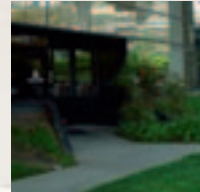
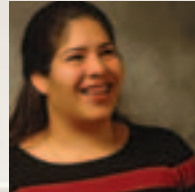


# GRADUATE CATALOG 2003-04



AZUSA PACIFIC  
UNIVERSITY



✓ *Christ*

✓ *Scholarship*

✓ *Community*

✓ *Service*



**Azusa Pacific University**  
901 E. Alostia Ave.  
PO Box 7000  
Azusa, CA 91702-7000  
(626) 969-3434  
(800) TALK-APU  
[www.apu.edu](http://www.apu.edu)

**Graduate Center**  
568 E. Foothill Blvd.  
PO Box 7000  
Azusa, CA 91702-7000  
(626) 815-4570  
[graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)

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

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

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

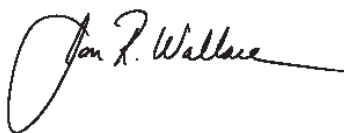
We are called to scholarship permeated by our Christian faith. We are committed to teaching excellence, juxtaposing the theoretical against the practical, for we are dedicated to the education of the whole person who lives and works in the marketplace. We value our professional offerings that equip students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

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

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

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

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



Jon R. Wallace, DBA  
President



Escoger un colegio de posgrado es una elección determinante – una que influirá, en gran forma, el propósito, dirección y forma de su vida y carrera profesional.

La Universidad Azusa Pacific es el lugar para afilar su intelecto, pulir sus habilidades, profundizar su fe y crecer como individuo. Es una comunidad afectuosa, dedicada y a la vez emocionante y dinámica.

La educación posgrado en la Universidad Azusa Pacific esta fundada en un proceso que cuidadosamente cubre cuatro ángulos principales: Cristo, Erudición, Comunidad, y Servicio.

Somos llamados a la erudición impregnada por nuestra fe cristiana. Estamos comprometidos a la enseñanza por excelencia, yuxtaponiendo lo teórico contra lo práctico, porque estamos dedicados a la educación total de la persona que vive y trabaja. Valoramos nuestras ofertas profesionales que fortalecen a los estudiantes en disciplinas específicas.

Creemos en la comunidad. Somos gente ricamente diversa que valora a cada individuo. Nuestra misión es alentar, fortalecer y habilitar a cada estudiante hasta descubrir y lograr su gran potencial que a su vez los convertira en seres alentadores y habilitadores de otros.

El centro del énfasis de nuestra misión y superación es el servicio. Nosotros alentamos a cada estudiante a vivir el llamado al liderazgo con la misión de servir.

La creencia en Cristo es central en todo lo que pensamos y hacemos. Es esta comprensión del amor de Dios para el mundo y la creencia que "toda verdad es la verdad de Dios" es lo que norma todas nuestras búsquedas: espiritual, académica, servicio y comunidad orientada.

Con optimismo y fe en la gracia de Dios, nos preparamos para afrontar los desafíos de la sociedad en este mundo complejo y confundido. Mientras ustedes se preparan para estos mismos desafíos, yo oro para que Dios indique y esté con ustedes en la toma de estas decisiones críticas.



Jon R. Wallace, DBA  
Presidente

## Graduate Programs at a Glance

(Emphases are indented below the appropriate major.)

### College of Liberal Arts and Sciences

**MASTER OF SCIENCE IN APPLIED COMPUTER SCIENCE AND TECHNOLOGY**  
 Client/Server Technology  
 Computer Information Systems  
 End-User Support  
 Inter-Emphasis  
 Technical Programming  
 Telecommunications

#### Certificates

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

**MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

#### Certificate

Teaching English to Speakers of Other Languages

**DOCTOR OF PHYSICAL THERAPY**

### School of Business and Management

**MASTER OF BUSINESS ADMINISTRATION**  
 Finance  
 Human and Organizational Development  
 International Business  
 Management Information Systems  
 Marketing  
 Strategic Management  
 Web and Information Technology

**MASTER OF ARTS IN HUMAN AND ORGANIZATIONAL DEVELOPMENT**

**MASTER OF ARTS IN ORGANIZATIONAL MANAGEMENT**

### School of Education and Behavioral Studies

#### Credentials

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

#### Master's Degrees

**MASTER OF ARTS IN CLINICAL PSYCHOLOGY**  
 Marriage and Family Therapy

**MASTER OF ARTS IN EDUCATION**  
 Curriculum and Instruction in Multicultural Contexts  
 Educational Counseling (with an embedded School Counseling Credential)  
 Educational Psychology (with an embedded School Psychology Credential)  
 School Administration  
 School Librarianship  
 Special Education  
 Teaching

**MASTER OF ARTS IN EDUCATIONAL TECHNOLOGY**

**MASTER OF ARTS IN SOCIAL SCIENCE**  
 Leadership Studies

**MASTER OF EDUCATION**  
 College Student Affairs

**MASTER OF SCIENCE IN PHYSICAL EDUCATION**

#### Combined Master of Arts and Credential Programs

Master of Arts in Education: School Administration and Preliminary Administrative Services Credential (Tier I)  
 Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Preliminary Level I, Track 1  
 Master of Arts in Education: Special Education Internship and Mild/Moderate Disabilities Specialist Credential (K-12) Preliminary Level I, Track 2  
 Multiple-Subject Internship Teaching Credential and Master of Arts in Education: Teaching  
 Master of Arts in Educational Technology and Preliminary Administrative Services Credential (Tier I)  
 Single-Subject Internship Teaching Credential and Master of Arts in Education: Teaching

#### Doctoral Programs

**DOCTOR OF EDUCATION: EDUCATIONAL LEADERSHIP**  
 Educational Administration  
 Higher Education  
 Teaching and Learning

**DOCTOR OF EDUCATION: EDUCATIONAL LEADERSHIP and PROFESSIONAL ADMINISTRATIVE SERVICES CREDENTIAL (TIER II)**  
 Educational Administration  
 Teaching and Learning

**DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY**  
 Family Psychology

#### Certificate

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

### School of Music

**MASTER OF ARTS IN WORSHIP LEADERSHIP**  
**MASTER OF MUSIC IN PERFORMANCE**  
**MASTER OF MUSIC EDUCATION**

### School of Nursing

**ARTICULATED RN-MSN**

**MASTER OF SCIENCE IN NURSING**

Clinical Specialization in:

Adult Nursing  
 Adult Nurse Practitioner  
 Combined Adult Clinical Nursing and Adult Nurse Practitioner  
 Combined Parent-Child Clinical Nursing and Pediatric Nurse Practitioner  
 Family Nurse Practitioner  
 Parent-Child Nursing  
 Parish Nursing

Optional Additional Emphasis in:

Nursing Administration  
 Nursing Education

**Combined Master of Science and Credential Program**

Master of Science in Nursing and School Nurse Services Credential

**POST-BACHELOR'S CREDENTIAL:**

School Nurse Services

**POST-MASTER'S CREDENTIALS:**

Adult Nursing  
 Adult Nurse Practitioner  
 Family Nurse Practitioner  
 Nursing Administration  
 Nursing Education  
 Parent-Child Nursing  
 Parish Nursing

### Haggard School of Theology

**MASTER OF ARTS IN CHRISTIAN EDUCATION**

Youth Ministries

**MASTER OF ARTS IN MINISTRY MANAGEMENT**

**MASTER OF ARTS IN PASTORAL STUDIES**

Church Development  
 Urban and Intercultural Ministries

**MASTER OF ARTS IN RELIGION**

Biblical Studies  
 Theology and Ethics

**MASTER OF ARTS IN WORSHIP LEADERSHIP**

**MASTER OF DIVINITY**

**DOCTOR OF MINISTRY**

**Certificate**

Ministry Management

# Table of Contents

<b>1. General Information</b>	<b>7</b>	Withdrawal from Courses	37
Regarding the Catalog	8	Withdrawal from the University	37
Statement of Mission and Purpose	8	Leave of Absence	37
Essence Statement	8	Honorable Dismissal	37
Statement of Faith	9	Credit Hours	37
Statement of Academic Freedom	9	Study Load	37
History	10	Deferment Information	37
Location and Campus	10	Attendance Regulation	37
Regional Center Locations	11	Final Examinations	38
Accreditation	11	Grading	38
Internet Acceptable-Use Policy	11	Academic Probation and Disqualification	38
Harassment Policy	12	Transfer Credit	38
Statements of Compliance	12	Waivers	38
Earthquake Procedures	12	Academic Advising	38
<b>2. Campus Resources</b>	<b>15</b>	Change of Program	38
Graduate Center	16	Petition Process	39
Regional Centers	16	Application for Graduation	39
Libraries	17	Normal Progress toward a Degree	39
Bookstore	17	Determining Degree Requirements	39
Shuttle Service	17	Degree Posting Dates	39
The Writing Center	17	Grade-Point Average Requirement	39
University Counseling Center	18	Residence Requirement	39
Campus Safety	18	Distribution of Courses	39
Health Services	18	Course Replacement and Substitution	39
Information and Media Technology	18	Additional Degree Requirements	39
Support Desk	19	Thesis	39
Údeupa	19	Additional Master's Degree	40
All Access	19	Commencement	40
Computer Facilities	19	Security Interest in Student Records	40
Graphics Center	19	Student Records Policy	40
Computers	19	Release of Transcripts	40
Distance Learning	19	Right of Access	40
International Center	19	Disclosure of Student Records	40
International Student Services	20	Academic Integrity	41
<b>3. Admissions Policies</b>	<b>21</b>	Grievance Procedures	41
Graduate Admission to the University	22	<b>6. College of Liberal Arts and Sciences</b>	<b>45</b>
Application and Fee	22	Department of Computer Science	47
P.A.C.E. Option	22	Department of Global Studies and Sociology (TESOL)	57
Transcripts	23	Department of Physical Therapy	61
Policy Regarding False Information	23	<b>7. School of Business and Management</b>	<b>67</b>
Change of Program	23	<b>8. School of Education and Behavioral Studies</b>	<b>81</b>
International Graduate Admissions	23	Department of Advanced Studies in Education	85
TOEFL Requirements	23	Department of Doctoral Studies in Education	95
Conditional Admission	24	Department of Educational Leadership	101
American Language and Culture Institute	24	Department of School Counseling and School Psychology	110
<b>4. Financial Information</b>	<b>27</b>	Department of Teacher Education	116
Graduate Student Financial Services	28	Department of Higher Education and Organizational Leadership	143
Cost of Attendance	28	Department of Graduate Psychology	148
Payment Terms and Conditions	28	<b>9. School of Music</b>	<b>169</b>
Refund Policy	29	<b>10. School of Nursing</b>	<b>175</b>
Student Employment	29	<b>11. Haggard School of Theology</b>	<b>189</b>
Financial Agreement	29	<b>12. Administration and Faculty</b>	<b>209</b>
Financial Aid Application	29	<b>13. Academic Calendar</b>	<b>218</b>
Financial Aid Policies	29	<b>14. Index</b>	<b>220</b>
Types of Financial Aid	31		
<b>5. Academic Policies and Procedures</b>	<b>35</b>		
Reservation of Rights	36		
Standards of Conduct	36		
Course Numbering System	36		
Registration	36		
Late Registration	36		
Adding and Dropping Classes	36		
Independent Study	36		
Repeated Courses	37		
Auditing	37		







# General Information

Regarding the Catalog.....	8
Statement of Mission and Purpose.....	8
Essence Statement.....	8
Statement of Faith.....	9
Statement of Academic Freedom.....	9
History.....	10
Location and Campus.....	10
Regional Center Locations.....	11
Accreditation.....	11
Internet Acceptable-Use Policy.....	11
Harassment Policy.....	12
Statements of Compliance.....	12
Earthquake Procedures.....	12

## Regarding the Catalog

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

Because this publication is prepared in advance of the year it covers, changes in some programs inevitably occur. Though the semester/term schedule of classes is the final authority in regard to classes offered, updated information may also be found on the Azusa Pacific University website ([www.apu.edu](http://www.apu.edu)). A schedule of classes is available prior to registration each semester/term. All classes are offered subject to instructor availability and sufficient enrollment.

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.

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

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

Students who wish to obtain specific information about the university not contained in the catalog are advised to make a personal inquiry to the Graduate Center: Graduate Admissions, Azusa Pacific University, 568 E. Foothill Blvd., Azusa, CA 91702-7000, (626) 815-4570, [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu), or consult the university's website at [www.apu.edu](http://www.apu.edu).

International students please contact the Office of International Student Services, 901 E. Alostia Ave., Azusa, CA 91702-7000, (626) 812-3055, [iss@apu.edu](mailto:iss@apu.edu).

## Statement of Mission and Purpose

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

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

## Essence Statement

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

### Christian

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

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

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

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

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

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

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

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

### Academic

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

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

exhibit intellectual curiosity, flexibility, and critical openmindedness.

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

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

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

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

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

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

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



## Developmental

*We are persons who:*

seek to develop a creative Christian lifestyle whose purpose flows from a commitment to God through Jesus Christ.

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

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

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

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

## Service

*We are servants who:*

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

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

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

## Statement of Faith

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

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

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

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

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

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

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

## Daily Living Expectations

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

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

## Statement of Academic Freedom

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

The teacher is entitled to complete freedom in the classroom in discussing his/her subject, and students should be encouraged to discuss any related controversial issues. However, the teacher should be careful to avoid dogmatic generalizations in any field.

The teacher is entitled to full freedom in research and the publication of the results, subject to the adequate performance of his/her other academic duties; but research with pecuniary return must be based upon an understanding with the administration of the institution.

Academic freedom carries with it responsibilities and obligations. Hence, the teacher should be accurate, restrained, and respectful of the opinions of others.

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

## History

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

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

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

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

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

After Haggard's death, Paul E. Sago, Ph.D., became the president, serving until 1989. In 1981, the college achieved university status, and in May of that year, the Board of Trustees adopted the name Azusa Pacific University.

Among his many accomplishments, Sago encouraged the development and growth of off-site educational regional centers throughout Southern California, and presided over the addition of master's degree programs and development of schools within the university.

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

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

## Location and Campus

Azusa Pacific University is located in the San Gabriel Valley community of Azusa, 26 miles northeast of Los Angeles. The surrounding mountains provide a rugged, wilderness-like backdrop to the campus. Situated on the 52-acre East Campus are the university administrative facilities, library, classrooms, student center, gymnasium, residence halls, and student apartments. The purchase of 53 additional acres on Foothill Boulevard has provided the university with room to grow. The West Campus now houses the Schools of Nursing and Education and Behavioral Studies, the Haggard School of Theology, as well as the Department of Computer Science, numerous classrooms and faculty offices, administrative facilities, the state-of-the-art Hugh and Hazel Darling Graduate Library, a food court, a bookstore, the 3,500-seat Richard and Vivian Felix Event Center, and the newly constructed Duke Academic Complex and Duke Theology Library.

Located just west of this campus is the Administration West facility housing administrative offices as well as the Graduate Center, comprised of Graduate Admissions, Graduate Student Financial Services, and the Graduate Registrar. From one convenient center, these offices work as an integrated team to provide students with the tools they need to enter and proceed through their graduate program. Students may contact the Graduate Center at:

Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 or 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

Across the street is a further extension of APU's West Campus, which includes APU's new soccer field. The August 2001 ownership transfer of the Foothill property adjacent to West Campus provides room for future growth and experience.

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

## Regional Center Locations

APU has six regional centers and one regional branch that serve graduate and undergraduate students throughout Southern California, including the Inland Empire and High Desert Branch, Los Angeles, Murrieta, Orange County, San Diego, and Ventura. See Regional Centers under Campus Resources for addresses and maps. Check with locations for specific programs offered.

## Accreditation

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

Accreditation documents and information about professional memberships are available in the Office of the Provost.

\*Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities, 985 Atlantic Avenue, Suite 100, Alameda, California 94501, (510) 748-9001, fax (510) 748-9797

## Internet Acceptable-Use Policy

Azusa Pacific University's domain name (APU.EDU) and other university computer, network, and electronic mail systems exist for the primary purpose of transmitting and sharing information for the university's purposes. The use of apu.edu by any member must be consistent with the mission of Azusa Pacific University and is subject to control by the university.

Computer, network, communications, and Internet services exist to promote the purposes of the university. Every attempt to protect privacy will be maintained, but observation of traffic flow and content may be necessary at the university's discretion for security and legal reasons. The end-user who originates traffic will be responsible if the traffic does not conform to this policy.

### User Requirements

1. Respect the privacy of others. For example, users shall not intentionally seek information on, obtain copies of, or modify files belonging to other users.
2. Only use your own account and password; never misrepresent yourself as another user.
3. Respect the legal protection provided by copyright and licenses to programs and data.
4. Respect the integrity of apu.edu so as not to interfere with or disrupt network users, services, or equipment. Interference or disruption includes, but is not limited to, distribution of unsolicited advertising, propagation of computer viruses, and use of the network to make unauthorized entry into other computational, communications, or information devices or resources.

### Acceptable Uses

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

### Unacceptable Uses

1. Use of apu.edu or any other university computing resources for illegal purposes
2. Use of apu.edu or any other university computing resources to transmit or receive threatening, obscene, or harassing materials
3. Sending unsolicited advertising
4. Use for personal for-profit business
5. Use of the network by employees for recreational games during working hours

### Enforcement and Violations

Action may be taken by system management, subject to the guidance and authority of the Internet Policy Committee, to prevent possible unauthorized activity by temporarily deactivating any member. Reasonable efforts will be made to inform the member prior to disconnection and to re-establish the connection as soon as an acceptable understanding has been reached. Any disciplinary action deemed necessary will be handled through the Student Conduct Committee under the auspices of the dean of students.

## Harassment Policy

Employees of the university work to assist students in the several facets of university life. At no time is it acceptable to engage in a discussion that is less than courteous and professional. It is the university's policy that if at any time an employee or student believes that he or she is being harassed (verbally or in any other manner) by anyone in a public contact or an inquiry situation, he or she should immediately end the conversation and report the matter to his or her supervisor, chair, or department dean. Any other issues involving harassment of any kind shall be handled in accordance with the guidelines and standards outlined in the current undergraduate student handbook. This is available in the Office of the Vice President for Student Life/Dean of Students, (626) 812-3061.

## Statements of Compliance

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

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

## Earthquake Procedures

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

### During an earthquake:

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

### After an earthquake:

1. Check for injuries. Do not attempt to move persons who may be seriously injured unless they are in danger of further injury.
2. If a gas leak is detected, call the Department of Campus Safety at (626) 815-3898. Also notify the Emergency Operations Committee so that an evacuation may be conducted. The Committee will assemble in the Friends Conference Room located on West Campus in the Duke Academic Complex.
3. If other utility problems are detected, notify the Department of Campus Safety at (626) 815-3898 and the Emergency Operations Committee at (626) 812-3002 in the Friends Conference Room immediately.
4. Evacuation of buildings is not automatic; it depends on surrounding circumstances, (i.e., gas leak, fire, or severe structural damage). Building evacuations should be conducted at the direction of Emergency Operations Committee members.
5. If buildings are evacuated, stay out of them until directed by a team member to re-enter. Be prepared to locate and assist individuals with disabilities.









# Campus Resources

Graduate Center . . . . .	16
Regional Centers . . . . .	16
Libraries . . . . .	17
Bookstore . . . . .	17
Shuttle Service . . . . .	17
The Writing Center . . . . .	18
University Counseling Center . . . . .	18
Campus Safety . . . . .	18
Health Services . . . . .	18
Information and Media Technology . . . . .	19
Support Desk . . . . .	19
Üdeupa . . . . .	19
All Access . . . . .	19
Computer Facilities . . . . .	19
Graphics Center . . . . .	19
Computers . . . . .	19
Distance Learning . . . . .	19
International Center . . . . .	20
International Student Services . . . . .	20

## Graduate Center

The Azusa Pacific University Graduate Center is comprised of Graduate Admissions, Graduate Student Financial Services, and the Graduate Registrar. Housed in one convenient center, these offices work as an integrated team to provide students with the tools they need to enter and proceed through their graduate program. The Graduate Center is located at:

Azusa Pacific University  
 568 E. Foothill Blvd.  
 Azusa, CA 91702-7000  
 (626) 815-4570  
 Fax: (626) 815-4545 or (626) 815-4571  
 Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
 Website: [www.apu.edu](http://www.apu.edu)

### Mailing Address:

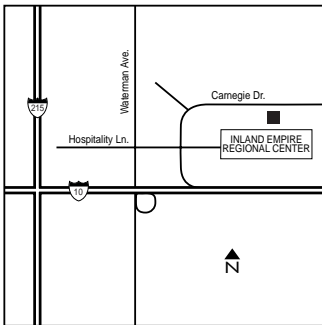
Graduate Center  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000

## Regional Centers

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

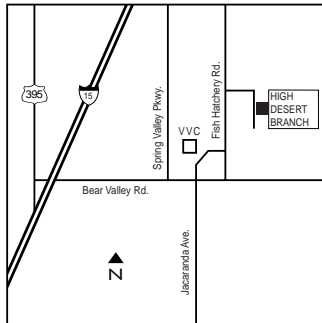
### Inland Empire Regional Center

Programs: Education and  
 Graduate Nursing  
 685 E. Carnegie Dr., Ste. 170  
 San Bernardino, CA 92408  
 (909) 888-9977  
 (800) 964-8807  
[inlandempire@apu.edu](mailto:inlandempire@apu.edu)



### High Desert Branch of the Inland Empire Regional Center

Program: Education  
 Victor Valley College  
 18422 Bear Valley Rd.  
 Victorville, CA 92392  
 (760) 952-1765  
[highdesert@apu.edu](mailto:highdesert@apu.edu)



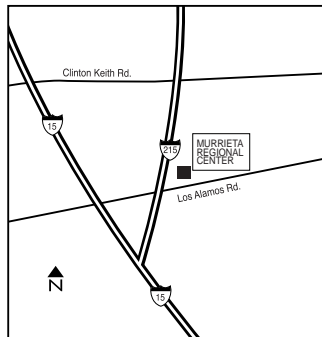
### Los Angeles Regional Center

Program: Theology  
 3580 Wilshire Blvd., Ste. 1240  
 Los Angeles, CA 90010  
 (213) 252-0962  
[lacenter@apu.edu](mailto:lacenter@apu.edu)



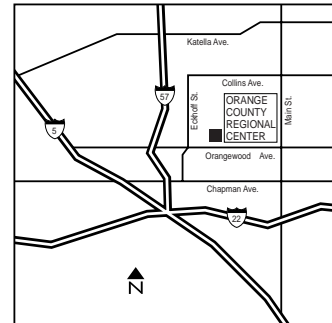
### Murrieta Regional Center

Program: Education  
 39573 Los Alamos Rd.  
 Murrieta, CA 92563-5032  
 (909) 679-6413  
 (877) 210-8841 (toll free)  
[murrieta@apu.edu](mailto:murrieta@apu.edu)



### Orange County Regional Center

Programs: Education, Clinical Psychology,  
 Computer Science, and Theology  
 1915 Orangewood Ave., Ste. 100  
 Orange, CA 92868  
 (714) 935-0260  
 (800) 272-0111  
[orangecounty@apu.edu](mailto:orangecounty@apu.edu)



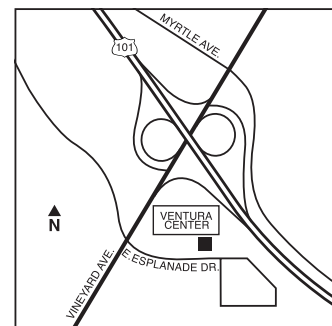
### San Diego Regional Center

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



### Ventura Regional Center

Program: Education  
 445 E. Esplanade Dr., Ste. 200  
 Oxnard, CA 93036-2145  
 (805) 677-5825  
 (877) 210-8840 (toll free)  
[ventura@apu.edu](mailto:ventura@apu.edu)



## Libraries

Azusa Pacific's libraries include the William V. Marshburn Memorial Library (located on the East Campus), the Hugh and Hazel Darling Library (located on the West Campus), the Duke Theology Library (located on the West Campus), and six regional center libraries in Los Angeles, Orange County, Inland Empire, San Diego, Murrieta, and Ventura. A unified catalog identifies the more than 190,000 books, media, and 1,800 serial titles. More than 630,000 microforms include the Library of American Civilization, Library of American Literature, *New York Times*, and Educational Resources Information Center collections. The university network provides access to more than 100 electronic databases, which include more than 19,000 full-text serial titles, as well as all of the material available on the Web. Regular hours for the three campus facilities are as follows:

### William V. Marshburn Memorial Library

Monday–Thursday	8–1 a.m.*
Friday	8 a.m.–4 p.m.
Saturday	11 a.m.–6 p.m.
Sunday	2 p.m.–1 a.m.*

\*Study-only area open until 1 a.m. in the William V. Marshburn Memorial Library.

### Hugh and Hazel Darling Library

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

### Theological Library

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–7 p.m.
Saturday	11 a.m.–6 p.m.
Sunday	7–11 p.m.

Special hours may be set for final exam weeks, vacation breaks, and holidays.

The holdings of the William V. Marshburn Memorial Library include collections supporting liberal arts and sciences, music, and business. The library has a 24-hour-a-day, 7-day-a-week study area adjacent to the Cornerstone Café; 20 computer workstations in the information commons, and 7 group-study rooms. This library houses the Sakioka Computer Training Room with 20 computer workstations and the Media Center with

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

The holdings of the Hugh and Hazel Darling Library include collections supporting computer science, education, nursing, and professional psychology. The library is comprised of two main areas that are connected by The ECF Academic Hall of Fame. The Stamps Rotunda offers a traditional library environment of book stacks and individual study carrels, and the Ahmanson Integrated Information Technology Center includes 75 workstations for research. This center also houses 8 scholar study rooms, 12 group study rooms, 4 conference rooms, and the children's literature collection. The Berger Computer Training Room with 22 computer workstations is located here along with the Department of Technical Services processing facility for acquisitions, cataloging, and serials.

The new Theological Library is the most recent addition to the university's library system. Located in the Duke Academic Complex, the Theological Library's collections include books and journal literature related to biblical studies, Church history, ethics, philosophy, religion, and theology. Additionally, the Apolis2 library catalog system has been implemented into the Theological Library, allowing for increased ease and convenience to aid users in the search process. The Apolis2 system provides advanced Web-based search techniques that were not previously available, and also offers a search interface that allows users to locate items in the unified holdings of all university libraries.

Each regional center library provides core collections of holdings with emphases on the programs at that location. Each regional center library also includes computers which provide access to all the electronic library resources and services. For information, call the Marshburn Reference Desk (626) 815-3270 or the Darling Reference Desk at (626) 815-5066.

## Library Use

Electronic resource access is available through student ũdeupa accounts. ũdeupa accounts can be set up through Information and Media Technology (IMT). The APU graduate student ID card is required for book checkout and use of media center materials.

## Bookstore

Located on the West Campus, across from the Hugh and Hazel Darling Library, the APU Bookstore offers a wide range of merchandise and services. In addition to all the materials needed for students' courses, a broad range of Christian books (Bibles, Bible reference, Bible studies, Christian living, devotional, novels, and more) and reference materials are carried. The bookstore is a one-stop source for everything needed to show school spirit (clothing, hats, mugs, etc.) and for gift giving (Christmas, birthdays, Mother's and Father's days, Valentine's Day, Easter, etc.). Students may also order graduation announcements, class rings, and nursing pins and badges, as well as purchase prepaid phone cards, art, and office supplies. For the students' convenience, a fax sending and receiving service is offered. Special orders for books that are not carried by the Bookstore are available. In addition, imprinting, one-day photo service, ATM, balloon bouquets, and complimentary gift-wrapping are available.

Online textbook ordering and reservations are available ([www.apu.edu](http://www.apu.edu)), or call (800) 933-1950 or (626) 815-5044 to order by phone. The regular bookstore hours are:

Monday–Friday	8:30 a.m.–4:30 p.m.
Saturday	11 a.m.–4:30 p.m.

## Shuttle Service

APU's steady growth has resulted in the addition of new campuses and facilities in close proximity to the university's original location, now called East Campus. For the convenience of students, staff, and faculty, APU provides a shuttle service to and from each area. Four shuttle vehicles operate from 7 a.m.–4 p.m. daily. The "680 Express" (non-ADA equipped) runs clockwise from West Campus at Cerritos Avenue (serving 680 Alosta Avenue) to West Campus at Centennial Drive and finally to East Campus. The other three vehicles (all ADA equipped) run counter clockwise from East Campus to West Campus at Centennial Drive to West Campus at Cerritos Avenue, then back to East Campus. In general, a vehicle arrives at every stop, every 7–10 minutes.

Between the hours of 4-11 p.m., one ADA-equipped trolley runs the counter clockwise route, and from 4:30-11 p.m., a 15-passenger van shuttles between West Campus at Cerritos Avenue and 680 Alosta Avenue. For more information regarding the APU Shuttle Service, contact Facility Management Customer Service at (626) 812-3102.

## The Writing Center

The Writing Center is a free source of feedback by trained writing consultants for writers from all disciplines and all skill levels. Located in the Marshburn Library (East Campus), the center offers individual appointments, group workshops, and print resources to assist in a variety of writing needs such as academic papers, creative fiction, poetry, and other genres. The Writing Center is also designed to offer support, at a professor's request, for specific writing tasks or documentation forms particular to a designated course or discipline.

The Writing Center also equips its staff members (included are undergraduate and graduate students) with valuable instruction in the theories of writing and writing assistance in one-on-one and small group situations. Staff training emphasizes the collaborative nature of writing and the interpersonal skills necessary for successful writing conferences.

While walk-in sessions are often available, appointments are recommended to guarantee a convenient time slot. Appointments may be made in person or by phone (626) 815-6000, Ext. 3141, during open hours. Handouts and print resources are available for use without an appointment.

The Writing Center is open September–April, Monday–Friday, 10 a.m.–8 p.m. (hours vary slightly).

## University Counseling Center

The University Counseling Center (UCC) is made up of professionally trained Christian counselors committed to facilitating the emotional, psychological, social, academic, and spiritual wellness of the APU community. UCC services are available to any currently enrolled student, and include individual counseling, couples counseling, group counseling, and educational workshops and training. All counseling services provided by the UCC are confidential. For information, call (626) 815-2109.

## Campus Safety

The Department of Campus Safety is located in the first-floor lobby of Adams Hall on the Azusa Campus. The staff assists students with problems they might encounter on campus, such as theft, accidents, or threats.

If a crime occurs, Campus Safety officers act in accordance with established policy and assist the police as required. The Campus Safety officer's primary concern is the protection of Azusa Pacific people and property. Any and all incidents of stolen property or theft should be promptly reported to the Department of Campus Safety. An officer will assist the student in filing a report with the local law enforcement agency. This coordinated effort is invaluable when solving these types of crimes and for raising community awareness.

In life-and-death situations, call 911 first, then the Department of Campus Safety. In all other cases of injury or sickness, the Department of Campus Safety should be the first agency notified. Personnel will notify the proper emergency aid agency for assistance. The Department of Campus Safety also enforces traffic and parking regulations. All vehicles driven on campus must be registered with the Department of Campus Safety and display an APU vehicle registration decal. Students who are unfamiliar with the Vehicle Code should acquire a copy from the Department of Campus Safety.

In addition, a free "American Defender" whistle is provided to all women on campus and should be used in case of an emergency. It can signal for help, frighten away someone who intends harm, or alert others to call the Department of Campus Safety. The whistle should only be used if a student is in distress or sees another in distress.

APU men can also participate in the whistle program. When the whistle is blown on campus, anyone within earshot is encouraged to go directly to that area. This does not mean that a student should run into an unsafe situation. Students should not put themselves in jeopardy; instead, the student should observe the situation and make a report if necessary.

To prevent abuse of the whistle, there is a \$250 fine for misuse on campus. Questions should be directed to (626) 815-3898.

The Azusa Pacific campus is private property, and permission to enter or pass through it is revocable at any time. Students or visitors who fail to cooperate with university authorities, including Campus Safety personnel, will not be permitted on campus.

Campus Safety personnel are on duty every day of the year, 24 hours a day.

## Health Services

The Student Health Center, located on APU's East Campus, offers services for preventative medicine as well as the treatment of minor illnesses, emergencies, and first aid. Workshops include: nutrition, stress management, substance abuse, weight management, premarital consultations, and STD awareness.

Hours vary each semester and are posted at the Health Center. A nurse or doctor is on call after hours and on weekends as needed through the Department of Campus Safety. During summer hours, semester breaks, and holidays, the center may make referrals to outside physicians and medical facilities.

The attending physician, nurse practitioners, or registered nurses administer medications, injections, and treatment of minor illnesses. Should the student need further treatment or evaluation, there is an excellent referral base to specialists in the community as well as a hospital in close proximity for emergencies. Prematriculation and a recent TB skin test are prerequisites for some immunizations. Contact the Health Center for current requirements at (626) 815-2100.

## Insurance

Insurance claim forms are available from the Health Center. However, it is the student's responsibility to file the claim and pay the portion of the medical bill not covered by the policy. Students must check the "Coverage" and the "How to File" sections of the insurance policy.

Athletes participating in intercollegiate sports are covered through a separate policy. Information regarding coverage and usage may be obtained at the Health Center. Because of the low cost of these policies, they are considered secondary insurance coverage; thus, benefits are payable only to the extent that such expense is not covered by any other insurance policy (i.e., parents, individual, or group plan).

The services available at the Health Center also include: physical examinations, immunizations, allergy injections, first aid, preventative medicine, nutritional guidelines, weight loss monitoring, lab services (minimal fee) X-ray referrals, and medications (minimal charge). All undergraduates with at least seven units are required to participate in the university's student medical and accident insurance policy, which is included in the tuition package. An office fee is charged for those students not covered by health insurance.

This insurance coverage is optional for graduate domestic students and may be purchased during registration if criteria are met. For more information, contact the Health Center at (626) 815-2100.

## Information and Media Technology

Information and Media Technology (IMT) is responsible for providing strategy, training, service, and information in the area of technology for Azusa Pacific University. IMT supports administration, faculty, staff, and students. Please visit the website for more information, [www.apu.edu/imt/](http://www.apu.edu/imt/) or call (626) 815-5050 or toll free at (887) APU-DESK (877-278-3375).

- **Support Desk**

The support desk provides assistance with üdeupa accounts, All Access (wireless) connection, and dial-up service.

- **Üdeupa\***

APU's intranet, üdeupa, is a free service offered to every student, providing the necessary tools to communicate with other students and faculty. üdeupa provides a free email account, free disk space for Web pages, and access to critical campus resources such as grades, financial information, and online library resources.

\*Üdeupa, pronounced "oo-dee-oo-pah," is a mirror of the phrase – apu.edu.

- **All Access**

All Access is APU's name for the wireless network. Because mobility is an important part of a student's learning experience, the wireless network allows students to connect to the Internet, use email, chat, and search library resources from various locations on campus, including outdoor green spaces without using cables. Please

contact the IMT Support Desk for connection services. Additionally, the IMT Computer Store located on West Campus inside the APU Bookstore provides students with the following equipment that is compatible with the All Access wireless network.

### Windows and PC Desktops

Cisco 350 Series Wireless	
w/Lucent Adapter	\$160
Cisco 350 Series Wireless PCI	\$200

### Windows and PC Laptops

Cisco 350 Series Wireless	
PCMCIA	\$115
Orinoco/Lucent	\$80

### Macintosh Desktops

Cisco 350 Series Wireless PCI	\$200
The Transceivers and Asante boxes are <u>not</u> for sale.	

### Macintosh Desktops and Laptops

Airport card	\$100
Skyline Wireless USB	\$150

- **Computer Facilities**

Computers can be found clustered in the libraries and the Student Union. These computer facilities are equipped with PC and MAC workstations and printers. Software available includes SPSS, Microsoft Office Suite, medical programs, databases, a variety of discipline specific programs, and full Internet access. Lab assistants are available during operational hours.

- **Graphics Center**

Located on the West Campus in the Fletcher Jones Center adjacent to the Darling Library, the Graphics Center provides graphics resources such as color paper, poster makers, Ellison die-cuts, paper cutters, paints, laminators, bookbinders, four computers with scanners, and a printer/color copier. For more information, contact (626) 815-5079.

## Computers

Azusa Pacific University encourages students to own their own computers for collaboration and communication with one another and faculty, searching online library information resources, use of productivity tools, and exploring the Internet. Students will discover that the computer is an important tool for their educational experience.

Acknowledging the importance of computing as an integrated part of the learning experience, APU partners with IBM and Apple to offer notebooks for the power of mobility. For more information please contact the computer store coordinator at [computerstore@apu.edu](mailto:computerstore@apu.edu).

The following may be used as a guide for minimum standards when purchasing a computer for use at APU (recommended configuration in parenthesis):

### PC

Celeron (PIV) 1.0 Ghz (2.0 Ghz) processor; 64 (128)mb RAM; 10 (20)gig hard drive; 56 modem (10/100Base-T Ethernet card; CD-Rom); Win98 (XP) operating system

### MAC

G4 (G4) or iMac/iBook 700 Mhz (1 Ghz) processor; 64 (128)mb RAM; 20 gig hard drive; 56 modem (10/100Base-T Ethernet card; CD-Rom); OS 9.0 (OS10.X) operating system

## Voluntary Laptop Program

Azusa Pacific University partners with Apple and IBM to provide laptops to students. Two programs offered are available to graduate students. One is a two-year leasing option allowing students to spread their payments over the time period of their studies. The second option is a single payment program. Both programs introduce the student to the power and mobility of an Apple iBook, Powerbook, or an IBM ThinkPad laptop computer. For more information, please visit the website at [www.apu.edu/imt/laptop.php](http://www.apu.edu/imt/laptop.php) or send an email to the laptop program coordinator at [laptop@apu.edu](mailto:laptop@apu.edu).

## Office of Distance Learning Online Courses: [online.apu.edu](http://online.apu.edu)

Online courses have the same content as face-to-face courses. They are taught by fully qualified APU faculty who teach traditional courses. There is no regularly scheduled meeting time or classroom attendance. Material presentations and class discussions are all conducted online through the World Wide Web. These are **not** correspondence courses between a professor and one student, but full classes of students interacting with one another as well as the professor through weekly activities.

Most students who take online classes do so for convenience while balancing work schedules and course availability. This environment allows students unable to attend a campus program



to participate in an exciting online version of traditional face-to-face classes. Learning is still driven by interaction with content material, professor guidelines, and student input. 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, a new way of becoming a lifelong learner where the responsibility for learning is shared by the student and professor.

APU offers two fully online programs: the Master of Arts in Education: School Librarianship and the Master of Arts in Educational Technology. Other individual online classes are offered that can be taken as part of traditional face-to-face graduate programs. For information, contact (626) 815-5040.

## The International Center

The International Center (IC) oversees and directs all the international education programs of Azusa Pacific University. The presence of international students and diverse cultures on the APU campus is a very important aspect of the educational experience. Every student who comes to APU from a different culture brings with him or her a wealth of cross-cultural knowledge. The International Center also develops international programs and maintains consortium agreements with international universities.

The International Center consists of four departments:

### International Marketing Program (IMP)

This office has the responsibility of recruiting international students from all over the world and bringing diverse cultural backgrounds to the APU community.

### American Language and Culture Institute (ALCI)

In addition to implementing the six-level, year-round academic ESL program (formerly known as SIE), ALCI encompasses a variety of other academic programs offered or developed within the department to serve the needs of international students, American students, faculty, and staff at APU. ALCI's goal is to design and implement academic services that enable international and American students and scholars to effectively communicate in the global marketplace and academy.

## Study Abroad Programs (SAP)

This office develops and coordinates internationally accredited academic programs for all APU students who are able to travel and study at a foreign university and experience the cross-cultural aspect of education firsthand.

## International Student Services

The Office of International Student Services (ISS) includes international admissions, transcript evaluations, immigration advising, and support services for APU's more than 250 international students and scholars from more than 40 countries. ISS promotes international awareness and understanding on campus, and is located on East Campus, (626) 812-3055.

Services provided to international students include assistance with admission to the university, immigration documentation\* (I-20/DS 2019), and cultural adjustment. Upon initial arrival into the U.S., ISS provides airport pick-up service. In addition, students receive help obtaining a bank account, Social Security number, driver's license, and housing. A special orientation for international students is also provided which acquaints them with the university and U.S. laws and culture. ISS also sponsors an International Chapel once a week on Friday, which is open to international and domestic students alike. In addition, ISS sponsors numerous other special activities to introduce students to Southern California.

ISS holds various activities throughout the year to promote international awareness on campus. A few of these activities include Global Vision Week, The Hut all-campus cultural dinner, the International Bazaar, and international awareness training sessions for student leaders. ISS is also available to provide cultural information to students, faculty, and staff via literature, video, and personal consultation.

For more information on admissions, see International Graduate Admissions.

**\*Immigration documents I-20/DS 2019 will be offered only for the following centers: Los Angeles, San Diego, Orange, Ventura.**

## International Campus Fellowships

International students of APU form several Christian fellowship groups which meet weekly on campus to promote understanding of the Christian faith as well as provide opportunities for building friendships. There are both Japanese and Chinese groups that meet regularly. These groups are supported by ISS.

## Financial Aid

At present, there are no scholarships available at the post baccalaureate level. There are some teacher assistantships or graduate internships available in some of the departments. For further information, please see specific program area.

## Visiting Scholarships

Five visiting scholarships are awarded for a full-tuition discount annually. There are two types of visiting scholars: research and degree seeking. To be eligible to apply for a visiting scholar position, the individual must have a bachelor's degree, a minimum of five years work experience in a professional capacity, the financial ability to cover their own cost of living and books, and meet the minimum English requirements for the university. In addition, those desiring the degree-seeking scholarship must meet all of the admission qualifications for a specific degree program. Please contact ISS for additional information about this specific scholarship.

## U.S. Immigration

Azusa Pacific University employs a full-time International Student Advisor 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 both the I-20 (F-1 visa status) and the DS 2019 (J-1 visa status). For current information about immigration related issues, please contact the ISS office to speak with the international student advisor or the director of ISS.





# Admissions Policies

Graduate Admission to the University . .	22
Application and Fee . . . . .	22
P.A.C.E. Option . . . . .	22
Transcripts . . . . .	23
Policy Regarding False Information . . . .	23
Change of Program . . . . .	23
International Graduate Admissions . . . .	23
TOEFL Requirements. . . . .	23
Conditional Admission . . . . .	24
American Language and Culture Institute . . . . .	24

## Graduate Admission to the University

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

While the following minimum admission requirements are considered for university admission, program acceptance requirements should be consulted as well by reviewing the application section of the catalog.

All non-U.S. permanent residents should refer to the International Graduate Admissions section in this catalog.

To be considered for university graduate admission, the applicant must have a bachelor's degree from a regionally accredited college or university. An earned baccalaureate degree from an ATS- or AABC-accredited institution will be considered only for admission to the Haggard School of Theology and Operation Impact programs. Applicants with earned master's degrees, see below.

A cumulative minimum 3.0 (on a 4-point scale) grade-point average (GPA) is required for the posted baccalaureate degree. Candidates with a GPA of 2.5-2.99 will be considered for provisional admission. This provisional status requires completion of the first 12 units of graduate course work at APU with a grade of B (3.0) or better in each course. Specific program admission requirements may be more stringent.

Those with baccalaureate grade-point averages below a 2.5 will be denied admission to the university. However, applicants denied admission may be considered for university admission by meeting one of the following options:

- **Option 1:** A clear (non-emergency or preliminary) teaching credential
- **Option 2:** CCTC-identified MSAT or PRAXIS/SSAT scores meeting California passing standards
- **Option 3:** A minimum combined score of 1,000 for the verbal and quantitative sections of the Graduate Record Examination (GRE). The GRE must be taken within the previous 12 months prior to application.
- **Option 4:** Applicants may petition for an exception to their denied status. Forms and procedures are available from the Graduate Center.

Applicants with an earned master's degree from a regionally accredited college or university with a 3.0 GPA or higher qualify for university graduate admission. A master's degree with a 3.0 GPA from an ATS- or AABC-accredited institution qualifies an applicant for university admission consideration in the Haggard School of Theology. Proof of the baccalaureate degree is also required. Specific program admission requirements may be more stringent.

While these minimum admission requirements are considered for university admission, program admission requirements should be consulted as well by reviewing the applicable section of the catalog.

All students graduating from non-English speaking institutions must also meet TOEFL requirements (see TOEFL Requirements under International Graduate Admissions).

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

To apply for graduate admission to Azusa Pacific University, U.S. citizens/permanent residents must submit an application form available from the Office of Graduate Admissions within the Graduate Center or apply online at the APU website ([www.apu.edu](http://www.apu.edu)):

### Mailing Address:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

### Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 or 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

Non-U.S. citizens/nonpermanent residents must apply through the Office of International Student Services (see International Graduate Admissions).

## Application and Fee

To be considered for admission to any graduate course work, the prospective student must complete the graduate application (printed copy or online) and submit a nonrefundable \$45 application fee as well as provide official transcripts for college course work completed. Certain programs may require additional references and/or other supporting documents.

The application fee is waived for Operation Impact students and alumni who have earned a degree from APU.

## Pre-Admission Course Enrollment (P.A.C.E.) Option

Students are allowed to take courses in a graduate program prior to being admitted to Azusa Pacific University. The number of units that may be taken while in the application process varies by program. The P.A.C.E. Option is not available for doctoral and School of Business and Management program applicants.

The following must be submitted before exercising this option: a completed application for admission, the \$45 application fee, and transcript of a bachelor's degree earned from a regionally accredited institution with the minimum GPA required for university admission. Completion of preadmission courses does not guarantee admission regardless of course outcome.

Some departments and schools may specify which courses a student may take prior to admission and may allow only prerequisites to be taken.

The P.A.C.E. Option may be exercised only once per APU degree earned. Students may not take pre-admission courses for each "Change of Program" submitted.

This option is **not** applicable for international students who come to the U.S. on an I-20 or DS 2019.

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

Please note that students are not eligible to receive financial aid until they are admitted to the university. Financial aid cannot be awarded retroactively for terms in which a student took classes but was not admitted to a specific program. Students must be admitted to the university and graduate program by the last day of the term in which they first enroll in order to be eligible to apply for financial aid for that term.

## Transcripts

Every applicant must submit official transcripts of college course work completed prior to application to APU when applying. An official transcript is one which the university receives directly from the institution(s) and bears an official seal. Transcripts must indicate a B.A. or B.S. degree for an applicant to be considered for admission to a graduate program. The baccalaureate degree transcript is required even if an applicant has earned a master's degree prior to applying to APU.

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 Admissions in the Graduate Center 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 under Academic Policies and Procedures of this catalog.*

## Policy Regarding False Information

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

*The full fraudulent records policy may be obtained from the Office of the Graduate Registrar in the Graduate Center.*

## Change of Program

Admission to graduate programs at Azusa Pacific University is program-specific. If a graduate student changes plans and wishes to enroll in a program other than that to which he or she was accepted, then the student must file a Change of Program form with the Office of Graduate Admissions in the Graduate Center. International students must contact the Office of International Student Services.

A graduate admissions enrollment counselor 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.

## International Graduate Admissions

Azusa Pacific University is authorized under federal law by U.S. BCIS and the U.S. Department of State to enroll nonimmigrant, alien graduate students. APU issues and administers both the I-20 and DS 2019\* (F-1 and J-1 status documents respectively). To apply to be a graduate student at Azusa Pacific, please submit the following:

1. Application for International Graduate Admission
2. \$65 nonrefundable application fee
3. Affidavit of Financial Support (included in application form) and bank statement\*\* proving ability to pay for educational costs through personal, family, or sponsor resources

\*Formerly form IAP-66

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

4. Certified English proficiency (See "TOEFL Requirements.")
5. Letters of recommendation (included in International Graduate Admissions Application)
6. Letter to the dean (statement of educational and professional goals)
7. Résumé
8. Official transcripts sent directly from the previous school(s) attended to APU. Transcripts must be translated officially into English and include the degree that was earned by the student. (See "Transcripts" on this page.)
9. One photo

Please note: individual departments may have additional requirements. Please see applicable program for that information.

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

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

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

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000  
(626) 812-3055  
Fax: (626) 815-3801  
Email: [iss@apu.edu](mailto:iss@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

## TOEFL Requirements

All applicants graduating from non-English speaking institutions and applying to university graduate programs are required to submit a Test of English as a Foreign Language (TOEFL) test score sent by ETS. The graduate minimum required score varies per graduate program.

Applicants studying full-time and earning 48 units (without ESL) in an English-speaking university immediately prior to applying to APU, may be eligible to waive the TOEFL requirements. Verification of English as the language of instruction will be required.

**Master's Programs**

550/213 TOEFL Score: Education, Theology, CSA, Leadership, Nursing, 600/250 TOEFL Score: Business, Computer Science, MAMM, Music, Psychology, TESOL

**Doctoral Programs:**

550/213 TOEFL Score: D.Min., Physical Therapy  
600/250 TOEFL Score: Ed.D., Psy.D.

In addition, students must enroll in TESL 500 English for Internationals during their first term at Azusa Pacific University regardless of TOEFL score. During the first class session, an opportunity will be given to demonstrate proficiency in English. If this is met, the student can waive the class.

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

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

**Conditional Admission**

Some applicants have high academic ability, but have not yet achieved English proficiency. For these applicants, conditional admission is offered. Those given conditional admission must either complete their English requirement prior to beginning their program at APU, or may study in the American Language and Culture Institute (ALCI) at APU prior to studying in their program. Conditional admission is not available for the Master of Arts in TESOL.

