetano, M.Div., Director, Hispanic Ministry Church of the Sacred Heart

Hugo Melvin Aldana Jr., Senior Pastor, Lynwood Grace Church; Hispanic Coordinator, Anaheim District Church of the Nazarene

Rodelo Wilson, D.Min., President, Asociación Teológica Hispana

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Develop a theology of spirituality by integrating insights from Scripture, theology, and related disciplines in the humanities and behavioral sciences.
2. Evaluate the dynamics of spiritual life in the context of multicultural life and ministry.
3. Synthesize and apply the theories of spiritual formation to personal spiritual growth and the task of ministry through experience-oriented learning strategies, ascertaining how individuals form habits that facilitate spiritual growth.
4. Analyze and critique how the pastor's leadership contributes to spiritual formation in the congregation.
5. Analyze and apply the relationship between personal piety and the promotion of social justice.

Master of Arts (Theological Studies)

For more information: (626) 815-6000, Ext. 5655

The Master of Arts (Theological Studies) program (https://www.apu.edu/seminary/programs/masters-in-theological-studies) is designed for students who desire advanced academic training in biblical studies, theology, and ethics in preparation for teaching in Christian schools, colleges, and churches. It also serves as the foundation for doctoral studies in biblical studies, theology, and ethics.

Mission Statement

The Master of Arts (Theological Studies) program prepares men and women for doctoral studies or teaching in Christian schools, colleges, and churches. The course of study comprises 60 units in biblical and theological studies with an opportunity to specialize in one of these fields.

Requirements

The Master of Arts (Theological Studies) program requires 60 units of coursework, including 8-16 units of biblical languages (Hebrew and Greek), 16 units in each of the two core areas of a) biblical studies and b) theology and ethics, and 8-16 units of electives in biblical studies and theology and ethics, as well as 4 units for the preparation of a research paper/thesis to be defended in an oral examination. Each student is assigned a faculty advisor who gives guidance in the selection of courses and composition of the research paper/thesis.

Code	Title	Units
Biblical Language Requirement		8
Select one or both of the following: [1]		
GBBL 510 & GBBL 520	New Testament Greek I and New Testament Greek II	
GBBL 530 & GBBL 540	Hebrew I and Hebrew II	
Biblical Studies Core Courses		16
GBBL 501	Torah and Prophets: Exodus-2 Kings	
GBBL 511	Biblical Interpretation: Exploring Genesis	
GBBL 512	The Gospels' Witness to Christ	
or GINS 542	The Gospels and Christology	
GBBL 532	Paul the Pastor and Theologian	
Theology Core Courses		16
GTHE 503	Church History I	
GTHE 513	Church History II	
GTHE 584	Christian Theology	
Select one:		
GTHE 615	Church and Society	
GINS 526	Ethics and Worship	
Electives [2]		16
Research Paper/Thesis		4
GBBL 570/590/GTHE 570/590	Directed Research [3]	
Total Units		60

1. Students who demonstrate transcript evidence of a year of Hebrew or Greek may apply for Advanced Standing of up to 8 units of credit. Students who demonstrate transcript evidence of both may apply for Advanced Standing of up to 15 units of credit. A language exam may also be required.
2. Students may take 8 units of a second biblical language and 8 units of other electives.
3. Students select GBBL 570/GTHE 570/GBBL 590/GTHE 590 for the preparation of the research paper/thesis, which is defended orally before a panel of faculty examiners.

Advanced Standing

Students in this program may petition for up to 15 units of Advanced Standing on the basis of undergraduate biblical language study or upper-division undergraduate coursework in religion.

Additional Degree Requirements

In order to graduate, a student must have at least a 3.0 grade-point average.

Research Paper or Thesis

To receive the Master of Arts (Theological Studies), students must demonstrate the ability to conduct scholarly research and present this in a logically argued and properly documented written form in their area of specialization. Students who specialize in biblical studies must demonstrate the ability to perform exegetical work using a biblical language. Under the supervision of a faculty member, approved by the relevant department chair by the student's second semester in the program, the student prepares a major research paper/thesis in a course of independent study (GBBL 570, GBBL 590, GTHE 570, or GTHE 590) that is defended in an oral examination before the supervising faculty member and two other faculty members approved by

the relevant department chair. The oral defense may be scheduled when the student is within 8 units of the completion of coursework, and must be sustained before the degree is awarded. The research paper/thesis must be distributed to the examiners at least two weeks before the date of the oral defense, and a copy must be given to the Azusa Pacific Seminary office to be kept on file.

Time Limit

The Master of Arts (Theological Studies) must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Examine biblical texts using inductive, literary, and theological approaches in order to interpret the Bible as Christian Scripture.
2. Identify and critically analyze the historical and cultural settings of biblical texts, as well as ancient and contemporary interpretations of those texts.
3. Demonstrate skill in at least one biblical language.
4. Identify the central doctrines of Christian theology and the foundations of Christian ethics, and elucidate their historical development.
5. Reflect theologically through the Wesleyan Quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
6. Demonstrate mastery of the craft of scholarly research and writing.

Master of Arts in Pastoral Studies (MAPS)

For more information: (626) 815-6000, Ext. 5451

Mission Statement

The Master of Arts in Pastoral Studies (MAPS) (https://www.apu.edu/seminary/programs/masters-in-pastoral-studies) program prepares women and men for a specialized field of church ministry through a program of study comprising 48 units in biblical, theological, and ministerial studies. An important feature of the program is the intentional integration of academic and experiential components.

Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience may be considered for admission. For a description of the standards governing this exception, contact the Azusa Pacific Seminary associate dean. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

Program of Studies

The Master of Arts in Pastoral Studies requires 48 units of coursework: 28 units of core courses, 12 units in a selected ministry concentration, 3 units of Mentored Ministry, 1 unit for the Community Retreat, and 4 units of a Capstone Project. Most students concentrate in one area of ministry: church leadership and development, urban studies, or youth ministry. Instead of choosing one of these concentrations, some students use their 12 units of general electives to develop their own areas of interest.

Requirements for the M.A. in Pastoral Studies, Church Leadership and Development Concentration

Today's hurried, fragmented society calls for healthy, effective ministry leaders. This concentration provides students with education in practical ministry, with particular focus on leadership development and spiritual formation, equipping ministers for the broad, multifaceted needs of the contemporary Church. Concentration outcomes build on the Azusa Pacific Seminary core competencies and MAPS program outcomes.

Concentration Outcomes

- Synthesize the vital role of healthy church management for the empowerment of the laity.
- Develop vocational proficiency and leadership ability.
- Apply ministry principles of Christ-like formation for lifelong ministry effectiveness and personal growth.

Code	Title	Units
Biblical Studies Core		8
GBBL 511	Biblical Interpretation: Exploring Genesis	
Select one of the following:		
GBBL 501	Torah and Prophets: Exodus-2 Kings	
GBBL 532	Paul the Pastor and Theologian	

Theological Studies Core		8
GTHE 584	Christian Theology	
Select one of the following:		
GTHE 503	Church History I	
GTHE 513	Church History II	
Ministry Core		8
GMIN 516	Christian Formation and Discipleship	
GMIN 505	Ministry Life and Leadership	
Integrated Core		4
GINS 542	The Gospels and Christology	
Mentored Ministry		4
GMIN 567	Community Retreat	
GMIN 569	Mentored Ministry [1]	
Church Leadership and Development Concentration		12
GMIN 508	Servant Leadership and Church Management	
GMIN 528	Contemporary Issues in Ministry	
Select one of the following:		
GMIN 588	The Missional Church	
GMIN 628	Seminar in Ministry	
Capstone/Portfolio		4
GMIN 608	Integrative Ministry Project	
Total Units		48

[1] Repeat for a total of 3 units.

Requirements for the M.A. in Pastoral Studies, Urban Studies Concentration

The North American Church is becoming increasingly urbanized. To prepare students for ministry in the city, this concentration engages them with urban social structures, trends, and ministry strategies. Issues of contextualization, social analysis, and cross-cultural communication will be addressed.