**American Language and Culture Institute**

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









# Financial Information

Graduate Student Financial Services . . . . .	28
Cost of Attendance . . . . .	28
Payment Terms and Conditions . . . . .	28
Refund Policy . . . . .	29
Student Employment . . . . .	29
Financial Agreement . . . . .	29
Financial Aid Application . . . . .	29
Financial Aid Policies . . . . .	29
Types of Financial Aid . . . . .	31

## Graduate Student Financial Services

Higher education is one of the most important investments an individual can make. Cost should not be the only determining factor in selecting the right university; nevertheless, applicants should have a clear understanding of expenses when making a final choice.

The Azusa Pacific University Graduate Center is comprised of Graduate Admissions, Graduate Student Financial Services, and the Graduate Registrar. Graduate Student Financial Services assists students in answering questions related to financial aid and student accounts. Students may contact Student Financial Services within the Graduate Center at (626) 815-4570. The Graduate Center office hours are Monday–Thursday, 8:30 a.m.–7 p.m. and Friday, 9:30 a.m.–4:30 p.m.

*A student without a posted bachelor's degree must register as an undergraduate and pay undergraduate fees. Any student with a bachelor's degree pursuing a second bachelor's must register as an undergraduate and pay undergraduate tuition and fees.*

### Cost of Attendance 2003-2004

(effective fall 2003)

#### Matriculation fees

Application	\$45
International Application	\$65

#### Tuition

Computer Science	\$463/unit
Education Doctoral Studies	\$553/unit
Family Nurse Practitioner	\$433/unit
MBA Continued Capstone	\$219/unit
MBA, MAHOD, MAOM	\$438/unit
Doctor and Master of Physical Therapy	\$453/unit
Ministry Doctoral Studies	\$328/unit
Nursing Programs	\$408/unit
Psychology Doctoral Studies	\$600/unit
Student Teaching (12-unit package)	\$4,280/12 units
Theology (including discounts)	\$298/unit
Other Graduate Programs	\$398/unit
Audit-Graduate	50 percent/unit

#### Mandatory Fees

Health Fee	\$195/semester
(mandatory for on-campus residents and international students on APU I-20s and DS 2019s)	

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

#### Special Fees

Independent Study	\$125/unit, plus tuition
International Fee	\$90/semester
Late Registration Fee	\$300/term
Online fee	\$120/course
MBA Capstone Proposal Fee	\$150
Music – Private Lessons	\$295/unit plus tuition
Nursing Fees – includes malpractice insurance	\$165/course, \$330/semester maximum
Nurse Practitioner Clinical and Lab	(See class schedule) \$200
Physical Therapy Lab Fee	\$100/course
Research Account Fee	\$20
Service Charge for Payment Plans	
15-Week Sessions	\$85
9-Week Sessions	\$45
Transcript	\$5/copy
Internet Fee	\$50/semester

#### Graduation Fees

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

### Payment Terms and Conditions

Past balances must be paid before a new session can be started. Late registration will incur a \$300 late charge as well as the current session prices. *International students are not eligible for payment plans. Tuition and fees must be paid in full at the time of registration.*

#### Payment in Full

Tuition and fees are due and payable at the time of registration.

#### 15-Week Semester Plan

Net balance owed plus an \$85 service charge

Registrations will be accepted based on a zero student account balance. The registration fees are due in four equal monthly installments:

**Fall:** September 15, October 15,

November 15, December 15

**Spring:** January 15, February 15,

March 15, April 15

#### 9-Week Term Plan

Net balance owed plus a \$45 service charge

Registrations will be accepted based on a zero student account balance. The registration fees are due on the 15th in two equal monthly installments following registration.

*Students previously in APU collections for a prior balance wishing to return, must have a zero balance and pay in full for their first returning semester.*

#### Federal Stafford Loan Payment Plan

Students who apply for a Federal Stafford Loan should apply early and have their completed Offer of Assistance paperwork turned in to Student Financial Services in the Graduate Center prior to registration. Incomplete paperwork may result in an unprocessed registration being returned. Registrations will be accepted based on a zero student account balance.

Students with a Federal Stafford Loan that covers the total for tuition and fees for the academic year will not be charged a service charge. All charges for the term (i.e., Fall, Fall I and Fall II) must be paid in full before a refund of excess loan funds will be given.

#### Company Reimbursement Payment Plan

Students whose employers pay partial or full tuition and fees must:

- Indicate “Company Reimbursement” on their registration.
- Submit a letter of specific eligibility (each academic year).
- Submit a copy of the company policy indicating conditions for payment (once per academic year).
- Submit a Company Reimbursement/Remission form with each registration available at [www.apu.edu/sfs/grad](http://www.apu.edu/sfs/grad) or from the Graduate Center.

A service charge will apply. Tuition and fees not covered will be due at the time of registration.

#### Petition Process

A petition process exists for students who seek an exception to stated university policies, procedures, and regulations. SFS petition forms can be obtained in the Graduate Center and must be approved by Graduate Student Financial Services.

## Refund Policy

### Institutional Policy for Students Withdrawing from All Units

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

Tuition excluding fees:  
(Fees are not refundable)

#### 15-Week Semester Policy

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

#### 9-Week Term Policy

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

### Summer and Special Terms

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

### Federal Refund Policy

*Policy for students with financial aid completely withdrawing from a term:*

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

## Student Employment

The Office of Student Employment is a job referral service for APU students. Employment is a vital part of college life for the many Azusa Pacific graduate students who work as a partial means of meeting college costs. Numerous part- and full-time jobs are posted on the Internet. Contact the Career Center for more information (626) 815-2103.

## Financial Agreement

A student may not participate in graduation ceremonies, register for further sessions, or receive any diploma, certificate, transcripts, or Degree Verification Letter until all financial obligations (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, 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

### Online Application for Financial Assistance

1. Apply for a PIN Number at [www.pin.ed.gov](http://www.pin.ed.gov). (The PIN acts as an electronic signature on the FAFSA as well as an identifier for other student-specific websites.)
2. Complete the FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
3. Complete the Graduate Stafford Loan Worksheet (GSLW) contact the Graduate Center.

Early application is recommended, since receipt of loans can take several months.

An application for student assistance will be considered for a financial aid package only after the student has been admitted to the university and the Graduate Stafford Loan Worksheet and the processed FAFSA have been received.

### Application Priority Date

Admitted students who have completed the FAFSA and Graduate Stafford Loan Worksheet by **March 1** will receive loan processing priority over other applicants.

## Financial Aid Policies

### Satisfactory Progress

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

#### A. Quality of Progress – “Good Academic Standing”

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

#### B. Quantity of Progress – “Unit Completion Requirement”

- Students must make progress toward their degree as follows:
  - Teaching and Advanced Credential Students
    - Full time – 24 units/year
    - Part time – 12 units/year
  - Master’s Students
    - Full time – 18 units/year
    - Part time – 10 units/year
  - PPSY Students
    - Full time – 14 units/year
    - Part time – 8 units/year
  - Doctoral Students
    - Full time – 12 units/year
    - Part time – 6 units/year

- Unit completion is reviewed at the end of each academic year in June. Summer is considered part of the spring term for progress purposes. The following grades are considered to demonstrate satisfactory course completion: *A, B, C*, and Pass or credit.\* These grades do not demonstrate course completion: *D, F*, no credit, Incomplete (*I*), Withdrawal (*W*), and In-Progress.

\* Students in doctoral programs should refer to those sections in the catalog for information regarding course completion.

- Repeated courses for which a satisfactory grade has been given may be counted only once for the purpose of academic progress.
- Prerequisite may be specifically prescribed by the student's academic advisor.
- Students who fail to complete the required number of units per academic year will be suspended from financial aid until the deficit units are made up. Such units can be made up in the summer and/or by petitioning for a semester of "Aid Probation." To petition, students must submit an SFS Petition form to Graduate Student Financial Services in the Graduate Center.

### C. Quantity of Progress – "Maximum Time Frame"

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

Please refer to individual programs for exceptions to this policy.

- The time frame is reviewed when the application is submitted.
- Students may petition for extended time by submitting a request in writing to Graduate Student Financial Services in the Graduate Center.

## Financial Aid Deadline

The financial aid deadline coincides with the last day to withdraw from classes for the term the student is attending. To ensure aid processing for the term, students are required to have their Offer of Assistance and all outstanding forms returned to Graduate Student Financial Services in the Graduate Center on or before the dates listed in the Academic Calendar section of this catalog.

## Financial Aid Packaging

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

## Equitable Treatment

Azusa Pacific University does not discriminate on the basis of race, color, national origin, gender, age, disability or status as a veteran in any of its policies, practices, or procedures. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact the director of Student Financial Services for further information.

## Release of Records

It is understood that by signing the Graduate Stafford Loan Worksheet, the student grants Graduate Student Financial Services the right to release the student's grades and enrollment records to scholarship and loan agencies as needed.

## Keeping in Touch

The university will attempt to inform students about deadlines and procedures, but the final responsibility for the timely filing of the FAFSA and related documents lies with each student.

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

## Outside Aid Resources

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

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

## Overawards

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

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

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

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

## Types of Financial Aid

### Federal Aid

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

#### Federal Stafford Loan

The Federal Stafford Loan is a long-term, low interest loan designed to provide students with additional funds for school. The loan comes in two forms:

**Subsidized:** The interest is paid by the government while the student is in school and during the grace period. The Subsidized Stafford is a need-based loan as determined by the FAFSA.

**Unsubsidized:** The student is responsible for the interest on this loan. However the interest may be capitalized and paid with the principle at repayment. The Unsubsidized Stafford is a non-need based loan as determined by the FAFSA.

Loan Limits:

- Teaching and Advanced Credentials, \$10,500 annually up to aggregate
- Master's and Doctoral, \$18,500 annually up to aggregate

The Interest rate on the Federal Stafford Loan is variable and caps at 8.25 percent.

Repayment on the Federal Stafford Loan begins six months after the student graduates, completes program, or drops below halftime. All students applying for the Federal Stafford Loan must be admitted to a degree- or credential-seeking program and complete the FAFSA and Graduate Stafford Loan Worksheet. All students receiving a Federal Stafford Loan must complete a loan entrance before receiving loans and a loan exit upon dropping below halftime, graduating, or exiting school. Entrance and exit processes can be accessed at [www.apu.edu/sfs/grad](http://www.apu.edu/sfs/grad).

#### Alternative Loans

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

### State Aid

#### Cal Grant A and B

Students who received Cal Grant A and Cal Grant B as undergraduates have 15 months to enroll in a teacher education program to renew this funding. A FAFSA must be filed and a G-44 form (available in the Graduate Center) sent to the California Student Aid Commission to continue receipt of these funds.

#### Cal Grant T

This program is for students in teaching credential programs who did not receive Cal Grant A or B as an undergraduate.

Applications become available at the beginning of April for the following academic year. This award is intended for students who hold a bachelor's degree or higher and are actively working toward an initial teaching credential. Participants must be enrolled at least half time (i.e., one class in Fall I and one class in Fall II) and agree to teach for a minimum of one year in a California public low-performing school for each award increment of \$2,000 received. This grant will cover credential courses taken in the one designated academic year only. Student must demonstrate financial need as defined by the California Commission of Teacher Credentialing, and meet the commission's GPA requirement (which may change each year).

The student must:

- Be admitted into a teaching credential program.
- Be enrolled in a teaching credential program: Multiple-Subject Traditional or Internship, Single-Subject, or Special Education. (Students must be admitted to a credential or combination program, not the master's program only.)
- Be taking courses that are required for an initial CA or Level I Teaching Credential only (see the Department of Teacher Education).
- Not already hold a preliminary or clear credential.
- Submit FAFSA and GSLW forms.

### Loan Assumptions

#### APLE

The Assumption Program of Loans for Education (APLE) is a competitive teacher-incentive program which encourages students to become teachers. Applications become available in April. Participants must intend to teach in subject-shortage areas as identified annually by the state, such as low-income schools, state special schools, schools serving rural areas, and/or schools where there is a high percentage of teachers holding emergency permits. Student's loan balance must be in good standing. Annual payments are made to the lending agency over a four-year period.

#### The Federal Teacher Loan Forgiveness Program

This program can provide up to \$5,000 for teachers who have already taught for five years in an elementary or secondary school that is designated as a low income school in the Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. List is available at [www.ed.gov/offices/OSFAP/Students/repayment/perkins.html](http://www.ed.gov/offices/OSFAP/Students/repayment/perkins.html). For more information and/or application, visit AES/PHEAA at [www.aesSuccess.org](http://www.aesSuccess.org), or call (800) 692-7392.

### Nursing Aid

#### Nursing Grants

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

### Theology Aid

To be eligible for all the scholarships listed herein, students must fill out the FAFSA form available in the Haggard School of Theology or the Graduate Center. For more information, contact the Haggard School of Theology, (626) 815-5439.

#### The James L. Stamps Foundation Scholarship

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

#### Earl E. Grant Scholarship

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



### **Walter and Mary Hartley Scholarship**

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

### **Lou Ann Scott Scholarship**

This scholarship is awarded to an outstanding Haggard School of Theology student.

### **The Kim Scholarship**

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

### **The Hausman Scholarship**

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

### **Denominational Scholarship Funds**

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

Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

### **Brethren in Christ**

Haggard School of Theology,  
(626) 815-5439

### **Friends Church**

Kenton Walkemeyer, D.Min., Director of Friends Center, Haggard School of Theology,  
(626) 815-5077

### **Free Methodist Church**

Don Thorsen, Ph.D., Haggard School of Theology, (626) 815-6000, Ext. 5650

### **Church of God, Anderson**

Haggard School of Theology  
(626) 815-5439

### **Wesleyan Church**

Gordon Coulter, Haggard School of Theology, (626) 815-6000, Ext. 5636

## **Education and Behavioral Studies Aid (Refer to the Financial Aid Options brochure from the School of Education and Behavioral Studies for more information.)**

### **Alumni Teacher Education Discount**

Discounts of 20 percent on eligible teacher education courses are given to students who received a baccalaureate degree from APU and are fully admitted to a Teacher Credential Program. See program information sections for eligible courses.

## **State Aid**

### **APLE**

The Assumption Program of Loans for Education (APLE) is a competitive teacher-incentive program which encourages students to become teachers. Applications become available in April. Participants must intend to teach in subject-shortage areas as identified annually by the state, such as low-income schools, state special schools, schools serving rural areas, and/or schools where there is a high percentage of teachers holding emergency permits. Student's loan balance must be in good standing. Annual payments are made to the lending agency over a four-year period.

### **Cal Grant T**

This program is for students in teaching credential programs who did not receive Cal Grant A or B as an undergraduate.

Applications become available at the beginning of April for the following academic year. This award is intended for students who hold a bachelor's degree or higher and are actively working toward an initial teaching credential. Participants must be enrolled at least half time (i.e., one class in Fall I and one class in Fall II) and agree to teach for a minimum of one year in a California public low-performing school for each award increment of \$2,000 received. This grant will cover credential courses taken in the one designated academic year only. Student must demonstrate financial need as defined by the California Commission of Teacher Credentialing, and meet the commission's GPA requirement (which may change each year).

The student must:

- Be admitted into a teaching credential program.
- Be enrolled in a teaching credential program: Multiple-Subject Traditional or Internship, Single-Subject, or Special Education. (Students must be admitted to a credential or combination program, not just the master's program.)
- Be taking courses that are required for an initial CA or Level I Teaching Credential only (see the Department of Teacher Education).
- Not already hold a preliminary or clear credential.
- Submit FAFSA and GSLW forms.

## **The Federal Teacher Loan Forgiveness Program**

This program can provide up to \$5,000 for teachers who have already taught for five years in an elementary or secondary school that is designated as a low income school in the Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. List is available at [www.ed.gov/offices/OSFAP/Students/repayment/perkins.html](http://www.ed.gov/offices/OSFAP/Students/repayment/perkins.html). For more information and/or application, visit AES/PHEAA at [www.aesSuccess.org](http://www.aesSuccess.org), or call (800) 692-7392.

## **Fellowships**

### **AAUW – American Association of University Women**

The AAUW offers teacher fellowships designed to provide professional development opportunities for female public school teachers, K-12. Go to [www.aauw.org/3000/fdnfelgra/ertf](http://www.aauw.org/3000/fdnfelgra/ertf) for specific programs and funding amounts.

### **College Student Affairs Assistantships**

Graduate students in the College Student Affairs program (M.Ed.) are eligible for consideration of graduate assistantships valued at \$6,000 for the first-year students and \$6,500 for second-year students. Students awarded graduate assistantships also receive a 50 percent tuition scholarship and are expected to complete 600 supervised hours of work in a program or department on campus. For more information, contact Dave McIntire at (626) 815-5485 or [dmcintire@apu.edu](mailto:dmcintire@apu.edu).



### Doctoral Fellowships

Fellowships are available for students in the Doctor of Educational Leadership (Ed.D.). These fellowships include a stipend of \$2,500 per semester (three semesters per year) plus a 50 percent tuition scholarship. Doctoral fellows are assigned to a doctoral faculty member to assist with research and are expected to work approximately 18 hours per week. For more information, contact Merleta Dunn at (626) 815-5374 or mdunn@apu.edu.

### Urban Education Research Fellows Program

Los Angeles Unified School District Program Evaluation and Research Branch has established this Fellows Program to provide intensive professional development and financial support for selected graduate student-researchers who have a commitment to urban education. Financial support includes full tuition reimbursement and half-time employment with a professional-level salary. Upon graduation, each fellow will work for the district in a full-time capacity for a minimum of three years. For more information, contact Jim Sass at (213) 241-8270 or jim.sass@lausd.net. Applications are available at [www.lausd.k12.ca.us/lausd/offices/perb/](http://www.lausd.k12.ca.us/lausd/offices/perb/) and are due March/April each year.

## Scholarships

### Ernest L. Boyer Teacher Scholarship

Administered by the Boyer Center at Messiah College, the Ernest Boyer Teacher Scholarship annually awards \$1,500 to a senior who is planning a career in education and who exemplifies the characteristics that Boyer believed essential for becoming a good teacher. APU was selected by the Boyer family as one of five universities to receive the teacher education scholarship. Ernest Boyer was a noted educator and long-time president of the Carnegie Foundation for the Advancement of Teaching. Applications become available in early March. Interested students should contact Greg Kaiser, Ph.D., in the Department of Teacher Education, and apply by late March.

### California School Counselor Association Scholarship

This scholarship provides financial assistance to California graduate students who intend to enter school service with a school counseling credential. Candidates must be currently enrolled in a Pupil Personnel Services program. Applications are available through the Department of School Counseling and School

Psychology, (626) 815-5424 or Norris Truman (661) 720-4182, and must be submitted by mid-March.

### CSLA – California School Library Association Southern Section Scholarship

These scholarships are for students working on a library certificate. Applications are available on the CSLA website under Southern Section/ Scholarship. The deadline is January 31.

### CCAC – Credential Counselors and Analysts of California

Teacher of the Year and the Teacher Educator of the Year awards recognize the contributions made to the State of California by outstanding teachers and those individuals who help prepare new teachers to enter the classroom. Each honoree receives a \$500 cash award. The criteria for selection includes demonstration of educational leadership, contributions made to the profession, and reputation among peers. Any CCAC member may nominate their choice by submitting their candidate's résumé, letter(s) of recommendation, along with the completed nomination form available at the CCAC website, [www.teamccac.org](http://www.teamccac.org).

### Delta Kappa Gamma Scholarship

The Delta Phi Chapter Frances Maxson Sanchez Scholarship grants awards yearly for a minimum of \$500 each. Women enrolled in teacher preparation programs at APU, who have completed student teaching during the year of award application and have demonstrated dedication and professional achievement in teaching, academic success, and community service, are encouraged to apply. Applications must be received by March 1, and the scholarship is awarded in April. For applications or more information, contact Jane Conroy at (626) 918-5417.

### Jessamine Hopkins Hardcastle Encouragement Grant

Single parents enrolled in the Accelerated Degree Program or working toward a credential or master's degree in the fields of education or business at APU may apply for a Jessamine Hopkins Hardcastle Encouragement Grant. This \$600 award will be given annually to three single parents. The deadline for applications is November 26; selections will be made in late November and presented in December. A written statement that 1) describes their goals after they complete

their degree or credential, 2) provides evidence of their commitment to completing their studies, and 3) is no longer than a single page must be submitted to be considered for this award. Please submit the single-page statement to Beverly Hardcastle Stanford, Ph.D., director, Center for Research on Ethics and Values, [bstanford@apu.edu](mailto:bstanford@apu.edu).

### Pi Lambda Theta Scholarships

Applications and deadline information are online at [www.pilambda.org](http://www.pilambda.org) or call (800) 487-3411 to receive information by mail. Awards vary from \$200 to \$1,000. A number of categories exist including music, physical education, counseling, psychology, and classroom teaching. Distinguished student scholar awards are also available.

### Rodney Rodriguez Scholarship

This scholarship is open to all students enrolled in the Teacher Education Program at APU. The funding varies between \$200 and \$500. Applications are available through Greg Kaiser, Ph.D., in the Department of Teacher Education.

### Alice V. Watkins Scholarship

Applicants for this \$500 annual award must be academically qualified and enrolled in a program leading to a graduate degree or credential program and have demonstrated financial need. Applications are available through the dean's office in the School of Education and Behavioral Studies and are received in January and August. Recipients will receive written notification of award.

## Scholarship Searches

### College Scholarship Search

Identify financial resources for college by conducting a free college scholarship search at [www.scholarships.com](http://www.scholarships.com). Scholarships, sweepstakes, and contests are available from \$5,000-\$10,000 and opportunities change each month.

### Internet's Largest Scholarship Search

More than 600,000 scholarships and \$1 billion in aid are available. Applicants must search online at [www.fastweb.com](http://www.fastweb.com). This is a free search.

**Information about any of the education awards listed may be obtained from Chris Zeilenga, director of student services, School of Education and Behavioral Studies.**





# Academic Policies and Procedures

Reservation of Rights . . . . .	36	Academic Probation and Disqualification . . . . .	38
Standards of Conduct . . . . .	36	Transfer Credit . . . . .	38
Course Numbering System . . . . .	36	Waivers . . . . .	38
Registration . . . . .	36	Academic Advising . . . . .	38
Late Registration . . . . .	36	Change of Program . . . . .	38
Adding and Dropping Classes . . . . .	36	Petition Process . . . . .	39
Independent Study . . . . .	36	Application for Graduation . . . . .	39
Repeated Courses . . . . .	37	Normal Progress toward a Degree . . . . .	39
Auditing . . . . .	37	Determining Degree Requirements . . . . .	39
Withdrawal from Courses . . . . .	37	Degree Posting Dates . . . . .	39
Withdrawal from the University . . . . .	37	Grade-Point Average Requirement . . . . .	39
Leave of Absence . . . . .	37	Residence Requirement . . . . .	39
Honorable Dismissal . . . . .	37	Distribution of Courses . . . . .	39
Credit Hours . . . . .	37	Course Replacement and Substitution . . . . .	39
Study Load . . . . .	37	Additional Degree Requirements . . . . .	39
Deferment Information . . . . .	37	Thesis . . . . .	39
Attendance Regulation . . . . .	37	Additional Master's Degree . . . . .	40
Final Examinations . . . . .	38	Commencement . . . . .	40
Grading . . . . .	38	Security Interest in Student Records . . . . .	40
		Student Records Policy . . . . .	40
		Release of Transcripts . . . . .	40
		Rights of Access . . . . .	40
		Disclosure of Student Records . . . . .	40
		Academic Integrity . . . . .	41
		Grievance Procedures . . . . .	41

## Reservation of Rights

Azusa Pacific University reserves the right to change any of its policies without prior notice, including, but not limited to, tuition, fees, unit-value per course, course offerings, curricula, grading policies, graduation and 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.

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

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

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

## Standards of Conduct

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

The university further reserves the right to disqualify, discontinue, or exclude any student at the discretion of the deans, faculty, administration, or Ethical Standards Committee. A full printed copy of the procedures is available at the Office of Student Life, (626) 815-3883. (See also "Academic Integrity" and "Fraudulent Records Policy.")

## 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:

### College of Liberal Arts and Sciences

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

### School of Business and Management

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

### School of Education and Behavioral Studies

CSA	College Student Affairs
EDCO	Educational Counseling
EDPY	Educational Psychology
EDUC	Education
LDRS	Leadership Studies
LMT	Library Media Teacher
PE	Physical Education
PPSY	Clinical Psychology
SPED	Special Education
TEP	Teacher Education

### School of Music

GMUS	Music
------	-------

### School of Nursing

GNRS	Nursing
------	---------

### Haggard School of Theology

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

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

## Registration

Students will receive academic credit only for courses in which they are officially enrolled. Registration is mandatory. Registration deadlines are published in the Graduate Academic Calendar. Students are expected to submit their registration or register online (if available for their program) by the Mail-In Registration deadline.

### Late Registration

Students who are unable to register before the Mail-In Registration deadline may register late up until the Last Day to Register, as published in the Graduate Academic Calendar. A \$300 late registration fee and the current tuition and/or fees will be charged. The late fee may be waived for first-time students. Professor, dean, and registrar approval for registration after the deadline may be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. An Academic General Petition is required.

### Adding and Dropping Classes

Students may add and drop classes without financial penalty until the Last Day to Add or Drop Classes or Independent Studies by submitting an Add/Drop form. Such changes may be made only during the dates listed in the Academic Calendar. International students must obtain approval from International Student Services to add or drop a class.

### Independent Study

Independent studies enable students to enrich their college experience by pursuing learning in a closely supervised program and provide opportunity for individual investigation of subject areas not covered in the regular course offering.

Graduate students may receive credit for a maximum of six units of independent study to be applied to their degree program. No more than four units may be applied toward one project. A maximum of four units may be taken during one academic term. An Independent Study form and Proposal must be submitted with a Registration form to the Office of the Graduate Registrar in the Graduate Center by the Last Day to Add or Drop Classes or Independent Studies. An independent study fee of \$125 per unit will be assessed *in addition* to the regular tuition charge.

Course Tutorial study deals with a course replacement in terms of units, content, syllabus, outline, seat time, and testing. The student must complete an Independent Study Application form endorsed by the instructor, department chair, and dean. In general, the course tutorial cannot substitute for a course that is offered on a yearly basis. However, there may be occasions in which it may be utilized to fulfill a course required in a major when a class is cancelled because of low enrollment or there is a class conflict in the student's course schedule. The independent study fee applies. The actual course number, rather than xxxx599 or xxxx799, is recorded on the student's permanent academic record. Course tutorial units do not count toward the maximum six independent study units allowed in a degree program.

### Repeated Courses

Students may repeat courses at Azusa Pacific University. Both grades remain on record, but only the new grade is calculated into the student's grade-point average. The units are counted only once. It is the responsibility of the student to notify the Office of the Graduate Registrar in the Graduate Center at the time of registration when repeating a course. Current tuition is charged.

### Auditing

A qualified student may apply for permission to audit a class. The student must meet the regular university entrance requirements and pay the audit tuition per unit. Students may not change their audit classification to obtain credit after the last date to add/drop, or change from credit to audit after the last day to withdraw from classes.

## Withdrawal

### Withdrawal from Courses

Graduate students may withdraw from a class without grade penalty at any time during the first 10 weeks of the 15-week term and during the first 6 weeks of the 9-week term, starting the first day of classes\*. The last day to withdraw for every term is indicated in the Academic Calendar. The student must secure the appropriate form from the Office of the Graduate Registrar in the Graduate Center and obtain an approval signature from the professor. The student will receive a *W* (withdrawal) grade in the course from which he or she withdraws. A student who never attends or stops attending a course for which he or she is officially registered will receive

an *F* in that course if accepted procedures for withdrawal are not followed. If the student wishes to initiate a withdrawal after the deadline, he or she may do so by filing a General Academic Petition form available in the Office of the Graduate Registrar in the Graduate Center. Professor approval for withdrawal after the deadline should be granted only in extreme cases where extenuating circumstances are evident and can be substantiated. Petitions must be signed by the professor of the course in question and the department chair prior to submission to the registrar for approval. No financial adjustments will be made. (See "Refund Policy" under "Financial Information.")

\*International students must obtain approval from International Student Services 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 the semester must do so through the Office of the Graduate Registrar in the Graduate Center. International students must obtain approval from International Student Services to withdraw from the university. The student must complete the Class Withdrawal form. Failure to comply will mean that failing grades will be entered on the student's record. A letter indicating the student's intention of leaving the university must be submitted as well. If the student intends to return after some time, a Leave of Absence form should be submitted to extend the time limit for completing the degree. (See "Leave of Absence" below and "Refund Policy" under "Financial Information.")

### Leave of Absence

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

### Honorable Dismissal

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

## General Enrollment Information

### Credit Hours

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

### Study Load

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

### Deferment Information

In general, in order to qualify for loan deferment, a student must be enrolled as at least a half-time student. Students should contact their lender with questions regarding the terms of the loan deferment eligibility.

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

### Attendance Regulation

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



## Final Examinations

Assessment of learning will take 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. An exception cannot be made to this rule without the written approval of the instructor, department chair, and school dean.

## Grading

Grades are based on the daily work of classroom projects and examinations. Scholarship is ranked as follows: *A*, exceptional; *B*, good; *C*, passing; *D*, unsatisfactory, no credit awarded; *F*, failure; *I*, incomplete; and *W*, withdrawal. Please refer to individual sections within the catalog for specific program information. Some departments and/or schools require a higher minimum grade standard in order for course work to meet program requirements. For each credit, points are awarded according to the grade earned as follows:

Grade <i>A</i>	4.0 points
Grade <i>A-</i>	3.7 points
Grade <i>B+</i>	3.3 points
Grade <i>B</i>	3.0 points
Grade <i>B-</i>	2.7 points
Grade <i>C+</i>	2.3 points
Grade <i>C</i>	2.0 points
Grade <i>C-</i>	1.7 points
Grade <i>D+</i>	0 points
Grade <i>D</i>	0 points
Grade <i>D-</i>	0 points
Grade <i>F</i>	0 points
Grade <i>FN</i>	0 points
Grade <i>W*</i>	0 points
Grade <i>I*</i>	Incomplete
Grade <i>IN*</i>	Incomplete
Grade <i>K1*</i>	Incomplete
Grade <i>K2*</i>	Incomplete
Grade <i>K3*</i>	Incomplete

The grade *I* "incomplete" is to be given only if special circumstances exist. An incomplete grade may be given upon recommendation of the professor, with the permission of the dean and/or chair of the respective school and/or department. To obtain an incomplete, the student must fill out the Incomplete form available from the Office of the Graduate Registrar in the Graduate Center and obtain all necessary signatures. An extension may be granted for up to 12 weeks from the last day of the term.

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

\* Does not affect grade-point average.

## Academic Probation and Disqualification

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

## Transfer Credit

Appropriate transfer work may be accepted toward a master's degree. A minimum of 30 units of the degree requirements must be taken in residence at APU. In addition, transfer units may not exceed 20 percent\* of the units required for a master's degree. To be transferable, a course must meet the following requirements:

1. The course was completed at a regionally accredited institution.
2. The grade earned was a *B* or better. (Neither *Pass* in a pass/fail, *Credit* in a credit/no-credit course, nor a *B-* is acceptable for transfer credit.)
3. The course was completed subsequent to the awarding of the bachelor's degree.
4. The course was taken within eight years of the time in which the student begins work in the degree program. (More recent work may be required in some programs.)
5. The course must be applicable to a graduate degree at the institution where it was taken.
6. The course must not be professional development or extension course work.

Courses for transfer must be approved by the student's department or school, as well as by the Office of the Graduate Registrar in the Graduate Center.

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

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

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

## Waivers

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

## Academic Advising

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

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

## Change of Program

Admission to graduate programs at Azusa Pacific University is program-specific. If a graduate student changes plans and wishes to enroll in a program other than that to which he or she was accepted, then the student must submit a Change of Program form to the Office of Graduate Admissions in the Graduate Center and international students must contact the Office of International Student Services.

An enrollment counselor will contact the student if further documentation or materials are required. No credit toward the new program will be granted before written program acceptance has been secured.



## Petition Process

A petition process exists for students who seek an exception to stated academic policies, procedures, and regulations. Academic General Petition forms are available from the Graduate Center and the Regional Centers and must be returned to the Office of the Graduate Registrar in the Graduate Center.

## Application for Graduation

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

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

### Normal Progress Toward a Degree and Time Limit for Degree

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

### Selection of Catalog for Determining Degree Requirements

A graduate student remaining in attendance in regular session at Azusa Pacific University may, for the purpose of meeting graduation requirements, elect to meet the requirements in effect at Azusa Pacific University either at the time the student began such attendance or at graduation. Substitutions for discontinued courses may be authorized or required by the major department or appropriate school.

"In attendance" is defined as being enrolled in at least 6 graduate units for one 15-week term (or combination of 15-week and 9-week terms within the same semester) per academic year. Absence due to educational leave, approved in writing, shall not be considered an interruption in attendance if such absence is for the

duration of two years or less. When a student changes majors, the academic requirements applied will be determined as of the date of declaration or subsequent change.

### Degree Posting Dates

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

### Grade-Point Average Requirement

All 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 the Haggard School of Theology. Please refer to individual sections within the catalog for specific information. Some departments and/or schools also require a minimum cumulative GPA in certain courses.

### Residence Requirement

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

### Distribution of Courses

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

## 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 which become part of the student's academic records file.

### Additional Degree Requirements

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

### Thesis

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

1. The student must have maintained an appropriate grade-point average in all graduate courses at the time the thesis option is requested.
2. A thesis proposal must be submitted as evidence of writing ability. The student's effort will be judged by the appropriate academic department.
3. The appropriate academic department must grant approval for the writing of the thesis using the prescribed form.
4. The student must work with an Azusa Pacific University faculty member who has been approved by the department chair and dean to serve as a thesis advisor.
5. Details on the development of a thesis proposal and matters of style and format are available from the Hugh and Hazel Darling Library.
6. The student has two consecutive semesters to complete the thesis.
7. The final thesis must have the approval of the faculty advisor, department chair, and dean of the appropriate school or college.

### Additional Master's Degree

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

### Commencement

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

### Security Interest in Student Records

A student may not graduate or receive any diploma, certificate, grades, transcript, or letter of degree verification until all financial obligations (including student loans wherein collections are administered by the university) have been satisfied in accordance with policies described under "Financial Information." Any diplomas, certificates, grades, transcripts, or letters of degree verification shall be retained by the university as a security interest until all such obligations are satisfied. Release of any such security interest prior or subsequent to any default by the debtors shall not be considered a binding precedent or modification of this policy.

### Student Records Policy

The Family Educational Rights and Privacy Act of 1974, better known as the Buckley Amendment or FERPA, generally provides that: students shall have the right of access to their educational records, and educational institutions shall not release educational records to nonschool employees without consent of the student. Except in certain narrowly-defined circumstance, "students" as used in this notice includes former students.

#### Release of Transcripts

Transcripts of Azusa Pacific University course work are available approximately six weeks after the completion of courses. Requests must be made in writing and should include the following information: student's name, location of classes taken, the last semester attended, where the transcript is to be sent, number of copies required, date of graduation (if applicable), Social Security number, and signature. An Azusa Pacific University Transcript Request form is available for the students' convenience. A \$5-per-copy fee applies. Requests take approximately 7-10 working days to process. Rush transcripts are available for an additional \$10 charge. Contact the Office of the Registrar at (626) 812-3013 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. Access will generally be granted to the record custodian, but if a delay is necessary, access must be granted no later than 45 days after the request. With some limited exceptions, students are also entitled to copies (at the student's expense) of all records to which they have access. Students further have the right, under established procedures, to challenge the factual accuracy of the records and enter their viewpoints in the records. Students may waive their right of access to recommendations and evaluations in the cases of admissions, application for employment, and nomination for awards. Azusa Pacific University may not require students to sign a waiver of their right of access to their records, but students should be aware that recommendations and evaluations may not be helpful or candid without a signed waiver.

### Disclosure of Student Records

With certain exceptions provided by law, Azusa Pacific University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the student's written consent. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the university with written permission to release specific records and addresses. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes.

The university has designated the following as directory information, which may, at the university's discretion, be released to the public without the student's consent: student's name and maiden name, address, email address, telephone number, date and place of birth, major field of study and courses taken, participation in officially recognized activities and sports, weight and height (members of athletic teams), dates of attendance, degrees and awards received, all previous educational agencies or institutions attended, current class schedule, employer, church membership, photographs, and parents' names, addresses, and telephone numbers.

APU has the right to disclose any information from the education records of a dependent student to his or her parents. A dependent student is one designated as such on the most recent income tax return filed by the student's parents. In addition, APU 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. Finally, 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.

It is the general policy of the university not to release directory information regarding its students unless, in the judgment of the appropriate record custodian or another official with record access, such release either serves a legitimate educational purpose or is not adverse to the interests and privacy of the student. However,

the student may request that certain categories of directory information not be released to the public without his or her written consent. Such requests shall be submitted in accordance with the student records policy of the university.

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

## Academic Integrity

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

### Academic dishonesty includes:

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

See also: "Grievance Procedure"

## Graduate Student Grievance Procedures

In the area of academics, protocol requires that student concerns or grievances about course content and relevancy, grading, teaching style, and the like, be taken up first with the professor of the given class. Failure to resolve the matter at that point may require a meeting with the appropriate department chair, or finally, the dean of the school or college. In the event that informal procedures fail to resolve the problem, the student will indicate in writing the nature of the grievance, the evidence upon which it is based, and the redress sought.

### I. Definitions

- A. A grievance is a statement by a student that he/she was wronged by Azusa Pacific University. The grievance may be caused by a failure of Azusa Pacific University to follow its established policies and practices.
- B. A student is anyone who has officially enrolled in a graduate program at Azusa Pacific University at the time the perceived wrong occurred.
- C. A complaint is the formal statement of a grievance that the student files with an appropriate administrative officer.
- D. An appropriate administrative officer is the dean of the relevant college or school, the chair of the relevant department, the registrar, the director of graduate admissions, or the director of student financial services.

## II. Time Limits

Failure on the part of a complainant to observe any time limit or receive an extension shall be taken to mean that the student has abandoned his/her complaint, and no further action on the matter shall be allowed. Failure on the part of someone named and accused in a complaint to object to the complaint after the complaint has been referred to the appropriate administrative officer or to observe a time limit or receive an extension, shall be interpreted as an indication of that person's agreement with all statements in the complaint, provided he/she has been given a written copy of the complaint or grievance on a timely basis. Anyone who cannot perform a certain procedural step within the time limits stated in this document must make prior written request of the appropriate administrative officer for an extension before the time limit has been exceeded. The administrative officer may choose to grant or deny the request at his or her sole discretion; provided, however, that the time limits set forth in this document shall be modified by the administrative officer if the date for an action falls on a holiday or a semester break.

## III. Legal Counsel

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

## IV. Settlements Prior to a Hearing

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

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

**STEP 1****WHO ACTS:****Student**

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

**Other Party**

Discuss the problem with the student.

**Time Limit**

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

**STEP 2****WHO ACTS:****Student**

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

**Administrative Officer**

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

**Time Limit**

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

**STEP 3****WHO ACTS:****Student**

If Steps 1 and 2 have not resolved the problem, the student must request (in writing) a hearing before the Committee on Graduate Student Grievances (CGSG). Members of the CGSG shall be appointed by the provost and shall be chaired by the associate provost or another individual designated by the provost. The request must be sent to the dean of the relevant college or school.

**Dean of the College or School**

A. Direct the parties involved to write a statement of the grievance and their action with respect to that grievance. Each party shall receive a copy of the opposing party's statement. The original statements shall be forwarded to the chair of the Committee on Graduate Student Grievances.

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

**Time Limit**

The hearing before CGSG must be requested within 10 working days after the completion of Step 2.

**STEP 4****WHO ACTS:****CGSG**

Conduct a hearing on the grievance in accordance with approved procedures and decide the matter by a majority vote. The decision of the CGSG shall be final.

**Time Limit**

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

The principals shall be notified, in writing, of the decision of the CGSG within five working days after it is made.

**Failure to File Grievance**

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

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









# College of Liberal Arts and Sciences

Department of Computer Science . . . . .	47
Master of Science in Applied Computer Science and Technology . . . . .	47
Graduate Applied Computer Science and Technology Certificates . . . . .	52
Department of Global Studies and Sociology (TESOL) . . . . .	57
Master of Arts in TESOL . . . . .	57
Certificate in TESOL . . . . .	57
Field-based Master of Arts/Certificate in TESOL . . . . .	59
Christ's College Cooperative M.A./TESOL Program . . . . .	59
Department of Physical Therapy . . . . .	61
Doctor of Physical Therapy . . . . .	61
Transitional Doctor of Physical Therapy . . . . .	62

# College of Liberal Arts and Sciences

## Faculty

Dean; and Professor: David L. Weeks, Ph.D.

Associate Dean, To Be Announced

## Department of Computer Science

Chair; and Professor:

Samuel E. Sambasivam, Ph.D.

Associate Professors: Lewis Chau, Ph.D.;

Donald Johnson, Ph.D.; Tao Li, Ph.D.;

Lyle Reibling, Ph.D.;

Raymond Rugemalira, D. Tech.;

Carol Stoker, Ph.D.

Assistant Professor: James Homer, M.S.

Lecturers (part time): Jim Aksel, M.S.;

Grace Boerner, M.Ed.; John Callaci, Ph.D.;

John Coverdale, M.S.; Richard Eckhart, Ph.D.;

Andrew Hall, MBA; Rodney Ulrich, M.S.;

Allen Vanderbilt, MSEE; Robert Woolley, M.A.

## Department of Global Studies and Sociology

(TESOL programs)

Chair; and Professor:

Richard Robison, Ph.D.

Professor: Richard Slimbach, Ph.D.

Associate Professor: Mary Wong, Ph.D.

Lecturers: Donna Burns, M.A.;

Michael Chamberlain, M.A.; Donald Dorr, M.A.;

Russ Frank, Ph.D.; Kim MacDonald, M.A.;

Li Qing Kinnison, Ph.D.; Thomas Scovel, Ph.D.;

Donald Snow, Ph.D.

## Department of Physical Therapy

Chair; and Associate Professor:

Michael Laymon, DPTSc., PT, O.C.S., CCD

Associate Chair; and Associate Professor:

Janifer Snell Kodat, DPTSc., PT, CCD

Professors: Ross Biederman, DPM;

Jerrold Petrofsky, Ph.D., JD

Assistant Professors: Susan Shore, Ph.D., PT;

Anne Steinbroner, DPT, PT

Ardith Williams-Meyer, DPTSc., PT, P.C.S.;

Lecturers: Wendy Chung, DPTSc., PT;

Michael Holm, C.P.O.;

Denese Kaufeldt-Soliz, DPTSc., PT, G.C.S.;

Kathy Kumagai, PT, N.C.S., O.C.S.;

Bruce Prins, Ph.D.;

James Ries, MPT, O.C.S., PT;

Mary Ruth Velicki, M.S., PT;

Diane Whiting, M.Div., PT

## Introduction

Azusa Pacific University's College of Liberal Arts and Sciences, commonly referred to as CLAS, offers academic programs in the arts, humanities, social sciences, and natural sciences. It includes 10 academic departments, and 96 full-time faculty offering 18 undergraduate majors, an accelerated undergraduate degree program in computer science, and graduate programs in physical therapy, teaching English as a second language, and computer science. The college also houses three centers (the Learning Enrichment Center, the Writing Center, and the Center for Research in Science), the yearbook, the student newspaper, the forensics program, the drama program, and the campus radio station.

## Programs Offered

The College of Liberal Arts and Sciences offers on-campus as well as a field-based Master of Arts in TESOL, a Doctor of Physical Therapy, and a Master of Science in Applied Computer Science and Technology with six emphases. In addition, the College offers a certificate in TESOL and five Graduate Applied Computer Science and Technology Certificate programs including Client/Server Technology, Computer Information Systems, End-User Support, Technical Programming, and Telecommunications.

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

# Department of Computer Science

## Faculty

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

*Associate Professors:* Lewis Chau, Ph.D.;  
Donald Johnson, Ph.D.; Tao Li, Ph.D.;  
Lyle Reibling, Ph.D.;  
Raymond Rugemalira, D.Tech.;  
Carol Stoker, Ph.D.

*Assistant Professor:* Jim Homer, M.S.

*Lecturers (part time):* Jim Aksel, M.S.;  
Grace Boerner, M.Ed.; John Callaci, Ph.D.;  
John Coverdale, M.S.; Richard Eckhart, Ph.D.;  
Andrew Hall, MBA; Rodney Ulrich, M.S.;  
Allen Vanderbilt, MSEE; Robert Woolley, M.A.

## Introduction

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

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

## Master of Science in Applied Computer Science and Technology

### Program Overview

The Master of Science in Applied Computer Science and Technology meets the need for specialists in computer science and technology at the professional level. The program provides successful graduates with a variety of technological skills in demand by organizations and businesses today. The program comprises a fundamental understanding of the use, knowledge, function, installation, and maintenance of computers.

Topics include operating systems, computer modeling of management methods, multi-media, database systems, C++ programming, JAVA programming and Web development, assembly language programming, microcomputer hardware, computer trouble-shooting, client/server technology, telecommunications, computer programming, computer-aided design systems and software engineering, artificial intelligence, information structures, computer graphics, all aspects of the Internet, desktop publishing, embedded systems, data communications, local area networks, object-oriented programming, evaluation and selection of hardware and software, graphical user interfacing, computer ethics, computer law, proposal writing, computer consulting, and end-user support.

## Admission

The requirements for admission to the graduate program at Azusa Pacific University include an application for admission and verification of completion of a bachelor's degree from a regionally accredited college or university with a 3.0 baccalaureate or master's grade-point average. Candidates with a grade-point average between 2.50–2.99 may be considered for provisional admission. Applicants must adhere to specific departmental application procedures and related application materials. Documentation of computer workshops, seminars, or other special courses attended should be included. These are used to evaluate interest and ability and determine if prerequisites are necessary.

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

### All materials should be submitted to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

Located at:  
Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
graduatecenter@apu.edu  
www.apu.edu

### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
iss@apu.edu

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

## Program Format and Schedules

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

## Prerequisites

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

1. Prerequisites (or corequisites) may be satisfied through appropriate course work or by passing a waiver exam which is available in the Department of Computer Science. The following prerequisites are minimal and can be satisfied at Azusa Pacific University:
  - A course in introductory computer concepts (met by taking CS 120 Computer Literacy or CS 205 Microcomputer Software Tools)
  - At least two computer programming languages, one of which must be C language (Computer programming course work taken more than five years ago may not be accepted unless skills and knowledge have been maintained. These programming prerequisites may be met through course work at Azusa Pacific University, preferably CS 501 Programming Logic [Visual Basic], and CS 509 Programming Internals [C Language].)
  - Excellent working knowledge of various uses of a computer, including a word processing package, a database package (e.g., Access), in-depth skill and knowledge of a spreadsheet application (e.g., Excel), and operating systems (met by taking CS 505 Microcomputer Applications or CS 205 Microcomputer Software Tools)

- Six units of mathematics including MATH 110 College Algebra and MATH 151 Applied Calculus or equivalent course work
  - Additional prerequisites as assigned by the program director based on applicant's need as determined by departmental review of applicant's records
2. Lack of prerequisites – Students who do not possess the above prerequisites may make up their deficiencies before entering the program or may enter the program provisionally, in which case prerequisites must be taken before beginning the core classes of the master's degree. Waiver examinations for each of the prerequisite courses are available in the Department of Computer Science. A nonrefundable fee will be assessed for the examination. A program of study (which may include prerequisite courses) should be developed in cooperation with a department advisor.
  3. International students are required to have a TOEFL score of 600 or better. However, if the TOEFL score is below the requirement, a student may study in the American Language and Cultural Institute (ALCI) at the university to prepare for entry into the master's program. (Completion of Level 6 at APU replaces the TOEFL 600 requirement.) If English is not the student's primary language, he or she may be required to take TESL 500 English for Internationals, during the first semester at Azusa Pacific University. This course may be waived under certain conditions. Please see International Graduate Admissions for information.

## Transfer Credit and Course Substitutions

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

## Exit Interview

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

## Program Requirements

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

### Core Curriculum **24 units**

The core curriculum consists of the following eight courses:

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

### Emphases **15-21 units**

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

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

## Client/Server Emphasis

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

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

Requirements for the client/server emphasis are listed below.

### Core Curriculum 24 units

#### Client/Server Required Course Work 12 units

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

#### Client/Server Electives 9 units

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

### Total 45 units

— or —

Choose the Capstone option:

CS 595	Capstone Project	3
--------	------------------	---

### Total 39 units

## Computer Information Systems Emphasis

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

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

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

Requirements for the computer information systems track are listed below.

### Core Curriculum 24 units

#### Computer Information Systems Required Course Work 12 units

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

### Computer Information Systems Electives 9 units

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

### Total 45 units

— or —

Choose the Capstone option:

CS 595	Capstone Project	3
--------	------------------	---

### Total 39 units

## Prerequisites for the MBA Courses

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

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

### Total 0-21 units

## End-User Support Emphasis

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

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

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

### Core Curriculum 24 units

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

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

### End-User Support Electives 12 units

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

### Total 45 units

— or —

Choose the Capstone option:

CS 595	Capstone Project	3
	End-User Support Elective	3

### Total 39 units

## Technical Programming Emphasis

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

Requirements for the technical programming track are listed to the right.

### Core Curriculum 24 units

### Technical Programming Required Course Work 12 units

CS 516	Microcomputer Organization and Assembly Language Programming	3
CS 520	Data Structures and Algorithms	3
CS 538	UNIX Systems Programming	3
CS 564	Windows Software Development	3

### Technical Programming Electives 9 units

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

### Total 45 units

— or —

Choose the Capstone option:

CS 595	Capstone Project	3
--------	------------------	---

### Total 39 units



## Telecommunications Emphasis

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

Requirements for the telecommunications emphasis are listed below.

### Core Curriculum 24 units

#### Telecommunications Required Course Work 12 units

CS 520	Data Structures and Algorithms	3
CS 532	Local Area Networks	3
CS 574	Network Programming	3
CS 577	Telecommunication Protocols	3

#### Telecommunications Electives 9 units

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

### Total 45 units

— or —

Choose the Capstone option:

CS 595	Capstone Project	3
--------	------------------	---

### Total 39 units

## Inter-Emphasis

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

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

Requirements for the inter-emphasis are listed below.

### Core Curriculum 24 units

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

CS 520	Data Structures and Algorithms	3
CS 530	Advanced Technologies	3
CS 532	Local Area Networks	3

#### Graduate Computer Science Electives 12 units

(not all from the same emphasis)

### Total 45 units

— or —

Choose the Capstone option:

CS 595	Capstone Project	3
Elective		3

### Total 39 units

## Capstone Project

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

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

## Graduate Certificate Programs

### Introduction

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

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

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

### Client/Server

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

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

#### Prerequisites

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

#### Prerequisite Courses 6 units

CS 518	Object-Oriented Programming with C++ Language	3
CS 524	Software Engineering I	3

#### Required Courses 9 units

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

#### Electives 9 units

Students must complete three of the following courses:

CS 552	Graphical User Interfaces	3
CS 553	Right-Sizing Information Delivery Systems	3
CS 558	Topics in Client/Server (May be repeated)	3-6
CS 560	Advanced Database Applications	3
CS 574	Network Programming	3
CS 599	Research and Independent Study in Applied Computer Science and Technology	3

**Total 18-24 units**

### Computer Information Systems

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

#### Prerequisites

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

#### Required Courses 9 units

##### From the School of Business and Management

Select 9 units from the following courses:

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

#### Electives 9 units

Students must complete three of the following courses:

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

**Total 18 units**

## End-User Support

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

### Prerequisites

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

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

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

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

**Total 18-27 units**

## Technical Programming

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

### Prerequisites

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

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

Required Courses		9 units
CS 516	Microcomputer Organization and Assembly Language Programming	3
CS 518	Object-Oriented Programming with C++ Language	3
CS 520	Data Structures and Algorithms	3

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

**Total 18-24 units**

## Telecommunications

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

### Prerequisites

Students must hold a bachelor's degree. Students without prior computer courses or experience must complete additional prerequisite courses (which may also have prerequisites) as assigned by the department.

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

Required Courses		6 units
CS 532	Local Area Networks	3
CS 574	Network Programming	3

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

**Total 18-27 units**

## Course Descriptions

### CS 501 Programming Logic (3)

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

### CS 505 Microcomputer Applications (3)

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

### CS 509 Programming Internals with C (3)

This course teaches the internal structure of computer programs using the C programming language. Topics include program architecture and constructs, compiler functions, objects, arrays, pointers, separate compilation of program modules, data encapsulation, scope rules, exception handling, and concurrency mechanisms. The course presents tools for competence in computer programming. *This course does not count as part of the required course sequence, but provides critical content needed in the master's program. Students with strong competency in the content of this course may petition to waive it, subject to passing an appropriate waiver test. Prerequisite: CS 501 or one programming language*

### CS 511 Operating Systems Practicum (3)

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

### CS 512 Microcomputer Hardware Technologies (3)

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

### CS 513 Computer Systems Trouble Shooting (3)

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

### CS 514 Computer Modeling of Management Methods (3)

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

### CS 516 Microcomputer Organization and Assembly Language Programming (3)

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

### CS 517 Embedded Systems Programming (3)

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

### CS 518 Object-Oriented Programming with C++ Language (3)

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

### CS 519 Database Systems (3)

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

### CS 520 Data Structures and Algorithms (3)

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

**CS 522 Networking and Data Communications (3)**

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

**CS 524 Software Engineering I (3)**

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

**CS 525 Software Engineering II (3)**

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

**CS 530 Advanced Technologies (3)**

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

**CS 532 Local Area Networks (3)**

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

**CS 534 Computer Publishing Technology (3)**

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

**CS 538 UNIX Systems Programming (3)**

This course provides an in-depth study of the Unix operating system and its internal structure with emphasis on programming at the system level using the C programming language. Each student creates and implements several systems programs and/or kernel modules, such as utilities, user interface, and device driver in this course. *Prerequisites: CS 511, CS 518, and CS 520*

**CS 540 End-User Training and Support (3)**

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

**CS 544 Presentation Graphics and Hypermedia (3)**

This course teaches the concepts and skills needed to create computer-based presentations using major presentation software. Students learn to generate presentations on the appropriate OS platform. Special attention is given to the development of effective presentations using a variety of media and delivery techniques. Projects and demonstrations are required. *Prerequisite: six units of computer science or department's permission*

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

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

**CS 546 Applied Artificial Intelligence (3)**

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

**CS 550 Client/Server Applications Development (3)**

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

**CS 551 Front-End Design Methods (3)**

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

**CS 552 Graphical User Interfaces (3)**

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



**CS 553 Right-Sizing Information Delivery Systems (3)**

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

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

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

**CS 560 Advanced Database Applications (3)**

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

**CS 564 Windows Software Development (3)**

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

**CS 566 Computer Business Systems (3)**

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

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

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

**CS 574 Network Programming (3)**

The fundamentals of network programming for the Internet are presented in this course. Network programming for Windows platforms using the UNIX sockets model are covered. Students learn how to program network applications via the WINSOCK Application Programming Interface (API) to the TCP/IP protocol and other OSI products. Students demonstrate their grasp of the material by completing several programming assignments. *Prerequisite(s): CS 518 and CS 532 or department's permission*

**CS 575 Distributed Component Computing (3)**

The basic concept of component-based programming with an emphasis on distributed objects is the focus of this course. Students have an opportunity to learn the underlying infrastructure technologies of DCOM and CORBA used to implement distribution object systems. The course focuses on the services and facilities provided by an object request broker. Topics may include Interface Definition Language (IDL), static and dynamic invocation interfaces, object references, marshalling, distributed resource optimization, and concurrency control. Students have an opportunity to use an object-oriented language to explore the services of an object request broker as they program a distributed object. *Prerequisite: CS 574*

**CS 577 Telecommunication Protocols (3)**

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

**CS 578 Topics in Telecommunications (3-6)**

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

**CS 587 Topics in Technical Programming (3-6)**

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

**CS 595 Capstone Project (3)**

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

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

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



# Department of Global Studies and Sociology

## (TESOL Programs)

### Faculty

Chair; and Professor:  
Richard Robison, Ph.D.

Professor: Richard Slimbach, Ph.D.

Associate Professor: Mary Wong, Ph.D.

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

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

## Introduction

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 and seminars in language acquisition theory, English grammar and pronunciation, intercultural communication and socio-linguistics, language teaching methods and materials development, observation and practice in classroom teaching, language assessment, program design, and language-development research. The program prepares students to become exemplary classroom teachers committed to continued professional development within a variety of adult contexts. Graduates of the program currently serve in the United States and several foreign countries in public and adult schools, colleges, universities, private institutions, and businesses.

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

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

## Mission Statement

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

## Master of Arts in TESOL and the Certificate in TESOL

### Admission Requirements

#### Prerequisites

1. Applicants must have a bachelor's degree from a regionally accredited institution with at least a 3.0 baccalaureate or master's grade-point average on a 4.0 scale. Candidates with a GPA of 2.5-2.99 may be considered for provisional admission. Although applicants for the TESOL programs are not required to have majored in English, linguistics, or education, a strong background in at least one of these areas is recommended.
2. Nonnative speakers of English must score 600 or above on the Test of English as a Foreign Language (TOEFL), or at least 250 on the computer-based TOEFL, and must pass a test of written English. Applicants who score between 550 and 600 (213-249 on the computer-based TOEFL) may be granted conditional admission, but will be required to complete TESL 500 English for Internationals (3 units) during their first semester of graduate work.

#### Corequisites

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

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

## Time Requirements

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

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

## Admission Procedures

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

1. Submit a completed graduate application for admission. An online application is available at the APU website, [www.apu.edu](http://www.apu.edu). (International students should request application materials from the Office of International Student Services.)
2. Remit the \$45 nonrefundable application fee (\$65 for international students).
3. Request official copies of transcripts to be sent directly to Azusa Pacific University.
4. Request three letters of recommendation as indicated in the graduate admissions materials. At least one must be from a professor or teacher acquainted with the applicant's academic work.
5. For nonnative speakers of English: Request official TOEFL scores to be sent directly to Azusa Pacific University.

### All materials should be submitted to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

### Located at:

Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
[graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
[www.apu.edu](http://www.apu.edu)

### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
[iss@apu.edu](mailto:iss@apu.edu)

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

## Requirements for the Master of Arts in TESOL

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

### Required Courses 30 units

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

### Elective Courses 6 units

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

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

### Total 36 units

## Professional Development

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

1. Membership in a professional organization for teachers of English as a second or foreign language, such as TESOL (Teachers of English to Speakers of Other Languages) or IATEFL (International Association of Teachers of English as a Foreign Language)
2. Attendance at a national, state, or regional conference sponsored by one of these organizations

## Thesis or Comprehensive Examinations

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

## Requirements for the Certificate in TESOL

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

### Required Courses

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

### Total 21 units

## Field-based M.A./Certificate in TESOL Program

The TESOL Field-Based Program offers in-service teachers the opportunity to earn either a 21-unit certificate or a 36-unit Master of Arts in Teaching English to Speakers of Other Languages (TESOL) while concurrently teaching abroad. The master's degree can be completed in two-and-a-half years with three summer terms on the APU campus and two winter terms abroad in Chiang Mai, Thailand. The certificate requires two summer terms at APU and one winter term abroad. Candidates must be accepted to APU and have secured a teaching contract abroad either on their own or through a sending agency such as English Language Institute/China (ELIC) or Educational Services International (ESI). Teachers demonstrate their competence through successful completion of field-related projects developed in their courses in lieu of writing a thesis or taking a comprehensive exam. Courses are offered in an "intensive" one-week format with additional reading and writing assignments completed over the next six months.

### Required Courses for the Field-Based Master of Arts Degree

<b>Term 1 Summer APU</b>		
TESL 503	Language and Culture Learning	3
TESL 545	Second Language Pedagogy I	3
<b>Term 2 Winter Abroad</b>		
TESL 505	Second Language Acquisition	3
TESL 535	Sociolinguistics and Language Teaching	3
TESL 555	Observational Practicum*	3
<b>Term 3 Summer APU</b>		
TESL 515	Teaching English Grammar	3
TESL 550	Second Language Pedagogy II	3
TESL 556	Teaching Practicum*	3
<b>Term 4 Winter Abroad</b>		
TESL 570	Second Language Assessment	3
TESL 595A	Action Research Project	2
<b>Term 5 Summer APU</b>		
TESL 595B	Action Research Project	1
TESL 525	Teaching English Pronunciation	3
TESL 560	Language Program Design	3

**Total 36 units**

### Required Courses for the Field-Based Certificate

<b>Term 1 Summer APU</b>		
TESL 545	Second Language Pedagogy I	3
<b>Term 2 Winter Abroad</b>		
TESL 505	Second Language Acquisition	3
TESL 535	Sociolinguistics and Language Teaching	3
TESL 555	Observational Practicum*	3
<b>Term 3 Summer APU</b>		
TESL 515	Teaching English Grammar	3
TESL 550	Second Language Pedagogy II	3
TESL 556	Teaching Practicum*	3

**Total 21 units**

\*TESL 555 and TESL 556 are independent studies. It is recommended that TESL 555 be completed in Term 2 and TESL 556 in Term 3; however, with approval from the director, the courses may be completed simultaneously before Term 1 or after Term 5.

## Christ's College Cooperative M.A./TESOL Program

The APU/Christ's College Cooperative M.A./TESOL Program offers college graduates in Taiwan the opportunity to earn a 36-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 regular on-campus program. Students must be accepted by both Christ's College and Azusa Pacific University before enrolling in any program course work 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 8 courses (24 units) on the APU campus. Beyond course work, students must also complete the same additional program requirements as in the regular on-campus program.

## Course Descriptions

### TESL 500 English for Internationals (3)

The course prepares international students for the interpersonal and academic language tasks of graduate study. Topics include developing effective listening techniques, giving persuasive oral presentations, reading authentic materials, and writing academic prose.

### TESL 503 Language and Culture Learning (3)

Students explore ways to learn and acquire a host language and culture through a series of guided tasks and activities such as in-field experience in independent language learning and cultural investigation, using student-developed language texts, and conducting ethnographic interviewing.

### TESL 505 Second Language Acquisition (3)

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

### TESL 515 Teaching English Grammar (3)

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

### TESL 525 Teaching English Pronunciation (3)

The phonology of English is addressed with a view towards pedagogy. Students examine the articulation of English sounds, as well as the rules that govern their use in native-like speech, and explore ways of applying this knowledge to the teaching of pronunciation.

### TESL 530 Intercultural Communication and Language Teaching (3)

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

### TESL 535 Sociolinguistics and Language Teaching (3)

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

**TESL 545 Second Language Pedagogy I (3)**

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

**TESL 550 Second Language Pedagogy II (3)**

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

**TESL 555 Observational Practicum (3)**

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

**TESL 556 Teaching Practicum (3)**

Student teachers engage in practice teaching observed by mentor teachers. Through short debriefing sessions, they are guided into a discovery of their teaching behaviors and alternative ways of achieving desired results. *Prerequisite: TESL 555*

**TESL 560 Language Program Design (3)**

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

**TESL 570 Second Language Assessment (3)**

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

**TESL 589 Research Methods in TESOL (3)**

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

**TESL 590 Thesis Preparation (3)**

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)**

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. (This course is offered in the field-based program only.)

**TESL 595B Action Research Project (1)**

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 599 Readings in TESOL (1-3)**

This course involves an independent study of subjects and interests beyond regular course offerings. Students explore particular topics or issues in accordance with an individualized study plan developed with a sponsoring faculty member and approved by the department chair.

# Department of Physical Therapy

## Faculty

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

*Associate Chair; and Associate Professor:*  
Janifer Snell Kodat, DPTSc., PT, CCD

*Professors:* Ross Biederman, DPM;  
Jerold Petrofsky, Ph.D., JD

*Assistant Professors:*  
Susan Shore, Ph.D., PT;  
Anne Steinbronner, DPT, PT;  
Ardith Williams-Meyer, DPTSc., PT, P.C.S.

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

## Doctor of Physical Therapy

The Doctor of Physical Therapy Program is a 33-month (including summers), entry-level professional program emphasizing the scientific basis of human structure and human movement; the spiritual basis of human worth; and the integration of these foundational elements into a comprehensive and problem-solving, evidence- and consensus-based approach to artful evaluation and skillful treatment. Graduates have a solid generalist perspective of patient care in a variety of professional treatment settings with a strong foundation for post-professional specialization and lifelong learning.

The transitional or “bridge” DPT is designed for those licensed physical therapists from a CAPTE-accredited program to earn the DPT in 24–46 units, depending on their educational and clinical background.

## Admission Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

1. The applicant must have an officially posted bachelor’s degree from a regionally accredited college or university by the time he/she matriculates to APU.
2. Prerequisite courses must be similar in value to courses offered by an accredited four-year college or university. Grades of C or better are required. Science courses must have laboratories. No prerequisite work may be taken on a pass/no pass basis.

## Prerequisite Courses

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

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

CHEMISTRY: One year with lab  
General Chemistry  
Organic Chemistry

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

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 (recommended)  
Speech/Communication (recommended)

ADDITIONAL COURSES  
(recommended but not required):

Athletic Training  
Exercise Science  
Exercise Physiology  
Kinesiology/Biomechanics  
Nutrition  
Writing Course

## Other Admission Criteria

- Applications are accepted year-round, however, to ensure consideration for the February start date, completed applications should be received by November 15. An online application is available at the APU website, [www.apu.edu](http://www.apu.edu).
- International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).
- A \$45 nonrefundable application fee (\$65 for international students)
- Official transcripts from all institutions leading to and awarding the applicant’s baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students’ sealed copies will not be considered official.)
- Bachelor’s degree from a regionally accredited institution
- A cumulative baccalaureate or master’s GPA of 3.0 (Candidates with a GPA of 2.5-2.99 may be considered for provisional admission.)

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



- Three recommendation forms from persons well-suited to evaluate qualifications for graduate study and/or physical therapy: one must be from a registered/ licensed physical therapist and two from faculty members familiar with academic work in areas closely related to the proposed field of study or responsible persons well-informed about relevant work completed by the student
- Letter to the dean describing educational goals as well as short- and long-term professional goals, including reasons for wishing to enter study in physical therapy at APU
- 100 hours of clinical experience in physical therapy setting
- GRE taken within the last five years
- Computer literacy

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

**All materials should be submitted to:**

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

Located at:  
Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545  
graduatecenter@apu.edu  
www.apu.edu

**International applicants send forms to:**

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
iss@apu.edu

In addition to meeting the admission requirements, those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the international TOEFL with a minimum score of 550/250.

All international students must complete international student applications which must be approved through APU's Office of International Student Services.

## Course Requirements

Graduation requirements include maintaining a minimum cumulative 3.0 grade-point average (GPA).

### Year I 62 units

#### Term I (Spring I – 9 weeks)

PT 501	Research I	1
PT 502	Professional Relationships	2
PT 506	Seminar I	2
PT 520	Functional Anatomy I	5
PT 529	PT Clinical Skills 1A	3

#### Term II (Spring II – 9 weeks)

PT 521	Human Physiology	3
PT 522	Functional Anatomy II	5
PT 530	PT Clinical Skills IB	3
PT 535	PT Clinical Skills II	3

#### Term III (Summer – 6 weeks)

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

#### Term IV (Fall I – 9 weeks)

PT 525	Pathology II	3
PT 531	PT Clinical Skills IV	4
PT 541	Exercise Physiology	3
PT 550	Neuroscience I	3

#### Term V (Fall II – 9 weeks)

PT 532	PTDDT I	4
PT 534	PT Clinical Skills V	4
PT 551	Neuroscience II	3
PT 557	PTDDT II	3

### Year II 57 units

#### Term VI (Spring I – 9 Weeks)

PT 533	PTDDT III	4
PT 542	PTDDT V	4
PT 503	Bioethics	2

#### Term VII (Spring II – 9 Weeks)

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

#### Term VIII (Summer – 8 weeks)

PT 545	PTDDT VI	2
PT 555	Seminar II	2

PT 568	Research III	1
PT 527	Pharmacology	3

#### Term IX (Fall I – 6 weeks)

PT 560	Internship A	6
--------	--------------	---

#### Term IX (Fall I – 6 weeks)

PT 561	Internship B	6
--------	--------------	---

#### Term X (Fall II – 6 weeks)

PT 562	Internship C	6
--------	--------------	---

#### Term X (Fall II – 6 weeks)

PT 556	PTDDT VII	3
PT 540	Wellness and Nutrition	3
PT 720	Practical Pharmacology	3

### Year III 31 units

#### Term XI (Spring I – 6 weeks)

PT 563	Internship D	6
--------	--------------	---

#### Term XII (Spring II – 5 weeks)

PT 559	Administration	3
PT 570	Research IV	1
PT 710A	Physical Diagnosis	3

#### Term XIII (Summer – 9 weeks)

PT 730	Diagnostic Imaging	3
PT 710B	Physical Diagnosis	3

#### Term XIV (Fall – 12 weeks)

PT 770	12-week Residency	12
--------	-------------------	----

### Total 150 units

## The Transitional Doctor of Physical Therapy Program

The Transitional Doctor of Physical Therapy Program is a post-professional physical therapist education program that:

- allows the U.S. licensed physical therapist to obtain the clinical doctorate by demonstrating knowledge commensurate with that of current professional (entry-level) Doctor of Physical Therapy (DPT) program outcomes
- takes into account the learner's knowledge and experience

The DPT is conferred upon completion of a structured post-professional educational experience that results in the augmentation of knowledge, skills, and behaviors at a



level consistent with the current professional (entry level) DPT standards. The DPT earned through the transitional program is:

- an applied/clinical degree
- a post-professional, “bridge” degree
- analogous to current professional (entry-level) clinical doctorate standards
- not meant to signify acquisition of advanced clinical skills
- a degree rather than a clinical designator

The purpose of the Transitional Doctor of Physical Therapy Program is to supply didactic augmentation based on new and expanding knowledge, skills, and behaviors in physical therapy which have changed throughout the past 5–10 years to current licensed practitioners. The program’s primary objective is to ensure that graduates of the program possess the consensus-based competencies congruent with the *Guide to Physical Therapist Practice, 2<sup>nd</sup> Ed.*, and the *Normative Model of Physical Therapy Education, V2K*.

The program is divided into two separate educational tracks for licensed physical therapists: one for graduates of the Master of Physical Therapy (MPT) at APU, and one for graduates of other entry-level programs approved by the Commission on Accreditation of Physical Therapist Education (CAPTE).

### Requirements for APU MPT Graduates

PT 710	A and B Physical Diagnosis	6
PT 720	Practical Pharmacology	3
PT 730	Diagnostic Imaging	3
PT 770	12-Week Residency	12

**Total 24 units**

### Requirements for Non-APU Graduates

PT 501	Research I	1*
PT 558	Research II	2*
PT 580A	Foundational Science Update	3*
PT 580B	Foundational Science Update	3*
PT 710	A and B Physical Diagnosis	6
PT 720	Practical Pharmacology	3
PT 730	Diagnostic Imaging	3
PT 740	Current Practice Patterns	2-8
PT 750	Health Policy and Ethics	2
PT 770	12-Week Residency	12
PT 780	Clinical Research	3-6

**Total 31-46 units**

\*These courses are required for students with a BSPT.

## Course Descriptions

### PT 501 Research I (1)

(15 contact hours)

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

### PT 502 Professional Relationships (2)

(30 contact hours)

This course introduces the role of the physical therapist as a professional health educator. Emphasis is on developing interpersonal and communication skills in relation to the interaction between therapist and patient, other health professionals, and within groups.

### PT 503 Bioethics (2)

(30 contact hours)

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

### PT 506 Seminar I (2)

(30 contact hours)

This course introduces the student to the physical therapy profession. Historical and legal issues, as well as practice settings and health care trends are addressed. Emphasis is placed on professional development and responsibility of the physical therapist as a lifelong learner.

### PT 520 Functional Anatomy I (5)

(150 contact hours)

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

### PT 521 Human Physiology (3)

(45 contact hours)

This course examines normal human physiological function. The first half of this course provides an introduction to applied physiological concepts in electrophysiology, cell, cardiac, and neuromuscular functions across the life span. The second half of the course introduces concepts in respiration, acid-base balance, metabolism, kidney function, and blood circulation across the lifespan.

### PT 522 Functional Anatomy II (5)

(150 contact hours)

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

### PT 524 Pathology I (3)

(45 contact hours)

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

### PT 525 Pathology II (3)

(45 contact hours)

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

### PT 527 Pharmacology (3)

(45 contact hours)

This 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 529 PT Clinical Skills IA (3)

(75 contact hours)

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

### PT 530 PT Clinical Skills IB (3)

(75 contact hours)

A continuation of PT Clinical Skills 1A, this clinical skills course focuses on objective techniques of the lower extremity and axial skeleton for range of motion (ROM), muscle testing (MMT), general neurological screening, draping, and palpation. Gross muscle test for the whole body is completed. Kinesiology of normal gait is studied from a functional and clinical approach. Bed mobility and

transfer training are introduced. Incorporation of evaluation skills continues including documentation. Measurement, selection, and adaptation of assistant devices are performed. Information is reinforced with laboratory activities, homework, and practical examination using a problem-solving approach.

*Concurrent with PT 522*

#### **PT 531 PT Clinical Skills IV (4)**

*(90 contact hours)*

This course emphasizes the general principles and methodology of therapeutic exercise. The course incorporates the principles of biomechanics, kinesiology, and body mechanics in designing and implementing a therapeutic exercise program. Building on the skills of palpation, postural findings, range of motion, and muscle testing developed by PT Clinical Skills IA and IB, this course introduces special tests, positioning, and joint play motions in the therapeutic process.

#### **PT 532 PTDDT I (4)**

*(Orthopedics I – 90 contact hours)*

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

#### **PT 533 PTDDT III (4)**

*(Orthopedics II – 90 contact hours)*

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

#### **PT 534 PT Clinical Skills V (4)**

*(90 contact hours)*

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

#### **PT 535 PT Clinical Skills II (3)**

*(60 contact hours)*

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

#### **PT 536 PT Clinical Skills III (1)**

*(45 contact hours)*

The third in the series of clinical skills courses, this course discusses the visual and electromagnetic

spectrum instrumentation for the treatment of dysfunction. The focus is on electrotherapeutics agents in relation to treatment. The course material is presented in a didactic and problem-solving manner, supplemented with virtual reality computer simulation and laboratory experience.

#### **PT 538 PTDDT IV (3)**

*(General Medicine – 75 contact hours)*

This course provides the student with experience in the management of the general medicine patient with acute, chronic, and terminal disease. The laboratory portion of the course assists in developing clinical skills and reasoning to determine appropriate and safe therapeutic procedures and protocols for this population.

#### **PT 540 Wellness and Nutrition (3)**

*(45 contact hours)*

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

#### **PT 541 Exercise Physiology (3)**

*(75 contact hours)*

This course relates cardiorespiratory, neuromuscular, hormonal responses, bioenergetics, performance aids, body composition, environmental stress, and aging to physical performance.

#### **PT 542 PTDDT V (4)**

*(Neuro Rehabilitation – 90 contact hours)*

This course focuses on developing the skills used for functional evaluation, diagnosis, and treatment management of the neurologically impaired adult. Major areas investigated include spinal cord injury, stroke, and traumatic brain injury.

#### **PT 545 PTDDT VI (2)**

*(Multiple System Dysfunction – 30 contact hours)*

Group and individual problem solving occurs using case studies involving complex, multiple systems dysfunction. This course prepares the student to manage patients with dysfunctions in two or more preferred practice patterns of musculoskeletal, neuromuscular, cardiopulmonary, and integumentary across the lifespan.

#### **PT 549 Practicum (2)**

*(80 contact hours)*

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

#### **PT 550 Neuroscience I (3)**

*(60 contact hours)*

This is the first of two courses of in-depth anatomical and physiological study of the nervous

system and neuromuscular function which serves as a foundation for PT 534 and PT 542. The peripheral nervous system is emphasized. Case studies are incorporated.

#### **PT 551 Neuroscience II (3)**

*(60 contact hours)*

A continuation of Neuroscience I, this course covers the anatomy and physiology of higher levels of the central nervous system. Further study of lesions and correlation with neurologic symptoms and neurologic diagnostic tests is included. Students assess several case studies.

#### **PT 552 Prosthetics and Orthotics (2)**

*(60 contact hours)*

This course provides foundational knowledge of the types, uses, and fitting of prosthetic and orthotic devices. Rehabilitation intervention is addressed in regard to functional use, measurements, care, adjustments, precautions, and patient education for the appropriate device. Case studies, literature review, lecture, problem-solving models, videos, and laboratory practice are used.

#### **PT 553 Pediatrics (4)**

*(90 contact hours)*

This course provides the background knowledge needed to assess functional status, evaluate, and develop appropriate treatment programs for infants and children from premature birth to adolescence. Lab sessions held at a developmental center allow students to evaluate, develop a plan of care, and manage children under faculty supervision.

#### **PT 554 Special Populations (3)**

*(45 contact hours)*

This course addresses physical therapy management of special populations such as geriatrics, women's health, industrial medicine, athletes, and other special interest groups for physical therapy care. The student is responsible for designing physical therapy management for each area considered.

#### **PT 555 Seminar II (2)**

*(30 contact hours)*

The clinical performance instrument (Blue MACS) is reviewed. Each student is responsible to revise evaluations given a specific diagnosis. Written and oral communication skills are refined. Expectations of clinical behavior are discussed.

#### **PT 556 PTDDT VII (3)**

*(Clinical Case Studies – 45 contact hours)*

Students present one case study from their clinical rotations and justify physical therapy diagnosis and course of treatment. The student also instructs an inservice on a specific evaluation or treatment approach learned in the clinic, incorporating lecture and lab into instruction. The students analyze their performance and are evaluated by their instructor and peers.

#### **PT 557 PTDDT II (3)**

*(Cardiopulmonary – 75 contact hours)*

This course presents basic theories leading to decision-making skills in cardiopulmonary rehabilitation.

Presentation of case studies reinforce management of the cardiopulmonary patient. Practical application of theoretical concepts is emphasized.

### **PT 558 Research II (2)**

(30 contact hours)

The second in the research series, this course examines statistical methods used in physical therapy research. Development of an individual research proposal is completed and submitted to the research advisor, research committee, and IRB.

### **PT 559 Administration (3)**

(75 contact hours)

This course presents the basic components of administration, financial and staff management, marketing strategies, and public relations for clinical directors and/or owners. Administrative and contractual legal issues and reimbursement mechanisms are explored.

### **PT 560 Internship A (6)**

(240 contact hours)

This is the first of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this first session is on the student's abilities to practice in a safe and professional manner, communication, basic evaluation skills, and assuming clinical responsibilities.

### **PT 561 Internship B (6)**

(240 contact hours)

This is the second of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this second session is on time management, physical evaluation skills, goal setting, and basic physical therapy treatment skills.

### **PT 562 Internship C (6)**

(240 contact hours)

This is the third of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis for this third session is on the student's abilities to develop and implement complete treatment plans.

### **PT 563 Internship D (6)**

(240 contact hours)

This is the final of four six-week clinical rotations providing integration of prior didactic work with full-time clinical exposure under the supervision of a licensed physical therapist. Emphasis is on the student's abilities to perform as a physical therapist at entry level.

### **PT 568 Research III (1)**

This course is comprised of guided research conducted by the student.

### **PT 570 Research IV (1)**

This course is the culmination of the research series in which the research conducted by the student is presented.

### **PT 580A Foundational Science Update (3)**

This is the first of two courses which are designed to provide a scientific basis for clinical practice by studying the areas of functional anatomy, physiology, and pathology. These foundational sciences are integrated via a systems approach. Microscopic and gross human anatomy, physiology, and pathology are studied utilizing lectures, classroom demonstrations, human cadaver dissections, videos, computer software, and imaging. The systems examined in this course are circulatory, pulmonary, endocrine, urinary, and immune.

### **PT 580B Foundational Science Update (3)**

This is the second of two courses which are designed to provide a scientific basis for clinical practice by studying the areas of functional anatomy, physiology, and pathology. These foundational sciences are integrated via a systems approach. Microscopic and gross human anatomy, physiology, and pathology are studied utilizing lectures, classroom demonstrations, human cadaver dissections, videos, computer software, and imaging. The systems examined in this course are integumentary, musculoskeletal, and nervous systems.

### **PT 710 A Physical Diagnosis (3)**

This is the first in a series of two courses which prepares the student to utilize various methods of physical examination to identify pathologies which are and are not amenable to physical therapy intervention. The student gains experience with advanced EKG interpretation, heart and lung sounds, otoscopic and ophthalmic examination, hematological and serum chemistry analysis, abdominal palpation skills, and dermatological examination.

### **PT 710 B Physical Diagnosis (3)**

This course is the second of the physical examination courses which prepares the student to utilize various methods of physical examination to identify pathologies which are and are not amenable to physical therapy intervention. The student gains experience with advanced EKG interpretation, heart and lung sounds, otoscopic and ophthalmic examination, hematological and serum chemistry analysis, abdominal palpation skills, and dermatological examination.

### **PT 720 Practical Pharmacology (3)**

This course is the second in a series of pharmacology courses studying drug classification, pharmacokinetics, pharmacodynamics, absorption, distribution, mechanism of action, metabolism, elimination, and indications for use of therapeutic agents are considered. Prescription, over-the-counter, and common herbal supplements will be studied. Drug action, therapeutic dosage schedules, drug interactions, and common side effects are brought into clinical perspective of patient management. Recognition of expected drug effects and signs of abuse or non-compliance are explored. Emphasis is placed the therapist's proper incorporation of pharmacotherapeutic knowledge

into patient assessment, differential diagnosis, and design of treatment regimens. *Prerequisite: PT 527 or admission into the T-DPT program.*

### **PT 730 Diagnostic Imaging (3)**

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 740 Current Practice Patterns (2-8)**

This course is divided into four separate sections based on the four areas of current physical therapy practice: musculoskeletal, neuromuscular, cardiopulmonary, and integumentary. Each section (two units each) seeks to relate current knowledge, evaluation and treatment techniques, and outcome measures to patients with pathology within each practice pattern.

### **PT 750 Health Policy and Ethics (2)**

This course introduces the student to the current local, state, and federal regulations regarding the functions of autonomous practitioners. Clinical ethics issues influencing healthcare policy, and adaptations of a doctoring profession to changes in the healthcare environment are explored.

### **PT 770 Residency (12)**

This is a twelve-week culminating, mentoring, clinical experience designed specifically to provide the student experience in functioning as an autonomous practitioner in a doctoring professional atmosphere. Full-time clinical exposure is provided under the supervision of a licensed physical therapist within a specialty practice setting.

### **PT 780 Clinical Research (3-6)**

This course begins by introducing the student to the concepts of physical therapy research. A survey of the major physical therapy research methods is conducted. The student critically reviews and utilizes professional literature, as well as examines statistical methods used in physical therapy research. Development of an individual research proposal is completed and submitted to the research advisor, research committee, and IRB. Research is then conducted by the student under the supervision of a research advisor and the research committee in the DPT program. The completed research/capstone projects presented both in written and oral formats. Faculty determine, prior to start of the course, the number of units required of each student based on research experience both from their master's and clinical backgrounds.





# School of Business and Management

Master of Business Administration . . . .	68
Master of Arts in Human and Organizational Development . . . . .	71
Center for Accelerated Degree Programs . . . . .	78
Master of Arts in Organizational Management . . . . .	78

# School of Business and Management

## Faculty

*Dean; and Professor:*

*Ilene L. Smith-Bezjian, DBA*

*Associate Dean; Chair, Graduate Programs; and  
Professor: Jim Walz, Ph.D.*

*Professor: Jau-Lian Jeng, Ph.D.*

*Associate Professors: Roger Conover, Ph.D.;*

*Stanley Deal, M.S.; Gary Lemaster, M.S., M.Ed.;*

*William McCarty, Ph.D.; Patricia Skalnik, DBA*

*Assistant Professors: Ronald Jewe, MBA, M.Div.;*

*Zachary Miller, MBA; Daniel Park, Ph.D.;*

*Julia Underwood, Ph.D.*

*Instructors: Pamela Penson, MBA;*

*Lindsey Rehfeld, MBA;*

*Paul Verdugo, M.S.*

## Introduction

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

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

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

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

## Programs Offered

- Master of Business Administration
- Master of Arts in Human and Organizational Development
- Master of Arts in Organizational Management

## Master of Business Administration

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

To qualify for the Master of Business Administration Program, students must hold an undergraduate business degree from a regionally accredited college or university. Applicants whose undergraduate degrees are older than 10 years or in a nonbusiness field must satisfy the requirements of six preparatory courses which provide necessary business fundamentals.

Students applying to the MBA program must meet all prerequisites prior to applying for admission. A prerequisite survey seminar is offered three times per year.

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

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

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



**Core Courses\* 36 units**

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

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

**Total 36 units**

\*All core courses may be taken in any order except BUSI 583 Integrated Decision Making. This course must be taken during the final semester of study.

**Concentrations 12 units**

With the approval of the graduate program chair, students may also choose a specialized concentration in one of the following disciplines:

- Finance
- Human and Organizational Development
- International Business
- Management Information Systems
- Marketing
- Strategic Management
- Web and Information Technology

A student seeking an area of concentration will select four electives (at three units each) in the chosen area of concentration. Electives may include BUSI 599 Readings in Business as well as BUSI 586/587/588/589. Approval of courses by the graduate program chair must be granted prior to beginning study in an area of concentration.

**MBA International Tutorial****BUSI 586/587/588/589****(3-12 units arranged)**

MBA students who have completed a minimum of nine units in residence in their program may apply for participation in an approved International Studies Program

provided by Azusa Pacific University faculty or through an articulation agreement with a foreign university or institute graduate program. The application and course(s) of study must be approved by the student's academic advisor, the department chair, and the dean of the School of Business and Management. The international tutorial(s) may satisfy or be substituted for curriculum requirements. Specific topics studied in the MBA International Program will be listed on the student's transcript.

**Intensive Weekend MBA****Weekend Format**

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

Friday evenings	6-10 p.m.
Saturdays	8:30 a.m.-4:30 p.m.

**Core Courses 36 units**

Twelve core courses are required for weekend MBA students. The courses are the same as for the traditional MBA student.

**Transfer Credit**

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

**Calendar**

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



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

**Class Schedule and Size**

Each on-campus class meets one night per week except for summer. Classes are held in the evening to accommodate working professionals, unless otherwise noted. The average class size is 20.

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

## Admission Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

*International students have a separate application procedure that precedes the admission process. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu)*

1. A bachelor's degree from a regionally accredited college or university with a minimum grade-point average of 3.0
2. Five years of significant work experience or scores from either the Graduate Management Admission Test (GMAT), the Graduate Record Examination (GRE), or the Miller Analogies Test (MAT) (Scores that are more than five years old are unacceptable.)
3. Potential as a scholar (An assessment of students' total qualifications – the rigor of their undergraduate studies, academic performance, extensive work experience, and personal references – is made.)
4. Students applying to the MBA program must meet all prerequisites prior to applying for admission. A prerequisite survey seminar is offered three times per year.

### All materials should be submitted to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA

Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
[graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
[www.apu.edu](http://www.apu.edu)

1. A completed Graduate Application for Admission (also available online at the APU website, [www.apu.edu](http://www.apu.edu))
2. A \$45 nonrefundable application fee
3. Official copies of transcripts

4. GMAT, GRE, or MAT scores (if a student has fewer than five years of work experience)
5. Three letters of recommendation
6. Typewritten letter to the dean describing educational and professional goals
7. Résumé or vita of work experience

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

## International Applicants

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

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

In addition, international applicants must:

1. Meet all the regular admission requirements for the chosen graduate program.
2. Submit an affidavit of support and a bank statement proving financial ability to pay for educational costs.
3. Be proficient in English, as evidenced by a TOEFL (Test of English as a Foreign Language) score of 600/250 or above. (Applicants who do not meet this requirement may enroll in the APU American Language and Cultural Institute

(ALCI), or a similar program elsewhere, to upgrade their language and analytical skills to the required level.)

4. Enroll in TESL 500 English for Internationals during their first semester at APU, unless their undergraduate degree is from an institution in which the language of instruction is English. (Those who pass the pretest in the first meeting of this class are excused from further attendance; those who remain will refine their English skills in listening, speaking, reading, and writing. In addition to TESL 500, the Department of Global Studies and Sociology offers numerous courses and workshops in skill building and writing competence that directly support international students in the MBA Program.)

### International applications should be sent to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
[iss@apu.edu](mailto:iss@apu.edu)

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

## Transcripts

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

## Master of Arts in Human and Organizational Development

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

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

### MAHOD Program

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

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

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

### MAHOD Core Courses 30 units

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

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

### MAHOD Elective Courses 6 units (select two)

Electives are chosen with the MAHOD program director's approval from the suggested list below or from courses offered in other graduate programs.

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

### Total 36 units

### Class Scheduling for the Working Professional

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

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

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

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

For more information, call (626) 815-3820.

## Field Experience

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

## Individual Professional Development

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

## Transfer Credit

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

## Admission Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

Admission requirements to the MAHOD program include:

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

### All materials should be submitted to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA

Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
[graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
[www.apu.edu](http://www.apu.edu)

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

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

## International Applicants

See requirements listed under the MBA section of this catalog.

## Academic Advising

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



# Course Descriptions

## Business

### **BUSI 501 Math for Decision Makers (3)**

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

### **BUSI 502 Business Economics (3)**

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

### **BUSI 503 Management Practices (3)**

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

### **BUSI 504 Managerial Marketing (3)**

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

### **BUSI 505 Managerial Accounting (3)**

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

### **BUSI 506 Managerial Finance (3)**

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

### **BUSI 507 Human Resource Management (3)**

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

### **BUSI 510 Current Issues in Business and Management (3)**

This course examines organizational and behavioral problems facing managers. Students develop an awareness of modern concepts, strategies, and techniques that can enhance organizational effectiveness. Among these subjects are organizational design, personal leadership and delegation, communication, conflict management, and interpersonal perception group dynamics.

### **BUSI 511 Quantitative Analysis (3)**

Decision making in the business enterprise, whether large or small, is becoming increasingly complex. The use of quantitative techniques, such as statistical inference, correlation and regression, linear programming, and network analysis, enable those with managerial responsibility to make more efficient, precise, and accurate decisions. This course accommodates those with minimal background in mathematics (comprehensive level is analyzed in the first class meeting). Actual application of theory to real problems is dealt with through case studies.

*Prerequisite: pass math test or BUSI 501*

### **BUSI 513 Financial Resource Management (3)**

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

### **BUSI 514 Management of Technology (3)**

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

### **BUSI 515 Applied Research and Analysis (3)**

Students study research methodology as it relates to needs for research-derived information. Emphasis is placed on the research process in the development of primary and secondary research information, conducting research related to given products or services, and the analysis and evaluation of actual business organizations.

### **BUSI 516 Organizational Behavior and the Future (3)**

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

### **BUSI 517 Human Resource Management (3)**

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

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

This practical methods course focuses on the available literature and research studies in the public and nonprofit sectors. In addition, it prepares students in such areas as setting research objectives, respondent selection/sample size, questionnaire development, evaluation, and the merits of conducting research “in-house” versus using an outside consultant or research firm. The course also covers qualitative research techniques, including depth interviews and focus groups. It includes a unit on “copy testing” (of brochures, direct mail, print, and video) to evaluate message communication before or after production.

### **BUSI 521 Managerial Economics (3)**

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

### **BUSI 522 Private Enterprise and Public Policy (3)**

The origins, processes, and effects of government policies that influence the workings of industrial markets are studied. Attention is focused on three areas of government policy: anti-trust policy – the development of legal interpretations and their relationship to economic notions of market functioning; regulation – public utilities, transportation securities, banking, and natural gas as well as specific products, safety, health and fraud; and government ownership and operation.

**BUSI 523 Manufacturing Operations (3)**

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. Course work stresses the need and reasons for input, involvement, and interaction of operations personnel with all other disciplines and areas of a business organization.

**BUSI 524 New Venture Creation (3)**

Students review the experiences entrepreneurs encounter in conceiving and launching a business. The course combines personal assessment and involvement exercises with an emphasis on group interactions, personal planning, and contemplating an entrepreneurial career. Team activities, personal planning exercises, new venture simulation, and case studies are utilized. Students analyze factors affecting purchase decisions in the marketplace, apply behavioral and social science concepts to the study of buyer behavior, and study methods that organizations use for personal selling, sales promotion, public relations, the art of negotiating, and other forms of promotion to communicate with customers and prospects. *Prerequisite: instructor's permission*

**BUSI 526 Capital Formation (3)**

Students study the market processes by which resources are allocated, from the capital formation of economic activities of the economy's various sectors to the financial activities in the money and capital markets. Specifically, the course includes the use of flow of funds analysis as applied to capital markets and various financial chronicles as sources for explaining and predicting economic behavior; the theory and reality of the interest rate structure; the nature of various capital markets and their securities; knowledge of corporate debt and equity instruments; federal, state, and local government securities; and mortgages. The course leads to a basic knowledge and understanding of the sources and uses of funds and the role of financial intermediation in the growth and development of economies. *Prerequisite: instructor's permission*

**BUSI 527 Strategic Marketing (3)**

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

**BUSI 528 Consulting Experience (3)**

The course simulates a consultant-client relationship with a sponsoring organization. Working under the joint supervision of a faculty member and a company representative, the student conducts a thorough study of a significant project for the client organization. The course must be taken during the last six units of the master's program. *Prerequisite: BUSI 524 and BUSI 527*

**BUSI 529 Ethics in a Changing Organizational Environment (3)**

This course raises students' moral recognition level, provides them with the apparatus to make moral decisions in a business context, and considers ethical problems in business according to Christian principles. Emphasis is placed on the role of the leader in organizations.

**BUSI 530 Capstone Project: Entrepreneurial Emphasis (3)**

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)**

Following introductory class sessions on moral philosophy and democratic capitalism, students explore a variety of issues/decisions confronting leaders/managers. Case study situations include such areas as stewardship, truth in advertising, social (behavior change) marketing, marketing research (privacy and confidentiality); corporate responsibility; board/staff relations (accountability), individual responsibility (limits of welfare), and global issues (government corruption, labor practices, etc.).

**BUSI 541 Management for the Worldwide Organization (3)**

This course focuses on the environmental and functional differences between U.S. and international business, including exporting, balance payments, strategic planning, organization of multinational firms, international financial planning and cash management, foreign exchange planning, comparative management philosophies, international marketing strategies, incorporation for international operations and external relations of the multinational corporation.

**BUSI 542 Managing Cultural Differences (3)**

Students learn how to identify, analyze, and plan for those elements within the cultural, economic, and political environments of international business that require specialized understanding and strategy for successful management or organized enterprise.

**BUSI 543 International Trade and Finance (3)**

Students learn about the financial-monetary-economic environment of international business. Topics include the balance of payments, foreign exchange markets and risk, trade finance, direct foreign investment, capital budgeting in the multinational firm, and the international money and capital markets. Emphasis is placed on decision making with regard to international investment and financing.

**BUSI 545 International Marketing (3)**

International marketing is the performance of business activities that direct the flow of a company's goods and services to consumers or users in more than one nation. The elements of the marketing mix (product, price, promotion, and place-channels of distribution) first studied in domestic marketing are analyzed in global terms, thus adding the elements of geography, cultural forces, and the structure of distribution to the uncontrollables with which the marketer must contend.

**BUSI 548 International Business Strategy (3)**

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

**BUSI 550 Capstone Project: International Emphasis (3)**

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)**

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. *(Must be taken after other course work is completed.)*

**BUSI 552 Comparative Management (3)**

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. *(Must be taken after other course work is completed.) Corequisite: BUSI 551*



**BUSI 555 Integrated Decision Making in Nonprofits (3)**

This course, taken in the student's final semester, develops the students' ability to understand the decision-making process and execute the steps involved in identifying, evaluating, and implementing an effective business strategy for a nonprofit organization. The purpose is achieved as students identify their organization's mission, primary customers, and specific goals by integrating the functional knowledge acquired in previous nonprofit courses (i.e., management, marketing, finance, research, ethics, etc.) and by developing a comprehensive strategic plan for a new organization, an existing organization, or from the perspective of an organization that wants to review its current offerings. As such, the course also examines factors unique to a nonprofit (e.g., involvement of the board and lay members, government funders, communication with various customer groups, and assuring congruence between organizational mission and the strategic plan).

**BUSI 561 Fund Development: Planning, Implementing, and Evaluation (3)**

This course examines the principles and methods of fundraising that respond to one's understanding of what donors, finders, and volunteers value, that is, what inspires their giving and how to develop and nurture these relationships. It uses case studies to demonstrate successful/unsuccessful promotional techniques, including advertising campaigns, direct mail, and special events. It also explores such areas as if/when to use consultants and special forms of planned giving. Finally, the course includes units on philanthropy/corporate giving and foundations, as well as a unit on grant writing.

**BUSI 562 Effective Nonprofit Leadership and Management (3)**

This course addresses the questions: What are the characteristics of effective leadership and management? How can one organize for success, and evaluate/strengthen the work already done? It explores the fundamental challenges to effective leadership including defining and articulating the organization's mission, identifying and understanding the multiple "customers" served, and identifying and prioritizing the critical managerial tasks that must be successfully executed. As such, it examines the roles of the executive director, the board, staff, and volunteers. Finally, this course introduces students to the Drucker Formulation Self-Assessment Tool for Nonprofit Organizations, based on management expert Peter F. Drucker's principles of management.

**BUSI 563 Public Accounting: Legal and Financial Issues in Nonprofit Management (3)**

This course introduces the legal and financial issues relevant to managing a 501 (c)(3) nonprofit organization. Issues addressed include organizing the entity, qualifying for and maintaining nonprofit status, fundraising, and nonprofit enterprise. Financial areas covered include the principles of fiscal responsibility for nonprofits as well as cost accounting, budgeting, the presentation of financial statements, proposed development, and in-kind resources.

**BUSI 564 Strategic Marketing for Nonprofits (3)**

This course provides an introduction to the field of strategic marketing of nonprofit organizations (e.g., educational institutions, churches, the public and social sectors, health services, and the arts). The course texts, outside readings, videos, case studies, and class exercises focus on understanding three areas of effectiveness: 1) what makes an organization effective or not; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

**BUSI 565 Integrated Marketing Communications (3)**

This course provides an introduction to the field of strategic marketing. The course texts, outside readings, videos, case studies, and class exercises are designed to focus on understanding three areas of effectiveness: 1) what makes an organization effective; 2) how individuals can improve their own effectiveness as managers, staff, or volunteers; and 3) how promotional strategies can be used to enhance the organization's effectiveness.