Concentration Outcomes

- Evaluate and apply ministry concepts, theories, and methodologies found in the urban setting.
- Develop cultural awareness and sensitivity for ministry in the urban context.
- Analyze the methods of evangelism and discipleship unique to the city.

Code	Title	Units
Biblical Studies Core		8
GBBL 511	Biblical Interpretation: Exploring Genesis	
Select one of the following:		
GBBL 501	Torah and Prophets: Exodus-2 Kings	
GBBL 532	Paul the Pastor and Theologian	
Theological Studies Core		8
GTHE 584	Christian Theology	
Select one of the following:		
GTHE 503	Church History I	
GTHE 513	Church History II	
Ministry Core		8
GMIN 516	Christian Formation and Discipleship	
GMIN 505	Ministry Life and Leadership	
Integrated Core		4
GINS 542	The Gospels and Christology	
Mentored Ministry		4
GMIN 567	Community Retreat	
GMIN 569	Mentored Ministry [1]	

Urban Studies Concentration		12
GMIN 509	Urban Sociology and Christian Ministry	
GMIN 519	Current Issues in Urban Ministry	
Select one of the following:		
GMIN 529	City in Theological Perspective	
GMIN 559	Urban Cross-Cultural Ministry	
Capstone/Portfolio		4
GMIN 608	Integrative Ministry Project	
Total Units		48

[1] Repeat for a total of 3 units.

Requirements for the M.A. in Pastoral Studies, Youth Ministry Concentration

Youth ministry in the 21st century must be rooted in scriptural principles and able to address the challenges facing youth in today's complex culture. This concentration is desirable for leaders in youth ministry not seeking ordination.

Concentration Outcomes

- To think theologically and biblically about the nature of youth in relationship to church and family.
- To comprehend youth issues that are impacting the home, church, and community.
- To build healthy intergenerational relationships within the church.

Code	Title	Units
Biblical Studies Core		8
GBBL 511	Biblical Interpretation: Exploring Genesis	
Select one of the following		
GBBL 501	Torah and Prophets: Exodus-2 Kings	
GBBL 532	Paul the Pastor and Theologian	
Theological Studies Core		8
GTHE 584	Christian Theology	
Select one of the following		
GTHE 503	Church History I	
GTHE 513	Church History II	
Ministry Core		8
GMIN 505	Ministry Life and Leadership	
GMIN 516	Christian Formation and Discipleship	
Integrative Core		4
GINS 542	The Gospels and Christology	
Mentored Ministry		4
GMIN 567	Community Retreat	
GMIN 569	Mentored Ministry [1]	
Youth Ministry Concentration		12
GMIN 501	Foundations of Youth Ministry	
GMIN 605	Leadership in Youth Ministry	
Select one of the following		
GMIN 503	Multicultural Youth Ministry	
GMIN 504	Pastoral Counseling of Youth	
Capstone/Portfolio		4
GMIN 608	Integrative Ministry Project	
Total Units		48

[1] Repeat for a total of 3 units.

Requirements for the M.A. in Pastoral Studies, General Electives Concentration

Code	Title	Units
Biblical Studies Core Courses		8
GBBL 511	Biblical Interpretation: Exploring Genesis	
Select one of the following:		
GBBL 501	Torah and Prophets: Exodus-2 Kings	
GBBL 532	Paul the Pastor and Theologian	
Theology and Ethics Core		8
GTHE 584	Christian Theology	
Select one of the following:		
GTHE 503	Church History I	
GTHE 513	Church History II	
Ministry Core		8
GMIN 516	Christian Formation and Discipleship	
GMIN 505	Ministry Life and Leadership	
Integrated Core		4
GINS 542	The Gospels and Christology	
Mentored Ministry		4
GMIN 567	Community Retreat	
GMIN 569	Mentored Ministry [1]	
General Electives Concentration		12
Capstone/Portfolio		4
GMIN 608	Integrative Ministry Project	
Total Units		48

[1] Repeat for a total of 3 units

Additional Degree Requirements

Supervised Ministry

All students should devote at least eight hours per week, for the duration of the program, to the practice of some form of supervised ministry in an approved church or parachurch field center. In order to graduate, students must maintain at least a 2.7 grade-point average.

Time Limit

The program must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competence in the pastoral responsibilities of teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transformational leadership for the church.
6. Develop competency in design, application, and evaluation of a specialized ministry.

Master of Divinity (M.Div.)

For more information: (626) 815-6000, Ext. 5451

The Master of Divinity (M.Div.) program (https://www.apu.edu/seminary/programs/mdiv) prepares women and men for professional ministry in the Church. Azusa Pacific Seminary faculty bring to the program a unique combination of the highest academic credentials and extensive ministerial experience.

Mission Statement

The Master of Divinity program prepares men and women for vocational ministry in the Church through a course of study comprising 74 units in theological, biblical, and ministerial studies. An important feature of the program is an intentional integration of academic and experiential components—students must engage in some form of supervised ministry during their degree program. An optional biblical studies emphasis serves students preparing for postgraduate work in biblical studies for careers teaching in colleges, universities, or seminaries through additional coursework in biblical languages and biblical studies.

Exceptions to Admission Requirements

A limited number of applicants who do not have baccalaureate degrees but have extensive ministerial experience may be considered for admission. For a description of the standards governing this exception, contact the Azusa Pacific Seminary associate dean. Students admitted under this exception must obtain a *B* or better in their first 12 units of coursework.

Requirements

The Master of Divinity program requires 74 units of coursework comprising 12 units of biblical studies, 12 units of theological studies, 12 units of ministry studies, 12 units in integrative core, 5 units in the professional block, 1 unit in intercultural experience, 4 units of a biblical language (which may be waived for students who have completed a year of undergraduate Hebrew or Greek), 12 units of electives, and a 4-unit capstone course.

Code	Title	Units
Biblical Language Requirement [1]		4
GBBL 500	Elements of Greek Exegesis	
Biblical Studies Core		12
GBBL 501	Torah and Prophets: Exodus-2 Kings	
GBBL 511	Biblical Interpretation: Exploring Genesis [2]	
GBBL 532	Paul the Pastor and Theologian	
Theological Studies Core		12
GTHE 503	Church History I	
GTHE 513	Church History II	
GTHE 584	Christian Theology	
Ministry Core		12
GMIN 505	Ministry Life and Leadership	
GMIN 516	Christian Formation and Discipleship	
GMIN 548	Pastoral Counseling and Church Health	
Integrative Core		12
GINS 507	The Bible and Preaching	
GINS 526	Ethics and Worship	
GINS 542	The Gospels and Christology	
Professional Block		5
GMIN 567	Community Retreat	
GMIN 569	Mentored Ministry [3]	
Intercultural Experience (select one)		1
GBBL 589	Bible Lands Study Tour [4]	
GURS 589	Urban Immersion L.A.	
Capstone		4
GMIN 618	M.Div. Capstone	
Electives		12
Total Units		74

1 Students who have completed one year of undergraduate Hebrew or Greek with a grade of *B* or better may waive this requirement. The requirement may also be filled with either GBBL 500, or GBBL 510 and GBBL 520, or GBBL 530 and GBBL 540.

2 GBBL 511 is a prerequisite to all GBBL courses, GINS 507, and GINS 542.

[3] Repeated for a total of 4 units.

[4] Student cost includes airfare and expenses on the land tour.

Additional Degree Requirements

Supervised Ministry

All students in the program must devote at least eight hours per week, for the duration of the degree program, to the practice of some form of supervised ministry in an approved church or parachurch field ministry center. In order to graduate, students must maintain at least a 2.7 grade-point average.

The Master of Divinity must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transforming leadership for the Church.

Master of Divinity (M.Div.): Biblical Studies

Learn more (https://www.apu.edu/seminary/programs/mdiv) about the Master of Divinity program.