**BUSI 567 Investments Management (3)**

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

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

This introductory course traces the history, philosophy, and societal role of nonprofits in the United States and how the "independent sector" today compares organizationally to business and government. As such, it examines the roles of government (at the state and federal levels), religion and churches (including constitutional issues), business (corporate philanthropy), and the rights/responsibilities of individuals (e.g., natural law and contemporary public policy).

**BUSI 578 Strategy and Planning (3)**

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

**BUSI 581 The Christian Business and Professional Leader (3)**

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

**BUSI 583 Integrated Decision Making (3)**

Students seek to develop the capability to appreciate and carry out the decision-making processes involved in identifying, evaluating, selecting, and implementing strategy in a company. This purpose is achieved by requiring the student to set goals, analyze business problems, develop a frame-work 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. *Must be taken in final semester of study.*

**BUSI 586 International Tutorial I (3)**

This course allows students to investigate subjects and interests that lie beyond regular course offerings and explore topics in greater depth from an approved International Studies Program. Tutorials provide an opportunity to identify and develop an area of study of particular concern to the individual learner and are pursued with a sponsoring faculty member and approved by the graduate programs chair and the dean. Course requirements typically involve one-on-one interaction with a sponsoring faculty member, an extensive literature review, submission of research papers, and oral defense of works.

**BUSI 587 International Tutorial II (3)**

This course allows students to investigate subjects and interests that lie beyond regular course offerings and explore topics in greater depth from an approved International Studies Program. Tutorials provide an opportunity to identify and develop an area of study of particular concern to the individual learner and are pursued with a sponsoring faculty member and approved by the graduate programs chair and the dean. Course requirements typically involve one-on-one interaction with a sponsoring faculty member, an extensive literature review, submission of research papers, and oral defense of works.

**BUSI 588 International Tutorial III (3)**

This course allows students to investigate subjects and interests that lie beyond regular course offerings and explore topics in greater depth from an approved International Studies Program. Tutorials provide an opportunity to identify and develop an area of study of particular concern to the individual learner and are pursued with a sponsoring faculty member and approved by the graduate programs chair and the dean. Course requirements typically involve one-on-one interaction with a sponsoring faculty member, an extensive literature review, submission of research papers, and oral defense of works.

**BUSI 589 International Tutorial IV (3)**

This course allows students to investigate subjects and interests that lie beyond regular course offerings and explore topics in greater depth from an approved International Studies Program. Tutorials provide an opportunity to identify and develop an area of study of particular concern to the individual learner and are pursued with a sponsoring faculty member and approved by the graduate programs chair and the dean. Course requirements typically involve one-on-one interaction with a sponsoring faculty member, an extensive literature review, submission of research papers, and oral defense of works.

**BUSI 590 Capstone Project: Strategic Management (3)**

In this course, the student integrates the learning experience by submitting a business plan and corporate report which provides strategic direction to a business. The completed project 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 with the business plan.

**BUSI 591 Marketing Strategy for Competitive Advantage (3)**

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(s): business degree or BUSI 504 and BUSI 578*

**BUSI 592 Financial Strategy for Competitive Advantage (3)**

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. *Prerequisites: BUSI 513 and BUSI 578*

**BUSI 593 Manufacturing Strategy for Competitive Advantage (3)**

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: BUSI 578*

**BUSI 594 Information Resources Strategy for Competitive Advantage (3)**

This course explores and develops the integration of management skills and information resources. It deals with the management and innovative use of diverse types of information and integrates the functions of management with suppliers of information. Students analyze the speed of delivery of information, advanced technological tools, masses of material, and the decision-making process. It provides cross-training for future managers and undergirds their roles as part of the corporate whole. *Prerequisites: BUSI 514 and BUSI 578*

**BUSI 595 Capability Design and Management of Strategic Change (3)**

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 599 Readings in Business (1-3)**

Students may enroll in an independent study for unit credit to investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. Such requests must be developed in consultation with a sponsoring faculty member and be approved by the graduate program chair and dean. Unit credit varies depending on the scope of the study plan.

## Human and Organizational Development

**MHOD 500 Foundations of Human Resource Development (3)**

The course provides an introduction to and overview of the field of human resource development with emphasis upon its historical and philosophical foundations. Theories and concepts relevant to the field are analyzed. Special emphasis is placed on the roles and functions of OD professionals within organizations and understanding the basic competencies of professional practice.

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

This course examines the fundamental theories and viewpoints on the nature of work, its role in adult life, and the function of employment organizations. Included is discussion of forces impacting individual, group, and system performance and productivity within complex sociotechnical systems. Particular emphasis is placed on examining the role of work in the growth and functioning of humans and in identifying the characteristics of organizations in which both the human needs of the people who compose the organization and the organization as a productive, adaptive entity are satisfied.

**MHOD 512 Adult Development in Organizational Settings (3)**

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

**MHOD 520 Career Development Systems (3)**

Students study the emerging field of career planning and development related to initial and ongoing professional development. Current literature, relevant theories, and major approaches to career planning and development are examined in accordance with career planning and development approaches in organizations. Students use various self-assessment tools and diagnostic instruments to evaluate data on their own work histories, interests, skills, and values.

**MHOD 521 Organizational Development and Change (3)**

Students investigate the emerging field of organizational development (OD) – major theories, basic concepts, and primary intervention strategies. Emphasis is placed on diagnosing the relationship between an organization's mission and culture, and facilitating system-wide, planned changes to improve organizational effectiveness.

**MHOD 550 Instructional Design and Training Methods (3)**

This course focuses on methods to assess an organization's training and development needs, and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design are explored. Methods of instructional design and course development are emphasized.

**MHOD 551 Leadership in Organizations (3)**

This course introduces current literature and theories of leadership. Leadership within organizational settings is examined. Leadership dilemmas and issues are analyzed (e.g., ethics, decision making, power and authority, conflict management). Emphasis is placed on identifying and enhancing leadership in organizational settings.

**MHOD 561 Group Dynamics and Conflict Management (3)**

This course helps the student understand small-group behavior. It uses experience-based methods, cases, reading material, and simulation, and examines role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

**MHOD 570 Improving Quality and Productivity (3)**

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

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

Students may enroll in an independent study for unit credit. In this course, students investigate subjects and interests that lie beyond regular course offerings, explore topics in greater depth, and/or initiate individual projects. It provides an opportunity to identify and develop an area of study of particular concern to the individual learner. Readings are pursued in accordance with a study plan developed in consultation with a sponsoring faculty member and approved by the graduate programs chair and dean. Course requirements typically involve a literature review and submission of a paper. Unit credit varies depending on the scope of the study plan.

## **Web and Information Technology**

### **WEB 571 Website Design and Development (3)**

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)**

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)**

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)**

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.

# Center for Accelerated Degree Programs

## Faculty

Director; and Professor:  
Fred Garlett, Ed.D.

Professor: Ruth Anna Lulofs, Ph.D.

Associate Professors: Richard Durfield, Ph.D.;  
Cathy Heffernan, Ph.D.

## Introduction

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

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

## Master of Arts in Organizational Management

### The MAOM Degree

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

### The MAOM Team Program

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

MAOM 504	Managerial Marketing	3
MAOM 508	The Manager as Communicator	3
MAOM 514	Information Systems for Managers	3
MAOM 516	Organizational Behavior and Communication	3
MAOM 517	Human Resource Management	3
MAOM 529	Leadership and Managerial Ethics	3
MAOM 551	Leadership in Organizations	3
MAOM 561	Group Conflict and Dynamics	3
MAOM 570	Improving Quality and Productivity	3
MAOM 578	Strategy and Planning	3

**Total** **30 units**

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

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

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

## Admission Requirements

The student entering the MAOM Program is required to:

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

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

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

## Course Descriptions

### MAOM 504 Managerial Marketing (3)

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

### MAOM 508 The Manager as Communicator (3)

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

### MAOM 514 Information Systems for Managers (3)

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

### MAOM 516 Organizational Behavior and Communication (3)

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

### MAOM 517 Human Resource Management (3)

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

### MAOM 529 Leadership and Managerial Ethics (3)

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

### MAOM 551 Leadership in Organizations (3)

This course explores the essential aspects of leadership and examines tools used by leaders to conduct business in today's rapidly changing environment. Students study leadership, influence, budgetary control, and management; focus on gender and diversity issues within organization; and examine skills, capabilities, and knowledge managers must have to successfully perform in the context of local, regional, and global cultures.

### MAOM 561 Group Conflict and Dynamics (3)

This course helps the student understand small-group behavior. It uses experienced-based methods, cases, reading material, and stimulation, and examine role behavior, group dynamics, conflict control, leadership, and group development. It also addresses motivation and problem solving as essential elements of organizational behavior.

### MAOM 570 Improving Quality and Productivity (3)

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

### MAOM 578 Strategy and Planning (3)

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







# School of Education and Behavioral Studies

<b>Support Services and Organizations</b>	<b>84</b>	<b>Department of Doctoral Studies in Education</b>	<b>95</b>	<b>Department of School Counseling and School Psychology</b>	<b>110</b>	<i>Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Level I, Track 1</i>	125
Center for Research on Ethics and Values	84	Doctor of Education:		Pupil Personnel Services Credential:		<i>Master of Arts in Education: Special Education Internship and Mild/Moderate Disabilities Specialist Credential (K-12) Level I, Track 2</i>	126
Child and Family Development Center	84	Educational Leadership	95	School Counseling	111	Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate	126
Operation Impact Program	84	Educational Administration	99	School Psychology	112		
Credential Analysts	84	Higher Education	99	Master of Arts in Education: Educational Counseling (with an embedded School Counseling Credential)	113		
		Teaching and Learning	99	Master of Arts in Education: Educational Psychology (with an embedded School Counseling Credential)	114		
<b>Department of Advanced Studies in Education</b>	<b>85</b>	<i>Doctor of Education: Educational Leadership and Professional Administrative Services Credential (Tier II)</i>	98	<b>Department of Teacher Education</b>	<b>116</b>		
Library Media Teacher Credential	85	<i>Educational Administration</i>	98	Multiple-Subject Teaching Credential (Track A)	118	Master of Education: College Student Affairs	143
Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts	86	<i>Teaching and Learning</i>	98	Single-Subject Teaching Credential (Track A)	119	Master of Arts in Social Science: Leadership Studies	145
School Librarianship (online)	87	<b>Department of Educational Leadership</b>	<b>101</b>	<i>Multiple-Subject Internship Teaching Credential and Master of Arts in Education: Teaching (Track B)</i>	120	Operation Impact Program	146
Teaching	89	Preliminary Administrative Services Credential (Tier I)	102	<i>Single-Subject Internship Teaching Credential and Master of Arts in Education: Teaching (Track B)</i>	121		
<i>Master of Arts in Educational Technology and Preliminary Administrative Services Credential (Tier I)</i>	90	Preliminary Administrative Services Internship Credential (Tier I)	102	Mild/Moderate Disabilities, Specialist Credential, (K-12)	123		
Master of Arts in Educational Technology	92	Master of Arts in Education: School Administration	103	Master of Arts in Education: Special Education	124	<b>Department of Graduate Psychology</b>	<b>148</b>
Master of Arts in Educational Technology Online Program	93	<i>Master of Arts in Education: School Administration and Preliminary Administrative Services Credential (Tier I)</i>	105			Master of Arts in Clinical Psychology: Marriage and Family Therapy	148
Master of Science in Physical Education	94	<i>Master of Arts in Education: School Administration and Preliminary Administrative Services Internship Credential (Tier I)</i>	105			Doctor of Psychology in Clinical Psychology: Family Psychology	152
		<i>Master of Arts in Educational Technology and Preliminary Administrative Services Credential (Tier I)</i>	107				
		Professional Administrative Services Credential (Tier II)	108				

NOTE: Italics indicate combined credential and degree programs.

# School of Education and Behavioral Studies

Dean; and Professor: Terence R. Canning, Ed.D.

Associate Dean; and Associate Professor:  
Jim Bryan, Ed.D.

## Department of Advanced Studies in Education

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

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

Program Director, Master of Arts in Educational  
Technology; and Assistant Professor:  
Joanne Gilbreath, Ed.D.

Online Program Director, Master of Arts in  
Educational Technology; and Associate Professor:  
Kathleen Fletcher Bacer, Ed.D.

Program Director, Master of Science in  
Physical Education; To Be Announced

Professors: Linda Chiang, Ed.D.;  
James Green, Ph.D.;  
Katy Lux, Ph.D.;  
Susan Warren, Ph.D.

Associate Professors: Candice Fredrick, Ph.D.;  
Kathryn Scorgie, Ph.D.

Assistant Professors: Shawn Fluharty, Ph.D.;  
Joanne Gilbreath, Ed.D.; Joseph Mintah, Ed.D.;  
Sean Rochelle, Ed.D.; Cynthia Tanis, M.Ed.

## Department of Doctoral Studies in Education

Chair, Department of Doctoral Studies in Education;  
and Professor: Laurie Schreiner, Ph.D.

Program Director, Higher Education Emphasis;  
and Professor: Dennis Sheridan, Ph.D.

Program Director, K-12 Emphasis;  
and Professor: Lillian Wehmeyer, Ph.D.

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

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

Assistant Professor: Ying Hong Jiang, Ph.D.

## Department of Educational Leadership

Chair, Department of Educational Leadership;  
Director, Professional Administrative Services  
Credential (Tier II) Program; and Associate Professor:  
Gail Houghton, Ph.D.

Director, Master of Arts in Education:  
School Administration and Preliminary  
Administrative Credential (Tier I) Programs;  
Tier I Credential Programs; and Associate Professor:  
Robert Vouga, Ed.D.

Associate Professors: Daniel Elliott, Ed.D.;  
Ronald Foland, Ph.D.; Edgar Gill, Ph.D.;  
Dan Lawson, Ph.D.

## Department of School Counseling and School Psychology

Chair, Department of School Counseling and  
School Psychology; and Professor:  
Barbara Wynne-Sorenson, Ed.D.

Program Director, School Counseling;  
and Associate Professor: Susan Lees, Psy.D.

Program Director, School Psychology;  
and Associate Professor: Randy Fall, Ph.D.

Program Director, Fieldwork and Internship;  
and Associate Professor: Robert Martin, Ph.D.

Associate Professors: Lewis Bonney, Ph.D.;  
Barbara Goldstein, Ph.D.

Lecturers: Dorcas Amoah, Ph.D.;  
Martin Quisenberry, M.A.

## Department of Teacher Education

Chair, Department of Teacher Education;  
and Professor: Nancy Brashear, Ph.D.

Program Director, Single-Subject Teaching  
Credential Program; and  
Assistant Professor: Teresa Stoops, Ed.D.

Program Director, Special Education;  
To Be Announced

Program Director, Multiple-Subject  
Internship Teaching Credential Program;  
To Be Announced

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

Associate Professor: Judith Hetzel, Ed.D.

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

Technology Integration Coordinator;  
and Assistant Professor: Wayne Bacer, Ed.D.

Program Director, Liberal Studies;  
and Assistant Professor: Paul Flores, M.Div.

Professor: David Colachico, Ed.D.

Associate Professor: Elizabeth Anderson, Ph.D.

Assistant Professors:

Torria Bond, M.S.; Deanna Brady, Ed.D.;  
Chinaka Domwachukwu, Ph.D.;  
Ann Hagmaier, M.S.; Cloetta Vency, M.A.;  
Steven Wentland, M.A.;  
Marguerite Wollerton, Ed.D.

## Department of Higher Education and Organizational Leadership

Chair; and Professor:  
Dennis Sheridan, Ph.D., Ed.D.

Professor: David McIntire, Ed.D.

Program Director, Leadership Studies;  
and Professor: Grace Preedy Barnes, Ph.D.

Associate Professor: Carol Lundberg, Ph.D.

## Department of Graduate Psychology

Chair; Director of the Psy.D. Program; and Professor:  
Mark Stanton, Ph.D.

Director of the M.A. in Clinical Psychology Program;  
Stephanie Miyake, M.A.

Director of Clinical Training; and Associate Professor:  
Sheryn Scott, Ph.D.

Administrative Director, Child and  
Family Development Center;  
and Assistant Professor:  
Jaime Mendoza, Psy.D.

Professor of Graduate Psychology:  
George Larsen, Ed.D.

Professors: David Brokaw, Ph.D.;  
Marvin Erisman, Ph.D.

Associate Professors: Michael Donahue, Ph.D.;  
Beth Houskamp, Ph.D.; Theresa C. Tisdale, Ph.D.

Assistant Professors: Linda Matthews, Ph.D.;  
Doris Mok, Ph.D.; Robert Welsh, Ph.D.

## Introduction

The School of Education and Behavioral Studies is a large configuration comprised of 9 departments and 24 programs within the departments. The professional preparation programs in the Departments of Education that offer credentials in K-12 areas of specialization are accredited by the California Commission on Teacher Credentialing (CCTC) and the National Council for Accreditation of Teacher Education (NCATE). Programs within the Departments of Education not offering credentials are accredited by NCATE. The Department of Graduate Psychology is accredited by the American Psychological Association.

The Department of Doctoral Studies in Education and the Department of Graduate Psychology offer doctorates in Educational Leadership (Ed.D.) and Clinical Psychology (Psy.D.), respectively. The Master of Arts in Social Science with an emphasis in Leadership Studies is available to candidates through the Department of Higher Education and Organizational Leadership.

The teacher education credential programs prepare individuals to meet the needs of all children and youth enrolled in California's public and private schools. Prospective and experienced classroom teachers and individuals seeking to serve as counselors and administrative personnel will discover professionally challenging preparation programs at Azusa Pacific. Each of these programs provides a rigorous academic curriculum that reflects the university's mission to integrate academic excellence and advance the work of God.

In addition to the wide array of education programs, the School of Education and Behavioral Studies houses excellent programs in psychology. Students pursuing a career in clinical psychology will find the Department of Graduate Psychology to be a unique environment that fosters invaluable self-discovery and promotes extensive practical clinical experience. The psychology degree

programs prepare students for licensure within the state of California and offer an interdisciplinary approach to the field of psychology. With a distinctly Christian perspective, the programs emphasize a caring, nurturing approach to helping families, couples, and individuals live and thrive in a culturally diverse world. For more information regarding these programs, refer to the graduate programs in the graduate psychology bulletin.

All programs within the school are demanding and intellectually challenging, yet flexible and client-centered. Creative scheduling allows professionals engaged in evolving careers to enroll in graduate courses taught by highly qualified faculty, held both on APU's Azusa campus and in regionally located community centers.

## Campuses

Programs offered by the departments listed above may be taken on the Azusa campus located in Azusa, California, or at one of the five regional centers and one regional branch that serve graduate and undergraduate students within the School of Education and Behavioral Studies throughout Southern California are identified as:

### 1. Inland Empire Regional Center

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

### *High Desert Branch of the Inland Empire Regional Center*

Program: Education  
Victor Valley College  
18422 Bear Valley Rd.  
Victorville, CA 92392  
(760) 952-1765  
highdesert@apu.edu

### 2. Murrieta Regional Center

Program: Education  
39573 Los Alamos Rd.  
Murrieta, CA 92563-5032  
(909) 679-6413  
(877) 210-8841 (toll free)  
murrieta@apu.edu

### 3. Orange County Regional Center

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

### 4. San Diego Regional Center

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

### 5. Ventura Regional Center

Program: Education  
445 E. Esplanade Dr., Ste. 200  
Oxnard, CA 93036  
(805) 677-5825  
(877) 210-8840 (toll free)  
ventura@apu.edu



## Support Services and Organizations

### Center for Research on Ethics and Values

The Center for Research on Ethics and Values is committed to the promotion of research that can enhance the moral, ethical, and spiritual development of children, youth, and young adults. The director of the center, Beverly Hardcastle Stanford, Ph.D., may be contacted at (626) 815-5363.

### Child and Family Development Center

The Child and Family Development Center, a Christian-based counseling center, provides quality counseling and consulting services at a low cost to the community. Families utilize the center's resources, resolve life transition dilemmas, and find harmony between their values and actions. The center also enables students in APU's Clinical or Family Psychology programs to develop the necessary skills to become effective therapists and/or psychologists. The director, Jaime Mendoza, Psy.D., may be contacted at (626) 815-5421.

## Operation Impact Program

This program provides continued educational support internationally to leaders of mission organizations, businesses, and nonprofit enterprises by delivering the Master of Arts in Social Science with an emphasis in Leadership Studies Program to sites throughout the world. Contact the director of Operation Impact, Grace Barnes, Ph.D., for the list of courses offered in each country at (626) 815-5485.

## Credential Analysts

Credential analysts are liaisons between graduate education students, school districts, and the California Commission on Teacher Credentialing. They process requests for Emergency Permit renewals (CL469s), fingerprint clearance (Certificates of Clearance), and credential applications required to file for credentials with the Commission on Teacher Credentialing. For more information, students with last names beginning with A-F may contact Betty Elliott, (626) 815-5366; G-O may contact Lynne Loop, (626) 815-5093; and P-Z may contact Wendy Ramsey, (626) 815-5455. For other information, please contact credential secretary, Ann Plumb, at (626) 815-5346.

# Department of Advanced Studies in Education

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

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

*Program Director, Master of Arts in Educational  
Technology; Assistant Professor:  
Joanne Gilbreath, Ed.D.*

*Online Program Director, Master of Arts in  
Educational Technology; Associate Professor:  
Kathleen Fletcher Bacer, Ed.D.*

*Program Director, Master of Science in  
Physical Education; Professor:  
Frank Lansford, Ed.D.*

*Professors: Linda Chiang, Ed.D.;  
James Green, Ph.D.;  
Katy Lux, Ph.D.;  
Susan Warren, Ph.D.*

*Associate Professors: Candice Fredrick, Ph.D.;  
Kathryn Scorgie, Ph.D.*

*Assistant Professors: Shawn Fluharty, Ph.D.;  
Joanne Gilbreath, Ed.D.; Joseph Mintah, Ed.D.;  
Sean Rochelle, Ed.D.; Cynthia Tanis, M.Ed.*

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

## Introduction

Building upon the mission of Azusa Pacific University, the Department of Advanced Studies in Education provides opportunities for advanced academic work and research leading to the Master of Arts in Education. The department strives to create a scholarly environment where a community of learners engages in intellectual discourse of philosophical, sociological, and pedagogical analytic inquiry; develops research-based paradigms for dealing with the challenges of 21<sup>st</sup> century schools and schooling; and participates in meaningful social action research which connects schools with communities.

The faculty of active researchers facilitates the learning process and encourages teachers to become lifelong learners and classroom researchers; to strengthen their knowledge of current issues on schools and schooling; to take leadership roles in the community regarding current educational policies; to be advocates for the diverse community of learners, especially as current issues arise that challenge educational philosophies, practices, and policies; and to wrestle with the complexity of the ethics of caring.

Faculty and students in the Department of Advanced Studies in Education are encouraged to engage in collaborative, interdisciplinary research projects. Research topics include the importance of literacy, the challenge of cultural diversity, and the implementation of technology in schools. Please refer to program page for more information.

The Department of Advanced Studies in Education faculty engages in research, presents at national and international conferences, and maintains membership in:

- American Association of Higher Education (AAHE)
- American Educational Research Association (AERA)
- Association for Supervision and Curriculum Development (ASCD)
- Comparative and International Education Society (CIES)
- National Association for Bilingual Education (NABE)
- National Association for Multicultural Education (NAME)

## Advanced Credential Library Media Teacher Credential Online Program

**Program Director: Maria Pacino, Ed.D.  
(626) 815-5480, mpacino@apu.edu**

The Library Media Teacher (LMT) Credential Program at Azusa Pacific University is a cutting-edge program which prepares candidates for the specialized and comprehensive role of school librarianship in California's pluralistic schools and communities. The program prepares library media teachers as educational leaders who are experts in technology, literacy, and diversity.

Recent changes in California public education, such as the 1998 California Public School Library Act, focus on literacy, multiculturalism, and technology. Interest in school library media centers has resurfaced along with the need for qualified library media teachers who will organize information, support school curriculum, help develop literacy programs, and assist in technology management. Consequently, there is a high demand for librarians throughout the state.

The Library Media Teacher Credential Program at Azusa Pacific University has been approved by the Western Association of Schools and Colleges (WASC), the California Commission on Teacher Credentialing (CCTC), and the National Council for the Accreditation of Teacher Education (NCATE). This innovative program is offered online, except for a one-week summer institute which provides for a face-to-face teaching and learning experience.

The Library Media Teacher Credential authorizes the holder to instruct pupils in the choice and use of library materials, plan and coordinate school library programs with the instructional programs of a school district, select materials for school and district libraries, coordinate or supervise library programs at the school district or county level, plan and conduct a course of instruction for those pupils who assist in the operation of school libraries, supervise classified personnel assigned to the school library duties, and develop procedures for and management of the school and district libraries.



## Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. An online application is available at the APU website, [www.apu.edu](http://www.apu.edu).
3. A \$45 nonrefundable application fee
4. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. A bachelor's degree from a regionally accredited institution
6. A minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criteria if competency can be shown.)
7. Three letters of recommendation that address the candidate's competence and character (Appropriate recommendations include those who have supervised the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors.)
8. A letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching/learning experience; the most rewarding and challenging aspects of working with children in school library media centers; special skills in literacy

development, reading, and multi-cultural literature; technology skills; special interests, hobbies, or abilities; extracurricular activities; and previous residence or travel experiences (Communication skills will be assessed along with content.)

9. Résumé or Statement of Experience including most relevant work and volunteer experience
10. A valid prerequisite California teaching credential that requires a program of professional preparation including student teaching
11. Access to an approved computer and Internet provider
12. Proficiency in online use

Note: Candidates for the Library Media Teacher Credential Program must have met all requirements for a credential in California which includes subject matter competency, CBEST, RICA, and any other requirement.

### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

Located At:  
Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)

### In addition to regular application requirements for graduate admissions, please:

- Mark application for the Library Media Teacher Credential Program.
- Look for a letter from the Office of Graduate Admissions after receiving the application form. Included will be instructions for registering for the applicant's first courses.
- Refer to “Online Class Instructions” published in each graduate class schedule booklet.
- Please consult department for PACE Option.

## Course Requirements

LMT	500	School Library Media Center Management	3
LMT	505	Selection, Evaluation, and Management of Learning Resources	3
LMT	510	Learning Resources for Elementary Schools	3
LMT	515	Learning Resources for Secondary Schools	3
LMT	520	Organization and Cataloging of Learning Materials/Resources	3
LMT	525	Information Retrieval and Reference Services	3
LMT	530	School Library-Classroom Partnerships	3
LMT	535	Library Media Technologies	3
LMT	540	Current Topics in School Media Centers	3
LMT	550	Field Experiences for the Library Media Teacher/Capstone	3

**Total** **30 units**

## Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts

**Program Director: Dan Doorn, Ph.D.**  
(626) 815-5371, [ddoorn@apu.edu](mailto:ddoorn@apu.edu)

Designed for K-12 teachers who possess a state credential or have significant experience in private school, this program provides varied opportunities to acquire new curriculum knowledge and instructional strategies to better serve the personal, social, academic, and literacy development needs of all K-12 students interacting in diverse multicultural classrooms. The program is designed for teachers to explore several key educational issues and practices:

- designing effective and creative learning contexts for students
- assessing students' authentic learning experiences
- supporting students' communication of their learning
- building a spirit of caring and collaboration among diverse communities of learners
- responding thoughtfully to new emerging challenges and problems for learners



Course work supports teachers in pursuing project-based inquires, valuing the process of reflective teaching, developing their own literate voices, strengthening a lifelong commitment to learning and researching in the classroom, and taking on new leadership and advocacy roles for students, families, and other educators in culturally diverse communities.

## Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to, and awarding, the applicant’s baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students’ sealed copies will not be considered official.)
4. Bachelor’s degree from a regionally accredited institution
5. Minimum baccalaureate or master’s grade-point average of 3.0 on a 4.0 scale
6. Three recommendation forms submitted by professors or employers who have current knowledge of applicant’s academic ability and potential
7. Letter to the dean describing educational goals as well as short- and long-term professional goals.
8. Résumé or Statement of Experience
9. International students who have graduated from a college or university where English is not the principal language must provide the minimum TOEFL score of 550.

### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

### Located At:

Azusa Pacific University  
568 East Foothill Boulevard  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000  
(626) 812-3055  
Fax (626) 812-3801  
[iss@apu.edu](mailto:iss@apu.edu)

### Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of prerequisites may be waived.

## Course Requirements

### Core Courses 9 units

EDUC 571 Curriculum Foundations	3
EDUC 572 Advanced Educational Psychology	3
EDUC 573 Philosophy/Ethics and History of Education	3

### Required Concentration Courses 15 units

EDUC 508 Assessment and Evaluation in Multicultural Classroom	3
EDUC 505 Advanced Literacy Development	3
EDUC 554 Instructional Principles and Practices	3
EDUC 574 Current Issues in Education	3
EDUC 589A Research for Educators: Beginning Process*	2
EDUC 589B Research for Educators: Finish Reporting	1

### Recommended Elective

#### Courses up to 12 units

EDUC 507 Family, Community, and School Connections	3
EDUC 509 Special Topics in Education	3
EDUC 555 Comparative Education: A Global Perspective	3
EDUC 501 Language Structure Acquisition and Development**	3
EDUC 502 Methods of Bilingual, English Language Teaching **	3
EDUC 503 School Practicum in English Language Development**	3
EDUC 504 Teaching and Cultural Diversity**	3

#### Other education electives or approved transfer units 3-6 units

### TOTAL 36 units

\*Note the EDUC 589A is a prerequisite for EDUC 589B. 589B must be taken last in the program.

\*\*Course for C.L.A.D. Certificate. Individuals who need to earn the C.L.A.D. Certificate may request approval from the program director to substitute some or all of the C.L.A.D. courses in place of required/elective program courses. Based on the student’s transcript of recent credential courses, the director will advise students which specific courses are needed for the C.L.A.D. Certificate requirements.

## Master of Arts in Education: School Librarianship

### Online Program

This master’s degree is offered in conjunction with the Library Media Teacher Credential. The Library Media Teacher Program is for credentialed teachers who wish to earn both a Library Media Teacher Credential as well as a master of arts degree in the same field. The master’s degree can be obtained by completing three additional courses beyond the required credential courses.\* Library media teachers serve as school and district librarians and media specialists. This program is accredited by the California Commission on Teacher Credentialing (CCTC), the Western Association of Schools and Colleges (WASC), and the National Council for the Accreditation of Teacher Education (NCATE).

The Library Media Teacher Credential Program at Azusa Pacific University is a cutting-edge program which prepares candidates for the specialized and comprehensive role of school librarianship in California’s pluralistic schools and communities. The program prepares

library media teachers as educational leaders who are experts in technology, literacy, and diversity.

Candidates for the LMTP and the Master of Arts in Education: School Librarianship are multiple-subject and/or single-subject credentialed teachers who, as school library media specialists, will develop, implement, and evaluate programs and services for school library media centers. The Library Media Teacher Credential authorizes the holder to instruct pupils in the choice and use of library materials, to plan and coordinate school library programs with the instructional programs of a school district, to select materials for school and district libraries, to coordinate or supervise library programs at the school district or county level, to plan and conduct a course of instruction for those pupils who assist in the operation of school libraries, to supervise classified personnel assigned to the school library duties, and to develop procedures for and management of the school and district libraries.

\*Admission to the Master of Arts in Education: School Librarianship is required.

## Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. A completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center: Admissions of Azusa Pacific University. Students' sealed copies will not be considered official.)
4. A bachelor's degree from a regionally accredited institution

5. A minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
6. Three letters of recommendation that address the candidates competence and character (Appropriate recommendations include those who have supervised the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly supervised the applicant, or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors.)
7. A letter to the dean addressing the following topics: experiences from the applicant's background that may enhance the teaching/learning experience; the most rewarding and challenging aspects of working with children in school library media centers; special skills in literacy development, reading, and multicultural literature; technology skills, special interest, hobbies, or abilities; extracurricular activities, and previous residence or travel experiences (Written and communication skills will be assessed along with content.)
8. Résumé or Statement of Experience including most relevant work and volunteer experience
9. Proof of Certificate of Clearance
10. Proof of successful passage of the CBEST, or proof of paid registration for the next CBEST
11. Access to an approved computer and Internet provider
12. Proficiency in online use
13. Those students whose first language is not English must meet the required English proficiency standard as demonstrated in passing the international TOEFL with a minimum score of 550.

Note: Candidates for the Library Media Teacher Credential Program must have met all requirements for a credential in California which includes subject-matter competency, CBEST, RICA, and any other requirements.

### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

### Located At:

Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)

### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 812-3801  
[iss@apu.edu](mailto:iss@apu.edu)

## Course Requirements

### Core Requirements 9 units

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3

### Concentration Requirements 30 units

LMT 500	School Library Media Center Management	3
LMT 505	Selection, Evaluation, and Management of Learning Resources	3
LMT 510	Learning Resources for Elementary Schools	3
LMT 515	Learning Resources for Secondary Schools	3
LMT 520	Organization and Cataloging of Learning Materials/Resources	3
LMT 525	Information Retrieval and Reference Services	3
LMT 530	School Library-Classroom Partnerships	3
LMT 535	Library Media Technologies	3
LMT 540	Current Topics in School Media Centers	3
LMT 550	Field Experiences for the Library Media Teacher/Capstone	3

### Total 39 units

## Master of Arts in Education: Teaching Multiple Subject, Track A Single Subject, Track A

**Program Director: Dan Doorn, Ph.D.**  
(626) 815-5371, [ddoorn@apu.edu](mailto:ddoorn@apu.edu)

This degree is designed to build on the strengths of the APU teacher preparation program, allowing students to incorporate up to 21 units of credential courses from the new 2042 Preliminary Teaching Credentials for Multiple- and Single-Subject Credentials, Track A (non-teaching job candidates) into a Master of Arts degree with a teaching emphasis. Interested candidates can apply and begin taking the additional 15 units of further course requirements when they near the end of their credential courses or within five years after completing a Preliminary Credential. Because the Master of Arts in Education: Teaching degree honors candidate's teaching capabilities, the degree can only be posted officially after a student has completed all requirements for a Preliminary Credential.

Novice teachers find the program to be an ideal forum for testing new ideas and sharing experiences with other novices. Veteran educators engage in a stimulating learning environment characterized by discovery, inquiry, and the ethic of caring. All students become anchored in their pedagogy and participate in action research. With an emphasis on immediately applicable course work, candidates in this program are able to make significant contributions to their districts through such activities as serving on committees, enhancing their schools' curricula, and promoting strong child advocacy programs.

All information stated is subject to changes made by the California Commission on Teacher Credentialing and Graduate Education policy.

The Master of Arts in Education: Teaching Program is offered at the following locations:

- Azusa
- Inland Empire
- Murrieta
- Orange County
- Ventura

### Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. The \$45 application fee not required
3. Official transcripts on file in the Graduate Center
4. Minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
5. One recommendation form submitted by a current supervisor who has knowledge of applicant's academic ability and potential
6. Letter to the dean
7. Résumé or Statement of Experience

#### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

Located At:  
Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

#### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 812-3801  
[iss@apu.edu](mailto:iss@apu.edu)

#### Prerequisites

- This program is only for students completing their teaching credential at APU.
- An APU Department of Teacher Education Clearance for Student Teaching or copy of Student Teaching Evaluation
- For specific information on completing and clearing the credential, please contact the credential program director.

## Course Requirements

**Master of Arts in Education: Teaching can only be posted after the student has completed requirements for a Preliminary Credential.**

### Emphasis Elective Courses 21 units (21 units from the list below, according to credential requirements)

TEP 504	Teaching and Cultural Diversity**	3
TEP 506	Foundations of Education, K-8*	3
TEP 508	Foundations of Education, 7-12**	3
TEP 516	Methods of Teaching Reading and Writing, K-8*	3
TEP 518	Methods of Teaching Reading and Writing, 7-12**	3
TEP 526	Methods of Teaching Mathematics, K-8*	3
TEP 528	Teaching Strategies, 7-12**	3
TEP 536	Methods of Teaching Science, K-8*	3
TEP 546	Methods of Integrating Humanities, K-8*	3
TEP 548	Curriculum Planning and Assessment, 7-12**	3
TEP 556	Methods of Teaching English Language Learners, K-8*	3
TEP 558	Methods of Teaching, 7-12**	3
TEP 586	Student Teaching Seminar, K-8	3
TEP 588	Student Teaching Seminar, 7-12	3

\*Required Multiple-Subject Teaching Credential course  
\*\*Required Single-Subject Teaching Credential course.  
(Please note that Single-Subject students must add one elective to equal 21 units total.)

### Core Courses 9 units

EDUC 571	Curriculum Foundations	3
EDUC 573	Philosophy/Ethics and History of Education	3
EDCO 592	Educational Psychology: Theory into Practice	3
— or —		
EDUC 572	Advanced Educational Psychology	3

### Required Emphasis Courses 6 units

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

### Total 36 post-baccalaureate units

\*EDUC 589A is a prerequisite for EDUC 589B and along with EDUC 574 should be taken last in the program.

## Combined Master of Arts Degrees and Credential Programs

Azusa Pacific University recognizes the need to provide quality academic programs for graduate students with divergent professional goals and differing educational needs. The combined degree and credential programs are designed for a limited number of individuals eager to pursue a master of arts degree and a credential program concurrently.

The combined degree and credential programs are restrictive, requiring faculty advisement and an admissions interview prior to enrollment in the program.

The combined program is not appropriate for an individual serving on an emergency credential with an urgent need to complete a preliminary credential in one year. A combined program may require more than one academic year.

Application Requirements for the combined programs mirror those listed for the equivalent master's-only option. Please consult that section of the catalog for information.

## Master of Arts in Educational Technology and Preliminary Administrative Services Credential (Tier I)

**Educational Technology Program Director: Joanne Gilbreath, Ed.D.**  
(626) 815-5059, [jgilbreath@apu.edu](mailto:jgilbreath@apu.edu)

**Tier I Program Director: Robert Vouga, Ed.D.**  
(626) 815-5369, [rvouga@apu.edu](mailto:rvouga@apu.edu)

Growing demand from districts for administrators trained to provide leadership in educational technology led to development of this combined program. Candidates who complete this 54-unit sequence will earn both the Master of Arts in Educational Technology and the entry-level Preliminary Administrative Services Credential (Tier I). Although the credential will authorize initial employment in any administrative position, a graduate of this combined program will be uniquely prepared for positions such as coordinator or director of educational technology at a school site or district office. (Candidates may also pursue either program separately, as described elsewhere in this catalog.)

Students in this program strengthen their role as the instructional leaders of their schools through the use of technology in their administrative position. With a strong emphasis on the effective integration of technology into curriculum, students work with different software applications and digital equipment throughout their course work. Designed to allow each student the opportunity to meet their own professional goals, courses are offered in Web design, network troubleshooting, instructional design, desktop publishing, video and multimedia production, integrated software, and other cutting-edge trends in educational technology. With a team of faculty members who are leaders in the field of technology, course work is always relevant and immediately applicable. Reflecting the growing trend of online learning, students learn how to function and thrive in an online environment as both a learner and instructional leader.

From a leadership perspective, the program emphasizes a Christian approach and incorporates four integrative themes into all course work: collaborative leadership and decision making for effective, culturally diverse schools; instructional system design and management; care and enhancement of individuals; and moral/ethical development of students and staff.

## Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. A completed Application for Graduate Admissions
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center: Admissions of Azusa Pacific University. Students' sealed copies will not be considered official.)
4. A bachelor's degree from a regionally accredited institution
5. A minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
6. Three recommendation letters or forms submitted by principals or district administrators who have current knowledge of the applicant's academic ability and potential for service in school administration
7. Letter to the dean describing educational goals as well as short- and long-term professional goals
8. Résumé or Statement of Experience, verifying with supervisor signatures at least three years of full-time service under a "basic" credential (i.e., Teaching, Pupil Personnel Services, Library, School Nurse, etc.)
9. Valid California teaching, services, or designated subject credential
10. Successful completion of the CBEST



11. Intent to purchase or proof of ownership of a designated laptop computer and required software
12. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

**All materials should be sent to:**

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

**Located At:**

Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

**International applicants send forms to:**

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax: (626) 812-3801  
Email: [iss@apu.edu](mailto:iss@apu.edu)

**Prerequisites**

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of undergraduate prerequisites may be waived.
- Candidates without previous course work in mainstreaming of special needs students are required to take EDUC 530.

**Laptop and Software Requirements**

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and access the latest technology at all times.

Current specifications may be obtained from the director of the master's degree program in educational technology. Software is required for each technology course. Laptops are

available at the university bookstore and required software is available for purchase. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services, (626) 815-4570.

**Course Requirements****Core Courses 9 units**

(not required for those who possess a master's degree in education)

EDUC 571 Curriculum Foundations	3
EDUC 572 Advanced Educational Psychology	3
EDUC 573 Philosophy/Ethics and History of Education	3

**Educational Technology 18 units**

EDUC 511 Foundations of Educational Technology (required)	3
---	---

This course must be taken prior to any other concentration course. It may be taken in conjunction with the core classes, but not with EDUC 512 through EDUC 527.

**Choose 5 courses from the following:**

EDUC 512 Instructional Applications of Integrated Software	3
EDUC 513 Operations Systems/Networking	3
EDUC 514 Educational Video and Multimedia	3
EDUC 515 Emerging Trends in Technology	3
EDUC 517 Telecommunications	3
EDUC 518 Global Learning/Cross-Cultural Classrooms	3
EDUC 519 Educational Desktop Publishing	3
EDUC 523 Instructional Applications of Hypermedia	3
EDUC 524 Instructional Design and Development	3
EDUC 527 Special Topics in Educational Technology	3

**Preliminary Administrative Services Courses 21 units**

EDUC 516 Technology for the Administrator	3
EDUC 575 Educational Research and Program Evaluation	3
EDUC 580 Organization and Administration of American Education	3

EDUC 582 Schools and the Law	3
EDUC 584 Supervision of Curriculum and Instruction*	3
EDUC 585 Leadership in Human Resource Administration	3
EDUC 586 School Site Leadership	3

\*Must have completed the equivalent of EDUC 571

**Field Experience/Practicum 6 units**

EDUC 565 Supervised Field Experience in School Administration	3
EDUC 526 Practicum in Educational Applications of Technology**	3

The program of study must verify that a student who is employed full time enrolls in not more than two courses in one term and one course in the other term during a field experience semester, for a maximum of 12 units per semester.

\*\* These three units are in lieu of EDUC 566. EDUC 526 includes a research-based, multi-media portfolio which must be completed to meet the requirements for the master's degree. EDUC 526 must be taken at the end of the course work in Educational Technology.

**Total 54 units**

**Comprehensive Examination Requirement**

Candidates for the Preliminary Administrative Services Credential combined with the Master of Arts in Education with an emphasis in Educational Technology must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

## Master of Arts in Educational Technology

### Program Director:

**Joanne Gilbreath, Ed.D.**  
(626) 815-5059, [jgilbreath@apu.edu](mailto:jgilbreath@apu.edu)

Computers are no longer luxuries in the classroom – they are necessities. Technology has become as basic a requirement as books, paper, and pencils. Students are poised and ready for this new frontier, but how prepared are their teachers? The demand is high for educators and administrators with expertise in technology. Designed for emerging teachers eager to meet the challenge of the 21<sup>st</sup> century, Azusa Pacific University's Master of Arts in Educational Technology prepares a new breed of teacher. Students in the program gain firsthand experience about the integration of technology and the classroom through hands-on activities. The focus moves beyond merely accessing the Internet, offering practical techniques to develop cross-cultural literacy and communicate with the world at large.

Classes in the Master of Arts in Education Technology Program are offered in a distributed learning environment with both face-to-face and online components. With a strong emphasis on the effective integration of technology into curriculum, students work with different software applications and digital equipment throughout their course work. Designed to allow each student the opportunity to meet their own professional goals, courses are offered in Web design, network troubleshooting, instructional design, desktop publishing, video and multimedia production, integrated software, and other cutting-edge trends in educational technology. With a team of faculty members who are leaders in the field of technology, course work is always relevant and immediately applicable. Reflecting the growing trend of online learning, students learn how to function and thrive in an online environment as both a learner and teacher. Those seeking to energize their instructional program, move into a new position at the site or district level, and coordinators of technology are invited to enroll in this exciting program.

## Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Contact the Office of International Student Services at (626) 812-3055 or [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. Bachelor's degree from a regionally accredited institution
5. Minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
6. Three recommendation forms submitted by professors of employers who have current knowledge of applicant's academic ability and potential
7. Letter to the dean describing educational goals as well as short-and-long term professional goals
8. Résumé or Statement of Experience
9. Intent to purchase or proof of ownership of a designated laptop computer and required software (Contact program director for specifications.)
10. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550.

### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

### Located At:

Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000  
(626) 812-3055  
Fax (626) 815-3801  
[iss@apu.edu](mailto:iss@apu.edu)

### Prerequisites

Twelve semester units of undergraduate or graduate course work in education.

For each year of verified full-time teaching, three units of prerequisites may be waived.

### Laptop Requirements

In order to maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and access the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services, (626) 815-5440.

A designated laptop is required for all concentration courses. Contact the program director for specifications.

### Required Software

Software is required for each course. Upon acceptance into the program, a student receives a list of software required per course.

For more complete information and advising, contact program director, Joanne Gilbreath, Ed.D., at (626) 815-5059 or [jgilbreath@apu.edu](mailto:jgilbreath@apu.edu).



## Course Requirements

### Core Courses 9 units

EDUC 571 Curriculum Foundations	3
EDUC 572 Advanced Educational Psychology	3
EDUC 573 Philosophy/Ethics and History of Education	3

### Concentration Courses 21 units

EDUC 511 Foundations in Educational Technology	3
--	---

(This course must be taken prior to any other concentration course. It may be taken in conjunction with the core classes but not with EDUC 512-527)

### Choose 15 units from the following:

EDUC 512 Instructional Applications of Integrated Software	3
EDUC 513 Operating Systems/Networking	3
EDUC 514 Educational Video and Multimedia	3
EDUC 515 Emerging Trends in Technology	3
EDUC 516 Technology for the School Administrator	3
EDUC 517 Telecommunications	3
EDUC 518 Global Learning/Cross Cultural Classroom	3
EDUC 519 Educational Desktop Publishing	3
EDUC 523 Instructional Applications of Hypermedia	3
EDUC 524 Instructional Design and Development	3
EDUC 527 Special Topics in Educational Technology	3
Final Course	
EDUC 526 Practicum in Educational Applications of Technology*	3

\*This course includes a comprehensive exam and oral defense. This class must be taken at the end of the course work and is required of all students to receive the Master of Arts in Educational Technology.

### Approved electives or transfer credit available 6 units

### Total 36 units

## Master of Arts in Educational Technology

### Online Program

**Program Director:**  
**Kathleen Fletcher Bacer, Ed.D.**  
 (626) 815-5355; (626) 815-5490  
 kbacer@apu.edu

The Master of Arts in Educational Technology offered online is available to students across the United States and capitalizes on the best teaching/learning pedagogy from face-to-face and online learning practices. This cutting-edge online version of the degree includes a functional analysis of computers and e-learning, applications of technology-supported curricular tools, telecommunications, global learning and cross-cultural literacy, applications of hypermedia, instructional design and development, and emerging trends in technologies all encased in a dynamic online learning environment. Students enter the program in learning communities of no more than 15 students, following a sequenced, integrated course work plan. Students admitted into the online program must complete all their course work online.

### Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

1. Online application is required.
2. In addition to the requirements for the face-to-face program, students must email the following to the program director: Letter describing the student's technology proficiencies, technology goals, and learning styles that may be suitable to the online learning environment and educational technology degree.
3. Proof of ownership of a computer with approved specifications and an internet service provider are required.

## Course Sequence

### Term 1

EDUC 511 Foundations in Educational Technology	3
EDUC 571 Curriculum Foundations*	3

### Term 2

EDUC 517 Telecommunications	3
EDUC 520 Applications of Technology-Supported Curricular Tools	3

### Term 3

EDUC 518 Global Learning/Cross-Cultural Classrooms	3
EDUC 573 Philosophy/Ethics and History of Education	3

### Term 4

EDUC 523 Applications of Hypermedia	3
EDUC 524 Instructional Design and Development	3

### Term 5

EDUC 515 Emerging Trends in Technology	3
EDUC 527 Special Topics in Educational Technology	3

### Term 6

EDUC 526 Practicum in Educational Applications of Technology	3
EDUC 572 Advanced Educational Psychology*	3

### TOTAL 36 units

\*Up to six approved units maybe transferred in.

**For more complete information, visit <http://www.apu.edu/edtech/online> and/or contact Kathleen Fletcher Bacer, Ed.D., director, Educational Technology (online), (626) 815-5355, or kbacer@apu.edu.**

## Master of Science in Physical Education

The program provides advanced study within the broad discipline of physical education and allows students to elect course work with advisor approval in sport medicine, fitness/aging, sociology of physical education, physiology of sport, curriculum, and the history and philosophy of human movement.

The Master of Science in Physical Education is intended to meet the needs of students who wish to prepare for admission to doctoral programs; enhance competencies in teaching, consulting, or program administration; and prepare for a variety of other physical or sport-related careers.

These programs are offered at the following location:

- Azusa
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

### Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. Bachelor's degree from a regionally accredited institution

5. Minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale
6. Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
7. Letter to the dean describing educational goals as well as short- and long-term professional goals
8. Résumé or Statement of Experience
9. International students who have graduated from a college or university where English is not the principal language must provide the minimum TOEFL score of 550.

#### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

#### Located At:

Azusa Pacific University  
568 East Foothill Boulevard  
Azusa, CA 91702-7000  
Phone: (626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

#### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000  
(626) 812-3055  
Fax (626) 815-3801  
[iss@apu.edu](mailto:iss@apu.edu)

#### Prerequisites

- Twelve semester units of undergraduate or graduate course work in education, or a baccalaureate degree or concentration in Physical Education
- For each year of verified, full-time teaching or coaching experience, three units of prerequisites may be waived.
- Students pursuing a teaching credential should refer to the TEP department prior to applying to the Physical Education Program.

## Course Requirements

### Core Courses 12 units

EDUC	500	Technology and the K-12 Educator	3
EDUC	572	Advanced Educational Psychology	3
PE	551	Curriculum Theory and Design in Physical Education	3
PE	552	History and Philosophy of Physical Education	3

### Option A Research Component\*: Thesis 7 units

EDUC	590	Seminar in Research Methods**	3
EDUC	591	Thesis	4

### Option B Project Component 3 units

EDUC	589A	Research for Educators	2
EDUC	589B	Research for Educators	1

### Emphasis Elective Courses 18 or 21 units

EDUC	509	Special Topics in Education	3
PE	550	Sociology of Sport	3
PE	560	Sport Medicine	3
PE	561	Ethics in Physical Education and Athletics	3
PE	565	Physical Education, Athletics, and the Law	3
PE	575	Advanced Principles of Physical Conditioning	3
PE	576	Trends and Issues in Physical Education and Sport	3
PE	577	Administration of Physical Education and Athletic Programs	3
PE	578	Psychology of Coaching	3
PE	580	Wellness and Fitness for Life	3
PE	581	Techniques of Fundraising	3
PE	582	Seminar in Professional Literature in P.E. and Sport	3
PE	599	Readings in Physical Education	1-3

### Total 36 or 37 units

\*Option A by request only; may not be available every year.

\*\*EDUC 575 may be taken in lieu of EDUC 590. Please consult program director and/or department chair.

# Department of Doctoral Studies in Education

*Faculty*

*Chair, Department of Doctoral Studies in Education; and Professor: Laurie Schreiner, Ph.D.*

*Program Director, Higher Education Emphasis; and Professor: Dennis Sheridan, Ph.D., Ed.D.*

*Program Director, K-12 Emphasis; and Professor: Lillian Wehmeyer, Ph.D.*

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

*Professors: Edward “Chip” Anderson, Ph.D.; Patricia Bonner, Ph.D.*

*Assistant Professor: Ying Hong Jiang, Ph.D.*

## Doctor of Education in Educational Leadership

**Program Director, Higher Education Emphasis:  
Dennis Sheridan, Ph.D.  
(626) 815-5374, dsheridan@apu.edu**

**Program Director, K-12 Emphasis:  
Lillian Wehmeyer, Ph.D.  
(626) 815-5364, lwehmeyer@apu.edu**

The Department of Doctoral Studies in Education offers programs for educators who desire to enhance their leadership roles in pre-K to 12<sup>th</sup> grade and higher education.

### Statement of Purpose

The aim of the doctoral program in educational leadership is to develop individuals who will be distinguished for their visionary leadership, scholarly practice, and exemplary character. The faculty has expanded on the qualities set forth in the program’s purpose statement as follows:

#### Visionary Leadership

The faculty envisions its graduates as innovative, visionary leaders. These leaders are competent in and committed to creating educational environments that are simultaneously challenging and supportive for students, employees, and communities. They use their skills, insights, and convictions to examine the educational organization in their care; analyze, reflect upon, and evaluate that organization; and imagine and shape its future. Such leaders are bold, yet reflective; creative, yet practical; perceptive and patient; just and compassionate.

#### Scholarly Practice

The faculty envisions its graduates as scholar-practitioners who integrate theoretical knowledge with practical decision making. These graduates identify theory and research findings from relevant disciplines and apply that knowledge to problems and needs in a range of educational settings. Such scholar-practitioners are grounded in relevant technologies and substantive professional content, trained in skills of inquiry, capable of independent and critical thought, and dedicated to improving their own professional practice, as well as that of other educators.

#### Exemplary Character

The faculty envisions its graduates as individuals of high moral and ethical character who probe the deeper questions regarding the meaning of human existence. They dedicate themselves to a perpetual quest for truth as they face the contradictions inherent in the world. Therefore, the program will lead students to explore Christian beliefs, values, and practices as they apply to educational leadership in a diverse society.

#### Christian Perspective

The university’s Statement of Mission and Purpose declares that the goal of the university is to seek to advance the work of God in the world through academic excellence in liberal arts and in professional programs of higher education that encourage students to develop a Christian perspective of truth and life. Although the university does not require its graduate students to espouse a Christian worldview or sign a statement of faith or conduct, all faculty and staff hold a Christian commitment and seek to impart to students professional, ethical, and moral standards in keeping with Christian principles. The programs in advanced educational leadership include course work specifically designed to encourage and challenge students, regardless of their individual beliefs, to think deeply about critical professional issues and consider these issues within the context of a Christian worldview.

#### Accreditation

The Doctor of Education Program is accredited by the Western Association of Schools and Colleges (WASC) and the National Council for Accreditation of Teacher Education (NCATE).

#### Emphases

Within the Doctor of Education in Educational Leadership, whether pursued alone or in combination with the Tier II credential, students may pursue an emphasis in educational administration, teaching and learning, or higher education. The educational administration emphasis prepares graduates for elementary and secondary administrative positions at a school site, district office, or the county, state, and federal level. Graduates with this emphasis may work in public or private education.

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

The teaching and learning emphasis provides expertise for leadership and mentoring roles in teacher education departments in colleges, faculty development, education agencies, district offices, schools, departments, and grade-level teams, whether in public or private organizations. Depending upon the public school district requirements, individuals with California teaching credentials may move into district office positions that do not involve supervision of teachers; the doctoral teaching and learning emphasis supports such a role. Curriculum development, independent consulting, and research are other possibilities for this emphasis.

The higher education emphasis prepares graduates for leadership roles in colleges and universities, especially in student development, academic support, academic leadership, and institutional administration. Because of its nontraditional schedule, students with this emphasis come to the Azusa campus from national and international locations.

If none of these emphases meets a student's goals, he or she may also opt for a personalized course of study designed to meet his or her individual educational interests and professional needs. Students may also petition for program changes or adaptations, explaining how the modification will better enable them to attain the goals of the program while also facilitating their development as leaders and servants.

## Instruction

The nature of doctoral study is such that students are guided in critically analyzing the theoretical and research literature pertinent to the degree's base of knowledge as well as their particular areas of interest. Emphasis is placed on in-depth analysis and synthesis of ideas, identification of those ideas worthy of application to practice, and exploration of processes and competencies critical to such implementation. Candidates are encouraged to make the transition from the role of a pupil to that of a scholar. In this process they are expected to give thoughtful consideration to application of principles of academic integrity, set forth earlier in this catalog, as they apply to academic inquiry and professional practice.

Program goals are accomplished through a seminar approach that focuses on class participation and discussion, as well as individual and group presentations. Within this format, the instructor, rather than acting as the imparter

of knowledge, serves as a seminar facilitator and colleague – assisting students in focusing discussion and ensuring that the necessary in-depth analysis, synthesis, and application occur. Where appropriate, transfer of learning to practice is facilitated through case studies, ethical dilemmas, in-basket exercises, role play, simulation, and real-world applications. A three-unit course calls for 39 class hours per semester, exclusive of breaks, and at least 9 hours of preparation per week.

## Resources that Support the Program

Among the resources that support the programs in advanced educational leadership is the Graduate Center, described elsewhere in this catalog. Other resources are the faculty, the students with their various backgrounds, program conferences, the Center for Research on Ethics and Values, library and online services, and the Career Center.

### Faculty

Faculty members hold doctorates from nationally recognized universities and have extensive experience as practicing leaders in education. While maintaining high academic standards, Azusa Pacific University is committed to meeting the special needs of individual students. To this end, faculty and program directors are readily available to confer with students. Students are assigned a faculty advisor upon admission.

### Community of Students

Students themselves bring diverse backgrounds and perspectives that provide a rich resource for classroom discussions and projects. Professional collegiality is also supported in the required Proseminar course, which sets the foundation for the program. Each Proseminar class elects a representative to the Student Input Group, which meets periodically with the program director. Email serves to facilitate exchange of information and ideas among students and between students and faculty.

### Center for Research on Ethics and Values

The Center for Research on Ethics and Values was founded concurrently with the launch of the doctorate in education. The center is committed to the promotion of research and scholarship that can enhance the moral, ethical, and spiritual development of children, youth, and young adults. Faculty research is facilitated;

the center also hosts conferences for faculty and students in keeping with its mission.

### Conferences

Other opportunities to develop community among students include the annual conference in connection with EDUC 704 Christian Perspectives and Moral/Ethical Issues in Educational Leadership, when students interact with a leader in this field. Another sharing opportunity comes when students meet in a symposium to present the papers that grow out of EDUC 704. Finally, all students are invited to attend the sessions at which graduates present their dissertation research to their invited guests – family and colleagues – and the Azusa Pacific community.

### Library and Online Services

The Hugh and Hazel Darling Library, nearly 49,000 feet square, provides printed, audiovisual, and online resources for graduate students in education. Its collection of books, journals, microfiche documents, audiovisual materials, and databases continues to expand. Online access is provided to approximately 100 licensed electronic databases, as well as the Internet and the Statistical Package for the Social Sciences (SPSS). Most of these resources are also accessible from students' homes via modem.

The Darling Library also offers a workroom for production of audiovisual and computer presentations. In addition, students have access to the William V. Marshburn Memorial Library, which houses materials in business management and other related disciplines. The university has equipped a number of class rooms with computers, video/data projectors, and online access to university resources and the Internet.

Interlibrary loan is available for materials not in the Azusa Pacific collections. In addition, doctoral students may receive reimbursement for a library card obtained at an appropriate research library.

### Career Center

The university maintains a Career Center to assist students in identifying and applying for appropriate positions. For a fee, students may establish a placement file that is handsomely assembled and sent to prospective employers on request.

The university sponsors an Administrative Placement Workshop each year. Faculty are also available to review application papers with students and provide individual career guidance.



## Research Fellowships and Financial Aid

Federal Stafford loans and personal bank loans are available to all eligible graduate students through the Office of Graduate Student Financial Services located in the Graduate Center. Students are advised to contact that office early in the admissions process.

In addition, the university offers a limited number of fellowships to doctoral students able to act as research associates to doctoral faculty. These fellowships are available to students who enroll in at least 9 units per semester and devote 18 hours per week to their assignment. The fellowship involves a modest stipend and 50 percent reduction in tuition.

## Application Requirements

The following materials are required of each applicant to the Ed.D. program. Each application is evaluated as a whole. Please seek advisement for additional requirements for those who wish to pursue the Professional Administrative Services Credential (Tier II) in combination with the Ed.D.

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee (not required of students previously admitted to a graduate program at Azusa Pacific)
3. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (This is not required of students for whom Azusa Pacific already has such records. To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. A master's degree in education or a closely related field from a regionally accredited institution
5. Minimum graduate GPA of 3.5 on a 4-point scale (Provisional admittance may be granted to individuals who do not meet this criterion, if competency can be shown.)
6. Evidence of satisfactory completion of graduate course work in the corequisite areas listed for each emphasis (Corequisites not completed prior to admission must be taken during the first year of doctoral study.)
7. Three recommendations on doctoral forms, one completed by the applicant's supervisor and all from persons who can attest to the applicant's potential for doctoral study and leadership (Tier II Credential candidates must have at least two of their recommendations from administrators.)
8. Form(s) signed by the employer to document five years of relevant professional experience (Ed.D. students who lack appropriate experience but meet the other admissions criteria may be admitted provisionally and, subsequently, complete experiences to broaden their base of practical experience.)
9. A current professional résumé
10. Letter to the dean, double-spaced, describing the student's educational goals, short- and long-term professional goals, professional activities, and areas of interest for a total of five to seven pages
11. A writing sample that demonstrates the student's ability to write cogently and use research and professional literature effectively in developing ideas and arguments (e.g., a master's thesis, a scholarly article published in a journal, a comprehensive course paper, or a major district report)
12. Results of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last 10 years and sent directly from the testing agency to the Graduate Center
13. For Tier II Credential candidates, a copy of their Preliminary (Tier I) Credential and verification with supervisor and district signatures of appointment to a full-time administrative position requiring the Tier I Credential
14. Other evidence of potential for leadership as the candidate desires
15. For international students who have graduated from a college or university where English was not the principal language, a minimum TOEFL score of 600/250 is required. Results of the Test of Spoken English and the Test of Written English are recommended. If the latter

results are not submitted prior to admission, students may be required to follow procedures described under Admission Policies in this catalog. International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).

### All materials should be submitted to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

### Located At:

Azusa Pacific University  
568 E.Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax: (626) 815-3801  
Email: [iss@apu.edu](mailto:iss@apu.edu)

## Interview

Upon invitation, doctoral applicants complete an interview with at least one member of the doctoral faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and ascertain, at least initially, the applicant's potential for success in educational leadership.

## Admission Decisions

The university reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, the program Admissions Committee specifies the additional requirements necessary for full admission and the time limit for completing them. Failure to meet these requirements may result in dismissal from the program.

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

## Advisement

For advisement with respect to the overall program, each doctoral student is assigned a faculty advisor at the time of admission. The student and advisor jointly develop a program plan specifying the sequence of courses to be completed. This plan is to be filed with the director of the Ed.D. program by the time the student completes the first nine units of doctoral study. Students meet at least annually with the faculty advisor. When the dissertation chair is selected, he or she typically assumes the role of faculty advisor as well.

## Course of Study: Overview

The conceptual framework for the program in advanced educational leadership responds to the Seven Learner Goals adopted by the departments of education and the standards of the Interstate School Leadership Licensure Consortium (ISLLC). In addition, the Tier II program conforms to California requirements for the Professional Administrative Services Credential. The program emphasizes knowledge and skills of leadership and inquiry necessary for advanced positions in educational leadership.

## Combined Ed.D. and Tier II Program

The Ed.D. alone requires a total of 60 units. The Ed.D. combined with the Tier II credential requires a total of 64 units. Both courses of study include a first-year review, a Guided Inquiry Project, and successful completion of the dissertation. Both programs accept up to 12 units at the master's level, subject to transfer limitations described below. Please seek academic advising for the program combining the Tier II with the Ed.D., as several alternative options are under consideration and state requirements are undergoing changes.

Of the 60 units for the Ed.D. alone, 48 are normally taken in residence at Azusa Pacific. Students who earned the Tier II elsewhere should enter the Ed.D. Program and petition to transfer up to 12 units of academic work from their Tier II Program, subject to the limits below. Acceptance of these 12 transfer units automatically reduces the residency requirement at Azusa Pacific to 36 units.

## Corequisites

All doctoral applicants must present at admission or complete within the first year of study successful graduate work in specified

courses. Azusa Pacific equivalent courses are indicated for each corequisite. Courses taken elsewhere must be similar to the courses named.

Students in both the educational administration and the teaching and learning emphases must complete corequisites in history and philosophy of education (comparable to EDUC 573), curriculum foundations (EDUC 571), educational psychology (EDUC 572), and educational research and statistics (EDUC 575).

Higher education students complete corequisite courses in history and philosophy of education (comparable to CSA 581 at APU) and educational research and statistics (comparable to CSA 575). The third and fourth corequisites in higher education may be selected from the following: psychology (EDUC 572), student development (CSA 552), law (CSA 543), sociology of education (CSA 562), teaching/learning (CSA 571), counseling (CSA 563 or CSA 583), administration (CSA 553, CSA 591, MHOD 521, or MHOD 561), or finance (EDUC 600 or BUSI 506). Courses listed in parentheses are APU equivalents to the corequisites.

## Computer Requirement

Students must own or have ready access to a computer during their tenure in the program. The university bookstore makes arrangements to enable students to purchase computers and software at economical rates on convenient terms. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services in the Graduate Center at (626) 815-4570.

## Master's-level and Tier II Transfer Units

Up to 12 units at the master's level may be transferred toward the 60 or 64 units required for the Ed.D. degree. Such courses must be relevant to the student's doctoral studies. Graduate transfer units (except those for the Tier II) must have been acceptable toward a graduate degree at a regionally accredited institution.

Academic Tier II courses, equivalent to Azusa Pacific courses EDUC 600, EDUC 610, EDUC 615, and EDUC 620 must have been part of a state-approved credential program at a regionally accredited university. Supervised field experience units are not accepted toward the Ed.D.-only program.

All transfer units must have been earned with a grade of *B* or better and ordinarily within the preceding 10 years. In some cases, experienced educational leaders may petition for an extension of the 10-year limit, with justification on a course-by-course basis.

## Course Requirements

### Master's-Level Courses

#### 12 units maximum

Students who bring in fewer than 12 transfer units at the master's level may, within that maximum, include relevant master's courses in their course of study. Most often, these are courses taken to satisfy corequisite requirements. Corequisites may also be met by examination; of the 12 applicable master's-level units, 6 may be earned in this way.

### Tier II Courses

#### For Ed.D. only (electives)

#### 12 units maximum

#### For Combined Program (required)

#### 16 units

In the Ed.D. program, courses EDUC 600, EDUC 610, EDUC 615, and EDUC 620 are available as electives. Courses EDUC 661 and EDUC 664 do not count toward the total of 60 units for the Ed.D. degree, but may be included in a combined Tier II-Ed.D. course of study. Consult the program director for details. Note that the California Commission on Teacher Credentialing is currently redefining this credential and implementing alternate paths to it.

EDUC 600	Budgeting and Managing Information Systems in K-12 Education—Human and Fiscal Resources	3
EDUC 610	Human Diversity and Social Context	3
EDUC 615	Politics and Policy Analysis in Education	3
EDUC 620	Administration and Supervision in K-12 Education	3
EDUC 661	Professional Field Experience I, Induction	2
EDUC 664	Professional Field Experience IV, Assessment	2

Students who earned the Tier II Credential prior to admission for doctoral study should apply for the Ed.D.-only program. Subject to the same limits as for transfer units, they may apply the core units of academic course work from that program (EDUC 600, EDUC 610, EDUC 615, and EDUC 620 or equivalent) toward the 60 required for the Ed.D.-only program.



## Doctoral-level Courses

### Required Courses 15 units

The following are required courses. EDUC 794 and EDUC 795 do not count toward the unit requirement. EDUC 794 is a student's first semester of work with his/her dissertation committee. EDUC 795 is repeated until the dissertation has been successfully defended. Registration in these courses provides access to faculty, the library, and related services.

EDUC 700	Proseminar in Doctoral Study in Education	3
EDUC 704	Christian Perspectives and Moral/Ethical Issues in Educational Leadership	3
EDUC 740	Intermediate Statistics and Data Analysis	3
EDUC 741	Research Design	3
EDUC 790	Doctoral Seminar in Research Studies	3
EDUC 794/5	Dissertation Research	3,3

### Advanced Research 3-9 units

One or more of the following courses may be required, as determined by the student in consultation with his/her faculty advisor. These courses typically precede EDUC 790.

EDUC 742	Qualitative Research	3
EDUC 743	Program Evaluation in Education	3
EDUC 746	Advanced Data Analysis	3

### Course in Communities and Contexts 0-3 additional units

Students must include at least one of the following courses in their program. Each of these courses may also be applied to the Tier II or an emphasis.

EDUC 610	Human Diversity and Social Context	3
EDUC 726	Schooling and Social Theory	3
EDUC 727	Social Context of Higher Education	3
EDUC 728	Building and Sustaining Community	3

### Emphasis Courses 18 or more units

Candidates must complete at least 18 units in the chosen emphasis area. Students who opt for a personalized course of study, rather than an emphasis, plan in conjunction with the faculty advisor a program based on the student's educational and career objectives. When appropriate, a Special Topics (EDUC 798) course may be identified as counting toward a program emphasis. Courses EDUC 750 and 799 may also be approved for an emphasis on an individual basis.

### Educational Administration Emphasis At least 18 units from the following

(These three courses are required: EDUC 716 or 718, 714, 715.)

EDUC 714	Theories of Organization in Educational Settings	3
EDUC 715	Urban Education: Closing the Achievement Gap	3
EDUC 716	Leadership Theories and Strategies	3
EDUC 718	Forecasting and Strategic Planning	3
EDUC 720	Innovation and Reform in Educational Organizations	3
EDUC 722	Legal Aspects of Education	3
EDUC 726	Schooling and Social Theory	3
EDUC 728	Building and Sustaining Community	3
EDUC 736	Seminar: Instruction in K-12 Environments	3

### Teaching and Learning Emphasis At least 18 units from the following

(These three courses are required: EDUC 730, 731, 733.)

EDUC 726	Schooling and Social Theory	3
EDUC 730	Theories and Models of Learning	3
EDUC 731	Achievement Motivation	3
EDUC 733	Advanced Curriculum Development	3
EDUC 736	Seminar: Instruction in K-12 Environments	3
EDUC 737	Teaching and Learning in Higher Education	3
EDUC 739	Professional Development and Adult Learning	3
EDUC 760	Adult Development	3
EDUC 762	Issues in Child and Adolescent Development	3

### Higher Education Emphasis At least 18 units from the following

Note: This emphasis meets on a nontraditional schedule involving three weeks on campus each July and two weeks each January for approximately three years. At each session, students conclude the courses begun six months earlier and start two new courses. Seat time is the same as in the traditional schedule. (These four courses are required: EDUC 706, 707, 716, 737.)

EDUC 706	Student Development in Higher Education	3
EDUC 707	Enrollment Management and Student Retention	3
EDUC 716	Leadership Theories and Strategies	3
EDUC 719	Financing Higher Education	3
EDUC 723	Higher Education and the Law	3
EDUC 727	The Social Context of Higher Education	3
EDUC 728	Building and Sustaining Community	3
EDUC 737	Teaching and Learning in Higher Education	3

### Elective Courses

- As needed to equal at least 60 units for the Ed.D.-only
- As needed to equal at least 64 units for the combined program

All emphasis courses, Tier II core courses, and research options are available as electives to all doctoral students. Students may also petition for approval to take courses in another 600-level (within the 12-unit maximum) or doctoral program at Azusa Pacific University. All exceptions must be justified in terms of the student's educational and career objectives.

Other elective options are listed below.

When appropriate, these electives may be approved for an emphasis by the program director.

EDUC 750	Writing for Publication	3
EDUC 798	Special Topics in Educational Leadership	1-3
EDUC 799	Readings in Educational Leadership and Administration	1-3

Ed.D. graduates and students who have completed the 60 or 64 units required for graduation may elect additional 700-level courses within the program (except EDUC 794 or EDUC 795) at half tuition.

## Other Degree Requirements

### Residence and Study Load

Doctoral students are expected to complete 12 units per year. Three units per semester constitute part-time enrollment; six units are equivalent to full time. Except by petition, full-time students may not enroll in more than 12 units per semester, nor may students who are employed full time carry more than 7 units per semester exclusive of Tier II fieldwork.

### 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 the grade-point average continue to play a crucial role in students' careers. For doctoral students, the grade of *B* is considered average; a *C* grade is minimally acceptable. Courses graded *C*- and below are not applied toward doctoral degree requirements.

A doctoral student whose cumulative grade-point average falls below 3.0 is placed on academic probation. Students on probation for more than a total of two terms throughout their doctoral study may be dismissed from the Ed.D. program.

A doctoral student whose grade-point average falls between 3.0 and 3.2 is required to meet with his/her advisor to identify academic skills that may need to be strengthened and to plan appropriate action.

Policies regarding incompletes and withdrawals are set forth in the Academic Policies and Procedures section of this catalog.

### First-year Review and Guided Inquiry Project

To evaluate success in meeting program goals and uphold the mission and objectives of the university and the School of Education and Behavioral Studies, the program design includes an extensive array of procedures for quality control and assessment. These include a first-year review when students have completed 12 units in the program, among which are at least 6 units at the 700 level. The first-year review calls for a self-assessment, a portfolio of course work, and a written qualifying exercise. The student's academic performance is also reviewed. Continuation in the program is contingent upon a successful first-year review.

Upon passing the first-year review, the student undertakes a Guided Inquiry Project. A faculty mentor and committee oversee the project, which may be a student-choice paper, an applied research project, preparation of materials for an innovative course in higher education, or an alternative scholarly experience proposed by the student and approved by the committee.

Upon successful completion of the Guided Inquiry Project and at least 42 units, including EDUC 740 and 741, the student may enroll in EDUC 790.

### Ethics Symposia and Conferences

Christian perspectives and moral and ethical issues in educational leadership form an essential strand in the doctoral program and are embedded within many courses and activities. The course specifically dedicated to this topic, EDUC 704, is required of all students. Students present at one and participate in two student symposia where the papers developed in EDUC 704 are shared. In addition, students must attend two of the annual conferences hosted by the Center for Research on Ethics and Values.

### Advancement to Candidacy

Following successful completion of all course work and the Guided Inquiry Project, approval of the dissertation proposal, and recommendation by appropriate advisors, students are advanced to candidacy status.

### Dissertation

The final step in the doctoral program is to design, implement, and write a report of a research study. Standards and procedures for the dissertation are defined by the doctoral faculty and are provided to students in a Dissertation Handbook.

The student defends the dissertation in a meeting with the faculty committee. A reader who is not a faculty member in the Tier II or doctoral program at Azusa Pacific University reports independently to the dean of the School of Education and Behavioral Studies. Subsequently, the student participates in a public presentation of the research.

## Leaves of Absence

Students in good standing and making satisfactory progress toward their degrees who must interrupt their studies for a compelling reason (e.g., illness, study abroad, family conditions, or crises) may petition for a leave of absence for a stated period of time not to exceed two years. Requests for a leave must be in writing and state both the reasons for the leave and the semester in which the student will re-enroll. Leaves of absence must be approved by the director of the Ed.D. program and the dean of the School of Education and Behavioral Studies in advance of the semester for which the leave is requested.

Students who fail to return to enrolled status at the end of an approved period of leave will be considered no longer in pursuit of an advanced degree and must petition for re-admission if they choose to continue their program at a later time.

## Time to Degree Completion

By California law, Tier II candidates must complete the credential within five years of beginning their first administrative position. Doctoral students are permitted eight years from the date of initial enrollment to complete all requirements for the Ed.D. degree. Extensions beyond the eight-year limit may be granted at the discretion of the director of the Ed.D. program and the dean of the School of Education and Behavioral Studies. Students needing an extension due to unusual circumstances must make their request in writing, stating the reasons for the extension and the expected date of degree completion.

# Department of Educational Leadership

## Faculty

*Chair; Director, Professional Administrative Services Credentials (Tier II) Program; and Associate Professor: Gail P. Houghton, Ph.D.*

*Director, Master of Arts Education: School Administration and Preliminary Administrative Credential (Tier I) Programs; Tier I Credential Programs; and Associate Professor: Robert Vouga, Ed.D.*

*Associate Professors: Daniel Elliot, Ed.D.; Ronald Foland, Ph.D.; Edgar Gill, Ph.D.; Dan Lawson, Ph.D.*

## Introduction

The Department of Educational Leadership offers programs for administrators and other educators who desire to enhance their leadership roles in pre-K to 12<sup>th</sup> grade schools.

For those who wish to become administrators, the department provides the Tier I or Preliminary Administrative Services Credential and the Preliminary Administrative Internship Credential. The latter is available to those appointed to an administrative position before they hold the Tier I Credential.

Upon completion of the Tier I Credential and appointment to an administrative position, students may continue through the Tier II or Professional Administrative Services Credential. Advanced study for administrators is available through the educational administration emphasis in the Doctor of Education (Ed.D.) in Educational Leadership, described elsewhere in this catalog.

Study of pre-K to 12<sup>th</sup> grade educational administration without earning a credential is possible through the department's Master of Arts in Education: School Administration. This program may be of interest to teachers and other credentialed personnel, as well as to nonpublic school administrators. Another option is the combined Master of Arts in Educational Technology and Preliminary Administrative Services Credential (Tier I) program.

Both the credential programs and the master's degree are offered at the university's regional centers located throughout Southern California.

## Vision Statement

Personnel in the Department of Educational Leadership seek to advance the work of God in the world through excellence in leadership that encourages students to develop a Christian perspective of truth and life.

## Mission Statement

Faculty members in the Department of Educational Leadership strive to: challenge students to develop visionary leadership, scholarly practice, and exemplary character and engage in the scholarship of discovery, integration, application, and teaching to prepare students who are:

- Identified as being competent, innovative, visionary leaders able to create educational environments within their organizations wholly conducive to educational programs that help connect the students to the world of schooling and the world of life work.
- Recognized as scholarly practitioners who integrate theoretical knowledge with practical decision making and who are grounded in relevant technologies and substantive professional content, trained in skills of inquiry, capable of independent and critical thought, and who are dedicated to improving their own professional practice, as well as that of other educators.
- Respected as individuals of high moral and ethical character who probe the deeper questions regarding the meaning of human existence and who dedicate themselves to a perpetual quest for truth as they face the contradictions inherent in the world.

## Accreditation

The credential programs in the Department of Educational Leadership are accredited by the California Commission on Teacher Credentialing and the National Council for Accreditation of Teacher Education. Master's degrees are accredited by the Western Association of Schools and Colleges (WASC) and the National Council for Accreditation of Teacher Education (NCATE).

## Conferences

In addition to conferences sponsored by the Center for Research on Ethics and Values, students and graduates have other opportunities to keep abreast of current developments and enhance their professional abilities. For example, an annual conference offers an update on California education law.

## Career Center

The university maintains a Career Center to assist students in identifying and applying for appropriate positions. For a fee, students may establish a placement file that is handsomely assembled and sent to prospective employers on request.

The Department of Educational Leadership sponsors an Administrative Placement Workshop each year. Faculty are also available to review application papers with students and provide individual career guidance.

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

## Preliminary Administrative Services Credential or Internship Credential (Tier I)

**Program Director:**  
**Robert Vouga, Ed.D.**  
 (626) 815-5369, [rvouga@apu.edu](mailto:rvouga@apu.edu)

Individuals who earn an administrative credential from Azusa Pacific University are well regarded. One of the primary reasons students are drawn to the program is its unique focus on developing effective instructional leaders dedicated to a compassionate, competent, and caring Christian approach to education. APU's faculty model this commitment as practicing administrators and field work mentors involved in the daily operation of many Southern California school districts.

The Preliminary Administrative Services Credential Internship Program meets a unique need within today's school districts by allowing candidates whose districts desire to employ them immediately as administrators to complete their credential course work while simultaneously filling the administrative position. Candidates do so under supervision of the university and the nominating district and must enroll in the field experience courses during the first two semesters of the program.

### Credential Only

Candidates who already possess a master's degree in education may complete the concentration in school administration and the supervised field experience and be eligible for the Preliminary Administrative Services Credential (Tier I). Students not holding a master's degree should enroll in the combined program leading to the Tier I Credential with a master's degree in school administration or educational technology, described elsewhere in this catalog.

Interns participate in the administrative credential courses along with other candidates, bringing with them the invaluable experiences they encounter daily in the field. The timely and relevant course work is

immediately applicable and an excellent resource for the problem solving and decision making required in their current positions. Faculty who are practicing administrators and field work mentors enrich the learning experience and offer a strong ethical approach to educational leadership.

The Tier I Program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

### Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. Bachelor's and master's degrees from regionally accredited institution(s)
5. Minimum graduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
6. Three recommendation letters or forms submitted by principals or district administrators who have current knowledge of the applicant's academic ability and potential for service in school administration

7. Letter to the dean describing educational as well as short- and long-term professional goals
8. Résumé or Statement of Experience, verifying with supervisor signatures at least three years of full-time-service under a California "basic" credential (i.e., Teaching, Pupil Personnel Services, Library, School Nurse, etc.)
9. Valid California teaching, services, or designated subject credential
10. Successful completion of the CBEST
11. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

#### **Internship candidates must also submit:**

12. Contract or letter verifying administrative offer of employment and Terms and Agreements form signed by the superintendent or designee
13. Letter from the employing district superintendent or designee nominating the student for the internship credential and expressing a willingness to participate in the process

#### **All materials should be submitted to:**

Graduate Center: Admissions  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000

Located At:  
 Azusa Pacific University  
 568 E. Foothill Blvd.  
 Azusa, CA 91702-7000  
 (626) 815-4570  
 Fax: (626) 815-4545 • (626) 815-4571  
 Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
 Website: [www.apu.edu](http://www.apu.edu)

#### **International applicants send forms to:**

Office of International Student Services  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000 USA  
 (626) 812-3055  
 Fax: (626) 812-3801  
 Email: [iss@apu.edu](mailto:iss@apu.edu)

## Prerequisites

- Candidates with a master's degree that did not include course work equivalent to EDUC 571 may be required to take that course.
- Candidates without previous course work in mainstreaming of special needs students are required to take EDUC 530.
- Candidates are required to show either proficiency in educational uses of computers or completion of EDUC 500 or EDUC 511 or equivalent prior to registering for EDUC 516.

## Laptop Requirements

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and access the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services within the Graduate Center, (626) 815-4570.

## Course Requirements

No required sequence except as noted.

### Concentration Courses 21 units

EDUC 516	Technology for the School Administrator*	3
EDUC 575	Educational Research and Program Evaluation	3
EDUC 580	Organization and Administration of American Education	3
EDUC 582	Schools and the Law	3
EDUC 584	Supervision of Curriculum and Instruction**	3
EDUC 585	Leadership in Human Resource Administration	3
EDUC 586	School Site Leadership	3

\*Must have completed the equivalent of EDUC 500

\*\*Must have completed the equivalent of EDUC 571

### Field Experience 6 units

(Each course lasts 15 weeks.)

EDUC 565 Supervised Field Experience in School Administration I 3

EDUC 566 Supervised Field Experience in School Administration II 3

The program of study must verify that a student who is employed full time enrolls in not more than two courses in one term and one course in the other term during a field experience semester, for a maximum of 12 units per semester.

### Field Experience (Intern) 8 units

(Each course lasts 15 weeks.)

EDUC 560 Supervised Administrative Internship Field Experience I 4

EDUC 561 Supervised Administrative Internship Field Experience II 4

The program of study must verify that interns are only enrolled in one course per term during the two semesters of supervised internship field experience.

**Total for those who possess a master's degree in education and meet prerequisites up to 27 units or, for internship, up to 29 units.**

### Comprehensive Exam

Candidates for the Preliminary Administrative Services Credential must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

## Master of Arts in Education: School Administration

**Program Director:**  
**Robert Vouga, Ed.D.**  
**(626) 815-5369, rvouga@apu.edu**

Azusa Pacific University's Master of Arts in Education: School Administration Program prepares students to serve as effective, innovative educational administrators. Graduates emerge well-equipped to fulfill leadership roles such as faculty mentor, curriculum planner, facilitator, department chair, and private school principal. All course work throughout the program reflects four integrative themes: collaborative leadership and decision making for effective culturally diverse schools, instructional system design/management, care and enhancement of individuals, and moral/ethical development of students and staff. Given this foundation, APU graduates are heavily recruited throughout California school districts.

Most students combine this degree with the Preliminary Administrative Services Credential (Tier I), which is also offered at APU as described on subsequent pages. Those desiring only the master's degree may substitute six units of approved electives for the fieldwork required in the credential program.

The School Administration Program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura



## Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

*International students have a separate application procedure. Contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. Bachelor's degree from a regionally accredited institution
5. Minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
6. Three recommendation letters or forms submitted by principals or district administrators who have current knowledge of the applicant's academic ability and potential for service in school leadership
7. Letter to the dean describing educational goals as well as short- and long-term professional goals
8. Résumé or Statement of Experience
9. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

### All materials should be submitted to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

### Located At:

Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
Phone: (626) 812-3055  
Fax: (626) 815-3801  
Email: [iss@apu.edu](mailto:iss@apu.edu)

### Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of undergraduate prerequisites may be waived.
- Candidates are required to show either proficiency in educational uses of computers or completion of EDUC 500 or EDUC 511 or equivalent prior to enrolling in EDUC 516.

### Laptop Requirements

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and access the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services within the Graduate Center, (626) 815-4570.

## Course Requirements

No required sequence except as noted.

Core Courses	9 units
EDUC 571 Curriculum Foundations	3
EDUC 572 Advanced Educational Psychology	3
EDUC 573 Philosophy/Ethics and History of Education	3

Concentration Courses	21 units
EDUC 516 Technology for the School Administrator*	3
EDUC 575 Educational Research and Program Evaluation	3
EDUC 580 Organization and Administration of American Education	3
EDUC 582 Schools and the Law	3
EDUC 584 Supervision of Curriculum and Instruction**	3
EDUC 585 Leadership in Human Resource Administration	3
EDUC 586 School Site Leadership	3

**Elective or transfer credit 6 units**  
Extension courses are not viable.

**Total 36 units**

\*Must have completed the equivalent of EDUC 500

\*\*Must have completed the equivalent of EDUC 571

## Additional Master's Degree Requirements

### Comprehensive Exam

Candidates for the Master of Arts in Education: School Administration must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

### Growth Assessment

Candidates for the Master of Arts in Education: School Administration, upon completing the course work, must submit an Intent to Graduate form. This form triggers the sending of the Growth Assessment document to the candidate. The candidate completes the packet assessing his/her accomplished growth during the program. Included are the possible questions from which the candidate may select two in preparation for the exit oral presentation.

### Exit Oral Presentation

At the conclusion of the program, candidates complete a growth assessment and prepare for an exit job interview simulation.



### Thesis Option

Candidates seeking the master's degree with an emphasis in school administration may elect to complete a master's thesis/project in lieu of the comprehensive examination and oral presentation. Students meet with the program director to obtain preliminary approval and plan course work to complement their research for the thesis. Once approved, students enroll in EDUC 591 Thesis during their final semester. The thesis or project enables the student to conduct meaningful research or program development. The program director is available to advise students who may be considering the thesis or project option rather than the comprehensive exam. A thesis advisor from the full-time faculty will be designated by the program director to work with the student. Students may request specific full-time faculty to be their thesis advisor.

## Master of Arts in Education: School Administration and Preliminary Administrative Services Credential or Internship Credential (Tier I)

**Program Director:**  
**Robert Vouga, Ed.D.**  
 (626) 815-5369, [rvouga@apu.edu](mailto:rvouga@apu.edu)

Educators desiring to serve in administrative roles find APU's combined Master of Arts in Education in School Administration and Preliminary Administrative Services Credential (Tier I) Program an ideal path toward their goal. (The credential-only program is described on previous pages of this catalog.) The master's program coupled with the Tier I Credential qualifies graduates to serve as effective instructional leaders in administrative roles. The program emphasizes a strong Christian approach and incorporates four integrative themes into all course work: collaborative leadership and decision making for effective culturally diverse schools, instructional system design/management, care and enhancement of individuals, and moral/ethical development of students and staff.

This solid foundation, together with rigorous standards and the high caliber and administrative experience of APU faculty, are largely responsible for the program's growth and success since 1985. As practicing administrators and fieldwork mentors involved in the daily operation of many Southern California school districts, these professors stand poised to offer relevant, insightful instruction and firsthand experience. Consequently, APU graduates are heavily recruited to serve in districts throughout the state.

This program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

### Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. Bachelor's degree from a regionally accredited institution
5. Minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)

6. Three recommendation letters or forms submitted by principals or district administrators who have current knowledge of the applicant's academic ability and potential for service in school administration
7. Letter to the dean describing educational goals as well as short- and long-term professional goals
8. Résumé or Statement of Experience, verifying with supervisor signatures at least three years of full-time service under a "basic" credential (i.e., Teaching, Pupil Personnel Services, Library, School Nurse, etc.)
9. Valid California teaching, services, or designated subject credential
10. Successful completion of the CBEST
11. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

#### Internship candidates must also submit:

12. Contract or letter verifying administrative offer of employment, and Terms and Agreements form signed by the superintendent or designee
13. Letter from the employing district superintendent or designee nominating the student for the internship credential and expressing a willingness to participate in the process

#### All materials should be sent to:

Graduate Center: Admissions  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000

Located at:  
 568 E. Foothill Blvd.  
 Azusa, CA 91702-7000  
 (626) 815-4570  
 Fax: (626) 815-4545  
 Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
 Website: [www.apu.edu](http://www.apu.edu)

#### International applicants send forms to:

Office of International Student Services  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000 USA  
 (626) 812-3055  
 Fax: (626) 815-3801  
 Email: [iss@apu.edu](mailto:iss@apu.edu)

## Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of undergraduate prerequisites may be waived.
- Candidates without previous course work in mainstreaming of special needs students are required to take EDUC 530.
- Candidates without introductory skills in educational use of computers are required to either show proficiency or complete EDUC 500 or EDUC 511 or equivalent prior to registering for EDUC 516.

## Laptop Requirements

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU's laptop labs allow students to plug into docking stations and access the latest technology at all times. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services within the Graduate Center, (626) 815-4570.

## Course Requirements

No required sequence except as noted.

### Core Courses 9 units

(Not required for those who possess a master's degree in education. Students who waive these courses may be required to choose alternative electives to satisfy the unit requirements of the program.)

EDUC 571 Curriculum Foundations	3
EDUC 572 Advanced Educational Psychology	3
EDUC 573 Philosophy/Ethics and History of Education	3

### Concentration Courses 21 units

EDUC 516 Technology for the School Administrator*	3
EDUC 575 Educational Research and Program Evaluation	3
EDUC 580 Organization and Administration of American Education	3
EDUC 582 Schools and the Law	3
EDUC 584 Supervision of Curriculum and Instruction**	3
EDUC 585 Leadership in Human Resource Administration	3
EDUC 586 School Site Leadership	3

\*Must have completed the equivalent of EDUC 500

\*\*Must have completed the equivalent of EDUC 571

### Field Experience 6 units

(Each course lasts 15 weeks.)

EDUC 565 Supervised Field Experience in School Administration I	3
EDUC 566 Supervised Field Experience in School Administration II	3

The program of study must verify that a student who is employed full time enrolls in not more than two courses in one term and one course in the other term during a field experience semester, for a maximum of 12 units per semester.

### Field Experience (Intern) 8 units

(Each course lasts 15 weeks.)

EDUC 560 Supervised Administrative Internship Field Experience I	4
EDUC 561 Supervised Administrative Internship Field Experience II	4

The program of study must verify that interns enroll in only one course per term during the two semesters of supervised internship field experience.

### Total 36 or 38 units

(For those who do not possess a master's degree in education)

## Additional Master's Degree Requirements

### Comprehensive Exam

Candidates for the Master of Arts in Education: School Administration and Preliminary Administrative Services Credential must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and orals occur late fall, early spring, and mid-July each year.

### Growth Assessment

Candidates for the Master of Arts in Education with an emphasis in School Administration and Preliminary Administrative Services Credential (Tier I), upon completing the course work, must submit an Intent to Graduate form. This form triggers the sending of the Growth Assessment document to the candidate. The candidate completes the packet assessing his/her accomplished growth during the program. Included are the possible questions from which the candidate may select two in preparation for the exit oral presentation.

### Exit Oral Presentation

At the conclusion of the program, candidates complete a growth assessment and prepare for an exit job interview simulation.

### Thesis Option

Candidates seeking the master's degree with an emphasis in school administration may elect to complete a master's thesis/project in lieu of the comprehensive examination and oral presentation. Students meet with the program director to obtain preliminary approval and plan course work to complement their research for the thesis. Once approved, students enroll in EDUC 591 Thesis during their final semester. The thesis or project enables the student to conduct meaningful research or program development. The program director is available to advise students who may be considering the thesis or project option rather than the comprehensive exam. A thesis advisor from the full-time faculty will be designated by the program director to work with the student. Students may request specific full-time faculty to be their thesis advisor. The student will register for 591 Thesis in lieu of the second semester of field experience unless one semester of field experience has been waived for some other reason.

## Master of Arts in Educational Technology and Preliminary Administrative Services Credential (Tier I)

### Tier I Program Director:

**Robert Vouga, Ed.D.**  
(626) 815-5369, [rvouga@apu.edu](mailto:rvouga@apu.edu)

**Educational Technology Program Director, Joanne Gilbreath, Ed.D.**  
(626) 815-5059, [jgilbreath@apu.edu](mailto:jgilbreath@apu.edu)

Growing demand from districts for administrators trained to provide leadership in educational technology led to development of this combined program. Candidates who complete this 54-unit sequence will earn both the Master of Arts in Educational Technology and the entry-level Preliminary Administrative Services Credential (Tier I). Although the credential will authorize initial employment in any administrative position, a graduate of this combined program will be uniquely prepared for positions such as coordinator or director of educational technology at a school site or district office. (Candidates may also pursue either program separately, as described elsewhere in this catalog.)

Students in the program gain firsthand experience with integration of technology and the classroom. The focus moves beyond Internet access to cross-cultural literacy and communication with the world at large. The program includes functional analysis of computers, evaluation of educational software and computer hardware, curriculum and lab design, networking, telecommunications, instructional application of integrated software, desktop publishing, instructional design and development, and current trends in educational technology.

From a leadership perspective, the program emphasizes a Christian approach and incorporates four integrative themes into all course work: collaborative leadership and decision making for effective, culturally diverse schools; instructional system design and management; care and enhancement of individuals; and moral/ethical development of students and staff.

## Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. A completed Application for Graduate Admissions
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to, and awarding, the applicant’s baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center: Admissions of Azusa Pacific University. Students’ sealed copies will not be considered official.)
4. A bachelor’s degree from a regionally accredited institution
5. A minimum baccalaureate or master’s grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
6. Three recommendation letters or forms submitted by principals or district administrators who have current knowledge of the applicant’s academic ability and potential for service in school administration
7. Letter to the dean describing educational goals as well as short- and long-term professional goals
8. Résumé or Statement of Experience, verifying with supervisor signatures at least three years of full-time service under a “basic” credential (i.e., Teaching, Pupil Personnel Services, Library, School Nurse, etc.)
9. Valid California teaching, services, or designated subject credential
10. Successful completion of the CBEST
11. Intent to purchase or proof of ownership of a designated laptop computer and required software

12. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550.

### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

### Located At:

Azusa Pacific University  
568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax: (626) 815-4545 • (626) 815-4571  
Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
Website: [www.apu.edu](http://www.apu.edu)

### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax: (626) 815-3801  
Email: [iss@apu.edu](mailto:iss@apu.edu)

## Prerequisites

- Twelve semester units of undergraduate or graduate course work in education
- For each year of verified, full-time teaching experience, three units of undergraduate prerequisites may be waived.
- Candidates without previous course work in mainstreaming of special needs students are required to take EDUC 530.

## Laptop and Software Requirements

To maintain a consistent and current level of instruction, each student is required to purchase or show proof of ownership of a designated laptop and software. APU’s laptop labs allow students to plug into docking stations and access the latest technology at all times.

Current specifications may be obtained from the director of the master’s degree program in educational technology. Software is required for each technology course. Laptops are available at the university bookstore and required software is available for purchase. Often, the required purchase of the laptop and software can be budgeted into student loans. For further information, please contact the Office of Graduate Student Financial Services within the Graduate Center, (626) 815-4570.

## Course Requirements

### Core Courses 9 units

(Not required for those who possess a master's degree in education)

EDUC 571 Curriculum Foundations	3
EDUC 572 Advanced Educational Psychology	3
EDUC 573 Philosophy/Ethics and History of Education	3

### Educational Technology 18 units

EDUC 511 Foundations of Educational Technology (required)	3
---	---

This course must be taken prior to any other concentration course. It may be taken in conjunction with the core classes, but not with EDUC 512 through EDUC 527.

#### Choose five courses from the following:

EDUC 512 Instructional Applications of Integrated Software	3
EDUC 513 Operations Systems/Networking	3
EDUC 514 Educational Video and Multimedia	3
EDUC 515 Emerging Trends in Technology	3
EDUC 517 Telecommunications	3
EDUC 518 Global Learning/Cross-Cultural Classrooms	3
EDUC 519 Educational Desktop Publishing	3
EDUC 523 Instructional Applications of Hypermedia	3
EDUC 524 Instructional Design and Development	3
EDUC 527 Special Topics in Educational Technology	3

### Preliminary Administrative Services Courses 21 units

EDUC 516 Technology for the Administrator	3
EDUC 575 Educational Research and Program Evaluation	3
EDUC 580 Organization and Administration of American Education	3
EDUC 582 Schools and the Law	3
EDUC 584 Supervision of Curriculum and Instruction*	3
EDUC 585 Leadership in Human Resource Administration	3
EDUC 586 School Site Leadership	3

\*Must have completed the equivalent of EDUC 571

### Field Experience/Practicum 6 units

EDUC 565 Supervised Field Experience in School Administration	3
EDUC 526 Practicum in Educational Applications of Technology**	3

The program of study must verify that a student who is employed full time enrolls in not more than two courses in one term and one course in the other term during a field experience semester, for a maximum of 12 units per semester.

\*\* These three units are in lieu of EDUC 566. EDUC 526 includes a research-based, multimedia portfolio which must be completed to meet the requirements for the master's degree. EDUC 526 must be taken at the end of the course work in educational technology.

### Total 54 units

## Comprehensive Examination Requirement

Candidates for the Preliminary Administrative Services Credential combined with the Master of Arts in Educational Technology must pass a comprehensive exam composed of open-ended, problem-solving questions from all seven areas of administrative specialization courses. The exams and an exit job interview simulation occur late fall, early spring, and mid-July each year.

## Professional Administrative Services Credential (Tier II) Credential only

**Program Director:**  
**Gail Houghton, Ph.D.**  
**(626) 815-5215, ghoughton@apu.edu**

The Professional Administrative Services Credential (Tier II) Program is an advanced training program designed for students who hold a Preliminary Administrative Services Credential (Tier I) and are in full-time administrative positions. The program prepares candidates to assume higher-level administrative positions and/or become more proficient site administrators. Emphasis is placed on the application of knowledge

through in-depth and diverse experiences that are based upon the standards for the credentials. Collaboration and joint planning between the university and the employing school district provide a program tailored to meet the specific needs and career goals of each student.

Candidates who have received the Preliminary Administrative Services Credential (Tier I) and are employed in an administrative position have five years to obtain the Tier II credential. However, several options are in review as state requirements are currently undergoing change. Contact the program director for details.

The Tier II Program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

## Application Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or e-mail [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to, and awarding, the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. Bachelor's and master's degree from a regionally accredited institution
5. Minimum graduate grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)

6. Two recommendation forms submitted by school administrators who have current knowledge of the applicant’s academic ability and potential for service in school administration
7. Letter to the dean describing educational goals as well as short- and long-term professional goals
8. Résumé or Statement of Experience
9. Verification by supervisor and district signatures of appointment to a full-time administrative position requiring the Tier I Credential
10. Valid Preliminary Services Credential (Tier I)
11. International students who have graduated from a college or university where English was not the principal language must provide evidence of a minimum TOEFL score of 550

**All materials should be submitted to:**

Graduate Center: Admissions  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000

Located At:

Azusa Pacific University  
 568 E. Foothill Blvd.  
 Azusa, CA 91702-7000  
 (626) 815-4570  
 Fax: (626) 815-4545 • (626) 815-4571  
 Email: [graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
 Website: [www.apu.edu](http://www.apu.edu)

**International applicants send forms to:**

Office of International Student Services  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000 USA  
 (626) 812-3055  
 Fax: (626) 815-3801  
[iss@apu.edu](mailto:iss@apu.edu)

**Course Requirements 24 units**

EDUC 600	Budgeting and Managing Information Systems in K-12 Education – Human and Fiscal Resources*	3
EDUC 610	Human Diversity and Social Context*	3
EDUC 615	Politics and Policy Analysis in Education*	3
EDUC 620	Administration and Supervision in K-12 Education*	3
EDUC 661	Professional Field Experience I, Induction**	2
EDUC 662	Supervised Field Experience II	4
EDUC 663	Supervised Field Experience III	4
EDUC 664	Professional Field Experience IV, Assessment**	2

**Total up to 24 units**

\* May be applied toward the Doctor of Education in Educational Leadership Program at APU.

\*\* May be applied toward the Combined Tier II and Doctor of Education in Educational Leadership Program at APU.

Credit for waiver of up to eight units of electives may be granted if appropriate training is received through CSLA, ACSA Principal’s Academy, or other approved professional training programs, including specially designed weekend seminars sponsored by Azusa Pacific University. Appropriate doctoral courses may be accepted in lieu of EDUC 662 and/or EDUC 663. See the option of a combined Tier II Credential and Ed.D. program later in this catalog.

Students enrolling in EDUC 661 Professional Field Experience I, Induction, and EDUC 664 Professional Field Experience IV, Assessment, should register for two units in each of these university courses. Students enrolling in Tier II courses for the first time are required to register for EDUC 661. They must enroll in EDUC 664 concurrently with or immediately after the last semester in which they take a Tier II course.

Students may apply for the credential upon successful completion of the program and by providing a statement with supervisor and district signatures to verify at least two years of appropriate full-time administrative experience requiring the Tier I Credential.

Students seeking admission to the doctoral program in educational leadership may apply 12 or 16 units (see courses marked with an asterisk) of the completed Tier II courses toward the doctoral degree. The Tier II Credential and Ed.D. degree may be earned separately or in combination, as described on subsequent pages.



# Department of School Counseling and School Psychology

## Faculty

*Chair, Department of School Counseling and School Psychology; and Professor: Barbara Wynne-Sorenson, Ed.D.*

*Program Director, School Counseling; and Assistant Professor: Susan Lees, Psy.D.*

*Program Director, School Psychology; and Associate Professor: Randy Fall, Ph.D.*

*Program Director, Fieldwork and Internship; and Associate Professor: Robert Martin, Ph.D.*

*Associate Professors: Lewis Bonney, Ph.D.; Barbara Goldstein, Ph.D.;*

*Lecturers: Dorcas Amoah, Ph.D.; Martin Quisenberry, M.A.;*

## Introduction

Today's classroom environment encompasses a wide array of cultural backgrounds, social levels, and learning abilities. The Master of Arts in Education with an emphasis in Educational Counseling or Educational Psychology prepares professionals with in depth understanding of the numerous issues facing students today, and insight into the myriad forces that impact young students. Graduates with this degree are better able to communicate with students and families as they facilitate the learning process for children.

Upon completion of the master's program, candidates must present a final growth assessment which includes a formal research paper. The content summarizes a topic which the student has chosen to study in depth, describes the student's personal and professional growth, projects the student's plan to apply knowledge toward the future growth, and provides program evaluation.

The school counseling or school psychology credential can be obtained simultaneously along with the corresponding master's degree. A school counseling or school psychology credential is essential to obtaining a position as a school counselor or school psychologist in the public school setting. The significant differences between our master's degree and credential program requirements are the fieldwork/internship hours and mandatory comprehensive examination. Please see the master's and credential program requirements for greater detail.

Azusa Pacific University graduates with preparation in school counseling and school psychology are aggressively sought-after for employment by school districts due to the great need and high regard in the field for this exceptional program.

The M.A. in Education: Educational Counseling is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

The M.A. in Education: Educational Psychology is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

## General Application Requirements for all Programs

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure that precedes the admission process. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

Prospective students must submit the following directly to the Graduate Center after attending a mandatory informational meeting to receive initial group advising:

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree (bachelor's degree from a regionally accredited institution) and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official. Baccalaureate or master's degree grade-point average (GPA) should be at least 3.0 on a 4.0 scale. Provisional admittance may be granted to individuals with a GPA between 2.5 and 2.9 if competency can be shown using multiple measures.)
4. Three recommendation forms submitted by supervisors who have current knowledge of the applicant's academic ability and potential for service within the credential area

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

5. A five-page essay/autobiography describing personal and professional history
6. Résumé, vita (preferred), or Statement of Experience, including most relevant work and volunteer experience
7. Proof of Certificate of Clearance (Submit photocopy of most current Emergency Permit or Certificate of Clearance (finger-print check for CCTC) application to the Graduate Center. For more information, please contact Credential Analyst Wendy Ramsey at (626) 815-5455, [wramsey@apu.edu]).
8. Successful completion of the CBEST (Proof of completion; test scores and/or CBEST card)
9. If international students have graduated from a college or university where English was not the principal language, they must provide proof of a minimum TOEFL score of 550.

After all above materials have been received, by the Office of Graduate Admissions, the Department of School Counseling and Psychology reviews the file and returns it to the admission office with a final recommendation. A letter is then generated to the student regarding their admission status.

**All materials should be sent to:**

Graduate Center: Admissions  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000

Located at:  
 568 E. Foothill Blvd.  
 Azusa, CA 91702-7000  
 (626) 815-4545  
 Fax (626) 815-4571  
 graduatecenter@apu.edu  
 www.apu.edu

**International applicants send forms to:**

Office of International Student Services  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000 USA  
 (626) 812-3055  
 Fax (626) 815-3801  
 iss@apu.edu

## Credential Programs

### Pupil Personnel Services Credential: School Counseling

**Program Director:**  
**Susan Lees, Psy.D.**  
 (626)815-6000, Ext. 5114,  
 slees@apu.edu

Students in this 48-unit program are eligible to earn a School Counseling Credential. This credential program is application-oriented and emphasizes techniques that help pupils make the decision to stay in school. Students in this program explore the various support agencies available to school counselors and their pupils. Parent programs and substance abuse programs are researched to determine their availability within the community and for their innovative methods for caring for today's youth and their families. Problem solving skills, discipline procedures, and crisis and routine intervention are explored in depth with hands-on activities to support theory. The fieldwork and internship courses provide the opportunity to work side-by-side with a practicing school counselor, offering the benefits of on-the-job-training.

A requirement in completing the credential includes choosing 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 the 11 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. The credential program requires a final comprehensive examination.

The Pupil Personnel Services Credential: School Counseling program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

## Course Requirements

(Please obtain academic advising prior to registration.)

<b>Core Courses</b>		<b>9 units</b>
EDUC 571	Curriculum Foundations	3
EDCO 592	Educational Psychology: Theory Into Practice*	3
EDCO 593	Historical Development of School Counseling and School Psychology	3

<b>Concentration Courses</b>		<b>33 units</b>
EDCO 528	Community, Family and School Collaboration*	3
EDCO 533	Basic School Counseling*	3
EDCO 534	Educational Measurement and Assessment	3
EDCO 535	Legal Mandates for School Counselors and School Psychologists*/**	3
EDCO 545	Intervention and Prevention*	3
EDCO 549	Career Development and Technology in School Counseling *	3
EDCO 550	Issues in School Counseling*	3
EDCO 557	Child and Adolescent Development and Learning*	3
EDCO 579	Sociocultural Issues in Counseling*	3
EDCO 583	Intervention through Consultation*	3
EDCO 587	PPS Leadership, Ethics, and Professionalism*	3

\*Prerequisites for Fieldwork/Internship (Courses can be taken in any order.)  
 \*\* Must have been taken within the past five years

<b>Supervised Field Experience/Internship</b>		<b>6 units</b>
EDCO 564	School Counseling Fieldwork 1 (300 hours)	3
EDCO 568	School Counseling Fieldwork 2 (300 hours)	3

— or —

EDCO 594	School Counseling Internship I (300 hours)	3
EDCO 595	School Counseling Internship II (300 hours)	3

**Total 48 units**  
**A 15-unit residency requirement exists.**

**Advisory Notes**

- A student who does not work in a multicultural school must obtain experience at a site where such an opportunity exists.
- A written comprehensive examination covering the content of the concentration is required.
- To apply for the Pupil Personnel Services Credential: School Counseling, obtain an application from the credential analyst in the School of Education and Behavioral Studies. All credential requirements must be completed in order to apply for the credential.
- Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. All requests for waivers must be submitted in writing on the appropriate forms to the department. Please seek academic advising upon waiving units.
- Courses in School Counseling do not lend themselves to independent study.
- Remediation will be required for grades lower than a B in any professional course leading to fieldwork/internship. The remediation does not change the course grade, but shows competency that allows the school counseling or school psychology candidate to proceed.

## Pupil Personnel Services Credential: School Psychology

**Program Director:**  
**Randy Fall, Ph.D.**  
 (626) 815-5399, rfall@apu.edu

Students in this 60-unit program are eligible to earn a Pupil Personnel Services Credential: School Psychology. School Psychologists serve schools by administering psychoeducational assessments, identifying learning disabilities, consulting with teachers and parents, and developing interventions for students. A requirement in completing the credential 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 the 14 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 psychology.

The Pupil Personnel Services Credential: School Psychology program requires a final comprehensive exam.

The Pupil Personnel Services Credential: School Psychology program is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- Ventura

### Additional Requirements for School Psychology Applicants

1. Submit Graduate Record Exam (GRE) scores. All three GRE scores; verbal, quantitative, and writing, will be used in consideration of the application. Special emphasis is placed on the writing score, due to the importance of writing component for success as a school psychologist. Information about the administration of this test is available from the Department of School Counseling and School Psychology.
2. After all above materials have been received by the Office of Graduate Admissions, the Department of School Counseling and School Psychology reviews the file and notifies the applicant by mail to schedule an admission interview. The prospective candidate should come prepared to be interviewed by three members of the department's faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and to make an initial assessment and the applicant's potential for success as a school psychologist.

### Course Requirements

(Please obtain academic advising prior to registration.)

**Concentration Courses 24 units**

EDCO 528	Community, Family, and School Collaboration*	3
EDCO 533	Basic School Counseling*	3

EDCO 535	Legal Mandates for School Counselors and School Psychologists*/**	3
EDCO 545	Intervention and Prevention*	3
EDCO 550	Issues in School Counseling*	3
EDCO 557	Child and Adolescent Development and Learning*	3
EDCO 583	Intervention through Consultation*	3
EDCO 592	Educational Psychology: Theory into Practice*	3

**Advanced Courses 24 units**

EDPY 624	Disabilities in Children (Mild, Moderate, and Severe)*	3
EDPY 633	Multicultural and Bilingual: Assessment and Intervention*	3
EDPY 635	Role and Function of the School Psychologist	3
EDPY 636	Research and Evaluation in School Psychology	3
EDPY 637	Child Psychopathology*	3
EDPY 681	Psychoeducational Assessment I*/***	3
EDPY 682	Psychoeducational Assessment II*/***	3
EDPY 683	Psychoeducational Assessment III*/***	3

\*Prerequisites for Fieldwork/Internship (Courses can be taken in any order.)  
 \*\*Must have been taken within the past five years  
 \*\*\*The Psychoeducational Assessment series must be taken in order: EDPY 681 is a prerequisite for EDPY 682; EDPY 682 is a prerequisite for EDPY 683.

**Supervised Field Experience/Internship 12 units**

EDPY 685	School Psychology Fieldwork 1 (300 hours)	3
EDPY 686	School Psychology Fieldwork 2 (300 hours)	3
EDPY 687	School Psychology Fieldwork 3 (300 hours)	3
EDPY 688	School Psychology Fieldwork 4 (300 hours)	3

— or —

EDPY 651	School Psychology Internship I (300 hours)	3
EDPY 652	School Psychology Internship II (300 hours)	3
EDPY 653	School Psychology Internship III (300 hours)	3
EDPY 654	School Psychology Internship IV (300 hours)	3

**Total 60 units**  
**A 30-unit residency requirement exists.**

**Advisory Notes**

- A student who does not work in a multicultural school must obtain experience at a site where such an opportunity exists.
- A written comprehensive examination covering the content of the concentration is required.
- To apply for the Pupil Personnel Services Credential: School Psychology, obtain an application from the credential analyst in the School of Education and Behavioral Studies. All credential requirements must be completed in order to apply for the credential.
- Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. All requests for waivers must be submitted in writing on the appropriate forms to the department. Please seek academic advising upon waiving units.
- Courses in school psychology do not lend themselves to independent study.
- Remediation will be required for grades lower than a B in any professional course leading to fieldwork/internship. The remediation does not change the course grade, but shows competency that allows the school counseling or school psychology candidate to proceed.

**Master of Arts Degrees and Credential Programs**

Azusa Pacific University recognizes the need to provide quality academic programs for graduate students with divergent professional goals and differing educational needs. The degree and credential programs are designed for a limited number of individuals eager to pursue a Master of Arts degree and a credential program concurrently. These embedded degree/credential programs are restrictive and faculty advisement is required prior to enrollment in the program.

**Masters of Arts in Education: Educational Counseling**

**Program Director:**  
**Susan Lees, Psy.D.**  
 (626) 815-6000, Ext. 5114, slees@apu.edu

APU's Master of Arts in Education: Educational Counseling offers students an efficient path to a school counseling career by embedding within the master's program all requirements for the Pupil Personnel Services Credential: School Counseling.

The Master of Arts in Education: Educational Counseling equips candidates with in-depth understanding of the numerous issues and pressures facing pupils today. With a solid background in this area, candidates are better able to communicate with pupils of all cultures, socio-economic levels, and learning abilities.

The master's degree coupled with the Pupil Personnel Services Credential: School Counseling significantly increases one's marketability. Six additional field units beyond the required course work for the master's degree immerse the candidate into the world of school counseling, emphasizing practical techniques to help pupils stay in school. Candidates explore problem-solving skills, discipline procedures, crisis and routine intervention, and work side-by-side with practicing school counselors.

A requirement in completing the credential 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 11 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. This credential program requires a final comprehensive examination.

This program produces well-rounded, yet highly specialized professionals and is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- San Diego
- Ventura

**Course Requirements**

(Please obtain academic advising prior to registration.)

**Core Courses 9 units**

EDUC 571	Curriculum Foundations	3
EDCO 592	Educational Psychology: Theory into Practice*	3
EDCO 593	Historical Development of School Counseling and School Psychology	3

**Concentration Courses 33 units**

EDCO 528	Community, Family, and School Collaboration*	3
EDCO 533	Basic School Counseling*	3
EDCO 534	Educational Measurement and Assessment	3
EDCO 535	Legal Mandates for School Counselors and School Psychologists*/**	3
EDCO 545	Intervention and Prevention*	3
EDCO 549	Career Development and Technology in School Counseling*	3
EDCO 550	Issues in School Counseling*	3
EDCO 557	Child and Adolescent Development and Learning*	3
EDCO 579	Sociocultural Issues in Counseling*	3
EDCO 583	Intervention through Consultation*	3
EDCO 587	PPS Leadership, Ethics, and Professionalism*	3

\*Prerequisites for Fieldwork/Internship (Courses may be taken in any order.)  
 \*\*Must have been taken within the past five years

**Supervised Field Experience/Internship 6 units**

EDCO 564	School Counseling Fieldwork 1 (300 hours)	3
EDCO 568	School Counseling Fieldwork 2 (300 hours)	3
— or —		
EDCO 594	School Counseling Internship I (300 hours)	3
EDCO 595	School Counseling Internship II (300 hours)	3

**Total 48 units**

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.



Specifically, 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. However, the Master of Arts in Education: Educational Psychology 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.

### Advisory Notes

- A student who does not work in a multicultural school must obtain experience at a site where such an opportunity exists.
- A written comprehensive examination covering the content of the concentration is required.
- To apply for the Pupil Personnel Services Credential: School Counseling, obtain an application from the credential analyst in the School of Education and Behavioral Studies. All credential requirements must be completed in order to apply for the credential.
- Near the conclusion of their degree programs, students submit a written growth assessment, which demonstrates their learning and development and includes tentative plans for continued growth in their post-degree lives.
- The Master of Arts in Education: Educational Counseling requires a final oral evaluation interview. Each concentration requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate student's growth and learning.
- Students who intend to graduate must complete an Intent to Graduate form and file it with the Office of the Graduate Registrar in the Graduate Center at least 90 days prior to degree posting.
- Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may

then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing on the appropriate forms to the department. Waiving courses does not automatically grant a student units toward the program. A maximum of six units can be transferred into a program through the Office of the Graduate Registrar. Please seek academic advising upon waiving units.

- Courses in school counseling do not lend themselves to independent study.
- Remediation will be required for grades lower than a *B* in any professional course leading to fieldwork/internship. The remediation does not change the course grade, but shows competency that allows the school counseling or school psychology candidate to proceed.

## Master of Arts in Education: Educational Psychology

**Program Director:**  
**Randy Fall, Ph.D.**  
 (626) 815-5399, [rfall@apu.edu](mailto:rfall@apu.edu)

Azusa Pacific University's embedded program pairs the Master of Arts in Education: Educational Psychology and Pupil Personnel Services Credential: School Psychology for a broader, more marketable approach for school psychologists.

The Master of Arts in Education: Educational Psychology equips candidates with the ability to receive career advancement opportunities and gives them a highly marketable specialty. With a solid background in this area, candidates are able to assess students of all cultures, social levels, and learning abilities more effectively.

A requirement in completing the credential 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 the 14 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 psychology. The School Psychology credential program requires a final comprehensive exam.

The master's degree embedded with the Pupil Personnel Services Credential: School Psychology significantly increases one's marketability and is offered at the following locations:

- Azusa
- High Desert
- Inland Empire
- Murrieta
- Orange County
- Ventura

### Additional Requirements for School Psychology Applicants

1. Submit Graduate Record Exam (GRE) scores. All three GRE section scores; verbal, quantitative, and writing, will be used in consideration of the application. Special emphasis is placed on the writing score, due to the importance of writing component for success as a school psychologist. Information about the administration of this test is available from the Department of School Counseling and School Psychology.
2. After all above materials have been received by the Office of Graduate Admissions, the Department of School Counseling and School Psychology reviews the file and notifies the applicant by mail to schedule an admission interview. The prospective candidate should come prepared to be interviewed by three members of the department's faculty. The purpose of the interview is to meet the candidate, discuss career goals, evaluate match of the program to the student, and to make an initial assessment and the applicant's potential for success as a school psychologist.



## Course Requirements

(Please obtain academic advising prior to registration.)

### Core Courses 9 units

EDUC 571 Curriculum Foundation	3
EDCO 592 Educational Psychology: Theory into Practice*	3
EDCO 593 Historical Development of School Counseling and School Psychology	3

### Concentration Courses 21 units

EDCO 528 Community, Family, and School Collaboration*	3
EDCO 533 Basic School Counseling*	3
EDCO 535 Legal Mandates for School Counselors and School Psychologists*/**	3
EDCO 545 Intervention and Prevention*	3
EDCO 550 Issues in School Counseling*	3
EDCO 557 Child and Adolescent Development and Learning*	3
EDCO 583 Intervention through Consultation*	3

### Advanced Courses 24 units

EDPY 624 Disabilities in Children (Mild, Moderate, and Severe)*	3
EDPY 633 Multicultural and Bilingual: Assessment and Intervention*	3
EDPY 635 Role and Function of the School Psychologist	3
EDPY 636 Research and Evaluation in School Psychology	3
EDPY 637 Child Psychopathology: Assessment and Treatment*	3
EDPY 681 Psychoeducational Assessment I*/***	3
EDPY 682 Psychoeducational Assessment II*/***	3
EDPY 683 Psychoeducational Assessment III*/***	3

\*Prerequisites for Fieldwork/Internship (Courses can be taken in any order.)

\*\*Must have been taken within the past five years

\*\*\*The Psychoeducational Assessment series must be taken in order: EDPY681 is a prerequisite for EDPY 682I; EDPY 682 is a prerequisite for EDPY 683.

### Supervised Field Experience/Internship 12 units

EDPY 685 School Psychology Fieldwork 1 (300 hours)	3
EDPY 686 School Psychology Fieldwork 2 (300 hours)	3
EDPY 687 School Psychology Fieldwork 3 (300 hours)	3
EDPY 688 School Psychology Fieldwork 4 (300 hours)	3

— or —

EDPY 651 School Psychology Internship I (300 hours)	3
EDPY 652 School Psychology Internship II (300 hours)	3
EDPY 653 School Psychology Internship III (300 hours)	3
EDPY 654 School Psychology Internship IV (300 hours)	3

### Total 66 units

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.

Specifically, 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. However, the Master of Arts in Education: Educational Psychology 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.

### Advisory Notes

- A student who does not work in a multicultural school must obtain experience at a site where such an opportunity exists.
- A written comprehensive examination covering the content of the concentration is required.

- To apply for the Pupil Personnel Services Credential: School Psychology, obtain an application from the credential analyst in the School of Education and Behavioral Studies. All credential requirements must be completed in order to apply for the credential.
- Near the conclusion of their degree programs, students submit a written growth assessment, which demonstrates their learning and development and includes tentative plans for continued growth in their post-degree lives.
- The Master of Arts in Education: Educational Psychology requires a final oral evaluation interview. Each concentration requires final oral evaluations in which three or four students meet with a faculty member. The purpose of the experience is to evaluate student's growth and learning.
- Students who intend to graduate must complete an Intent to Graduate form and file it with the Office of the Graduate Registrar in the Graduate Center at least 90 days prior to degree posting.
- Certain courses may be waived based on previous course work, and fieldwork may be waived based upon previous experience and demonstrated competency. Electives may then be taken to fulfill degree requirements. All requests for waivers must be submitted in writing on the appropriate forms to the department. Waiving courses does not automatically grant a student units toward the program. A maximum of six units can be transferred into a program through the Office of the Graduate Registrar. Please seek academic advising upon waiving units.
- Courses in school psychology do not lend themselves to independent study.
- Remediation will be required for grades lower than a *B* in any professional course leading to fieldwork/internship. The remediation does not change the course grade, but shows competency that allows the school counseling or school psychology candidate to proceed.

# Department of Teacher Education

## Faculty

Chair, Department of Teacher Education; and  
Professor: Nancy Brashear, Ph.D.

Program Director, Single-Subject Teaching  
Credential Program; and Assistant Professor:  
Teresa Stoops, Ed.D.

Program Director, Special Education;  
To be announced

Program Director, Multiple-Subject Internship  
Teaching Credential Program;  
To be announced

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

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

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

Technology Integration Coordinator;  
and Assistant Professor: Wayne Bacer, Ed.D.

Program Director, Liberal Studies;  
and Assistant Professor: Paul Flores, M.Div.

Professor: David Colachico, Ed.D.

Associate Professors: Elizabeth Anderson, Ph.D.; ;  
Judith Hetzel, Ed.D.

## Assistant Professors:

Torria Bond, M.S.; Deanna Brady, Ed.D.;

Chinaka Domnwachukwu, Ph.D.;

Ann Hagmaier, M.S.; Cloetta Veney, M.A.;

Steven Wentland, M.A.; Marguerite Woolerton, Ed.D.

## Introduction

Azusa Pacific University offers programs approved by the California Commission on Teacher Credentialing (CCTC) which authorize service for elementary, secondary, and special education classrooms. Additionally, all of the programs offered in the Department of Teacher Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE). As the third largest credential-granting private institution in California, APU produces credentialed teachers who are professionally prepared to provide quality educational programs that effectively meet the needs of the children and youth in public and private schools, and who are heavily recruited by school districts throughout California and other states.

The primary goal of the Department of Teacher Education is to provide the training and experience needed to qualify for California's multiple-subject, single-subject, and special education teaching credentials. Azusa Pacific University's Teacher Education Program, established in 1963, is committed to preparing K-12 classroom teachers:

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

Classes are small, and the credential programs are conveniently offered at various locations throughout Southern California. Check with the Department of Teacher Education for locations in which specific credentials programs are offered. Program must maintain minimal attendance to operate.

APU offers 10 CCTC-approved subject matter programs for students completing their bachelor degrees. The Department of Teacher Education is the management unit responsible for the two CCTC-approved Elementary Subject Matter Programs (ESM): the Bachelor of Arts in Liberal Studies and the Bachelor of Arts in Human Development (an accelerated degree completion program). APU graduates have been successful in obtaining jobs in public,

Christian, and other private schools. Studies indicate that employment opportunities in teaching will continue to increase for both elementary and secondary teachers, particularly in the areas of math, science, Spanish, and English, as well as bilingual and special education. Credential students with a posted bachelor's degree from APU may be eligible for an alumni discount.

When the credential courses are combined with selected courses required for a Master of Arts in Education with an emphasis in teaching or special education, both the teaching credential and master's degree may be obtained. Individuals wishing to pursue a graduate degree must also consult a faculty advisor in the Department of Advanced Studies to determine/select the master's degree appropriate to their needs. Master's degree course work is usually taken following completion of credential programs.

All credential standards and requirements for multiple-subject, single-subject, and special education are subject to CCTC, NCATE, and federal policy changes, as well as graduate education policy, and supercede catalog descriptions of former programs and requirements. The new 2042 Multiple- and Single-Subject Credential programs, as mandated by the CCTC, are for students who 1) begin their credential program after July 1, 2003, or 2) are in the current Ryan Credential program and will not complete their student teaching/intern teaching by June 15, 2005. The new 2042 Multiple- and Single-Subject Credential programs begin fall, 2003.

The new 2042 credentials at APU are offered for both multiple- and single-subject teacher candidates. Each program has two credential tracks. **Track A** is for teacher candidates without full-time teaching employment. **Track B** is for teacher candidates who are employed teaching full-time in a public K-12, or WASC-approved K-12 private school, in a setting and assignment approved by the credential program advisor for that specific credential. Teacher candidate may submit a Graduate Program Change form to transition from **Track A** to **Track B** upon gaining full-time employment in an appropriate teaching position as approved by the **Track B** program director. This change of credential track can occur at the end of any term (Fall I, Fall II, Spring I, or Spring II). Teacher candidates will be eligible for an intern credential at the end of the first term of the program if all requirements for the intern credential are fulfilled.

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

## General Application Requirements for all Credential Programs

These requirements apply to the single-subject, multiple-subject, and special education teaching credential programs.

Master of Arts degrees have their own set of requirements as does the C.L.A.D. Certificate. Complete details regarding admission and specific program requirements, advising, and general information about APU's teacher education credential programs are discussed at mandatory teacher education information meetings. Each program has specific requirements listed within its description.

Prospective students must submit the following directly to the Graduate Center after attending a mandatory teacher education information meeting to receive initial group advising. Upon receipt and review of all these materials, prospective students will be invited to a personal admission interview with a designated credential faculty member. During the individualized admission interview, students are admitted and personally advised about how to complete the requirements of their credential program. University graduate and program admission requirements must be met before an application is complete (see "Graduate Admission to the University").

*International students have a separate application procedure that precedes the admission process. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Two copies of official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree (bachelor's degree from a regionally accredited institution) and all post-baccalaureate study (To be considered official, a transcript must be mailed directly from the Office of the Registrar of the institution attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official. 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 if competency can be shown using multiple measures.)

4. Three recommendation forms that assess competence and character (Appropriate recommendations include those who have **supervised** the applicant's leadership and/or teaching experience with children/youth in public or private settings, an employer who directly **supervised** the applicant or one faculty/academic reference. References from neighbors, friends, and relatives are not appropriate unless they have served as supervisors. Please use the required forms provided in the Application for Graduate Admission; additional letters are optional.)
5. A one- to two-page Letter to the Dean addressing the following topics: experiences from the applicant's background that may enhance the teaching experience; the most rewarding and challenging aspects of working with children; why the applicant wants to teach; preferred grade level and content areas and why; special interests, hobbies or abilities; extracurricular activities; and previous residence or travel experiences (Written communication skills will be assessed along with the content.)
6. Résumé (preferred) or Statement of Experience, including most relevant work and volunteer experience
7. Proof of Certificate of Clearance (Submit photocopy of the most current Pre-Intern Credential, Emergency Permit, or Certificate of Clearance (fingerprint check for CCTC) application to the Graduate Center. For more information, please contact credential analyst Wendy Ramsey at (626) 815-5455 ([wramsey@apu.edu](mailto:wramsey@apu.edu)). Current Pre-Intern Permit or Emergency Permit also meets this requirement.)
8. Proof of successful passage of the CBEST or proof of paid registration for the next CBEST (Proof of the successful completion must be submitted no later than the date of Application for Student Teaching/Intern Teaching.)
9. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Section 44227(a).
  - The candidate provides evidence of having passed the appropriate subject-matter examination(s) – e.g., CSET/SSAT.
  - The candidate provides evidence of having attempted the appropriate subject-matter examination(s) – e.g., CSET/SSAT.
  - The candidate provides evidence of registration for the next scheduled examination – e.g., CSET/SSAT.
  - The candidate provides evidence of having completed a CCTC-approved subject-matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the CCTC-approved subject-matter requirement.
  - The candidate provides evidence of enrollment in an organized subject-matter examination preparation program.
10. If international students have graduated from a college or university where English was not the principal language, they must provide proof of a minimum TOEFL score of 550.
 

After all above materials have been received by the Office of Graduate Admissions, the Department of Teacher Education reviews the file and notifies the applicant by mail to call to schedule an admission interview. The prospective candidate should come dressed professionally and be prepared to be interviewed before admission will be granted. In addition to the previously mentioned requirements, the following characteristics also are considered:

  - Evidence of good character and personality attributes and attitudes that are appropriate to professional service
  - Good mental and physical health

**All materials should be sent to:**  
 Graduate Center  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000  
 (626) 815-4545  
[graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
[www.apu.edu](http://www.apu.edu)

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

## Credential Analysts

Credential analysts are liaisons between graduate education students, school districts, and the California Commission on Teacher Credentialing. They process requests for Emergency Permit renewals (CL469s), fingerprint clearance (Certificates of Clearance), and credential applications required to file for credentials with the Commission on Teacher Credentialing. For more information, students with last names beginning with A-F may contact Betty Elliott, (626) 815-5366; G-O may contact Lynne Loop, (626) 815-5093; and P-Z may contact Wendy Ramsey, (626) 815-5455. For other information, please contact credential secretary, Ann Plumb, at (626) 815-5346.

## Track A – Traditional Students Without Full-time Teaching Employment

Both the multiple- and single-subject credential programs contain a Track A specifically designed for the candidate who is not teaching full-time in a K-12 school. This track is also appropriate for adults making career changes.

## Multiple-Subject Teaching Credential: Track A

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

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K-8). The program, approved by the California Commission on Teacher Credentialing (CCTC), is comprised of specific methods courses, which are accompanied by practical classroom application field experiences in both primary and upper-elementary school assignments. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency.

Individualized attention is emphasized throughout the program giving students the invaluable advantage of a personalized education. For undergraduate students in pre-professional education courses, service learning is a primary focus with students participating in local school districts.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

## Step by Step to Becoming a Teacher Multiple-Subject Teaching Credential

### 1. Successful Completion of First Term of Teaching Course Work:

TEP 506	Foundations of Education, K-8	3
TEP 516	Methods of Teaching Reading and Writing, K-8	3
TEP 566A	Field Experience I, K-8 (40 hours)	1

### 2. Successful Completion of Second Term of Teaching Course Work:

TEP 526	Methods of Teaching Mathematics, K-8	3
TEP 536	Methods of Teaching Science, K-8	3
TEP 566B	Field Experience II, K-8 (40 hours)	1

### 3. Admission to Track A Multiple-Subject Student Teaching

The Application for Student Teaching must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. Students must attend a **mandatory Student Teaching Information Meeting in October or March** and receive the Student Teaching Application at that time. Students who believe that they might be qualified to student teach by the beginning of the next 18-week student teaching term in which **TEP 576A/B** is offered should apply even if they are currently in the process of completing requirements. Since the student teaching clearance process contains many intricate steps and is time intensive, students who fail to turn in the application on time may not be allowed to student teach. The applicant will be evaluated as to his/her suitability for the profession in light of all evidence available. The criteria include such qualities as completion of all required program elements to date, academic aptitude,

emotional stability, interpersonal relations, initiative, and oral and written communication, subject-matter competency, and other requirements listed on the application.

Admission to student teaching is also dependent upon:

- Subject-matter competence according to state and program guidelines by:
  - **Official verification** of completion of a CCTC-approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed.
  - or —
  - Proof of **passage** of California Subject Examinations for Teacher (CSET): Multiple Subjects Examination (all required subtests)
- U.S. Constitution requirement (by test or by verified course work)
- Verification of passage of CBEST
- Receipt of results of Certificate of Clearance of a copy of current Pre-Intern Permit or Emergency Permit
- Completion of TEP 506, 516, 526, 536, 566A, and 566B with remediation for grades lower than *B* (That remediation does not change the course grade but shows competency that allows the teacher candidate to proceed. *Note: Students admitted with Provisional Program Acceptance must complete the first 12 units with a B or better in each course to remain eligible for continued enrollment at the university.*)
- Verification of negative results from a Mantoux TB skin test (may be verified through submission of current Pre-Intern Permit or Emergency Permit)

### Student teaching assignment, third and fourth terms (18 weeks, full time; two different grade levels — primary and upper elementary)

TEP 546	Methods of Integrating the Humanities, K-8	3
TEP 556	Methods of Teaching English Language Learners, K-8	3
TEP 576A	Student Teaching I, K-8	2
TEP 586	Student Teaching Seminar, K-8	3
TEP 576B	Student Teaching II, K-8**	2



**4. Additional Credential Courses**

- EDUC 405 Diversity in the Classroom 3
- or —
- EDUC 504 Teaching and Cultural Diversity 3
- EDUC 572 Advanced Education Psychology\* 3

\*or developmental psychology course covering early childhood through adolescence, e.g., PSYCH 290  
 \*\*576A is a prerequisite for 576B

**5. TPEs, TPAs, and Other Credential Program Requirements**

Candidates must demonstrate mastery of all Teacher Performance Expectations (TPEs), Teacher Performance Assessments (TPAs), and all other credential program requirements as designated by the program director.

**6. RICA**

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

**7. Applying for the Credential**

*Preliminary Credential*

Candidates may apply for the Preliminary Credential upon successful completion of all above criteria. The Preliminary Credential, valid for five years and nonrenewable, includes CPR, “Community,” “Level B,” or “Level C” current certification (includes instruction on infants, children, and adults).

*Professional Clear Credential*

Candidates must apply directly through their school districts after participating in an Induction Program according to 2042 CCTC standards. Please contact the Department of Teacher Education concerning how to apply if teaching in a private school.

**Single-Subject Teaching Credential: Track A**

**Program Director:**  
**Teresa Stoops, Ed.D.**  
**(626) 815-5344, tstoops@apu.edu**

Azusa Pacific University’s 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7-12), as well as single-subjects specialists in art, music, and physical education (K-12). The program, approved by the California Commission on Teacher Credentialing (CCTC), is comprised of specific pre-professional and professional course requirements, accompanied

by practical classroom application field experiences in middle schools and high schools. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program giving students the invaluable advantage of a personalized education. For undergraduate students in pre-professional education courses, service learning is a primary focus with student participating in local school districts.

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 CCTC-approved subject-matter program or passage of CSET/SSAT tests. In addition, to further prepare themselves as highly marketable educators, single-subject students are encouraged to obtain a supplementary authorization along with their credential. This optional addition to the credential program authorizes educators, through additional course work in another specific content area, to teach additional subjects if called upon to do so. For requirements and criteria regarding supplemental authorizations, please attend a teacher information meeting.

Please check with the Department of Teacher Education for location in which this credential program track is offered.

**Step by Step to Becoming a Teacher Single-Subject Teaching Credential**

**1. Successful Completion of First Term of Teaching Course Work:**

- TEP 508 Foundations of Education, 7-12 3
- TEP 518 Methods of Teaching Reading and Writing, 7-12 3
- TEP 568A Field Experience I, 7-12 (40 hours) 1

**2. Successful Completion of Second Term of Teaching Course Work:**

- TEP 528 Teaching Strategies, 7-12 3
- TEP 558 Methods of Teaching English Language Learners, 7-12 3
- TEP 568B Field Experience II, 7-12 (40 hours) 1

**3. Admission to Track A Single-Subject Student Teaching**

The Application for Student Teaching must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. Students must attend a **mandatory Student Teaching Information Meeting** in October or March and receive the Student Teaching Application at that time. Students who believe that they might be qualified to student teach by the beginning of the next 18-week student teaching term in which **TEP 578A/B** is offered should apply even if they are currently in the process of completing requirements. Since the student teaching clearance process contains many intricate steps and is time intensive, students who fail to turn in the application on time may not be allowed to student teach. The applicant will be evaluated as to his/her suitability for the profession in light of all evidence available. The criteria include such qualities as completion of all required program elements to date, academic aptitude, emotional stability, interpersonal relations, initiative, and oral and written communication, subject-matter competency, and other requirements listed on the application.

Admission to student teaching is also dependent upon:

- Subject-matter competence according to state and program guidelines by:
  - **Official verification** of completion of a CCTC-approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed.
  - or —
  - Proof of **passage** of California Subject Examinations for Teacher (CSET): Single-Subject Assessment Examination (all required subtests)
- U.S. Constitution requirement (by test or by verified course work)
- Verification of passage of CBEST
- Receipt of results of Certificate of Clearance of a copy of current Pre-Intern Permit or Emergency Permit



- Completion of TEP 508, 518, 528, 548, 568A, and 568B with remediation for grades lower than B (That remediation does not change the course grade but shows competency that allows the teacher candidate to proceed. *Note: Students admitted with Provisional Program Acceptance must complete the first 12 units with a B or better in each course to remain eligible for continued enrollment at the university.*)
- Verification of negative results from a Mantoux TB skin test (may be verified through submission of current Pre-Intern Permit or Emergency Permit)

**Student teaching assignment, Third and Fourth Terms (18 weeks, full time: two different grade levels and/or subject-matter areas of a single-subject content area)**

TEP 548	Curriculum and Assessment, 7-12	3
TEP 578A	Student Teaching I, 7-12	2
TEP 588	Student Teaching Seminar, 7-12	3
TEP 578B	Student Teaching II, 7-12**	2

**4. Additional Credential Courses**

EDUC 504	Teaching and Cultural Diversity	3
EDCO 592	Educational Psychology*	3

\*Or a developmental psychology course covering early childhood through adolescents, e.g., PSYC 290

\*\*578A is a prerequisite for 578B.

**5. TPEs, TPAs, and Other Credential Program Requirements**

Candidates must demonstrate mastery of all Teacher Performance Expectations (TPEs), Teacher Performance Assessments (TPAs), and all other Credential Program Requirements as designated by the program director.

**6. Applying for the Credential**

*Preliminary Credential*

Candidates may apply for the preliminary credential upon successful completion of all above criteria. The Preliminary Credential, valid for five years and nonrenewable, includes CPR, Community, Level B, or Level C current certification (includes instruction on infants, children, and adult).

*Professional Clear Credential*

Candidates must apply directly through their school districts after participating in an Induction Program according to 2042 CCTC standards. Please contact the Department of Teacher Education concerning how to apply if teaching in a private school.

## Track B – Teacher Candidates with Full-time Teaching Employment

Both the Multiple- and Single-Subject Credential Programs contain a Track B specifically designed for the candidate who is teaching full-time in an appropriate setting in a public K-12 or private WASC-approved K-12 school. This assignment must be verified and approved by the Track B program director at the beginning of the term.

If the full-time teaching assignment does not meet the requirements for student teaching, or the assignment does not meet program standards (e.g. non-WASC accredited private school), teacher candidates must contact the Track B program director who may direct them to petition the Teacher Education Exceptions Committee for a solution that modifies or extends their assignment to meet program standards.

## Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Teaching Track B

**Program Director: Multiple-Subject Internship Teaching Credential:  
To be announced**

**Program Director: Master of Arts in Education: Teaching:  
Dan Doorn, Ph.D.  
(626) 815-5371, ddoorn@apu.edu**

Azusa Pacific University's 2042 Multiple-Subject Teaching Credential Program prepares teachers for positions at the elementary and middle school levels (K-8). The program, approved by the California Commission on Teacher Credentialing (CCTC), is comprised of specific methods courses which are accompanied by practical classroom application in both primary and upper-elementary school assignments. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program giving students the invaluable advantage of a personalized education.

The program is tailored to the working professional, offering classes at the Azusa campus and regional centers throughout Southern California. Upon completion, the graduate will earn both a Preliminary Multiple-Subject Teaching Credential and a Master of Arts in Education: Teaching. All candidates must attend a mandatory information meeting prior to enrolling. The master's degree is earned after the student has completed all requirements for the Preliminary Credential and program course work.

Students holding an accredited bachelor's degree and full-time teaching employment may be eligible for APU's innovative 2042 Multiple-Subject Internship Teaching Credential/Master of Arts in Education: Teaching Program. Designed for pre-intern teachers and/or candidates already teaching in the field, the 40-unit program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 60 California districts cooperate in the program, meeting the needs of public school teachers on pre-intern and intern credentials, as well as emergency permits.

NOTE: Students with an incomplete bachelor's degree and a minimum of 60 transferable units may qualify for APU's Human Development bachelor's degree completion program, an accelerated CCTC-approved ESM program which prepares students for admission to the Multiple-Subject Internship Teaching Credential/Masters of Arts in Education: Teaching Program. Please contact the Center for Accelerated Degree Programs for more information at (626) 815-5301.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

## Step by Step to Becoming a Teacher

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

**1. Successful Completion of First Term of Teaching Course Work:**

TEP 505	Clinical Experiences in Classroom Management, K-8	3
TEP 515	Clinical Experiences in Teaching Reading and Writing, K-8	3
TEP 565A	Pre-Intern Teaching I, K-8*	1

## 2. Application for Intern Credential must include:

- Full-time public school contract
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval from the director of the Intern Program)

## 3. Successful Completion of Second Term of Teaching Course Work:

TEP 525	Clinical Experiences in Teaching Mathematics, K-8	3
TEP 535	Clinical Experiences in Teaching Science, K-8	3
TEP 565 B	Pre-Intern Teaching II, K-8*	1

## 4. Application to Intern Teaching

The *Application for Intern Teaching* must be submitted to the Department of Teacher Education by **January 1**, for the spring semester, or by **August 1**, for the fall semester. Admission to intern teaching is also dependent upon:

- A full-time teaching contract
- Subject-matter competence according to state and program guidelines by:
  - **Official verification** of completion of a CCTC-approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed.
  - **or** —
  - Proof of **passage** of California Subject Examinations for Teachers (CSET): Multiple-Subjects Examination (all required subtests)
- U.S. Constitution requirement (by test or by verified course work)
- Verification of passage of CBEST
- Receipt of results of Certificate of Clearance of a copy of current Pre-Intern Permit or Emergency Permit
- Completion of TEP 505, 515, 525, 535, 565A, and 565B with remediation for grades lower than B (That remediation does not change the course grade but shows competency that allows the teacher candidate to proceed. *Note: Students admitted with Provisional Program Acceptance must complete the first 12 units with a B or better in each course to remain eligible for continued enrollment at the university.*)

- Verification of negative results from a Mantoux TB skin test (may be verified through submission of current Pre-Intern Permit or Emergency Permit)

## 5. Successful completion of Intern Teaching and co-requisites:

TEP 545	Clinical Experiences with Integrating the Humanities, K-8	3
TEP 555	Clinical Experiences in Teaching English Language Learners, K-8	3
TEP 575A	Intern Teaching I, K-8*	1
TEP 575B	Intern Teaching II, K-8*/***	1

## 6. Additional Credential Courses

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

\*These courses do not count toward the Master of Arts in Education degree.

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

\*\*\*575A is a prerequisite for 575B.

## 7. TPEs, TPAs, and Other Credential Program Requirements

Candidates must demonstrate mastery of all Teacher Performance Expectations (TPEs) and Teacher Performance Assessments (TPAs).

## 8. RICA

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

## 9. Applying for the Credential

### *Preliminary Credential*

Candidates may apply for the Preliminary Credential upon successful completion of all above criteria. The Preliminary Credential, valid for five years and nonrenewable, includes CPR, "Community," "Level B," or "Level C" current certification (includes instruction on infants, children, and adults).

### *Professional Clear Credential*

Candidates must apply directly through their school districts after participating in an Induction Program according to 2042 CCTC standards. Please contact the Department of Teacher Education concerning how to apply if teaching in a private school.

## 10. Remaining Requirements

Admission to the master's program is separate and required. To complete the remaining requirements for the Master of Arts in Education: Teaching, contact Dan Doorn, Ph.D., at (626) 815-5371.

NOTE: Completion of credential, as well as all examinations, course work, and other requirements must be met before student may participate in graduation ceremony for the Master of Arts in Education: Teaching and have degree granted.

## Single-Subject Internship Teaching Credential/Master of Arts in Education: Teaching Track B

**Program Director: Single-Subject Internship Teaching Credential:**  
**Teresa Stoops, Ed.D.**  
(626) 815-5344, [tstoops@apu.edu](mailto:tstoops@apu.edu)

**Program Director: Master of Arts in Education: Teaching**  
**Dan Doorn, Ph.D.**  
(626) 815-5371, [ddoorn@apu.edu](mailto:ddoorn@apu.edu)

Azusa Pacific University's 2042 Single-Subject Teaching Credential Program prepares teachers for positions at the middle and high school levels (7-12), as well as single-subjects specialists in art, music and Physical Education (K-12). The program, approved by the California Commission on Teacher Credentialing (CCTC), is comprised of specific methods courses accompanied by practical classroom application in middle schools and high schools. All course work and instruction is delivered from a distinctly Christian perspective, instilling in each student a strong foundation of ethics, compassion, and teaching competency. Individualized attention is emphasized throughout the program giving students the invaluable advantage of a personalized education.

The program is tailored to the working professional, offering classes at the Azusa campus and selected regional centers throughout Southern California. Upon completion, the graduate will earn both a Preliminary Single-Subject Teaching Credential and a Master of Arts in Education: Teaching. The master's degree is earned after the student has completed all requirements for the Preliminary Credential and program course work.

Designed for pre-intern teachers and/or candidates already teaching in the field, the 40-unit program combines the curricula of the credential and master's programs to deliver a unique educational package. More than 75 California districts cooperate in the program, meeting the needs of public school teachers on pre-intern and intern credentials, as well as emergency permits.

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 CCTC-approved subject-matter program or passage of CSET/SSAT tests. In addition, to further prepare themselves as highly marketable educators, single subject students are encouraged to obtain a supplementary authorization along with their credential. This optional addition to the credential program authorizes educators, through additional course work in another specific content area, to teach additional subjects if called upon to do so. For requirements and criteria regarding supplemental authorizations, please attend a teacher information meeting.

Please check with the Department of Teacher Education for locations in which this credential program track is offered.