Requirements

Code	Title	Units
Biblical Language [1]		8
Select one of the following:		
GBBL 510 & GBBL 520	New Testament Greek I and New Testament Greek II	
GBBL 530 & GBBL 540	Hebrew I and Hebrew II	
Biblical Studies Core		12
GBBL 501	Torah and Prophets: Exodus-2 Kings	
GBBL 511	Biblical Interpretation: Exploring Genesis [2]	
GBBL 532	Paul the Pastor and Theologian	
Theological Studies Core		12
GTHE 503	Church History I	
GTHE 513	Church History II	
GTHE 584	Christian Theology	
Ministry Core		12
GMIN 505	Ministry Life and Leadership	
GMIN 516	Christian Formation and Discipleship	
GMIN 548	Pastoral Counseling and Church Health	
Integrated Studies Core		12
GINS 507	The Bible and Preaching	
GINS 526	Ethics and Worship	
GINS 542	The Gospels and Christology	
Mentored Ministry		5
GMIN 567	Community Retreat	
GMIN 569	Mentored Ministry [3]	
Intercultural Experience (select one)		1

GBBL 589	Bible Lands Study Tour [4]	
GURS 589	Urban Immersion L.A.	
Capstone		4
GMIN 618	M.Div. Capstone	
Biblical Studies Emphasis		8
Select two of the following: [5]		
GBBL 512	The Gospels' Witness to Christ	
GBBL 522	The Gospel of Mark	
GBBL 552	Epistle to the Romans	
GBBL 561	Psalms as Resource for Ministry	
GBBL 562	Biblical Foundations of Worship	
GBBL 591	Isaiah	
GBBL 611	Old Testament Seminar	
GBBL 612	New Testament Seminar	
GBBL 621	Jeremiah	
GBBL 622	The Church of the First Century	
GBBL 631	Early Judaism: The Writings and the Dead Sea Scrolls	
GBBL 632	The New Testament World	
GBBL 641	Theological Themes of the Old Testament	
GBBL 651	Scripture and Canon: The Formation of the Bible	
GBBL 661	Women in the Bible and Church History	
Total Units		74

1 Students who have completed one year of undergraduate Hebrew or Greek with a grade of *B* or better may waive this requirement.

2 GBBL 511 is a prerequisite to all GBBL courses, GINS 507, and GINS 542.

3 Repeated for a total of 4 units.

4 Student cost includes airfare and expenses on the land tour.

5 A second biblical language can also be used to fulfill the biblical studies emphasis.

Time Limit

The Master of Divinity with an emphasis in Biblical Studies must be completed within 10 years from the date of admission. APU coursework completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Model a holy life through spiritual disciplines reflecting a Wesleyan heritage of faith and love.
2. Interpret Scripture with reverent criticism, theological insight, and constructive imagination, beginning with the inductive method of Bible study, for the edification of the Church.
3. Think theologically through the Wesleyan quadrilateral (Scripture, Church tradition, reason, and experience) in a manner that is faithful to the past and responsive to the present.
4. Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care.
5. Analyze various cultural constructs and global issues in order to provide transforming leadership for the Church.

University Libraries

Accreditation

Azusa Pacific University programs are accredited by the WASC Senior College and University Commission (WSCUC). (https://www.wascsenior.org)

Admission

University graduate admission and program acceptance requirements must be met before an application is complete (see Admission to the University (p. 14)). **See program-specific application requirements for the M.A.** (https://www.apu.edu/library/programs/schoollibrarianship/admission) **or for the credential** (https://www.apu.edu/library/programs/librarianservices/admission)**.**

International applicants should contact the International Center first at +1-626-812-3055 or international@apu.edu.

Learn more (http://www.apu.edu/library) about the University Libraries.

Master's:

- Master of Arts in School Librarianship with an Embedded Teacher Librarian Services Credential (Online) (p. 573)

Credential:

- Teacher Librarian Services Credential (Online) (p. 575)

LIB 500, School Library Media Center Management, 3 Units

This course focuses on the administration of school library media centers in terms of planning, facilities, budgeting, marketing, legal concerns, community relations, policy development, supervision and program evaluation. It emphasizes the professional ethics and responsibilities of teacher librarians in facilitating access to information in a 21st century digital age.

LIB 505, Collection Development in School Libraries, 3 Units

This course focuses on the theoretical and practical aspects of the selection, evaluation, acquisition, and management of collections in school libraries to support curriculum and encourage reading for pleasure. Students investigate criteria, tools, procedures, and policies and the impact of technology on collection development practices.

LIB 510, Learning Resources for Elementary Schools, 3 Units

This course focuses on children's literature, multiple literacies, library programming and other resources for elementary school students in a 21st century digital age. Anti-bias, analytical criteria are used to ensure inclusive books and materials of instructional merit that enrich literacy experiences in diverse, global societies and foster lifelong learning.

LIB 515, Learning Resources for Secondary Schools, 3 Units

This course focuses on young adult literature, multiple literacies, library programming and other resources for secondary school students in a 21st century digital age. Anti-bias, analytical criteria are used to ensure inclusive books and materials of instructional merit that enrich literacy experiences in diverse, global societies and foster lifelong learning.

LIB 520, Organization and Cataloging of Learning Materials/Resources, 3 Units

This course focuses on the theory and practice of bibliographic control and classification of print and nonprint information resources, including ebooks and other digital materials for the school library media center. Students apply cataloging standards, AACR2, MARC21, Dewey, LCC, and RDA, as well as subject analysis tools, Sears, and LCSH.

LIB 525, Information Retrieval and Reference Services, 3 Units

This course focuses on the location, retrieval and evaluation of print and nonprint resources, including digital materials for the school library media center. Students model teaching information searching skills, use reference interview strategies that meet the needs of diverse learners, and utilize advanced online search techniques.

LIB 530, School Library-Classroom Partnerships, 3 Units

This course focuses on the role of teacher librarians as professional development leaders forming curricular partnerships with classroom teachers and applying instructional design models to assist in the access and development of 21st century resources for collaborative teaching and learning.

LIB 535, Library Media Technologies, 3 Units

This course focuses on information and digital literacy in multiple learning environments, transliteracy, and the cycle of information, technology resources, and tools for digital citizenship. Students apply basic principles for evaluation, selection, and application of software, hardware, and Internet/digital technologies, and demonstrate ethical, legal, and safe uses of information in media and online resources. There are opportunities for designing multimedia materials for face-to-face and online instruction.

LIB 540, Current Topics in School Media Centers, 3 Units

In this course, students discuss, investigate, analyze, evaluate and propose solutions for the most significant problems, concerns, and challenges in school library media centers in a 21st century, global, digital age. They study trends in librarianship, practices in curriculum, instruction, literacy, diversity, technology and other issues that impact the role of teacher librarians in schools and communities.

LIB 545, Information, Transliteracy, and Digital Multiple Environments, 3 Units

The course is designed to meet the Special Class Authorization on information and digital literacies for California teacher librarians in addressing the technology needs of 21st Century P-12 global learners. This is an option to meet the new standards, 10 and 11, from Commission on Teacher Credentialing (CTC) for California teacher librarians, Students must be enrolled in the Teacher Librarian Services Credential program.

LIB 550, Field Experiences for the Teacher Librarian, 3 Units

In this course, students engage in practical field experiences in diverse P-12 school library media centers, linking theory and practice from prior courses to reinforce the role of teacher librarians as ethical, professional information specialists and skilled instructional leaders in their field who facilitate access to information in a global, digital age and are strong advocates for equity, literacy and social justice in democratic societies.
Prerequisite: Completion of 5 LIB courses

LIB 555, Foundations of Librarianship, 3 Units

This course focuses on the ethics, values, and theoretical/foundational principles of library and information science and includes the history of libraries and librarianship, types of libraries, legal framework, cultural trends, and advocacy of library services.

LIB 560, Research in Librarianship, 3 Units

This course enables librarians to become wise consumers of librarianship research to inform best practices and evaluate library materials, programs, and services. Students review research studies and engage in a small pilot research study.

Faculty

Chair, Department of Library and Information Studies

Maria Pacino (http://www.apu.edu/faculty/mpacino), Ed.D.

Professors

David Harmeyer (http://www.apu.edu/faculty/dharmeyer), Ed.D.

Kenneth Otto (http://www.apu.edu/faculty/kotto), MLIS

Maria Pacino (http://www.apu.edu/faculty/mpacino), Ed.D.

Assistant Professor

Jennifer Blair (http://www.apu.edu/faculty/jblair), MSLIS

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

This online master's degree (http://www.apu.edu/library/programs/schoollibrarianship) is offered in conjunction with the Teacher Librarian Services Credential (p. 575). The school librarianship program is for credentialed teachers who seek to earn a Teacher Librarian Services Credential as well as a master's degree in the same field. The master's degree can be obtained by completing two additional courses beyond the required credential courses.[1] Teacher librarians serve as school and district librarians and media specialists. This program is offered completely online.

[1] Admission to the Master of Arts in School Librarianship program is required.

Mission Statement

This program prepares librarian services teachers to work as librarians and media specialist/technology experts in K-12 school libraries in California, across the nation, and around the world.

Requirements

Code	Title	Units
Core Requirements		
LIB 555	Foundations of Librarianship	3
LIB 560	Research in Librarianship	3
Concentration Requirements		
LIB 500	School Library Media Center Management	3
LIB 505	Collection Development in School Libraries	3
LIB 510	Learning Resources for Elementary Schools	3
LIB 515	Learning Resources for Secondary Schools	3
LIB 520	Organization and Cataloging of Learning Materials/Resources	3
LIB 525	Information Retrieval and Reference Services	3
LIB 530	School Library-Classroom Partnerships	3
LIB 535	Library Media Technologies	3
LIB 540	Current Topics in School Media Centers	3
LIB 550	Field Experiences for the Teacher Librarian [1]	3
Approved transfer units		3-6
Optional Elective		
LIB 545	Information, Transliteracy, and Digital Multiple Environments [2]	3
Total Units		36-39

1 Fieldwork is required in both elementary and secondary settings.

2 Students who complete LIB 545 receive a Special Class Authorization in Information and Digital Literacy.

NOTE: Classes are offered only once per year. Program offers multiple start terms per year.

Additional Requirements

- Candidates must pass a Praxis exam with a minimum score of 135 to demonstrate their competency as teacher librarians prior to completion of the program. Learn more on the Praxis website (https://www.ets.org/praxis/prepare/materials/5311).
- Proof of valid prerequisite California teaching credential that requires a program of professional preparation including student teaching.
- English Language Authorization.
- Look for a letter of admission from the Office of Graduate and Professional Admissions (http://www.apu.edu/graduateprofessionalcenter/admissions) after submitting the application form. This letter includes instructions for registering for the applicant's first courses.
- Students may not enroll in more than 7 units per 8-week session.
- Students must sign up for Taskstream by Watermark (https://login.taskstream.com/signon).

Laptop Requirements

- A Mac or PC desktop or laptop computer that meets minimum requirements—contact the program director for specifications.
- Internet service provider
- Email account

Other equipment, such as a digital camera or webcam, may be needed with certain courses and student-selected projects.

Software Requirements

- Current operating system (Mac: OS X; PC: Windows XP or newer)
- Latest version of Google Chrome, Firefox, Safari, or Internet Explorer/Microsoft Edge
- Microsoft Office

NOTE: For information regarding other credentials and degree programs for teachers, visit the School of Education website (http://www.apu.edu/education).

Program Learning Outcomes

Students who successfully complete this program shall be able to:

1. Articulate philosophical, theoretical and ethical foundations of library and information science and link them to best practices
2. Develop and implement equitable policies that facilitate selection, acquisition, organization, circulation and maintenance of resources for diverse, global, digital societies
3. Demonstrate commitment to serving diverse communities, including marginalized populations
4. Demonstrate proficiency and fluency in new and emerging digital technologies
5. Create programming, including information literacy, and activities that meet the needs of 21st C. libraries and teach diverse users to be ethical, discerning consumers of information
6. Identify and analyze information needs using critical thinking, integrating theoretical models, and engaging in research that leads to best practices
7. Demonstrate skills in management, organization, and evaluation; teaching; interpersonal and intercultural relationships, including conflict management
8. Demonstrate leadership and advocacy in the field of library and information science and participate in ongoing professional development
9. Demonstrate understanding of selection, acquisition, organization, copyright and licensing, preservation, and dissemination of recorded knowledge and information resources
10. Promote and model professional values of ethical responsibility, intellectual freedom, and universal access to information

Teacher Librarian Services Credential (Online)

The Teacher Librarian Services Credential (https://www.apu.edu/library/programs/librarianservices) program at Azusa Pacific University is an online program that prepares candidates for the specialized and comprehensive role of school librarianship in California's pluralistic schools and communities. The program prepares librarian services teachers as educational leaders who are experts in technology, literacy, and diversity.

Mission Statement

The Teacher Librarian Services Credential program prepares librarian services teachers to work as librarians and media specialist/technology experts in K-12 school libraries in California, other states, and around the world.

Requirements

Code	Title	Units
LIB 500	School Library Media Center Management	3
LIB 505	Collection Development in School Libraries	3
LIB 510	Learning Resources for Elementary Schools	3
LIB 515	Learning Resources for Secondary Schools	3
LIB 520	Organization and Cataloging of Learning Materials/Resources	3
LIB 525	Information Retrieval and Reference Services	3
LIB 530	School Library-Classroom Partnerships	3
LIB 535	Library Media Technologies	3
LIB 540	Current Topics in School Media Centers	3
LIB 550	Field Experiences for the Teacher Librarian [1]	3
Approved transfer units		3-6
Optional Elective		
LIB 545	Information, Transliteracy, and Digital Multiple Environments [2]	3
Total Units		30-33

[1] Fieldwork is required in both elementary and secondary settings.

[2] Students who complete LIB 545 receive a Special Class Authorization in Information and Digital Literacy.

NOTE: Courses are offered only once per year. Program offers multiple start terms per year.

Additional Requirements

- Candidates must pass a Praxis exam to demonstrate their competency as teacher librarians prior to completion of the program. Learn more on the Praxis website (https://www.ets.org/praxis/prepare/materials/5311).
- Proof of valid prerequisite California teaching credential that requires a program of professional preparation including student teaching.
- English Language Authorization.

- Look for a letter of admission from the Office of Graduate and Professional Admissions (http://www.apu.edu/graduateprofessionalcenter/admissions) after submitting the application form. This letter includes instructions for registering for the applicant's first courses.
- Students may not enroll in more than 7 units per 8-week session.
- Students must sign up for Taskstream by Watermark (https://login.taskstream.com/signon).

Laptop Requirements

- A Mac or PC desktop or laptop computer that meets the minimum requirements. Contact the program director for specifications.
- Internet service provider
- Email account

Other equipment, such as a digital camera or webcam, may be needed with certain courses and student-selected projects.

Software Requirements

- Current operating systems (Mac: OS X; PC: Windows XP)
- Latest version of Google Chrome, Firefox, Safari, or Internet Explorer/Microsoft Edge
- Microsoft Office

Professional Programs

Azusa Pacific's professional bachelor's completion programs are designed for students who have transferable college credit and want to finish their degree at APU. The minimum number of units required to transfer varies by program. Explore APU's professional program offerings by academic area:

College of the Arts

- Bachelor of Arts in Digital Media and Communication (p. 185)

School of Behavioral and Applied Sciences

- Bachelor of Arts in Criminal Justice (p. 212)
- Bachelor of Arts in Psychology (p. 296)
- Alcohol and Drug Counseling Minor (p. 303)
- Psychology Minor (p. 303)
- Leadership Minor (p. 265)

School of Business and Management

- Bachelor of Business Administration (BBA) (p. 343)
- Business Administration Minor (p. 344)

School of Nursing

- Bachelor of Science in Nursing (BSN) 2+2 Upper-Division Transfer Program (p. 542)
- Licensed Vocational Nurse (LVN) to Bachelor of Science in Nursing (BSN) (p. 544)
- Accelerated Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) (also online) (p. 533)

General Education Requirements for Professional Undergraduate Students

APU's General Education program comprises five major outcome areas, and all of these requirements must be met by approved classes:

- Intellectual and Practical Skills
- Knowledge of Human Cultures and the Physical and Natural World
- Biblical, Theological, and Philosophical Formation
- Personal and Social Responsibility
- Integrative and Applied Learning

All courses approved to satisfy General Education requirements are identified in the class schedule and are included on the list of approved General Education courses. This list is available through the Office of the Graduate and Professional Registrar (http://www.apu.edu/graduateprofessionalcenter/registrar). Additional courses may be approved in the future.