## Step by Step to Becoming a Teacher

### Single-Subject Internship Teaching Credential/Master of Arts in Education: Teaching

#### 1. Successful Completion of First Term of Teaching Course Work:

TEP 507	Clinical Experiences in Classroom Management, 7-12	3
TEP 517	Clinical Experiences in Teaching Reading and Writing, 7-12	3
TEP 567A	Pre-Intern Teaching I, 7-12*	1

#### 2. Application for Intern Credential must include:

- Full-time public school contract
- Letter on school letterhead fully describing the assignment for consideration (must obtain prior approval for the director of the Intern Program)

#### 3. Successful Completion of Second Term of Teaching Course Work:

TEP 527	Clinical Experiences in Teaching Strategies, 7-12	3
TEP 557	Clinical Experiences in Teaching English Language Learners, 7-12	3
TEP 567B	Pre-Intern Teaching II, 7-12*	1

#### 4. Admission to Intern Teaching

The Application for Intern Teaching be submitted to the Department of Teacher Education by **January 1**, for the spring semester, or by **August 1**, for the fall semester. Admission to intern teaching is also dependent upon:

- A full-time teaching contract
- Subject-matter competence according to state and program guidelines by:
  - **Official verification** of completion of a CCTC-approved subject-matter program signed by the credential analyst at the institution of higher education in which courses were successfully completed.
  - **or** —
  - Proof of **passage** of California Subject Examinations for Teacher (CSET): Single-Subject Assessment Examination (all required subtests)
- U.S. Constitution requirement (by test or by verified course work)
- Verification of passage of CBEST
- Receipt of results of Certificate of Clearance of a copy of current Pre-Intern Permit or Emergency Permit
- Completion of TEP 507, 517, 527, 557, 567A, and 567B with remediation for grades lower than *B* (That remediation does not change the course grade but shows competency that allows the teacher candidate to proceed. *Note: Students admitted with Provisional Program Acceptance must complete the first 12 units with a B or better in each course to remain eligible for continued enrollment at the university.*)
- Verification of negative results from a Mantoux TB skin test (may be verified through submission of current Pre-Intern Permit or Emergency Permit)

#### 5. Successful completion of Intern Teaching and co-requisites:

TEP 547	Clinical Experiences in Curriculum and Assessment, 7-12	3
TEP 577A	Intern Teaching I, 7-12*	1
TEP 577B	Intern Teaching II, 7-12*/***	1

#### 6. Additional Credential Courses

EDUC 504	Teaching and Cultural Diversity	3
EDUC 571	Curriculum Foundations **	3
EDUC 573	History and Philosophy of Education**	3
EDCO 592	Educational Psychology: Theory into Practice	3

\*These courses do not count toward the Master of Arts in Education degree.

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

\*\*\*577A is a prerequisite for 577B.

#### 7. TPEs, TPAs, and Other Credential Program Requirements

Candidates must demonstrate mastery of all Teacher Performance Expectations (TPEs) and Teacher Performance Assessments (TPAs).

#### 8. Applying for the Credential

##### *Preliminary Credential*

Candidates may apply for the Preliminary Credential upon successful completion of all above criteria. The Preliminary Credential, valid for five years and nonrenewable, includes CPR, Community, Level B, or Level C current certification (includes instruction on infants, children, and adults).

##### *Professional Clear Credential*

Candidates must apply directly through their school districts after participating in an Induction Program according to 2042 CCTC standards. Please contact the Department of Teacher Education concerning how to apply if teaching in a private school.

#### 9. Remaining Requirements

Admission to the master's program is separate and required. To complete the remaining requirements for the Master of Arts in Education: Teaching, contact Dan Doorn, Ph.D., at (626) 815-5371.

NOTE: Completion of credential, as well as all examinations, course work, and other requirements must be met before student may participate in a graduation ceremony and have degree required.

## Special Education Programs

### Mild/Moderate Disabilities (K-12) Specialist Credential, Level I, Tracks 1 and 2

**Program Director:**  
To be announced  
(626) 815-5430

The current shortage of special education teachers creates a growing demand for educators with this credential. APU now offers a fifth-year credential in special education for the teaching of mild/moderate disabled students (K-12). The program is offered in two distinct tracks to accommodate educators from various points of entry. The Level I credential offers Track 1 for those with no teaching contract; Track 2 is for the currently contracted teacher. Students must see an advisor for proper placement in tracks within this credential program. Course content is application oriented, enabling students to take what they learn in the evening and use it in their classroom the next day.

Those who successfully complete the program and earn the Mild/Moderate Disabilities Credential are granted five years within which they must enroll in Level II of the specialist program to clear their credential. The Level II Credential is renewable. In this program, candidates will develop an induction plan under the supervision of their school district and an APU advisor.

Track 1 is designed for the non-contracted student who is meeting the requirements of the program as a continuation of the bachelor's degree.

Track 2 is designed for the contracted teacher intern who is seeking a Special Education Credential or is adding the special education component to a current credential.

Persons who are completing Level I, Track 1 must complete a minimum of 13 units in residence at APU which *may* include student teaching and the Student Teaching Seminar.

Persons who are completing Level I, Track 2 must complete a minimum of 15 units in residence at APU which *must* include TED 575.

Preliminary Level I Special Education credential candidates who have an earned baccalaureate degree from APU and no prior teaching credential may qualify for an alumni discount in tuition for specific credential courses. Contact the Office of Graduate Student Financial Services in the Graduate Center for information.

## Step by Step to Becoming a Teacher

### 1. Complete Preprofessional Course Requirements

- Human Growth and Development/Advanced Educational Psychology (early childhood *through* adolescence) (PSYC 290 **or** EDUC 572)
- U.S. Constitution (American Government) POLI 150 **or** U.S. Constitution Test passage
- Diversity in the Classroom or Teaching and Cultural Diversity (EDUC 405 **or** EDUC 504)

### 2. Subject Matter Requirement

- Satisfactory completion of a CCTC-approved waiver program in multiple- or single-subject programs
- or —
- Passing score on CSET or CSET/SSAT for either multiple- or single-subject programs

### 3. Traditional Mild/Moderate Level I Professional Course Requirements

#### A. Level I, Track 1

TEP 410	Methods and Curriculum I, K-8	3
TEP 411	Field Experience I, K-8	1
TEP 515	Clinical Experiences in Teaching Reading and Writing	3
TEP 565A	Field Experience	1
SPED 530	Introduction to Individual Differences	3
SPED 531	Tests, Measurements, and Instructional Planning	3
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Interventions in Behavior Disorders	3
SPED 539	Field Experience	1

Appropriate substitutes may be approved by the department with submission of a Course Work Waiver Application accompanied by course description and/or syllabus, and verified by official transcripts. This application will be considered only after full admission is granted to the specific credential program. Units substituted may not apply to C.L.A.D. or M.A. classes and may need to be made up to qualify for required credential units.

### 4. Internship in Special Education Mild/Moderate Level I

#### Professional Course Requirements

#### B. Level I, Track 2

SPED 530	Introduction to Individual Differences	3
SPED 531	Tests, Measurements, and Instructional Planning	3
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
TEP 505	Clinical Experiences in Classroom Management	3
TEP 515	Clinical Experiences in Teaching Reading and Writing	3
TEP 565A	Pre-Intern Teaching I, K-8	1
TEP 565B	Pre-Intern Teaching II, K-8	1
TEP 575A	Intern Teaching I, K-8	1
TEP 575B	Intern Teaching II, K-8	1
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Interventions in Behavior Disorders	3
SPED 540	Mild to Moderate Disabilities in General Education	3

Appropriate substitutes may be approved by the department with submission of a course work substitution application, course description and/or syllabus, and official transcripts. This application will be considered only after full admission is granted to the specific credential program and units substituted may not apply to C.L.A.D. or M.A. classes. Students with substituted courses may be required to choose alternative courses to satisfy the unit requirement of the program.



In order to be admitted into the **Intern Program (Track 2)**, a candidate must have:

- A Certificate of Clearance (fingerprints) on file
- Passed the CBEST
- Passed subject-matter either through an approved California college/university or by passing the appropriate exam
- Completed a course on the U.S. Constitution
- A signed teaching contract with a school district
- An admission interview with a faculty advisor

A candidate may be admitted to the Special Education Program as a “pre-intern” until all the above is completed.

#### 5. Level I, Track I and Track 2:

Passing score on the Reading Instruction Competence Assessment (RICA)

#### 6. Admission to Student Teaching for Level I, Track 1:

Students must attend a mandatory Student Teaching Information Meeting in October or March to receive the Student Teaching Application. Students who believe that they might be qualified to student teach by the beginning of the next student teaching term should apply even if they are not currently in the process of completing requirements. The Student Teaching Application for the Special Education program must be submitted to the Department of Teacher Education by **November 1**, for the spring semester, or by **April 1**, for the fall semester. Since the student teaching clearance process contains many intricate steps and is time intensive, students who fail to turn in the application on time will not be allowed to student teach. Members of the education faculty then evaluate the candidate’s suitability for the profession in light of all evidence available. The criteria include such qualities as completion of required program elements, academic aptitude, physical/health difficulties, emotional stability, interpersonal relations, initiative, oral and written communication.

A student hired to teach on a paid contract must provide a photocopy of the teaching contract

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

In addition, a student hired to teach on a contract in a private school must provide proof that the school is WASC accredited, has at least 25 percent ethnic diversity represented, has class sizes that are comparable to the public schools (15-30 students per class), and uses the California State Frameworks as the guideline in the classroom. This assignment must be approved by the program director prior to student teaching. If the teaching assignment does not meet these requirements, the teacher candidate must postpone student teaching to a later semester with a new Student Teacher Application being submitted by the next indicated deadline.

#### Admission to special education student teaching is also dependent upon:

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

— or —

  - Proof of **passage** of CSET (California Subject Examinations for Teachers) or all required CSET/SSAT (single-subject) exams.
- Satisfactory completion of **all** required preprofessional and professional education course requirements.
- Remediation that may be required for grades lower than *C* in any preprofessional course, or *B* in any professional courses leading to student teaching. This remediation does not change the course grade, but shows competency that allows the teacher candidate to proceed.

- Successful completion and verification of passage of CBEST, receipt of results of Certificate of Clearance, or copy of current Emergency Permit, completion of U.S. Constitution requirement, and verification of negative results form a Mantoux TB skin test.

**The Student Teaching assignment consists** of 18-weeks of full-time student teaching with the following components:

TEP 570	Student Teaching Seminar, K-8	3
— or —		
TEP 580	Student Teaching Seminar, 7-12	3
— and —		
TEP 571/581	Student Teaching, K-12 Special Education	6

### Mild to Moderate Disabilities Specialist Level II

Those who successfully complete the program and earn the Level I Credential are granted five years within which they must enroll in Level II of the specialist program to clear their credential. The Level II credential is renewable. In this program, candidates develop an Induction Plan under the supervision of their districts and APU. Upon completion of all requirements in the Level I Preliminary Credential Program, all students are required to develop an Induction Plan which becomes the roadmap for moving to the next level credential, the Specialist in Mild to Moderate Disabilities. This is completed at a meeting scheduled with a special education APU faculty member, the employing school district, and the student. Please contact the program director at (626) 815-5430, for more information.

### Master of Arts in Education: Special Education

Please refer to the General Application Requirements.

#### Course Requirements

<b>Core Courses</b>		<b>9 units</b>
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3



**Concentration Courses 21 units**

SPED	530	Introduction to Individual Differences	3
SPED	531	Tests, Measurements, and Instructional Planning	3
SPED	535	Counseling, Collaboration, and Consultation	3
SPED	536	Diagnosis of Mild to Moderate Disabilities	3
SPED	537	Theories of Intervention in Behavior Disorders	3
SPED	540	Mild to Moderate Disabilities in General Education	3
TEP	515	Clinical Experiences in Teaching Reading and Writing	3

**Electives or transfer credit 9 units**

Extension courses are not viable.

**Total 39 units**

**Additional Master's Degree Requirements:**

Master's candidates must hold a valid California credential to earn the M.A. in Education: Special Education.

**Comprehensive Exam (Master's only)**

Near the end of the student's program, a written comprehensive examination will be taken covering the content of the Special Education Program. Of the four essay questions relating to the generic courses (530, 535, 550), the student answers one of his/her choice; of the six questions on the advanced courses (531, 536, 537, 540), the student answers two of his/her choice. The grading system used for this exam is pass/fail and requires a student to pass all parts of the exam prior to applying for the master's program.

**Core Examination**

As part of each core class, students are required to take a written examination that assesses knowledge and writing skills. If any core examination is not passed, the candidate can retake it at the next regularly scheduled retake session. Only one retake is allowed. If a student is found to be deficient in communication skills, the professor notifies both the student and the School of Education and Behavioral Studies regarding the assessment. Students who have taken a comparable graduate core course at another university may ask for a waiver of the requirement. An additional elective course must be taken for the degree.

**Combined Master of Arts Degrees and Credential Programs**

Azusa Pacific University recognizes the need to provide quality academic programs for graduate students with divergent professional goals and differing educational needs. The degree and credential programs are designed for a limited number of individuals eager to pursue a Master of Arts degree and a credential program concurrently.

The combined degree and credential programs are restrictive and faculty advisement and an admissions interview are required prior to enrollment in the program.

The combined program is not appropriate for an individual serving on an emergency credential with an urgent need to complete a Level I credential in one year. A combined program may require more than one academic year.

**Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Level I, Track 1**

**Program Director:**  
**To be announced**  
**(626) 815-5430; (626) 815-5425**

Understanding the challenges of special needs students and creating an optimum learning environment for them requires focused study under experienced professionals. Those with a master's degree in addition to their credential are better equipped to serve these students. To facilitate this, APU combines the foundations of the Master of Arts in Education: Special Education with the Mild/Moderate Disabilities Specialist Credential Level I, Track 1 for those seeking to enter the field of special education with a clear advantage.

The Mild/Moderate Disabilities Specialist Credential Level I, Track 1 is designed for those with no teaching contract. Because the course work for this credential is embedded in the Master of Arts in Education: Special Education (with the addition of six supervised fieldwork units), many students opt to pursue

both the degree and the credential simultaneously. Those who do, render themselves highly marketable and eagerly recruited. Students who complete Level I, Track 1 are granted five years in which they must enroll in Level II to clear their credential.

The Master of Arts in Education: Special Education provides the tools to make solid contributions in the special needs classrooms. The instruction and course work come from a distinctly Christian perspective, leading to a compassionate, caring, and ethical approach to teaching.

**Level II**

Those who successfully complete the program and earn the Level I Credential are granted five years within which they must enroll in Level II of the Specialist Program to clear their credential. The Level II Credential is renewable. In this program, candidates develop an induction plan under the supervision of their district and APU.

Upon completion of all requirements in the Level I Preliminary Credential program, all students are required to develop an Induction Plan which will become the roadmap for moving to the next level credential, the Specialist in Mild to Moderate Disabilities. This is completed at a meeting scheduled with APU, the employing district, and the student.

**Required Credential Courses 42 units**

Level I, Track I is designed for candidates who are not currently employed as a teacher by a school district.

TEP	410	Methods and Curriculum I, K-8	3
TEP	411	Field Experience I, K-8*	1
TEP	550	First and Second Language and Literacy, K-8	3
TEP	551	Language Acquisition Field Experience, K-8	1
TEP	570	Student Teaching Seminar, K-8**	3
— or —			
TEP	580	Student Teaching Seminar, 7-12**	3
TEP	571	Student Teaching, K-8	6
— or —			
TEP	581	Student Teaching, 7-12	6
EDUC	504	Teaching and Cultural Diversity	3
SPED	530	Introduction to Individual Differences	3
SPED	531	Tests, Measurements, and Instructional Planning	3

SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Interventions in Behavior Disorders	3
SPED 539	Field Experience***	1
Elective	(See advisor.)	3

\*Corequisite with TEP 410

\*\*Corequisite with TEP 571 or TEP 581

\*\*\*Corequisite with SPED 536

### Required M.A. Courses 9 units

EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3
EDUC 573	Philosophy/Ethics and History of Education	3

**Total 45 units**

## Master of Arts in Education: Special Education Internship and Mild/Moderate Disabilities Specialist Credential (K-12) Level I, Track 2

### Program Director:

To be announced

(626) 815-5430; (626) 815-5425

With years of practical field experience, APU professors offer valuable expertise to those pursuing a career in special education. Those seeking their credential in this field gain a distinct advantage when they earn the corresponding master's degree as well. Facilitating the process, APU now offers a new combined program coupling the Master of Arts in Education: Special Education with the Mild/Moderate Disabilities Specialist Credential Level I, Track 2. The combination renders the graduate more marketable and better prepared to communicate with and educate special needs students.

The Mild/Moderate Disabilities Specialist Credential Level I, Track 2 is designed for currently contracted teachers. Because much of the course work for this credential is embedded in the Master of Arts in Education: Special Education, many students opt to pursue both the degree and the credential simultaneously. Those who do, render themselves highly marketable and eagerly recruited.

The development of the Special Education Intern Program at Azusa Pacific University is a response to the identified needs of the school districts this university serves. The intern program trains teachers to work with students with mild to moderate disabilities. The Special Education Intern Program is designed for those employed full-time while pursuing a credential and/or an advanced degree. Students who blend the credential with a master's degree can complete the degree in as few as 18 months and as many as 24 months. Most candidates choose a two-year sequence combining a credential, a master of arts degree, and begin course work toward C.L.A.D. certification. Master's degrees will post when all requirements of the program have been met, including all credential requirements.

In order to be admitted into the Special Education Intern Program (Level I, Track 2), a candidate must have:

- A Certificate of Clearance (fingerprints) on file
- Passed the CBEST
- Met subject-matter competency requirement either through an approved California college/university or by passing the appropriate exam
- Completed a course on the U.S. Constitution
- A signed teaching contract with a school district
- An admission interview with a faculty advisor

The Master of Arts in Education: Special Education provides the tools to make solid contributions in the special needs classrooms. The instruction and course work come from a distinctly Christian perspective, leading to a compassionate, caring, and ethical approach to teaching.

### Level II

Those who successfully complete the program and earn the Level I Credential are granted five years within which they must enroll in Level II of the Specialist Program to clear their credential. The Level II Credential is renewable. In this program, candidates develop an induction plan under the supervision of their district and APU. For more information, please contact David Colachico, Ed.D., program director, at (626) 815-5430.

### Required Credential Courses 34 units

SPED 530	Introduction to Individual Differences	3
SPED 531	Tests, Measurements, and Instructional Planning	3
TEP 505	Clinical Experiences in Classroom Management	3
TEP 515	Clinical Experiences in Teaching Reading and Writing	3
TEP 565A	Pre-Intern Teaching I, K-8	1
TEP 565B	Pre-Intern Teaching II, K-8	1
TEP 575A	Intern Teaching I, K-8	1
TEP 575B	Intern Teaching II, K-8	1
SPED 535	Counseling, Collaboration, and Consultation	3
SPED 536	Diagnosis of Mild to Moderate Disabilities	3
SPED 537	Theories and Interventions in Behavior Disorders	3
SPED 540	Mild to Moderate Disabilities in General Education	3
EDUC 571	Curriculum Foundations	3
EDUC 572	Advanced Educational Psychology	3

### Required M.A. Courses 9 units

EDUC 573	Philosophy/Ethics and History of Education	3
Elective	(See advisor.)	3

**Total 40 units**

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

**Coordinator: Ivy Yee-Sakamoto, Ph.D.**  
(626) 815-6000, Ext. 5344  
[iyeesakamoto@apu.edu](mailto:iyeesakamoto@apu.edu)

The Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate Program is designed to meet the needs of secondary-language children in California by equipping teachers with the tools to understand the process of language and academic development, and the sensitivity and specific skills necessary to facilitate learning in a multi-cultural classroom. Teachers who complete the 12 units of California Commission on Teacher Credentialing-approved courses at APU, covering the three domains of knowledge and teaching competencies, and

who meet the state foreign language requirement, are not required to take the state examination for the C.L.A.D. certificate. All C.L.A.D. courses including EDUC 405/504 and TEP 555, 556, 557, 558 **must be taken at APU** to count toward the C.L.A.D. Certificate. Those interested in completing their Bilingual Cross-Cultural Language and Academic Development (B.C.L.A.D.) Certificate for a specific language should contact the program director for more information.

## Application Requirements

(Necessary only if not a continuing APU credential student or M.A. student)

Students should check with their credential or master's program department about how to include the C.L.A.D. Certificate course work within their chosen program. The following are the application requirements for the C.L.A.D. Certificate Program for students who are not in a credential or master of arts program prior to completing it.

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Contact the Office of International Student Services at (626) 812-3055 or [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. A posted bachelor's degree from a regionally accredited institution
4. A photocopy of a current California teaching credential, or proof of being in the process of earning a California teaching credential, an Emergency Permit, or Certificate of Clearance

## Certificate Requirements

Course Requirements	12 units
EDUC 501 Language Structure, Acquisition, and Development*	3
EDUC 502 Methods of Bilingual, English Language Teaching	3
EDUC 503 School Practicum in English Language Development	3
EDUC 504 Teaching and Cultural Diversity*	3
<b>Total</b>	<b>12 units</b>

\*Students in APU's 2042 Teacher Credential Program may substitute TEP 555, TEP 556, TEP 557, or TEP 558 for EDUC 501, and EDUC 405 for EDUC 504.

When it is time to apply for the C.L.A.D. Certificate, credentialed teachers may contact the credential analyst office for assistance.

All four courses of the C.L.A.D. Certificate (12 units) may be applied toward a Master of Arts in Education: Teaching degree program.

EDUC 501, TEP 550, TEP 555, TEP 556, TEP 557, TEP 558, or TEP 560 is a prerequisite for EDUC 502 and 503.

## Course Descriptions

### Educational Counseling

#### EDCO 528 Community, Family, and School Collaboration (3)

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; 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, grant writing to support school/community collaborations.

#### EDCO 533 Basic School Counseling (3)

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 will demonstrate 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 will be explored. A holistic, ecosystemic model for viewing counseling issues, the school community and the understanding of family processes will be studied. It will focus 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 Educational Measurement and Assessment (3)

This course helps students understand and interpret measurement techniques and state- and nation-wide assessments that are used in the 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, and interpreting test data and elementary statistics. Emphasis is placed on helping school counselors and other educators use measurement and assessment data to promote positive programs and outcomes for students.

**EDCO 535 Legal Mandates for School Counselors and School Psychologists (3)**

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 Intervention and Prevention (3)**

In this course, students view learning, behavior, and social problems from behavioral, cognitive, ecosystemic, personal/self-esteem, and family system perspectives. Using these perspectives, the student learns to select, design, implement and evaluate prevention, intervention and postvention programs and techniques that prevent learning failure and enhance learning success with a multicultural context. Students learn social skills training to develop resiliency. Action plans and techniques are explored to help children and the school community prevent school violence and cope with other crisis in the school setting.

**EDCO 549 Career Development and Technology in School Counseling (3)**

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 will include computer-based technology, data management systems and data-based research which support career development services.

**EDCO 550 Issues in School Counseling (3)**

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 will be examined within an ecosystemic context. *Prerequisites: EDCO 533*

**EDCO 557 Child and Adolescent Development and Learning (3)**

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 1 (3)**

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

**EDCO 568 School Counseling Fieldwork 2 (3)**

This course provides each student with firsthand, supervised pupil personnel experience. Each student is involved in on-site experiences that include application of theory to counseling and consultation practice with individuals, groups, families, children, adolescents, and exceptional and nonexceptional pupils.

**EDCO 579 Sociocultural Issues in School Counseling (3)**

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 583 Intervention Through Consultation (3)**

This course examines (1) the strengths and weaknesses of several prominent models of consultation as they relate both to setting requirements and the individual consultant's style of functioning; (2) the roles of consultant, consultee, and client systems; and (3) the consultative role and techniques contrasted with those involving supervision, assessment, teaching, and counseling/therapy. A collaborative model of consultation is emphasized. Further areas of emphasis include, but are not limited to, the following: types of consultative intervention, evaluation of consultation, relevant research, legal, and ethical issues, consultation with minority groups, resistance to consultation, and specific communication skills and staff development. *Prerequisites: EDCO 533 and EDCO 550*

**EDCO 587 PPS Leadership, Ethics, and Professionalism (3)**

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 Educational Psychology: Theory into Practice (3)**

School counselors and school psychologists should demonstrate familiarity with contemporary issues and pertinent research in the field of educational psychology. This course provides future professionals in those fields with comprehensive knowledge in the areas of learning theory and motivation including humanist, behaviorist, and cognitive approaches; human growth and development; and instructional and classroom management strategies. The course emphasizes practical application of these various areas for use in professional contexts.

**EDCO 593 Historical Development of School Counseling and School Psychology (3)**

A 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 (300 hours) (3)**

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 (300 hours) (3)**

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 non-exceptional pupils.



## Educational Psychology

### **EDPY 624 Disabilities in Children (Mild, Moderate, and Severe) (3)**

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)**

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 635 Role and Function of the School Psychologist (3)**

Major theories and models of educational evaluation are surveyed. Consultation theories are considered to help students acquire the knowledge and skills necessary for a productive consultation relationship with school staff, parents, and community agency representatives.

### **EDPY 636 Research and Evaluation in School Psychology (3)**

Students gain advanced skills in understanding and applying statistical techniques to the analysis of educational research data related to school psychology. Strategies for conducting effective evaluations are considered as students plan an evaluation using appropriate statistical analysis as related to educational psychological research. Students gain additional experience in the use of computers for statistical analysis.

### **EDPY 637 Child Psychopathology: Assessment and Treatment (3)**

This course provides a systematic approach to the description and assessment of and planning for children with emotional and behavioral problems. The emphasis is on the psychological disorders of children in school settings most commonly encountered in the delivery of psychological services.

### **EDPY 651 School Psychology Internship 1 (300 hours) (3)**

With State Department of Education approval of a candidate's application for an internship credential, the intern proceeds to gain experience in accepting responsibilities of a school psychologist. Regularly mentored by on-site and university staff, the intern gains skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern gains skill in counseling pupils, consulting with parents, and accessing community resources.

### **EDPY 652 School Psychology Internship 2 (300 hours) (3)**

Regularly mentored by on-site and university staff, the intern refines skill in planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. In addition, the intern refines skill in counseling pupils, consulting with parents, and accessing community resources.

### **EDPY 653 School Psychology Internship 3 (300 hours) (3)**

Regularly coached by on-site and university staff, the intern accepts increasing responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern gains experience in planning and implementing school-wide assessment programs and evaluating program outcomes.

### **EDPY 654 School Psychology Internship 4 (300 hours) (3)**

Regularly coached by on-site and university staff, the intern accepts independent responsibility for planning and implementing programs consistent with IDEA guidelines and state of California regulations. This includes participating in student study teams, planning and implementing psychoeducational assessments of pupils, and making recommendations for interventions in regular and special education. It includes demonstrating a high level of skill in counseling pupils, consulting with parents, and accessing community resources. In addition, the intern is responsible for planning and implementing school-wide assessment programs and evaluating program outcomes.

### **EDPY 681 Psychoeducational Assessment I (3)**

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 will 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 will 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)**

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 will 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 will 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)**

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 will 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 will gain experience in developing interventions and recommendations based on assessment data, and in communicating the results of assessments to diverse audiences.

**EDPY 685 School Psychology Fieldwork I (3)**

Students are provided with on-site experience leading to the acquisition of skills and knowledge of school counselors and psychologists involving special and regular education students. Such experience includes working with IDEA regulations and procedures, assessing and counseling exceptional students, consulting with teachers and parents, and supervising of counseling services.

**EDPY 686 School Psychology Fieldwork 2 (3)**

Through on-site supervision, students experience directly the role and function of school psychologists. This includes conducting student assessment; writing reports; consulting with staff and parents; designing prevention, interventions, and postvention strategies; working with exceptional students; completing progress evaluations; and interacting with community agencies.

**EDPY 687 School Psychology Fieldwork 3 (3)**

With continued on-site supervision, field experience students acquire increasing responsibility for 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.

**EDPY 688 School Psychology Fieldwork 4 (3)**

With continued on-site mentoring, field experience students take independent responsibility for planning, implementing, and reporting psychoeducational assessment of pupils. 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.

**Education****EDUC 300 Introduction to Teaching as a Profession, K-12 (4)**

This course provides an overview of and orientation to the role of the professional educator for those interested in teaching as a career. The emphasis is on development of professional self-awareness, including the historical, philosophical, psychological, sociological, and cultural perspectives through which the teaching profession can be viewed. Included are a variety of guest speakers who introduce different careers in education. With an earned grade of B or higher, students may use this course to replace EDUC 400 as a preprofessional course requirement prior to taking the Professional Education Program courses. Includes 15–20 hours of service learning field experience in the Teacher Assistant Program in school settings.

**EDUC 400 Foundations of Education, K-12 (3)**

This course focuses on the art and profession of teaching. Students study the historical, philosophical, political, and legal foundations of education in America in order to gain a greater knowledge and appreciation of the field. Review of relevant concepts and theories in psychology and human development and the application of them to the lives of students as they grow from elementary to high school and the teaching/learning conditions and dynamics in classrooms are included. Students reflect on being a teacher, extending and evaluating personal philosophy of education, and exploring their position on major issues, concerns, and challenges in schools today and for the future. *Prerequisite: PSYC 290*

**EDUC 405 Diversity in the Classroom (3)**

This course focuses on the examination of the interaction of the student's cultural background with ethical, racial, religious, and gender issues, the educational setting, and wider social forces that affect traditional success and failure for students who are linguistically and culturally different. The course evaluates the role that administrators and teachers play in nurturing a spirit of multiculturalism to schools. Meets general studies upper-division intensive writing requirement. Includes service learning hours in educational settings. This is a C.L.A.D.-approved course.

**EDUC 496 Education and Professional Ethics (3)**

This senior seminar course prepares students to understand and express a Christian perspective on issues critical to the education profession. Biblical and theological themes relating to education provide a base, while historical biographies and examples supply a context in which students generate a distinctively Christian response to a contemporary problem facing education. *Prerequisites: senior standing, completion of the majority of the units required for God's Word and the Christian Response, and completion of the majority of course work in the major*

**EDUC 499 Readings in Education (1-3)****EDUC 500 Technology and the K-12 Educator (3)**

This course is designed for K-12 educators and focuses on the appropriate use of technology to facilitate the teaching and learning process. The course builds on the CCTC Level I Technology Proficiencies that are met in the preliminary credential programs. Instructional methods explored utilize a variety of technology for collaboration and communication. This course covers 1) designing, optimizing, and analyzing technology-enriched lessons and learning environments, 2) the use of computer applications to manipulate and analyze data, 3) determining the authenticity, reliability, and bias of data gathered, 4) the use of technology-enhanced curriculum for developing information literacy and problem-solving skills, 5) the use of technology as a tool for student assessment and parent communication, and 6) the acquisition and use of technology resources at the site and district level. This course is approved by the California Commission on Teacher Credentialing to meet the technology requirements for the Professional Clear Credential (Level II Proficiencies).

**EDUC 501 Language Structure, Acquisition, and Development (3)**

This course explores the structures of English used in communicating meaning, theoretically sound models of second-language learning and teaching, and the distinctive factors which affect first- and second-language acquisition. Requirements include gathering oral and written language examples and a mini-case study of a second-language learner.

**EDUC 502 Methods of Bilingual, English Language Teaching (3)**

This course examines models and methods of bilingual education and explores theories and methods of teaching in and through English as a second language for limited-English-proficient students in grades K-12. The course presents basic approaches to assessing language and content area development of bilingual students.

**EDUC 503 School Practicum in English Language Development (3)**

This course offers collaborative opportunities to pursue classroom-based action plans for testing adaptations in learning conditions and teaching strategies for English language development students. Students explore approaches in Specially Designed Academic Instruction in English (SDAIE) across the curriculum with second-language learners.

**EDUC 504 Teaching and Cultural Diversity (3)**

This course focuses on a reflective examination of the interaction of several variables which affect educational success and failure for students who are linguistically and culturally different: the students' cultural background, including ethnic, racial, religious, and gender issues; the school's cultural format of an educational setting; and the social forces in the wider community. The underlying assumption of the course is that the achievement of equity and maintenance of cultural diversity in pluralistic democracies are not only desirable goals, but also necessary for political unity, social stability, and sustained economic development. The educational system plays a critical role in nurturing multiculturalism, creating instructional environments which encourage tolerance and praise for cultural diversity, and honoring cultural differences as assets rather than deficiencies. Educators have a moral and civic responsibility to ensure that multicultural attitudes and values permeate the total school curriculum and learning environment. Students study the nature of culture and learn to appreciate the strong influence that a student's culture has on learning behavior and values. They also develop ways to uncover more aspects of cultural diversity among their students and evaluate culturally appropriate responses and strategies which enhance learning opportunities.

**EDUC 505 Advanced Literacy Development (3)**

This course explores exemplary models of literacy development for elementary and secondary level students who are advancing in their reading and writing processes and learning to value narrative, informational, and poetic language uses across a widening range of literacy functions. Students examine and experience process-sensitive approaches to readers' and writers' workshops, booksharing circles, writing across the curriculum, content-area reading, and other structured formats which engage maturing readers/writers more fully in using written language to construct meaning in their lives. Included in the course are investigations into multiple literacies, reflective self-assessment, cross-age literacy programs, and other social, collaborative contexts for literacy growth.

**EDUC 507 Family, Community, and School Connections (3)**

This course explores strategies for building stronger school ties with family members and people in the wider community. Students examine the needs and designs of exemplary family-community-school interaction programs, which enhance language, literacy, and academic learning for bilingual children and their families. Participation in a community-based project or a service agency program is required.

**EDUC 508 Assessment and Evaluation in Multicultural Classrooms (3)**

This course reviews the uses, demands, and limitations of formal, standardized testing practices and builds on theoretical principles of teachers assessing more fully their own students' growth in academic knowledge and communication abilities. Students explore informal observational assessment, student self-assessment, parental involvement, portfolios, criterion- and performance-based assessment, and other authentic approaches to assessing the development of language, literacy, and academic concepts. Students also explore ways to assess and improve their own instructional programs and teaching.

**EDUC 509 Special Topics in Education (3)**

Students study specific current topics, trends, technologies, or innovative programs in the field of bilingual/English language development. The course covers theoretical and practical aspects of issues related to new problems or new possibilities for improving and enhancing language, literacy, or academic learning opportunities for bilingual students.

**EDUC 511 Foundations in Educational Technology (3)**

This course focuses on developing proficiency with the foundational skills necessary for the Master of Arts in Educational Technology degree. Working in face-to-face, synchronous, and asynchronous environments, students will utilize a variety of applications and skills necessary for competency in the program. This course must be completed before any of the Educational Technology concentration courses can be taken.

**EDUC 512 Instructional Applications of Integrated Software (3)**

The educational uses of integrated software packages are studied. The student receives hands-on experience with one or more integrated software packages. Projects utilizing spreadsheets, word processing, draw tools, presentation software, and databases in education are required. *Prerequisite: EDUC 511*

**EDUC 513 Operating Systems/Networking (3)**

Students study the principles, theories, and applications of computer networking. Topics include hardware, software, standards, transmission vehicles, local area networks, protocols, network interfacing and performance, types of networks, case studies, and design of a local area network. *Prerequisite: EDUC 511*

**EDUC 514 Educational Video and Multimedia (3)**

This course covers the use of video and interactive multimedia for instruction. Topics addressed include the use of video cameras, video editing equipment, titling software, various methods of video and graphic digitizing, laserdisc players, barcode readers, and interactive computer-assisted instruction (CAI). Projects include producing a video, using hypermedia authoring software to create interactive multimedia software, and writing a hardware acquisition grant. *Prerequisite: EDUC 511*

**EDUC 515 Emerging Trends in Technology (3)**

This class looks at the historical development of educational technology and the social issues influencing its growth and implementation. Attention is also given to a synthesis of research related to the field, professional organizations serving the discipline and emerging innovative uses of educational technology. *Prerequisite: EDUC 511*

**EDUC 516 Technology for the School Administrator (3)**

This course offers an overview of the use of technology in the administrative and instructional processes for the school administrator. Software to handle various administrative tasks routinely and provide better information for school management is featured. Needs assessment, hardware and software selection, classroom applications of various technologies, and other vital areas of technology implementation are also covered. This course facilitates a discussion of the role school administrators can play in leading others to a better understanding of the potential of educational technology and reducing the "computer phobia" that some classroom teachers may experience. *Prerequisites: ability to use word processing, database, and spreadsheet programs*

**EDUC 517 Telecommunications (3)**

Students study the principles, theory, and application of telecommunications. *Prerequisite: EDUC 511*

**EDUC 518 Global Learning/Cross-Cultural Classroom (3)**

This course focuses on the use of technology to develop global, cultural, geographical, environmental, and sociopolitical understanding. Students engage their own classrooms in global learning projects as a vehicle to promote cross-cultural literacy, a necessary skill for the global workforce and the 21<sup>st</sup> century. *Prerequisite: EDUC 511*

**EDUC 519 Educational Desktop Publishing (3)**

Students learn the educational uses of desktop publishing software. Projects such as handouts, newsletters, and student desktop publishing activities are required. Techniques, uses, curriculum integration, and vocabulary of desktop publishing are the primary focus. *Prerequisite: EDUC 512 or instructor's consent*

**EDUC 520 Applications of Technology-Supported Curricular Tools (3)**

This course explores various technology-supported curricular tools applicable to management and instruction in a K-12 educational environment. Topics include computer-assisted word processing, databases, presentation tools, grade books, graphic organizers, spreadsheets, and online creation tools. *Prerequisite: EDUC 511*

**EDUC 523 Educational Applications of Hypermedia (3)**

The basics of hypermedia are studied. Students are introduced to an authoring program. Topics include the mechanics of the programs and their use for the development of class presentations, computer-assisted instruction (CAI), and multimedia projects. Integration of hypermedia with school curriculum is emphasized.

*Prerequisite: EDUC 511 or instructor's consent*

**EDUC 524 Instructional Design and Development (3)**

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. *Prerequisite: EDUC 511*

**EDUC 526 Practicum in Educational Applications of Technology (3)**

The primary focus of this practicum is a research-designed multimedia portfolio that showcases skills the student has acquired in the Educational Technology Program. This practicum covers research, use of applied software and educational technologies, a growth assessment, comprehensive portfolio, and an oral defense to conclude the requirements for the master's degree. This course must be taken at the end of the course work. *Prerequisite: all course work in educational technology completed*

**EDUC 527 Special Topics in Educational Technology (3)**

The current technologies, trends, or topics in educational computing are explored. The course covers practical and theoretical aspects, effectiveness, and problems related to the implementation of the topic into the classroom or computer laboratory. Different topics may be taken and repeated for credit. *Prerequisite: EDUC 511*

**EDUC 541 Emerging Literacy, K-12 (3)**

This course focuses on the emerging literacy needs of K-12 students who are at beginning or minimal levels of processing reading and writing effectively for meaning, including English language learners with distinctive literacy development needs. Students examine sound socio-psycholinguistic insights into the nature and development of reading and writing processes and explore the critical conditions, which help learners become more strategic, self-aware readers and writers. Included in the course are investigations into structuring balanced literacy experiences, guided reading and writing, literacy-enriched environments, quality reading materials, meaningful records of growth, and other practices which increase students' pleasure, value, and success in their literate lives.

**EDUC 542 Bilingual Methods for Primary Language Instruction (3)**

This course covers bilingual instructional strategies for teaching in students' primary language and English. Students review procedures for selecting, adapting, and using primary language materials; and they evaluate the effectiveness and relevancy of such materials for students.

**EDUC 543 The Chicano/Hispanic and Education (3)**

Students study the cultural origins and characteristics of Chicano/Hispanic people in California and the U.S., gaining insights into their major historical periods and events, migration and immigration, and demography and contributions. Issues of intra- and intercultural relationships are examined.

**EDUC 546 Resource Specialist Communication Skills (3)**

Skills are developed for successful communication and teamwork with administrators, teachers, paraprofessionals, and parents in the provision of services to individuals with exceptional needs.

**EDUC 548 Staff Development and Parent Education Techniques (3)**

Techniques are discussed for planning and providing staff development and in-service education for administrators, teachers, and paraprofessionals in the implementation of special education legislation and provision of services. The course includes methods of development and implementation of parent-education workshops.

**EDUC 553 Personalized Learning (3)**

This course assists the teacher with creating learning centers in the classroom. Included are ways to organize one's self, materials, and rooms; how to schedule centers; current learning regarding center theories and types; suggestions for the construction of centers; center terminology; and center commitment and tracking techniques.

**EDUC 554 Instructional Principles and Practices (3)**

This course examines ways teachers can more effectively organize time, space, resources, students, and activities that embody standards of sound practices while creating a strong sense of community collaboration among learners and genuinely student-centered classrooms. Course investigations focus on integrative units, grouping strategies, multiple modes of learning representation, workshop formats, reflective assessment, and other promising approaches which nurture motivation and inquiry and provide authentic learning experiences for culturally, academically, and linguistically diverse students. Students also explore models of peer coaching, teacher study groups, and other processes that enhance reflective teaching.

**EDUC 555 Comparative Education: A Global Perspective (3)**

This course examines philosophical, theoretical, and practical basis of educational systems across the world: organization, administration, policy, and practice. The roles of education practitioners, students, parents, and community members are discussed. Students also examine the role of nation-states in developing educational systems and the mission of education in global societies.

**EDUC 560 Supervised Administrative Internship Field Experience I (4)**

This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

**EDUC 561 Supervised Administrative Internship Field Experience II (4)**

This course is reserved for candidates who have been nominated by their employing districts as administrative interns. This applied course provides supervised experience in administrative positions. Interns are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community relations, legal and financial aspects of public education, educational governance and politics, and school management. Competency is monitored by the APU faculty through the intern's daily journal and monthly intern workshops.

**EDUC 565 Supervised Field Experience in School Administration I (3)**

This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

**EDUC 566 Supervised Field Experience in School Administration II (3)**

This applied course provides experience in the school setting so that competencies may be developed under actual, rather than simulated, conditions. Candidates are expected to exhibit competence in the areas of educational leadership, improvement of an educational program, and management of educational personnel, school/community, legal and financial aspects of public education, educational governance and politics, and school management.

**EDUC 567 Supervised Field Experience: Resource Specialist (3)**

Students receive supervised resource specialist experiences at selected sites. Emphasis is on interaction with various staffs, working with parents, and implementation of the 94-142 Public Law and A.B. 3075 mandates.

**EDUC 570 Sociology of Education (3)**

Education is viewed from a sociological perspective, and professional educators study and discuss the educational implications of cultural concepts, social stratification, roles, and the place of the school and the teacher in the social structure.

**EDUC 571 Curriculum Foundations (3)**

This master's degree core course is designed to prepare candidates with both practical and theoretical understanding of curriculum in schooling. The course offers a study of the various approaches of curriculum construction and organization in the schools by examining the principles of curriculum improvement, change, and evaluation. The focus is on the theories, research, and best practice related to planning and developing curriculum and its implementation in schools and classrooms in order to address the needs of students in diverse communities.

**EDUC 572 Advanced Educational Psychology (3)**

Professional educators apply the latest research findings of contemporary psychologists to the challenges of classroom motivation, discipline, individual differences, learning styles, and evaluation modes.

**EDUC 573 Philosophy/Ethics and History of Education (3)**

This course is a survey of the historical and philosophical ideas that guide educational theory and practice. Emphasis is on ethical clarification and practical application of ideas in current, diverse educational settings. Basic to the course is the notion that valuable insights into American education can be obtained through a close examination of its historical development from the colonial era to the present. Emphases on various philosophical systems in education and on the related issue of worldviews are especially helpful in illuminating ever-present tensions in American education. American education cannot be adequately understood, nor can well-informed decisions be made by administrators, instructional staff, or others responsible for education, without the benefit of both historical and philosophical perspectives.

**EDUC 574 Current Issues in Education (3)**

Students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in education today. They study current trends in curriculum, teaching practice, and school organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

**EDUC 575 Educational Research and Program Evaluation (3)**

Students apply statistical techniques, including descriptive and inferential statistics, to the problems of education. Underlying logical principles and concepts are emphasized.

**EDUC 580 Organization and Administration of American Education (3)**

The organization of public schools in the U.S. is studied. Special attention is given to patterns of public school governance and methods of bringing about improvement within the school setting. Included is a study of organizational theory as a basis for educational administration.

**EDUC 581 Curriculum Leadership (3)**

Curriculum improvement is investigated through advanced study of underlying design, principles, and practice in its development. Survey, inquiry, collaboration, application, and critical analysis build leadership skills that contribute to curriculum quality for classroom teachers, mentors, administrators, and in-service presenters. Emphasis is on research, implementation, and evaluation in planning and decision making.

**EDUC 582 Schools and the Law (3)**

The student acquires knowledge of federal, state, and local laws; court cases and legal opinions; and their applicability to the schools. Included are legal principles relating to youth conduct, contracts, liability, tort, employer-employee relations, equality of educational opportunity, and control of education.

**EDUC 584 Supervision of Curriculum and Instruction (3)**

Students develop skills in all aspects of planning, including practice, task analysis, setting objectives, and the development of plans related to objectives. Systematic and unstructured decision-making procedures are also studied.

**EDUC 585 Leadership in Human Resource Administration (3)**

The role of the school leader is studied as it relates to human resource administration. Skills are developed in collaboration with professionals in education. Included is a focus on personnel recruitment and selection, evaluation, professional development, collective bargaining, and personnel law. As future instructional leaders, candidates are trained in effective procedures for documenting performance for both classified and certificated employees in ways that are legal and ethical. Special attention is given to problem solving in conflict situations, collaborating with diverse ethnic and cultural groups, and developing trust in working with organizations.

**EDUC 586 School Site Leadership (3)**

Students study school site leadership, including inter- and intra-organizational planning and long- and short-term decision making. School climate, conflict resolution, stress management, needs assessment, and site-level funding and budgeting are also covered.

**EDUC 589A Research for Educators: Beginning Process (2)**

This advanced course enables teachers to become more informed users and designers of educational research. Teachers begin the process of planning and implementing their own classroom or school-based inquiry. Through activities integrated in their own research process, teacher learn more about how to locate, value, and synthesize other relevant research; select and employ appropriate types of qualitative or quantitative methods of data gathering and analyze a variety of descriptive data. Teachers complete the process in EDUC 589B.

**EDUC 589B Research for Educators: Finish Reporting (1)**

This course is a sequel to EDUC 589A, enabling teachers to complete their own research inquiry process and submit a final research report. Teachers work independently and conference with a faculty member and peers in order to review fully their data gathering, analyses, and results, and to revise and edit effectively their completed research reports.

*Prerequisite: EDUC 589A*

**EDUC 590 Seminar in Research Methods (3)**

The organization, development, research, and writing of a thesis, including analysis and criticism of other theses, are emphasized.



**EDUC 591 Thesis (4)****EDUC 599 Readings in Education (1-3)****EDUC 600 Budgeting and Managing Information Systems in K-12 Education – Human and Fiscal Resources (3)**

School revenues, apportionments, budgetary procedures, costs, and business management are studied. The focus is on finance, budgeting, resource allocation, and personnel in the context of the state/local systems and their linkages to the quality of the instructional and broader school programs.

**EDUC 610 Human Diversity and Social Context (3)**

The theoretical and practical basis of educational administration in multicultural situations; the organization and administration of multicultural education, including multiethnic and multilingual programs; and translation of policy into practice are the focus of study.

**EDUC 615 Politics and Policy Analysis in Education (3)**

This course includes an analysis of administrative interaction with federal, state, and local forces, particularly school boards and interest groups, and the implications of public relations and administrative action.

**EDUC 620 Administration and Supervision in K-12 Education (3)**

Students study the role and responsibilities of leadership personnel in administration and supervision of elementary and secondary schools and evaluation of curricular, instructional, and staff effectiveness; management of staff development as part of the change process; and knowledge of communication and planning models in the school setting.

**EDUC 661 Professional Field Experience I, Induction (2)**

Students are required to enroll in EDUC 661 Professional Field Experiences I, Induction upon admission to the Tier II Program.

**EDUC 662 Supervised Field Experience II (1-4)****EDUC 663 Supervised Field Experience III (1-4)****EDUC 664 Professional Field Experience IV, Assessment (2)****Educational Leadership/Doctoral****EDUC 700 Proseminar in Doctoral Study in Education (3)**

The proseminar presents an introduction to Azusa Pacific University, its mission, facilities, faculty, and programs. It proceeds to an overview of doctoral study: program requirements, instructional approaches, and professional and personal implications. Students begin to examine Christian perspectives, ethical considerations, and the interplay of theory, research, and practice through reflection-in-action. They have intensive experience in locating and evaluating the literature of the field; they explore scholarly writing and possible dissertation topics.

**EDUC 704 Christian Perspectives and Moral/Ethical Issues in Educational Leadership (3)**

Students critically analyze values, morals, and ethics in educational leadership, especially in the public sector. The nature of value claims, value judgments, value propositions, and beliefs is explored, as well as techniques and tools to analyze, clarify, and evaluate them within educational contexts. Students develop a paper and presentation on a moral and ethical dilemma faced by educational leaders. Students participate in annual symposia at which these papers are presented and in annual conferences hosted by the Center for Research on Ethics and Values. In preparation for the latter, they investigate the published materials of the scheduled speaker. *Prerequisite: EDUC 573 or equivalent*

**EDUC 706 Student Development in Higher Education (3)**

This course examines multiple dimensions of adult development as they relate to college students. The focus is on learning how student development theory is constructed, critically evaluating existing theory, developing models for applying theory, and gathering data about current student populations to further advance the evolution of adult developmental theory.

**EDUC 707 Enrollment Management and Student Retention (3)**

This course examines the processes involved in enrollment management within colleges and universities, with particular attention to effective strategies within a variety of settings. The major theories of student retention (Tinto, Astin, Bean, Pascarella, and Terenzini) are explored, with an emphasis on their application to different types of students and institutions. Students learn to design a comprehensive enrollment management plan, conduct a retention audit, develop an institutional plan for minority student recruitment and retention, and design effective programs to increase college student retention.

**EDUC 714 Theories of Organization in Educational Settings (3)**

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations. The primary knowledge base for this course is drawn from the fields of organization theory, development, and behavior. Students are required to apply this knowledge base as they identify, diagnose, and develop effective solutions for interpersonal, structural, and organizational problems experienced in a variety of contemporary educational institutions.

**EDUC 715 Urban Education: Closing the Achievement Gap (3)**

Recognizing the ethical and legal imperative for all students to meet state and federal standards, this course addresses the knowledge, skills, and dispositions required of all school leaders to bring about change in urban schools. Students review the history of education reform, examine barriers to change, and learn to apply theory and research on leadership, educational innovation, and community involvement to professional practice.