Even though students work closely with their Academic Records Specialist (http://www.apu.edu/graduateprofessionalcenter/registrar/about/counselors) in determining their General Education requirements, the responsibility for fulfilling these requirements is solely that of the student.

All professional undergraduate students are required to access their Web-based Advisement Report (through the University Portal (http://home.apu.edu)) for information regarding their major and General Education requirements and fulfillment of these requirements. Any questions about the application of transfer courses for course requirements should be directed to an Academic Records Specialist in the Office of the Graduate and Professional Registrar.

Code	Title	Units
Intellectual and Practical Skills		
Writing 1		4 - 5
PRWR 112	Writing 1A: Writing and Rhetoric for Professional Students	
PRWR 113	Writing 1B: Research and Writing for Professional Students	
or PRWR 115	Writing for Prior Learning	
Writing 2 [1]		3
PRWR 261	Writing 2: Business Communication	
PRWR 260	Writing 2: Psychology Subdisciplines and Career Trajectories	

PRWR 262	Writing 2: Criminal Justice Research Methods	
UNRS 306	Writing 2: Theoretical Frameworks in Nursing	
Writing 3		3
PRBA 495	Writing 3: Business Ethics	
PRCO 310	Writing 3: Writing for Communication	
PRCO 330	Writing 3: Public Relations Strategies and Techniques	
PRCJ 496	Writing 3: Senior Capstone in Criminal Justice	
UNRS 496	Writing 3: Ethics and Issues in Health Care	
PRPS 496	Writing 3: Senior Seminar in Psychology and Christian Integration	
RNRS 458	Writing 3: Evidence-Based Practice, Theory, and Clinical Pathways	
Oral Communication		3
PRCO 111	Public Communication	
Quantitative Literacy		3
PRMA 130	Introduction to Statistics	
UNRS 299	Statistics and Data Management for Nursing and Health Care	
PRMA 110	College Algebra	
Knowledge of Human Cultures and the Physical Natural World		
History		3
PRHI 120	World Civilizations to 1648	
PRHI 121	World Civilizations Since 1648	
PRHI 151	United States History to 1877	
Literature		3
PREN 111	Studies in Literature	
Fine Arts		3
PRAR 150	Introduction to Art	
Social Science		3
PRBA 250	Principles of Macroeconomics	
PRCJ 110	Intro to Criminal Justice	
PRPS 110	General Psychology	
PRPS 290	Human Growth and Development	
Natural Science with Lab		4
PRBI 101	Fundamentals of Biology	
PRPY 140	Introduction to Astronomy	
Biblical, Theological, and Philosophical Formation [2]		15
PRMI 108	Christian Life, Faith, and Ministry	
PRRS 200	World Religions	
PRBL 230	Luke/Acts	
PRPH 100	Introduction to Philosophy	
PRTH 303	Theology and the Christian Life	
Personal and Social Responsibility		
Civic Knowledge and Engagement		3
PRCJ 200	Criminal Justice, Civic Engagement, and Social Responsibility	
PRPO 150	American Government	
UNRS 382	Community Health Nursing	
PRPS 420	Political Psychology	
Intercultural Competence		3
PRPS 400	Multicultural Psychology	
UNRS 384	Urban/Rural Health Nursing	
Integrative and Applied Learning		2 - 3
PRBA 450	Strategic Management	
PRPS 475	Research Experience I	
UNRS 412	Clinical Residency Nursing	

PRCJ 460	Criminal Justice Internship
PRPS 455	Field Experience
RNRS 482P	Clinical Practicum
Total Units	55-57

[1] Writing 2 is waived for professional undergraduate applicants transferring in 60+ units before beginning their first APU semester.

[2] A professional undergraduate applicant's total number of units transferred in before their first APU semester changes the Biblical, Theological, and Philosophical Formation requirements. For more information, visit General Education Information for Professional Transfer Students (p. 68).

PRWR 110, Writing 1: The Art and Craft of Writing, 3 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from theoretical, historical, pedagogical, and practical perspectives. Students engage with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing. Students also craft arguments of their own based on their research on the art and craft of writing. *Students must earn a C or higher in Writing 1 in order to register for Writing 2. *Meets the General Education Requirement: Writing 1: The Art Craft of Writing.*

PRWR 112, Writing 1A: Writing and Rhetoric for Professional Students, 2 Units

Writing is a skill that can be practiced and improved. In this course, students learn about writing by approaching it from practical perspectives, engaging with writing processes, literacies, and genres by reading and writing about research and arguments dealing with all aspects of writing.

PRWR 113, Writing 1B: Research and Writing for Professional Students, 2 Units

In this course, students build upon the foundation they established in PRWR 112, continuing to develop their writing processes and their writing portfolios by further revising, editing, and proofreading the major assignments from PRWR 112. They also improve their information literacy and research skills and write a comprehensive argument. Students must earn a C or better in PRWR 113 to enroll in Writing 2.
Prerequisite: PRWR 112 Writing 1A: Writing and Rhetoric for Professional Students

PRWR 115, Writing for Prior Learning, 3 Units

Writing is a lifelong skill that can be practiced and improved. In this course, each student writes a Prior Learning Essay, a key requirement for submitting a Prior Learning Assessment Portfolio (PLP). Writing the essay involves learning how to describe past experience, make reflective observations, articulate abstract principles, communicate personal competencies, perform self-guided research, and express one's professional goals. *Meets the General Education Requirement: Writing 1 (PRWR112+PRWR115).*
Prerequisite: Writing 1 or PRWR 112

PRWR 260, Writing 2: Psychology Subdisciplines and Career Trajectories, 3 Units

This course provides a foundation for students to think, write and communicate as a psychological scientist. The specific style of writing is based on the American Psychological Association (APA) format that reflects the precepts within the discipline. The course focuses on the general writing process as well as the particular writing conventions in the social sciences to build critical skills in communication. As students learn to write thoughtfully and persuasively, students also engage in a comprehensive overview of the major subfields in the discipline of psychology and the variety of career trajectories that students may consider in behavioral settings. In the process of career exploration as it relates to central concerns, themes and professional trajectories, students will critically assess the writing style, questions, and arguments from multiple sub-disciplines. Students will also develop skill in formatting written work utilizing the style adopted by the APA in order to develop skills in effective writing, researching and identifying credible sources in the field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
Prerequisite: C- or better in PRWR 110 or PRWR 113

PRWR 261, Writing 2: Business Communication, 3 Units

In this course, students critically assess the writing styles, questions, and arguments found in the organizational environment in order to better understand what is considered persuasive and effective writing in business and management. Students respond to and evaluate writing, methodologies, ideas, and arguments, and practice rhetorical strategies being employed in their own field. *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
Prerequisite: C- or better in PRWR 110 or PRWR 113

PRWR 262, Writing 2: Criminal Justice Research Methods, 3 Units

This course is designed to introduce students to research writing in the social and behavioral sciences. Students will examine the basic methods of research design, measurement, and data collection in Criminology and Criminal Justice. Students will compare research writing to other genres of writing, taking into account audience and rhetorical situation (as learned in Writing 1). Additionally, this course will focus on teaching students the techniques used to define research problems, select and appropriately measure variables, state hypotheses, and select experimental methods, culminating in each student completing a research proposal (topic of their own choosing). *Meets the General Education Requirement: Writing 2: Genre, Evidence, and Persuasion.*
Prerequisite: C- or better in PRWR 110 or PRWR 113, and PRCJ 110

Faculty Development

Faculty are called to teaching excellence and to scholarship permeated by their Christian faith. Recognizing the need for continual growth and improvement, APU supports and encourages its faculty to develop professionally, and commits to fostering an atmosphere wherein academics are not simply taught, but lived.

Toward this end, in addition to a variety of colloquia, workshops, learning communities, and other resources, professional development graduate courses are offered through the Center for Teaching, Learning, and Assessment (https://www.apu.edu/ctla). These courses are designed for faculty, but can be taken for elective credit by graduate students if approved by a program director and the instructor.

Course Offerings

Code	Title	Units
GRAD 501	Faith Integration and Curriculum Development	3
GRAD 521	Faith Integration Writing and Publication	3
GRAD 531	Faculty Writing Program: Preparing Journal Manuscripts	3
GRAD 532	Faculty Writing Program: Writing Books	3
GRAD 533	Faculty Writing Program: Faculty Writing Salon	3
GRAD 534	Faculty Writing Program: Publishing from the Dissertation	3

GRAD 501, Faith Integration and Curriculum Development, 3 Units

This course provides an introductory overview of Christian theology, including biblical, historical, and constructive theological processes and methodologies. Special emphasis is placed on basic scriptural hermeneutics (exegesis and interpretation) and major Christian doctrines for the layperson. This lecture/seminar course is oriented toward Christian faculty in higher education who seek to develop professional tools to integrate Christian precepts and theology in curriculum.

GRAD 521, Faith Integration Writing and Publication, 3 Units

This seminar course assists faculty in the development of theological research skills for the purpose of articulation of theology with non-theological disciplines and the development of a program of research and publication in faith integration. Each student pursues a particular concept or topic for theological research. The research is applied to the participant's academic discipline. May be taken more than once.

GRAD 531, Faculty Writing Program: Preparing Journal Manuscripts, 3 Units

This course acquaints faculty with the steps in preparing a manuscript for submission to a peer-reviewed professional journal. Attention is given to journal evaluation and the steps in journal production of a peer-reviewed article. While some attention is given to writing and the writing process, the primary focus of the course is on publishing. May be taken more than once.

Prerequisite: Full-time employment as APU teaching faculty, completed but unpublished research, and permission of the instructor

GRAD 532, Faculty Writing Program: Writing Books, 3 Units

This course is offered to faculty in disciplines where book publication is normative, or faculty who have journal publications who wish to write their first book. Publisher choice, contract negotiation, and the entire publishing process are covered. Emphasis is on original research-based work. May be taken more than once.

Prerequisite: Full-time employment as APU faculty, completed but unpublished research, and permission of the instructor

GRAD 533, Faculty Writing Program: Faculty Writing Salon, 3 Units

This course serves to increase skill in academic writing and to familiarize faculty with the literature on writing impediments, collaborative peer-review, motivation, writing groups, etc. It is a collaborative, interdisciplinary writing course for work already in progress. All pre-publication writing projects are welcome: articles, fiction, textbooks, monographs, and edited works. May be taken more than once.

Prerequisite: Full-time employment as APU faculty, a writing project that has been initiated but not yet completed (article or book) or is stalled, GRAD 531 or GRAD 532 or a prior history of scholarly academic publication, and permission of the instructor

GRAD 534, Faculty Writing Program: Publishing from the Dissertation, 3 Units

This course focuses on the conversion of the dissertation to a series of journal articles or a book. Each dissertation will be 'dissected' into one or more books or peer-reviewed journal articles. Attention is also given to the potential for the dissertation and its subsequent publication to form the nidus of a program of research and publication. May be taken more than once.

Prerequisite: Full-time employment as APU faculty, completed but unpublished dissertation, and permission of the instructor

Archived Catalogs

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

Administration

Office of the President

Paul W. Ferguson, Ph.D., DABT, President

Mark Stanton, Ph.D., ABPP, Provost

David E. Bixby, Ed.D., Executive Vice President

Mark S. Dickerson, Ph.D., JD, Senior Vice President

Andrew Barton, Ed.D., Chief of Staff

Ross Allen, CPA, Chief Financial Officer, Vice President for Finance and Business

Vicky Bowden, DNSc, RN, Vice Provost and WSCUC Accreditation Liaison Officer

Don Davis, Ed.D., Vice President for Administration, Chief Information Officer

Keith E. Hall, Ed.D., Vice President, Chief Diversity Officer

Corbin Hoornbeek, Vice President for University Advancement

David Peck, Ph.D., Vice President for University Relations

Heather L. Petridis, Ph.D., Vice President for Enrollment Management

Shino Simons, Ph.D., Vice President for Student Affairs

Board of Trustees

David Poole, JD, Chair; Poole & Shaffery, LLP

Larry Acosta, President and Founder, Urban Youth Workers Institute

Sally Colace, Christian Ministries

Evan R. Collins, Securities Executive

Dan Fachner, President and CEO, ICEE Corporation

Lynette Ilertsen, Teacher/Administrator (Retired)

Ray Johnston, Senior Pastor, Bayside Church

Elizabeth Maring, JD, Attorney/President, Community Threads

Cathy McIntyre, MAS, Former Small-Business Owner

Tom Miller, Business Executive

Lucie Moore, JD, Attorney, Pacific Select Funds

Steven L. Perry, Chairman, Sacred Harvest Foundation

Sally Segerstrom, Vice President, C.J. Segerstrom & Sons

Ava Siwek, Christian Ministries

Tim Stripe, Co-President/Partner, Grand Pacific Resorts

Albert Tate, Senior Pastor, Fellowship Monrovia

Larry Walkemeyer, D.Min., Superintendent, Free Methodist Church in Southern California; Lead Pastor, Light & Life Christian Fellowship

Nick Yphantides, MD, MPH, Chief Medical Officer, San Diego County

Academic Cabinet

Mark Stanton, Ph.D., ABPP, Provost

Vicky Bowden, DNSc, RN, Vice Provost and WSCUC Accreditation Liaison Officer

Rebecca Cantor, Ph.D., Assistant Provost

Robert R. Duke, Ph.D., Dean, School of Theology and Azusa Pacific Seminary, and Interim Dean, College of Liberal Arts and Sciences

Rukshan Fernando, Ph.D., Interim Dean, School of Business and Management

Keith E. Hall, Ed.D., Vice President, Chief Diversity Officer

Anita Fitzgerald Henck, Ph.D., Dean, School of Education

Stephen P. Johnson, DMA, Dean, College of the Arts

Stephanie Juillerat, Ph.D., Associate Provost, Center for Teaching, Learning, and Assessment

Aja Tulleners Lesh, Ph.D., RN, Dean, School of Nursing

Heather L. Petridis, Ph.D., Vice President for Enrollment Management

David Weeks, Ph.D., Dean, Honors College

Robert Welsh, Ph.D., ABPP, Dean, School of Behavioral and Applied Sciences

Faculty Emeriti

Ruth Anna Abigail, Ph.D.

Thomas Andrews, Ph.D.

Barbara Artinian, Ph.D., RN

Nina Ashur, Ed.D.

Bruce Baloian, Ph.D.

J. Robert Barber, B.A.

Vickie Becker, Ed.D.

Sally Alonzo Bell, Ph.D., LCSW

Wanda Bell

Ilene Bezjian, DBA

David Bicker, Ph.D.

Patricia Bonner, Ph.D.

William E. Boyer, Ph.D.

Nancy Brashear, Ph.D.

Constance Brehm, PhD, FNP, PHN, RN

Jeanette Brookins, B.A.

Ralph Carlson, Ph.D.

Linda Chiang, Ed.D.

Richard Christopherson, Ph.D.

David Colachico, Ph.D.

Gwen H. Collier, M.S.

Ann B. Croissant, Ph.D.

John Culp, Ph.D.

Stanley Deal, Ph.D.

Frank A. Donnelly, Ed.D.

Daniel Doorn, Ph.D.

Eric Drewry, J.D., Ph.D.

Russell Duke, Ph.D.

Richard Eckhart, Ph.D.

Les Eddington, C.Phil.

David Ellis, Ph.D.

Marvin Erisman, Ph.D.

David Esselstrom, Ph.D.

Mrs. George Evinger

Christopher Flannery, Ph.D.

Fred Garlett, Ed.D.

Elaine Goehner, Ph.D.

Paul Gray, Ed.D.

Diane Guido, Ph.D.

June Hamlow, M.A.

Patricia Hanes, Ph.D.

John Hartley, Ph.D.

James Hedges, Ph.D.

Gail Houghton, Ph.D.

Bonita Huiskes, Ph.D.

Judy Hutchinson, Ph.D.

Angie M. Jacobs, M.S.

Craig Keen, Ph.D.

Gary Knecht, M.A.

Warren Koch, Ph.D.

David Lambert, Ph.D.

Brian Lamkin, Ph.D.

George Larsen, Ed.D.

Don Lawrence, Ed.D.

Gary Lemaster, Ph.D.

Rose Liegler, RN, Ph.D.

Lynn Losie, Ph.D.

Thomas Malcolm, Ph.D.

Douglas Martin, Ed.D.

Lawrence “Ray” McCormick, Ph.D.

David McGill, MFA

David McIntire, Ed.D.

Marvin McKissick, M.M.

Ray McMurtry, Ph.D.

James V. Milhon, M.A.

Phil Nash, M.A.

Susan Ney, M.A.

Jane Pfeiffer, Ph.D.

Richard “Dick” Pritchard, D.Min.

Gail Reeder, Ph.D.

Karla Richmond, Ph.D., CNS, RN

Irene Robinson, M.A., MLS

James Rodgers, Ph.D.

Thomas Ross, Ed.D.

Maximo Rossi, Ph.D.

Dennis Royce, Ph.D.

Samuel Sambasivam, Ph.D.

Lane Scott, Ph.D.

Sheryn Scott, Ph.D.

Bruce Simmerok, Ph.D.

Bruce Spalding, Ph.D.

Beverly Stanford, Ph.D.

Dorcas Szeto, M.Librn.

James Thompson, Ed.D.

Matthew Tuohey, MSW

Robert Vouga, Ed.D.

Susan Warren, Ph.D.

Alice Watkins, Ph.D.

Aaron “Bud” Weatherby, Ph.D.

James White, Ph.D.

Roger White, Ed.D.

William James “Jim” Willis, Ph.D.

Jeanette Wong, DMA

Jenny Yau, Ed.D.

Ivy Yee-Sakamoto, Ph.D.

Index

A

Academic Calendars 11
Academic Policies 349
Academic Policies and Procedures 36
Academic Probation and Dismissal 37
Academic Programs 95
Academic Research and Grants 73
Academic Resources 73
Academic Success Center 74
Accessibility and Disability Resources 74
Accreditation 347
Adapted Physical Education Added Authorization 256
Adding and Dropping Classes 38
Additional Degree Requirements 47
Additional Master's Degree or Concurrent Program Requirements 47
Administration 582
Administrative Withdrawal 15
Administrative Withdrawal 39
Admission to the University 14
Admissions 14
Adult-Gerontology Clinical Nurse Specialist (CNS) Certificate 519
Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) 511
Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) 512
Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Certificate 520
Advanced Standing Master of Science in Child Life 296
Alcohol and Drug Counseling Minor (Professional) 303
American Language and Culture Institute 102
American Language and Culture Institute (ALCI) 15
Antidiscrimination Policy 13
Antivirus Protection and Security 86
Application and Fee 20
Application for Graduation 47
Applied Behavioral Analysis Specialization 383
APU Associate Degree for Transfer (ADT) 20
Archived Catalogs 581
Attendance Regulation 41
Auditing 39
Azusa Print + Design 84

B

Bachelor of Arts in Criminal Justice 212
Bachelor of Arts in Psychology (Professional) 296
Bachelor of Business Administration (BBA) 343
Bachelor of Science in Nursing (BSN) 2+2 Upper-Division Transfer Program 542
Business Administration Minor (Professional) 344

C

Campus Life 90
Campus Locations 188
Campus Ministry 91
Campus Safety 85
Campus Services 84
Center for Academic Service-Learning 79
Center for Diversity, Equity, and Inclusive Excellence 89
Center for Research in Science (CRIS) 105
Center for Research on Ethics and Values 73
Certificate in TEFL (On Campus, Online, and Field-based) 124
Certificate in TESOL (Field-based) 130
Certificate in TESOL (On Campus and Online) 131
Change of Program 20
Change of Program 37
Christ's College Cooperative M.A. in TESOL Program 131
Classification of Professional Students 37
Clear Administrative Services Credential 361
Clinical Counseling Certificate 384
College of Liberal Arts and Sciences 101
College of the Arts 141
Commencement 47
Computer Labs 86
Computer Purchase 86
Concurrent Enrollment Policy for Professional Students 68
Conditional Admission Based on English Level 21
Conditional-Incomplete Admission (CIA) 21
Contact Information 27
Correspondence Course Credit for Professional Students 68
Course Modalities and Instructional Activities 39
Course Replacement and Substitution 48
Course Tutorial 40
Credit by Examination 22
Credit Hour Policy 42
Criminal Justice Minor (Professional) 215

D

Declaring or Changing a Minor 38
Deferment Information 42
Degree Posting 48
Department of Advanced Studies 396
Department of Art 167
Department of Biology and Chemistry 106
Department of Cinematic Arts 175
Department of Clinical Psychology 188
Department of Commercial Music 147
Department of Communication Studies 181
Department of Criminal Justice 208
Department of Design 178
Department of Doctoral Studies 446
Department of Educational Leadership 350
Department of Elementary and Secondary Education 400
Department of English 108
Department of Entry-Level Master of Science in Nursing 468
Department of Global Studies, Sociology, and TESOL 116
Department of Healthcare Administration and Leadership 492
Department of Higher Education 215
Department of History and Political Science 112
Department of Kinesiology 237
Department of Leadership and Organizational Psychology 256
Department of Marriage and Family Therapy 265
Department of Master of Science in Nursing Advanced Practice 494
Department of Mathematics, Physics, and Statistics 136
Department of Music Performance 149
Department of Music Studies 159
Department of Nursing Education 525
Department of Physical Therapy 274
Department of Psychology 287
Department of Public Health 527
Department of RN to BSN 532
Department of School Counseling and School Psychology 362
Department of Social Work 305
Department of Special Education 412
Department of Upper-Division Transfer (2+2/LVN to BSN) 533
Determining Degree Requirements 48
Digital Media and Communication Major (Professional) 185
Directory Information 62
Disability Grievance Policy for Students 52

Disaster Preparedness Information 85
Disclosure of Student Records 62
Diversity 88
Division of Teacher Education 385
Doctor of Education (Ed.D.) in Educational Leadership 355
Doctor of Education (Ed.D.) in Higher Education Leadership 235
Doctor of Ministry (D.Min.) 560
Doctor of Nursing Practice (DNP) 462
Doctor of Philosophy (Ph.D.) in Higher Education (2019) 229
Doctor of Philosophy (Ph.D.) in Higher Education (2020) 233
Doctor of Philosophy (Ph.D.) in Nursing 464
Doctor of Philosophy (Ph.D.) in Rehabilitation and Movement Science 284
Doctor of Physical Therapy (DPT) 281
Doctor of Psychology (Psy.D.) in Clinical Psychology 199
Doctoral Programs in Higher Education 227
Doctoral-Level Certificate in Strengths-Oriented Higher Education 229

E

Education to Vocation 78
Educational Specialist (Ed.S.) in School Psychology with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology 372
Educational Specialist (Ed.S.) in School Psychology: Applied Behavior Analysis with Embedded Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology 376
Educational Specialist (Ed.S.) in School Psychology: Mental Health Counseling with Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential in School Psychology 380
ELM-MSN: Adult-Gerontology or Pediatric Clinical Nurse Specialist (CNS) 487
ELM-MSN: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) 487
ELM-MSN: Family Nurse Practitioner (FNP) 489
ELM-MSN: Healthcare Administration and Leadership 491
ELM-MSN: Nursing Education 492
ELM-MSN: Pediatric Nurse Practitioner-Primary Care (PNP) 490
ELM-MSN: Psychiatric Mental Health Nurse Practitioner Specialty (PMHNP) 490
ELM-MSN: School Nurse Services Credential (SNSC) and Family Nurse Practitioner (FNP) 485
ELM-MSN: School Nurse Services Credential (SNSC) and Pediatric Nurse Practitioner-Primary Care (PNP) 486
English Proficiency in the Classroom 38
English Proficiency Requirements 22
Enrollment 38
Entry-Level Master of Science in Nursing (ELM) 483

F

Faculty Development 580
Faculty Emeriti 584
False Information Policy 24
Family Nurse Practitioner (FNP) 513
Family Nurse Practitioner (FNP) Certificate 520

Final Examinations 42
Financial Agreement 27
Financial Aid Application 27
Financial Aid Policies 27
Financial Information 27

G

General Education Information for Professional Transfer Students 68
General Enrollment Information 41
General University Information 13
Good Academic Standing 44
Grade Change Process 45
Grade-point Average Requirement 49
Grading 45
Graduate and Professional Catalog 10
Graduate and Professional Catalog and Student Handbooks 12
Graduate and Professional Center 80
Graduate and Professional Engagement 90
Graduate and Professional Spiritual Life 91
Graduate and Professional Student Grievance and Appeal Procedures 50
Graduate Courses Taken by Undergraduate Students 40
Graduation Requirements and Commencement 46
Grievance and Appeal Procedures 50

H

Health Insurance 91
Honor Societies 81
Honors at Commencement 49

I

IMT Support Center 87
Independent Study 40
Information and Media Technology (IMT) 86
Intercollegiate Athletics 92
International Admissions 24
International Center 92
Internet Acceptable Use Policy 87

L

Late Enrollment 41
Leadership Minor (Professional) 265
Leaves of Absence 71
LP and Timothy Leung School of Accounting 336
LVN Options 544

M

Master of Arts in Art Education 175
Master of Arts in Clinical Psychology: Marriage and Family Therapy (MFT) 270
Master of Arts in Education: Educational and Clinical Counseling with Embedded Pupil Personnel Services Credential in School Counseling 371
Master of Arts in Education: Educational Counseling with Embedded Pupil Personnel Services Credential in School Counseling 369
Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Credential 416
Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Credential 417
Master of Arts in Education: Learning and Technology and Multiple Subject Teaching Credential 405
Master of Arts in Education: Learning and Technology and Single Subject Teaching Credential 407
Master of Arts in Education: Special Education and Mild/Moderate Disabilities Education Specialist Credential 418
Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Credential 420
Master of Arts in Education: Teaching and Multiple Subject Teaching Credential 408
Master of Arts in Education: Teaching and Single Subject Teaching Credential 409
Master of Arts in Educational Leadership and Preliminary Administrative Services Credential Program Options 359
Master of Arts in Educational Technology 399
Master of Arts in English 111
Master of Arts in Leadership 262
Master of Arts in Modern Art History, Theory, and Criticism (Online) 173
Master of Arts in Music Entrepreneurial Studies 149
Master of Arts in Pastoral Studies (MAPS) 565
Master of Arts in Physical Education and Single Subject Teaching Credential 253
Master of Arts in Physical Education with an Added Authorization in Adapted Physical Education 254
Master of Arts in School Librarianship with an Embedded Teacher Librarian Services Credential (Online) 573
Master of Arts in Screenwriting 177
Master of Arts in Strategic Communication 184
Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Field-based) 131
Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (On Campus) 133
Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Online) 135
Master of Arts in User Experience Design 181
Master of Arts (Theological Studies) 563
Master of Business Administration (MBA) 340
Master of Business Management (MBM) 337
Master of Divinity (M.Div.) 568
Master of Divinity (M.Div.): Biblical Studies 570
Master of Fine Arts in Visual Art 172
Master of Music Education 166
Master of Music in Composition 166
Master of Music in Conducting 156
Master of Music in Performance 157
Master of Professional Accountancy (MAcc) 336
Master of Public Administration 115
Master of Public Health (MPH) 530

Master of Science in Applied Statistics and Analytics 139
Master of Science in Athletic Training 242
Master of Science in Biotechnology 107
Master of Science in Child Life 294
Master of Science in College Counseling and Student Development 225
Master of Science in Counseling Psychology with Specialization in Children and Adolescents 295
Master of Science in Nursing (MSN) and Family Nurse Practitioner (FNP) and School Nurse Services Credential (SNSC) 517
Master of Science in Nursing (MSN) and Pediatric Nurse Practitioner–Primary Care (PNP) and School Nurse Services Credential (SNSC) 516
Master of Science in Nursing (MSN) and School Nurse Services Credential (SNSC) 515
Master of Science in Nursing (MSN) in Healthcare Administration and Leadership 493
Master of Science in Nursing (MSN) in Nursing Education 525
Master of Science in Nursing (MSN) with Credentials 515
Master of Science in Nursing (MSN) with Single Specialties 510
Master of Science in Organizational Psychology 265
Master of Science in Physical Education (Also Online) 248
Master of Science in Research Psychology and Data Analysis 292
Master of Social Work (MSW) 318
Math Placement Assessment 77
Mild/Moderate Disabilities Education Specialist Credential 421
Military Credit Policy 70
Military Resources 81
Mission Statement 348
Moderate/Severe Disabilities Education Specialist Credential 422
Multiple Subject Teaching Credential 411

N

Network Access (APUWIFI) 88
Noel Academy for Strengths-Based Leadership and Education 80
Normal Progress Toward a Degree and Time Limit for Degree 49
Notification of Rights Under FERPA 63

O

Office of Alumni Engagement 79
Office of Innovative Teaching and Technology 82
Office of Research and Grants 73
Office of Women's Development 94
Oncology Nurse Practitioner Certificate 522

P

Payment Terms and Conditions 29
Pediatric Clinical Nurse Specialist (CNS) Certificate 523
Pediatric Nurse Practitioner–Primary Care (PNP-PC) 513
Pediatric Nurse Practitioner–Primary Care (PNP-PC) Certificate 523
Petition Process 55

Physical Therapy Postprofessional Clinical Fellowship in Movement and Performance 286
Post-Bachelor's Credentials 518
Post-Master's Certificate in Healthcare Administration and Leadership 493
Post-Master's Certificate in Healthcare Administration and Leadership 493
Post-Master's Certificate Programs 518
Post-Master's Nursing Education Certificate 521
Post-Master's Nursing Education Certificate 521
Professional Programs 577
Professional Undergraduate Minimum Unit Requirement 49
Program Application Requirements 24
Program Expectations 348
Psychiatric Mental Health Nurse Practitioner (PMHNP) 514
Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate 525
Psychology Minor (Professional) 303
Pupil Personnel Services: School Counseling Credential 372
Pupil Personnel Services: School Psychology Credential 383

R

Refund Policy 30
Regional Locations 82
Release of Transcripts 64
Repeated Courses 41
Reservation of Rights 25
Residence Requirement 49
Right of Access 64
RN to BSN Degree Completion Program 533

S

School Nurse Services Credential (SNSC) 518
School of Behavioral and Applied Sciences 187
School of Business and Management 324
School of Education 345
School of Music 141
School of Nursing 426
School of Theology: Azusa Pacific Seminary 547
School of Visual and Performing Arts 167
Security Interest in Student Records 55
Service Animals 76
Single Subject Teaching Credential 411
Standards of Conduct 55
State Authorization 41
Step 1: Admission 424
Step 2: Clinical Practice Clearance 425
Step 3: Credential Application 425

Steps to a Credential 423
Student Affairs 90
Student Center for Reconciliation and Diversity 89
Student Legal Rights 94
Student Records Policy 62
Student Success Resources 73
Study Away Programs (Center for Global Learning and Engagement) 84
Study Load 42
Subject Code and Course Numbering System 64
Substance Use Disorders Certificate 274
Sunsetted Programs 99
Support Services 323

T

Teacher Librarian Services Credential (Online) 575
Testing and Proctoring Services 77
The Career Center 79
Thesis 50
Transcripts 25
Transfer Credit 66
Tuition and Fees 30
Tutoring Services 78
Types of Financial Aid 30

U

University Bookstore 88
University Counseling Center 94
University Libraries 84
University Libraries 572
University Portal: home.apu.edu 88

V

Veterans' Education Benefits 26

W

Waivers 70
Withdrawal 70
Withdrawal from Courses 71
Withdrawal from the University 71
Writing Center 78