**EDUC 716 Leadership Theories and Strategies (3)**

This course explores the topic of leadership, both generically and as practiced in contemporary public and private education environments. Various theoretical and practical perspectives relative to the nature of leadership are incorporated. In particular, students examine strategies pertaining to the process of selecting leaders and the development of leadership among administrators and faculty. The concepts of stewardship and servant leadership are incorporated throughout the course. *Recommended prerequisite: EDUC 620 or equivalent*

**EDUC 718 Forecasting and Strategic Planning (3)**

Students examine procedures for tracking, analyzing, and projecting demographic data internal and external to an educational institution or system. They conduct an environmental scan (situation audit) of educational research and practice, technology, governance, economics, politics, belief systems, and other relevant factors within a school or school systems, its surrounding community, and the world as these factors may affect the lives of students and the process and content of education. Additional topics include examination and evaluation of alternative futures and the theory and application of futurist methodologies in strategic planning, medium- and short-range plans, contingency plans, and control and feedback systems.



**EDUC 719 Financing Higher Education (3)**

This course is intended to provide prospective college and university administrators with a working knowledge of strategies, techniques, issues, and practices related to college and university budget development and implementation. Attention is given to the formulation of various budgetary strategies: presentation strategies for multiple constituencies; development and execution of the university budget, including various revenue sources and review of expenditure patterns; and how strategies vary among types of institutions. Students have the opportunity to engage in financial analysis and modeling and to explore the current issues in the financing of higher education.

**EDUC 720 Innovation and Reform in Educational Organizations (3)**

This course focuses on the substance and process of change in educational programs at three levels of magnitude: changes that modify programs within current educational systems (innovation), design and development of future generations of programs within current educational systems (innovation), and creation and design of systemic change in education, including instructional systems, administrative systems, and governance systems (reform). Students analyze educational innovations and reform movements of the past and present, examine theories of change and the forces that encourage and discourage innovation, and apply their knowledge to practical settings.

**EDUC 722 Legal Aspects of Education (3)**

General areas of law that impact school administrators are addressed. These include, but are not limited to, sources of law and the courts, the law and students, educational personnel and the law, desegregation and its effects, school finance issues and the administrator, and school district liability. Analysis of court decisions and procedures for research in law libraries are integral parts of the course.

**EDUC 723 Higher Education and the Law (3)**

This course examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment, and community relationships.

**EDUC 726 Schooling and Social Theory (3)**

This course examines the sociological dynamics of educational institutions. Theories of sociology are applied to deepen understanding of the roles played by individual and groups within and outside school settings to perpetuate or to change patterns of human interaction. This course raises issues related to justice, excellence, diversity, socialization of new teachers, and other topics that call for contemplation. Such understanding should heighten students' ability to intervene as needed.

**EDUC 727 The Social Perspectives of Higher Education (3)**

This course explores the ways in which the social and cultural dynamics of American society affect institutions of higher education and selected issues that reflect sociocultural change in the American society and American higher education. In addition, the course examines the student, faculty, and administrative cultures of colleges and universities.

**EDUC 728 Building and Sustaining Community (3)**

This course prepares candidates with the necessary understandings to build community/school relationships and/or partnerships. Student inquiry focuses on research of political/economic formation of their school community, connections between schools and communities, forces that impact the quality of community within the school, strategies for developing learning communities, and the impact of diversity on school/community relationships. Students who successfully complete this course will have the knowledge, skills, and dispositions to become change agents for school/community partnerships.

**EDUC 730 Theories and Models of Learning (3)**

A critical appraisal is made of theories of learning applied to a range of educational settings. The early connectionist theories of Thorndike, Guthrie, Hull, and Skinner and cognitive theories including Gestalt and those of Tolman and Bandura are explored. Other topics include metacognition, cognitive styles, constructivism, brain-based learning, and the nature of intelligence. Models of learning focus on instructional conditions and variables that impact school learning, such as Vygotsky's zone of proximal design. *Prerequisite: EDUC 572 or equivalent*

**EDUC 731 Achievement Motivation (3)**

This course provides an overview of the topic of motivation in elementary and secondary school classrooms. It focuses on theories of achievement motivation and how the classroom environment shapes and influences students' motivation. The course examines different theories of achievement motivation, including attribution, perceived control, self-efficacy, intrinsic and extrinsic motivation, and goal theory, as well as how different student characteristics (e.g., age, gender, ethnicity) and classroom characteristics (e.g., teacher expectations, teacher behavior, classroom organization) may be related to students' motivation. *Prerequisite: EDUC 572 or equivalent*

**EDUC 733 Advanced Curriculum Development (3)**

Theoretical approaches to development and implementation of curricula in elementary, secondary, and higher education settings are studied. The course emphasizes critical analysis, curriculum inquiry, and theorizing, based on current literature in the field. *Prerequisite: EDUC 571 or equivalent*

**EDUC 736 Seminar: Instruction in K-12 Environments (3)**

Students examine philosophical positions and personal religious beliefs in relationship to learning theories, instructional methods, curriculum design, architectural and environmental factors, and the use of time, space, and personnel. They synthesize a personal philosophy with regard to each area, then incorporate the elements into a set of coherent and internally consistent models for leadership to develop learning and instructional programs in K-12 schools. It is recommended that this course be taken toward the end of the doctoral course sequence.

**EDUC 737 Teaching and Learning in Higher Education (3)**

The ultimate purpose of higher education is student learning. This course explores the academic enterprise through an examination of the teaching-learning experience in the context of higher education. Emphasis is placed on curriculum design, identification of student learning outcomes, effective teaching methodologies, course development and delivery, and outcomes assessment.

**EDUC 739 Professional Development and Adult Learning (3)**

This course examines theories related to the purposes, aims, and distinct characteristics of adult learning and motivation for learning. Included are Knowles's andragogy and self-directed learning, Maslow's theory of perspective transformation, McClusky's theory of margin, and Cross's characteristics of adult learners and chain-of-response models. Theories are applied to the ongoing professional development of teachers through staff development and organized learning activities. Current approaches to K-12 staff development are considered. *Prerequisite: EDUC 572 or equivalent*

**EDUC 740 Intermediate Statistics and Data Analysis (3)**

The intermediate course in statistics and data analysis addresses statistical methodologies and their applications in analyzing data from empirical research. Computer applications with SPSS statistical software are emphasized. Qualitative research methodologies are introduced. *Prerequisites: EDUC 575 or equivalent, EDUC 700, and a passing score on the review examination*

**EDUC 741 Research Design (3)**

This course provides an introduction to research design and its application to educational programs. Emphasis is given to developing knowledge and skill in research design and in assessing the technical adequacy of research. *Prerequisites: EDUC 575 or equivalent, and EDUC 700*

**EDUC 742 Qualitative Research in Education (3)**

In this doctoral-level course, students are introduced to the perspectives, purposes, designs, analysis, interpretation, and reporting of qualitative research in the field of education. Ethnography, case study, grounded theory, action research and observation, interviewing, and document analysis, and the skills of data management, analysis, and interpretation are studied and practiced.

**EDUC 743 Program Evaluation in Education (3)**

This course introduces the skills and knowledge of the field of program evaluation and their application to educational programs. Students come to understand the issues and problems that threaten validity and reliability in program evaluations. Students learn to be thoughtful consumers of evaluations as well as producers of their own evaluation design. While theory guides the discussion of issues, emphasis is placed on application to good practice. Students produce a brief literature review and design a program evaluation. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741*

**EDUC 746 Advanced Data Analysis (3)**

The student explores advanced techniques of data analysis, including application of computer software. Although emphasis is placed on multivariate quantitative techniques, strategies for analyzing qualitative data are also included. Multivariate statistical tools include factor analysis, multiple regression, path analysis, and discriminant analysis. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; EDUC 743 (recommended)*

**EDUC 750 Writing for Publication (3)**

In this course, students will have an opportunity to sharpen their writing skills, develop their writing style, and examine strategies for publishing their work. They will explore writers' work habits, study elements of grammar and style, analyze writing in professional journals and participate in an ongoing writers' workshop during which they will share and evaluate drafts of their own and others' writing. By the end of the course they are expected to complete publishable drafts of a book review and a non-fiction manuscript, each targeted to a professional journal. *When appropriate, this course may be identified as counting toward a program emphasis.*

**EDUC 760 Adult Development (3)**

In this course, students examine theories, research, and issues in the field of adult development. Emphasis is placed on exploring the cultural, interpersonal, and spiritual domains of adulthood. Students apply the insights gained to their personal, social, and professional lives, integrating selected and focused reflections on their own development across the lifespan.

**EDUC 762 Current Issues in Child and Adolescent Development (3)**

In this course, students examine current theories, research, and issues in child and adolescent development. Emphasis is placed on exploring the intellectual, emotional, and spiritual domains of development, with a focus on school-aged children and youth aged 5 to 18. Teachers, administrators, psychologists, counselors, and all others who involve themselves in the lives of the young update their knowledge, extend their understanding, and consider viable options so that they can better provide the settings, care, and guidance needed to enhance the lives and development of children and youth.

**EDUC 790 Doctoral Seminar in Research Studies (2-3)**

During this course, students identify a research topic and develop a dissertation proposal. Steps include identifying a researchable issue, conducting a literature search, writing a literature review, selecting a research methodology, and evaluating qualitative and statistical tools. Students discuss selection of the dissertation chair and committee and develop an action plan for completing the dissertation. Except by approval of the program director, students may not enroll in EDUC 790 until they are within 20 units of completing, or in their last two semesters of course work other than the dissertation. *Prerequisites: EDUC 700, EDUC 740, and EDUC 741; and successful completion of guided inquiry project*

**EDUC 794 Dissertation Research (3-6)**

Students work with their dissertation committee to conduct a doctoral level research project in educational leadership. Students enroll for at least three units of dissertation credit and must reenroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisites: EDUC 740, EDUC 741, and EDUC 790*

**EDUC 795 Dissertation Research (3-6)**

Students work with their dissertation committee in conducting a doctoral-level research project in educational leadership. Students enroll for at least three units of dissertation credit and must reenroll each semester from the time their proposal is approved until the dissertation is completed. *Prerequisites: EDUC 794*

**EDUC 798 Special Topics in Educational Leadership (1-3)**

In this course, a subject of current interest is examined in depth. Students analyze and evaluate controversial issues to reach and express a reflective position. Students may repeat the course for credit up to a maximum of six units applied toward the Ed.D; each course must address a different topic. When appropriate, a special topics course may be identified as counting toward a program emphasis.

**EDUC 799 Readings in Education Leadership and Administration (1-3)**

Students enroll in this course to pursue independent study investigating subjects and interests that lie beyond regular course offerings. The student explores topics in greater depth than in other courses and/or initiates an individual project. Readings are pursued in accordance with a study plan, which is developed in consultation with a sponsoring faculty member and approved by the Ed.D. program director. *When appropriate, this course may be identified as counting toward a program emphasis.*

**Library Media Teacher****LMT 500 School Library Center Media Management (3)**

In this overview of the management of the school library media center, the library media teacher focuses on those elements that differ from responsibilities of a classroom teacher. The course examines planning, budgeting, marketing, community relations, policy development, legal concerns, facilities supervision of staff and students, and program evaluation. Professional ethics, organizations, and self-development, together with the power of access to information in society are emphasized.

**LMT 505 Selection, Evaluation, and Management of Learning Resources (3)**

This course focuses on the study of collection management in school library media centers. Students investigate criteria, tools, procedures, and policies for the analysis, selection, and evaluation of book and non-book materials. The characteristics of different media and their appropriateness are examined.

**LMT 510 Learning Resources for Elementary Schools (3)**

The course focuses on reading and examining print and non-print materials for elementary school students. There are opportunities for designing specific school media center programs, which use fiction and non-fiction books and other learning resources which enrich literacy in pluralistic democracies. Students apply analytical criteria for using anti-bias, inclusive materials of instructional merit which foster lifelong learning.

**LMT 515 Learning Resources for Secondary Schools (3)**

The course focuses on reading and examining print and non-print materials for secondary school students. There are opportunities for designing specific school media center programs which use fiction and non-fiction books and other learning resources which enrich literacy in pluralistic democracies. Students apply analytical criteria for using anti-bias, inclusive materials of instructional merit which foster lifelong learning.

**LMT 520 Organization and Cataloging of Learning Materials/Resources (3)**

Students examine the theory and practice of bibliographic control, including the study of cataloging with machine-based representation of OCLC with knowledge of MARC, AACR2, and subject analysis using LCSH, Dewey, and LC classification for learning materials and resources in the school media center. In addition, students study the principles of online systems and microcomputer-based technical processing.

**LMT 525 Information Retrieval and Reference Services (3)**

The library media teacher learns to model and teach information skills, including location, retrieval, and evaluation of learning resources, as well as critical thinking. This course presents a 21<sup>st</sup>-century search procedure that systematically and thoroughly integrates print, non-print, and electronic forms of information. The reference interview is emphasized as a vehicle for demonstrating to faculty and students both a sensitivity to diversity and client-centered care. The LMT is expected to integrate information literacy instruction with all curricular disciplines. The course includes advanced online search techniques.

**LMT 530 School Library – Classroom Partnerships (3)**

This course focuses on the role of the library media teacher in the curriculum. Students apply curriculum and instructional design models to supporting and partnering with classroom teachers. Included is the role of the LMT as instructional leader, equipped to lead professional development activities and to collaborate in planning, teaching, and evaluating multi-resource units and courses. The LMT is also competent in assembling and creating instructional materials, as well as in assisting colleagues and students to do so. Communication and human relations skills are integrated throughout the course.

**LMT 535 Library Media Technologies (3)**

In this course, students gain the ability to apply basic principles for the evaluation, selection, and curriculum applications of computers, video, video-disc, CD-ROM, audiovisual and other technologies appropriate for use in the school library media center. Students build practical skills in a variety of computer applications such as networking and the Internet, operating systems, multimedia design, and desktop publishing and analyze currently available software and hardware. Opportunities for the production of graphic, photographic, and audio learning materials are provided. *Prerequisites: Beginning skills with word processing and database management programs*

**LMT 540 Current Topics in School Media Centers (3)**

In this course, students investigate, analyze, discuss, and propose solutions for the most significant problems, concerns, and challenges in school media services today. They study current trends in curriculum, teaching/librarianship practices, and school media organization, and evaluate them in terms of the effectiveness of teaching and learning and the quality of life in the school community.

**LMT 550 Field Experiences for the Library Media Teacher/Capstone (3)**

The course offers practical field experiences in school media centers. Students have an opportunity to link theoretical content with practice, and observe library media teachers practicing their craft and engage in activities which reinforce the role of library media teachers as information specialist, instructional leader, teacher, as well as skills administrative leadership, management and organization, communication, diversity, human relations, literature and literacy, access to information, and professionalism. At the end of the program, students attend a one-week institute on the APU campus.

**Physical Education****PE 550 Sociology of Sport (3)**

The evolution of sports and its role in American culture are studied. The ideals and problems represented in the interacting social forces of educational institutions, proprietary enterprises, and self-identification of athletics are thoroughly investigated.

**PE 551 Curriculum Theory and Design in Physical Education (3)**

A practical study of physical education and athletic programs from K-12, this course includes the design, management and implementation of such programs in relation to the California State Framework and the Standards of the California Teacher Credentialing program. Philosophy, principles, policies, and procedures are addressed.

**PE 552 History and Philosophy of Physical Education (3)**

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 560 Sports Medicine (3)**

Students study sports injuries and accidents and the physiological and kinesiological problems which cause them. Rehabilitation techniques, as well as preventive theory, are discussed.

**PE 561 Ethics in Physical Education and Athletics (3)**

This course is designed to provide students with an understanding of the principles of moral reasoning, the effects of ethics, or the absence of ethics on physical education/athletics, and an opportunity to develop strategies to include ethics in their particular setting. Students will analyze research, consider historical and political perspective and evaluate and reinforce their personal morals, values, and principles as they relate to the profession of teaching and coaching.

**PE 565 Physical Education, Athletics, and the Law (3)**

This course focuses on the legal responsibilities of coaches and physical educators. The material is also applicable to those who teach sport skills in other recreational settings. It is designed to teach legal responsibilities concerning risk, nuisance, negligence, liability, current legislation, insurance, and other relevant legal implications.

**PE 575 Advanced Principles of Physical Conditioning (3)**

Theoretical and scientific concepts underlying physical conditioning of strength and endurance development are studied. Students analyze research, techniques, and application to conditioning programs in specific athletic events. Various weight training programs, diet, and nutrition are also examined.

**PE 576 Trends and Issues in Physical Education and Sport (3)**

Students identify and analyze problems unique to the physical education and athletic professions. Emphasis is placed on a general overview of issues germane to professional tensions arising within an educational setting. A pragmatic approach to problem solving is employed.

**PE 577 Administration of Physical Education and Athletic Programs (3)**

Management theories and techniques that apply to the administration of physical education and athletic programs are examined. Organizational behavior concepts are explored. Technical, human, and conceptual skills related to the organization are discussed. Philosophy, program development, operations, budgeting, personnel, and staff development are addressed.

**PE 578 Psychology of Coaching (3)**

Coaching is approached through an in-depth study of player and coach personality traits, motivation, communication, discipline, team building, testing and problems unique to today's athletes.

**PE 580 Wellness and Fitness for Life (3)**

This course is designed to examine wellness components and how they can be taught in the schools, on the fields, courts, recreation centers and homes to all ages from birth to death. Fitness for life components are also a focal point of the course; examining, studying and applying the ways they can become a vital part of the student's and each person's life with whom they come in contact.

**PE 581 Techniques of Fundraising (3)**

Overview of finance, fundraising skills and methods; emphasis on developing realistic objective and workable action plans. Topics include direct mail fundraising, endowments, major gift solicitation, memorial giving and philosophy of giving.

**PE 582 Seminar in Professional Literature in Physical Education and Sport (3)**

This course is designed to pursue a study of literature in the various sub disciplines of physical education. The seminar will discuss various topics and current issues related to the changing profession. A written, professional article that will be submitted to a referred journal is part of the requirement for this course.

**PE 599 Readings in Physical Education (1-3)**

This course is an independent study, arranged with a faculty member on the physical education staff.

**Special Education****SPED 509 Technology in Special Education (3)**

Students in this course introduces the use of media and technology and its impact on the delivery of services for students with disabilities. Devices (hardware and software) that may be used to adapt computers to the needs of the disabled child are considered such as audiovisual production equipment, commercial instructional materials, and augmentative communication devices as well as other devices that may be necessary to provide an appropriate education for students with disabilities.

**SPED 530 Introduction to Individual Differences (3)**

Students are introduced to individuals with exceptional needs, cultural differences, socio-economic disadvantages, and sexual biases, in order to achieve awareness of and sensitivity to the needs and feelings of persons with differing experiences. There is an introduction to the legal requirements of educating learners in the least restrictive environments. This course is approved by the California Commission on Teacher Credentialing to meet the computer requirements for a Clear Teaching Credential.

**SPED 531 Tests, Measurements, and Instructional Planning (3)**

Students study the validity and reliability of current tests, interpretation of test results, and their application to the instructional planning analysis of norm- and criterion-referenced measurement and development of objective-based programs.

**SPED 535 Counseling, Collaboration, and Consultation (3)**

This course assists students in developing skills necessary for successful communication and collaboration and teamwork with administrators, teachers, paraprofessionals, and parents in providing services to individuals with exceptional needs.

**SPED 536 Diagnosis of Mild to Moderate Disabilities (3)**

Students study learning disabilities and educational retardation theories concentrating on assessment, diagnosis, and remediation of deficits in behavioral skills and underlying abilities.

**SPED 537 Theories and Interventions in Behavior Disorders (3)**

Students examine interdisciplinary theories and intervention strategies as they relate to the education of children with behavior disorders.

**SPED 538 Special Education Issues: Mild to Moderate Disabilities (3)**

This course provides original analysis of important conceptual and practical issues that face professionals involved in educating individuals with disabilities. It addresses issues surrounding home-school-community partnerships. This course is designed heighten concern for educational outcomes for all students, and to examine the challenges from alternative practices such as school choice, transitional services, and inclusion creates for the professional and student in the field of special education.

**SPED 539 Field Experience (1)**

This course offers practical field experience related to the content of the corequisite course. *Corequisite: SPED 536*

**SPED 540 Mild to Moderate Disabilities in General Education (3)**

This course helps the prospective teacher candidates to organize their classroom to make education equitable for all students. Special practices that enable all students to achieve to the best of their abilities are delineated.

**SPED 547 Implementation of Special Education Legislation (3)**

An overview of special education legal mandates is provided to students as articulated in 94-142 Public Law and A.B. 3075. Students also study techniques of conducting pupil identification, planning IEP meetings, coordinating individualized education programs, monitoring timelines, and observing parents' rights and due process procedures.

**Teacher Education****TEP 410 Methods and Curriculum I, K-8 (3)**

This course offers an introductory study of the content and methods of three elementary school subject areas: mathematics, science, and physical education. *Prerequisites: MATH 110 or equivalent; and admission to the Teacher Education Program; corequisite: TEP 411*

**TEP 411 Field Experience I, K-8 (1)**

Practical field experience related to the content of the corequisite course is provided. *Corequisite: TEP 410*

**TEP 420 Secondary Teaching Strategies (3)**

Various strategies of instruction commonly used in secondary schools are explored. Students have opportunities to plan instructional experiences and evaluate their use. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 421*

**TEP 421 Field Experience I, 7-12 (1)**

The course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 420*

**TEP 430 Methods and Curriculum II, K-8 (3)**

The content and methods of language arts, social studies, music, and art in the schools are examined. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 431*

**TEP 431 Field Experience II, K-8 (1)**

This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 430*

**TEP 440 Secondary Curriculum and Procedures (3)**

The content and methods of secondary education are examined. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 441*

**TEP 441 Field Experience II, 7-12 (1)**

This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 440*

**TEP 500 Special Topics in Education (1-3)**

NOTE: Please consult teacher education faculty for a list of courses required for the Intern Credential Program.



**TEP 505 Clinical Experiences in Classroom Management, K-8 (3)**

This course addresses the basic techniques necessary to run a well-managed K-8 classroom. Included are general methods for effective teaching, Learning theory, how to maintain appropriate student success, how to identify and work with special-needs children, and how to assess, grade, and evaluate students. This course is specifically designed for direct application of learning by intern teachers.

**TEP 506 Foundations of Education, K-8 (3)**

This course introduces students to the art and profession of teaching. Students study the historical, philosophical, political, and legal foundations of education in America in order to gain a greater knowledge and appreciation of the field. Relevant concepts and theories in psychology and human development are reviewed and applied to the lives of students as they grow from elementary to high school and to the teaching/learning conditions and dynamics in classrooms. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their position on major issues, the concerns and challenges in schools today and for the future. *Prerequisite: admission to Teacher Education Program*

**TEP 507 Clinical Experiences in Classroom Management, 7-12 (3)**

This course addresses the basic techniques necessary to run a well-managed 7-12 classroom. Included are general methods for effective teaching, learning theory, how to maintain appropriate student success, how to identify and work with special-needs children, and how to assess grade, and evaluate students. This course is specifically designed for direct application of learning by intern teachers. *Prerequisites: admission to Teacher Education Program; corequisites: TEP 517 and TEP 567A*

**TEP 508 Foundations of Education, 7-12 (3)**

This course introduces students to the art and profession of teaching. Students study the historical, philosophical, political, and legal foundations of education in America in order to gain a greater knowledge and appreciation of the field. Relevant concepts and theories in psychology and human development are reviewed and applied to the lives of students as they grow from elementary to high school and to the teaching/learning conditions and dynamics in classrooms. Students also reflect on themselves as teachers, extend and evaluate their personal philosophies of education, and explore their positions on major issues, concerns, and challenges in schools today and for the future. *Prerequisite: admission to Teacher Education Program*

**TEP 515 Clinical Experiences in Teaching Reading and Writing, K-8 (3)**

This course offers intensive instruction in reading and language arts methods that is grounded in methodically sound research and includes exposure to instructional programs adopted for use in California and other public schools. The course includes systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content standards. Modifications for teaching special needs students, including second language learners, are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to Teacher Education Program; corequisites: TEP 505 and TEP 565A*

**TEP 516 Methods of Teaching Reading and Writing, K-8 (3)**

This course offers intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted for use in California and other public schools. This course included systematic, explicit, and meaningfully applied instruction in reading, writing, speaking, and listening aligned with state-adopted academic content stands. Modifications for teaching special needs students, including second language learners are also included. This course is specially designed for direct application of learning by intern teachers. *Prerequisite: Admission to Teacher Education Program; corequisites: TEP 506 and TEP 566A*

**TEP 517 Clinical Experiences in Teaching Reading and Writing, 7-12 (3)**

This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and includes explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies. 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 student with varied reading levels and language backgrounds. *Prerequisites: admission to Teacher Education Program; corequisites: TEP 507 and TEP 567A*

**TEP 518 Methods of Teaching Reading and Writing, 7-12 (3)**

This course includes intensive instruction in reading and language arts methods that is grounded in methodically sound research. Exposure to well-designed instructional programs enables students to examine a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for student in English Language Arts and the Reading/Language Arts Framework. Students study explicit and meaningfully applied instruction in reading, writing, and related language skills and strategies and methods of guiding and developing the content-based reading and writing abilities of all students. Including students with varied reading levels and language backgrounds. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 506 and TEP 568A*

**TEP 525 Clinical Experiences in Teaching Mathematics, K-8 (3)**

This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment in the intern setting. Emphasis is on effective teaching that utilizes a variety of resources strategies, and problem solving, including ways to adapt curriculum and instruction to students with special needs including linguistically and/or culturally diverse students. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 535 and TEP 565B*

**TEP 526 Methods of Teaching Mathematics, K-8 (3)**

This course emphasizes the teaching of mathematics in the elementary school, including instructional design, analysis of math curriculum, material selection that is developmentally appropriate, and student assessment in the intern setting. Emphasis is on effective teaching that utilizes a variety of resources, strategies, and problem solving, including ways to adapt curriculum and instruction to students with special needs including linguistically and/or culturally diverse students. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 536 and TEP 566B*



**TEP 527 Clinical Experiences in Teaching Strategies, 7-12 (3)**

Strategies for the secondary teacher introduced in this class include: lesson planning, multiple models of instruction, classroom and time management practice, and integration of multiple intelligences research. Cooperative learning theory and practices commonly used in secondary schools are explored as a primary model of instruction. Students investigate and respond to current popular media portrayals of teachers and teaching methods in theatre, films, television, and/or the popular press, with an intent to understand the stereotypes and myths that surround the role of a teacher. Students have opportunities to plan instructional experiences, deliver instructions, and reflect upon the theory-to-practice, fantasy-to-reality experience of becoming a teacher.

**TEP 528 Teaching Strategies, 7-12 (3)**

Various strategies of instruction commonly used in secondary schools are explored. Students have opportunities to plan instructional experiences and evaluate their use. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 528 and TEP 568B*

**TEP 535 Clinical Experiences in Teaching Science, K-8 (3)**

This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem-solving, and science applications. *Corequisites: TEP 525 and TEP 565B*

**TEP 536 Methods of Teaching Science, K-8 (3)**

This course covers the principles and methodology of teaching science in the elementary school involving instructional design, material selection for hands-on experimentation, and student assessment. Emphasis is on effective teaching that utilizes a variety of resources, strategies, reading and writing connections, problem-solving, and science applications. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 526 and TEP 566B*

**TEP 545 Clinical Experiences with Integrating the Humanities, K-8 (3)**

This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds. This course is specifically designed for direct application of learning by intern teachers. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 555*

**TEP 546 Methods of Integrating the Humanities, K-8 (3)**

This course introduces ways to connect moral and civic education with the social sciences and the arts through thematic teaching and a wide use of quality children's literature and performing and visual arts. Emphasis is on a meaning-centered, thinking, diverse humanities curriculum designed to meet the needs of all students including those with special needs and culturally and linguistically diverse backgrounds.

**TEP 547 Clinical Experiences in Curriculum and Assessment, 7-12 (3)**

Practice models of curriculum planning and student assessment are investigated in this course. Curriculum planning includes development of extended, multi-lesson units, and thematic and cross-content integrated units. An integrated, 10-lesson thematic unit is developed in small groups. Students practice integrating three different content areas, planning, and presenting their final collaborative project. Formal and informal assessment methods are explored and applied to lesson delivery, unit assessment, and teaching to academic content standards and frameworks. Authentic assessment, rubrics, portfolio assessment, and assessment practices for multimedia projects are discussed. Current secondary standardized testing is examined. *Corequisite: TEP 577A*

**TEP 548 Curriculum Planning and Assessment, 7-12 (3)**

The assessment, content, and methods of secondary education are examined. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 528 and TEP 568B*

**TEP 550 First and Second Language and Literacy, K-8 (3)**

This course affords prospective teachers opportunities to examine and experience general and specific teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical-thinking skills, in all curriculum areas. Students are introduced to second-language acquisition accompanied by practice in using SDAIE and ELD teaching strategies. This course also helps students prepare to take the RICA Exam. This is a C.L.A.D.-approved course. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 551, TEP 545, and TEP 575A*

**TEP 551 Language Acquisition Field Experience, K-8 (1)**

This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 550*

**TEP 555 Clinical Experiences in Teaching English Language Learners, K-8 (3)**

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. This course affords prospective teachers opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related contents areas.

**TEP 556 Methods of Teaching English Language Learners, K-8 (3)**

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse elementary classrooms. This course affords prospective teachers opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related contents areas.

**TEP 557 Clinical Experiences in Teaching English Language Learners, 7-12 (3)**

This course affords teacher candidates opportunities to learn and communicate knowledge and strategies that will help students attain content-area literacy in the single-subject credential program. This includes examining and experiencing teaching strategies and materials for developing students' receptive and expressive language skills, as well as critical thinking skills. An introduction to principles of language in first- and second-language acquisition, and practice in using SDAIE and ELD strategies form a portion of class content. *Prerequisite: admission to Teacher Education Program; corequisite: TEP 567B*

**TEP 558 Methods of Teaching English Language Learners, 7-12 (3)**

This course involves research, resources, and methodology for delivering a balanced, comprehensive program of instruction in reading, writing, and related language arts areas in linguistically and/or culturally diverse single-subject classrooms. Prospective teachers gain opportunities to examine, analyze, apply, and evaluate general and specific teaching strategies and materials focusing on English language acquisition for English learners (ELL), utilizing sheltered English strategies (SDAIE), and focusing on acquisition of all related content areas. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 567B and TEP 588*

**TEP 561 Language Acquisition Field Experience, 7-12 (1)**

This course offers practical field experience related to the content of the corequisite course. *Corequisite: TEP 560*

**TEP 565A Pre-Intern Teaching I, K-8 (1)**

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Corequisites: TEP505 and TEP 515*

**TEP 565B Pre-Intern Teaching II, K-8 (1)**

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Corequisites: TEP 525 and TEP 535*

**TEP 566A Field Experience I, K-8 (1)**

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods course work. Students complete two consecutive terms, earning one unit of credit for a minimum of 40 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Corequisites: TEP 506 and TEP 516*

**TEP 566B Field Experience II, K-8 (1)**

This course offers an introductory exploration of public schools integrating field experience in the classroom with concurrent credential methods course work. Students complete two consecutive terms, earning one unit of credit for a minimum of 40 hours of field experience completed during each term. This course enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Corequisites: TEP 526 and TEP 536*

**TEP 567A Pre-Intern Teaching I, 7-12 (1)**

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 507 and TEP 517*

**TEP 567B Pre-Intern Teaching II, 7-12 (1)**

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in a public school. Full-time public school teachers fulfill all responsibilities for which a beginning teacher is accountable with mentorship provided by both the university and the school site. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 527 and TEP 557*

**TEP 568A Field Experience I, 7-12 (1)**

This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 508 and TEP 518*

**TEP 568B Field Experience II, 7-12 (1)**

This course offers practical field experience enabling candidates to comprehend the principles, practices, and content presented in the related corequisite course. This course also enables the institution to determine when candidates are ready to begin daily, supervised teaching. *Prerequisite: admission to Teacher Education Program; corequisites: TEP 528 and TEP 548*

**TEP 570 Student Teaching Seminar, K-8 (3)**

The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Prerequisite: admission to student teaching; corequisite: TEP 571*

**TEP 571 Student Teaching, K-8 (9)**

Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite: TEP 570*

**TEP 575A Intern Teaching I, K-8 (1)**

Credit is given for a nine-week term in Fall I or Spring I (TEP 575A) or Fall II or Spring II (TEP 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Corequisite: TEP 545 and TEP 555*

**TEP 575B Intern Teaching II, K-8 (1)**

Credit is given for a nine-week term in Fall I or Spring I (TEP 575A) or Fall II or Spring II (TEP 575B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. *Prerequisite: TEP 575A*

**TEP 576A Student Teaching I, K-8 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Multiple-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Corequisites: TEP 546 and TEP 586*

**TEP 576B Student Teaching II, K-8 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school K-8 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC

requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Multiple-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Corequisite: TEP 556*

**TEP 577A Intern Teaching I, 7-12 (1)**

Credit is given for a nine-week term in Fall I or Spring I of full-time supervised teaching in public schools as an intern teacher under contract. With permission granted by the single-subject program director, a teaching contract in a WASC-approved private school may be used for this requirement. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. Intern teachers must prove competency according to the CCTC-required Teaching Performance Assessments (TPAs). *Corequisite: TEP 557*

**TEP 577B Intern Teaching II, 7-12 (1)**

Credit is given for a nine-week term in Fall I or Spring I (TEP 577A) or Fall II or Spring II (TEP 577B) of full-time supervised teaching in public schools as an intern teacher under contract. The intern teacher fulfills all responsibilities for which a beginning teacher is accountable with dual mentorship provided by both the university and school site. An "Intern Teaching Application" which includes such requirements as verification of subject matter, competency (e.g., passing MSAT), must be submitted and approved before the supervised term begins.

*Prerequisites: admission to Teacher Education Program and TEP 547A; corequisites: TEP 592 and 577A*

**TEP 578A Student Teaching I, 7-12 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Corequisites: TEP 558 and TEP 588*

**TEP 578B Student Teaching II, 7-12 (2)**

Students complete a semester of full-time, supervised student teaching in appropriate public school 7-12 classrooms, with assignments at the primary and intermediate level. Each placement provides teaching experiences with English language learners and ethnically diverse students. Students who successfully complete student teaching and meet all CCTC requirements and other applicable state requirements are recommended for the SB 2042 Preliminary Single-Subject Credential. Applications for enrollment in Student Teaching must be made by April 1 for the fall semester, or by November 1 for the spring semester. *Prerequisite: 578A; corequisite: TEP 592*

**TEP 580 Student-Teaching Seminar, 7-12 (3)**

The purpose of the seminar is to discuss problems common to student teachers and address individual concerns. Extensive use is made of outside resource people. *Corequisite: TEP 581*

**TEP 581 Student Teaching, 7-12 (9)**

Students complete a semester of full-time, supervised student teaching in public schools, with all the responsibilities normally included in a teaching assignment. *Corequisite: TEP 580*

**TEP 586 Student Teaching Seminar, K-8 (3)**

The purpose of the seminar is to discuss problem common to student teachers in K-8 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *Prerequisites: admission to the Teacher Education Program. A school placement for student teaching is required for enrollment. This course is offered for students who have a applied and have been cleared for student teaching prior to the beginning of this class. Corequisites: TEP 546 and TEP 576A*

**TEP 588 Student Teaching Seminar, 7-12 (3)**

The purpose of the seminar is to discuss problem common to student teachers in K-8 classrooms, address individual concerns, and readdress legal issues. The course culminates in the presentation of a professional teaching portfolio completed throughout the credential program. Extensive use is made of outside resource people. *Prerequisites: admission to the Teacher Education Program. A school placement for student teaching is required for enrollment. This course is offered for students who have a applied and have been cleared for student teaching prior to the beginning of this class. Corequisites: TEP 555 and TEP 578A*

# Department of Higher Education and Organizational Leadership

## Faculty

*Chair, and Professor Dennis Sheridan, Ph.D.*

*Professors: Edward “Chip” Anderson, Ph.D.;  
David McIntire, Ed.D.; Laurie Schreiner, Ph.D.*

*Associate Professors: Pamela M. Christian, Ph.D.;  
Carol Lundberg, Ph.D.*

*Program Director, Leadership Studies; and Professor:  
Grace Barnes, Ph.D.*

## Programs Offered

- **Master of Education in College Student Affairs**
- **Master of Arts in Social Science: Leadership Studies**
- **Master of Arts in Social Science: Leadership Studies – Operation Impact**

## Introduction

For more than 30 years, Azusa Pacific University has been a leader in providing graduate education for those preparing for leadership roles in diverse organizational settings. Graduates of the degree programs offered by the department may be found in key roles in colleges and universities, churches, mission and ministry organizations, government, business, health care, public service, and the nonprofit sector.

The department offers the Master of Education in College Student Affairs and the Master of Arts in Social Science with an emphasis in Leadership Studies.

## Master of Education in College Student Affairs

### Program Options

The graduate program in college student affairs 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 persons and as scholar-students.

The focus of the field of college student affairs (CSA) is students — serving, supporting, and challenging them in the out-of-classroom environment, and helping them maximize the educational and developmental benefits of their college experience. The skills and special training of college student affairs professionals offer three invaluable contributions:

- To the institution – CSA serves as the primary vehicle for attaining the institution’s mission within the co-curriculum.
- To the students – CSA serves as a source of co-curricular services and activities in support of both their curricular education and their personal growth and maturation.
- To both the institution and its students – CSA is one of the few dominant integrative forces on the campus that strives to interpret the institution holistically to its students, according to their individual needs and aspirations.

### Program Options

The master’s degree program is offered in two formats. The first is designed as a two-year residential program for students attending graduate school full time. Classes are held on a weekly basis utilizing the university’s nine-week term schedule. Students pursuing this option who are employed three-quarters time or more are encouraged to complete their program over three years instead of two.

The second format is a summer track for working professionals who are already employed in the field of college student affairs. Students pursuing this option attend intensive class sessions during two-week periods in the summers followed by study projects and assignments to be completed in the subsequent twelve months. The summer track program is supported by Web-based technology.

### Career Opportunities

Graduates from the M.Ed. program in college student affairs pursue career opportunities in residential life, career development, campus ministries, admissions, counseling and testing, academic support services, student activities, student financial services, service learning, and many other co-curricular campus programs.

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

## Student Outcomes

Because the specific roles of student affairs practitioners vary greatly across functions and institutional types, the graduate program in college student affairs seeks to prepare student affairs educators who have a generalist perspective of the profession and who possess the basic competencies necessary to be successful in a wide range of circumstances. Specifically, upon completion of the graduate program, students should be able to demonstrate competence in these areas:

- A well-defined moral, ethical, and spiritual compass
- Visionary leadership
- Quality programming
- Assessment and evaluation
- Counseling and personal development
- Budgeting and fiscal management
- Educational mission and processes
- Legal and ethical issues
- Effective campus and community relationships
- Managing conflict and crisis
- Multicultural awareness, knowledge, and skills
- Technology

## 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. Evidence of at least 12 semester units of undergraduate course work in the social sciences or education
4. Three personal and professional references

## Requirements

The College Student Affairs Program consists of a total of 39 semester units of course work. Of this total, at least 31 must be taken in residence. Up to eight semester units of appropriate work may be transferred into the program with departmental approval. The course work is divided into three major components: foundational studies, professional studies, and integration.

*Foundational studies* are those which explore the historical, philosophical, and theoretical bases of higher education and student affairs as well as assisting students in the assessment of their personal leadership skills. *Professional studies* are those which assist students in developing competencies in program design and evaluation, administration, counseling, and research. The *integration* of the theoretical and practical is provided through supervised field work, the comprehensive examination, and the Capstone Project.

### Foundational Studies 12 units

CSA	551	Introduction to College Student Affairs	3
CSA	567	The Role of Diversity in Student Affairs Practice	3
CSA	575	Quantitative Analysis in College Student Affairs	3
CSA	581	Foundations of Higher Education	3

### Professional Studies 21 units

CSA	543	Legal and Ethical Issues in College Student Affairs	3
CSA	552	The Process of Adult Development	3
CSA	553	Administration in College Student Affairs	3
CSA	562	Today's College Students	3
CSA	563	Counseling: The Helping Relationship	3
CSA	583	Counseling Issues and Practice	3
CSA	592	Program Evaluation and Research Methods	3

### Integration and Supervised Practice 3 units

CSA	595	Capstone Project in College Student Affairs	3
-----	-----	---	---

600 hours of supervised field placement in two practice areas

## Electives 3 units (Select one.)

CSA	571	Designing Learning Experiences and Environments	3
CSA	599	Readings in College Student Affairs	3
GMIN	516	Dynamics of Christian Formation	4
LDRS	501	Foundations of Personal Leadership Development	3
LDRS	574	Servant Leadership	3
LDRS	591	Organizational Behavior and Development in Higher Education	3
LDRS	597	Current Issues in Leadership*	1 or 3

## Total 39 units

\*May be repeated; three units total

## Fieldwork

All students are required to complete a minimum of 600 hours of supervised fieldwork in student affairs practice in a college or university. This fieldwork must be completed in at least two distinct areas with at least 150 hours of supervised fieldwork in each.

## Graduate Assistantships

Azusa Pacific University provides a number of graduate assistantships for students enrolled in the College Student Affairs Program. A student who receives a graduate assistantship is required to enroll in six units of graduate course work in the program each semester. Graduate assistants are expected to work 20 hours per week, for which they receive a stipend and a 50 percent tuition scholarship.

## Capstone Project

During the final semester, students are required to complete a professional portfolio which contains evidence of competence in various aspects of student affairs practice. The presentation of the portfolio should be before a committee of three student affairs professionals who will evaluate and reflect with the student regarding the effectiveness of the project.



## Master of Arts in Social Science: Leadership Studies

The Master of Arts in Social Science with an emphasis in Leadership Studies is designed for experienced professionals who hold positions of leadership. The program is appropriate for those interested in understanding how the process of human growth and development influences and enhances organizational life and productivity and how to manage personal and organizational change processes. The nature of the degree is interdisciplinary, intercultural, international, and organizational. The degree program provides an action-research emphasis for informed decision making and organizational development.

### Requirements

Students pursuing the Master of Arts degree with an emphasis in Leadership Studies must complete 39 semester units of course work. Up to eight units may be transferred into the program by petition. The interdisciplinary nature of the program provides the student with a general background of nine core courses (27 units) in leadership and leadership-related topics along with the opportunity to select a personal concentration of study consisting of four courses (12 units) chosen by the student. Choosing a mentor, orientation meetings, faculty advising, and a final celebration help provide cohesiveness to the student's experience. The final Capstone Project in leadership studies allows the student to design and complete field research studies. The project provides creative application of learning to the individual's organization.

### Core Courses 27 units

CSA 592	Program Evaluation and Research Methods	3
LDRS 501	Foundations of Personal Leadership Development	3
LDRS 516	Mentoring and Developing Leaders of the Future	3
LDRS 520	Understanding Vocation in a Changing World	3
LDRS 534	Leader as an Agent of Change	3
LDRS 542	Leading Across Cultures	3
LDRS 574	Servant Leadership	3
LDRS 595	Capstone Project in Leadership Studies	3 or 6

### Possible Personal Concentration 12 units

Business
College Student Affairs
Computer Science
Counseling
Cross-cultural
Education/Credential
Human and Organizational Development
Nonprofit Leadership
Theology/Ministry

### Other Possible Electives 12 units

(In place of or part of concentration)		
BUSI 516	Organizational Behavior and the Future	3
BUSI 529	Ethics in a Changing Organizational Environment	3
CSA 552	The Process of Adult Development	3
CSA 563	Counseling I: The Helping Relationship	3
CSA 571	Designing Learning Experiences and Environments	3
EDUC 515	Emerging Trends in Educational Technology	3
LDRS 510	Creative and Collaborative Leadership	3
LDRS 597	Current Issues in Leadership	1, 3
LDRS 599	Independent Study: Readings in Leadership Studies	3
MHOD 512	Adult Development in Organizational Environments	3
MHOD 521	Organizational Development and Change	3
MHOD 551	Leadership in Organizations	3
MHOD 561	Group Dynamics and Conflict Management	3

**Total 39 units**

### Admission Procedures

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Contact the Office of International Student Services (626) 812-3055 or iss@apu.edu.*

1. Completed Application for Graduate Admission
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. Bachelor's degree from a regionally accredited institution
5. Minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals who do not meet this criterion if competency can be shown.)
6. Three recommendation forms submitted by professors or employers who have current knowledge of applicant's academic ability and potential
7. Letter to the dean describing educational goals as well as short- and long-term professional goals and addressing such topics as future career objectives, educational and professional goals, current interests, and reason for applying to the program

8. Résumé or Statement of Experience

9. International students who have graduated from a college or university where English was not the principal language must provide the minimum TOEFL score of 550/213.

**All materials should be sent to:**

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
graduatecenter@apu.edu  
www.apu.edu

**International applicants send forms to:**

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
iss@apu.edu

## Operation Impact Program

Azusa Pacific University's Operation Impact Program provides continued educational support internationally to leaders of mission organizations, businesses, and nonprofit enterprises by delivering the Master of Arts in Social Science with an emphasis in Leadership Studies Program to sites throughout the world.

The program consists of two-week intensive sessions usually held between June and August during which the student enrolls in up to four courses. The intensive sessions are followed by year-long study projects contracted for each course. These projects, like the classes themselves, relate directly to each student's occupational responsibilities. Students may earn up to 12 units of credit each year.

English requirements for those whose first language is not English or who have studied in a non-English environment are:

- Official TOEFL score of 550/213
- Complete 48 semester units of academic course work (non-ESL at a U.S. school

or

a school where English is the language of instruction just prior to application to

APU

- Provide an official letter verifying that English was the language of instruction at the school attended just prior to applying to APU [must have attended two years on a full-time basis (non-ESL)]

Contact the department for the list of courses offered in each country, (626) 815-5483.

## Course Descriptions

### College Student Affairs

#### CSA 543 Legal and Ethical Issues in College Student Affairs (3)

This course provides an examination of the major legal and ethical issues confronting contemporary student affairs professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education, and ethical standards of the student affairs profession.

#### CSA 551 Introduction to College Student Affairs (3)

An introduction to and overview of the field of college student affairs is offered with emphasis upon its historical and philosophical foundation, its basic documents, and its primary objectives within American colleges and universities. Students survey and analyze the typical programs and services which the college student affairs field delivers within American colleges and universities.

#### CSA 552 The Process of Adult Development (3)

Students study and critique selected human development theories relevant to the process of being and becoming an adult. An overview of models for translating theory to practice and assessment techniques to be applied to individuals, groups, and the environment is provided.

#### CSA 553 Administration in College Student Affairs (3)

Strategies, techniques, and issues related to the organization and administration of college student affairs' functions and divisions are stressed. Organizational structure, staff selection, training, supervision, budgeting, planning, policy development, and leadership as well as program implementation and evaluation are addressed.

#### CSA 562 Today's College Students (3)

Students are provided with a review and analysis of the ecology of college students in contemporary American higher education. Student characteristics, subcultures, values, beliefs, lifestyles, and other critical variables are examined in relation to assessment methods and policy/program implications.

#### CSA 563 Counseling: The Helping Relationship (3)

This course includes an introduction to and overview of various theoretical approaches to the helping relationship and an examination of helping techniques (with culturally diverse populations) as applied through advising, crisis intervention, and consultation roles. Behavior development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

**CSA 567 The Role of Diversity in Student Affairs Practice (3)**

This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professional to serve diverse student populations.

**CSA 571 Designing Learning Experiences and Environments (3)**

Students are exposed to a dual study of theory and research pertaining to human learning and the design of effective learning experiences and environments. Needs analysis, specification of objectives, program design, implementation and evaluation, theory to practice dysfunctions, and exploration of contextual variables in practice are addressed.

**CSA 575 Quantitative Analysis in College Student Affairs (3)**

Students explore the basic elements of descriptive and inferential statistics, and use a statistical software package to develop computer skills necessary for quantitative analysis. The application of data analysis to student affairs practice is emphasized. *It is strongly recommended that students complete this course prior to enrolling in CSA 592 Program Evaluation and Research Methods.*

**CSA 581 Foundations of Higher Education (3)**

Students explore and analyze the various purposes served by American colleges and universities and the principal policy questions currently confronting these institutions. Classic works and events that have influenced professional thought, public opinion, and policy related to higher education are addressed.

**CSA 583 Counseling Issues and Practice (3)**

Conflict, crisis, and dysfunctional behavior on the college campus are examined. Specific attention is given to the key issues relevant to culturally diverse student populations, including prejudice, substance abuse, promiscuity, suicide, cults, and eating disorders. An opportunity for the development of skills applicable to college student affairs roles is provided through laboratory experience/practice.

**CSA 592 Program Evaluation and Research Methods (3)**

This course provides an introduction to basic concepts, principles, and methods of evaluation and research in the social sciences. Problem identification, research/program design, instrument development, data collection techniques, fundamental statistical tests, cost/benefit analyses, and interpretation of findings are addressed. Critical analysis of relevant literature is emphasized.

**CSA 595 Capstone Project in College Student Affairs (3-6)**

During the final semester, students design, conduct, evaluate, and present a substantive program or research project in some area of student affairs practice which synthesizes the theoretical and practical dimensions of the program. An oral presentation of the project is made before a committee of at least three student affairs professionals who evaluate and reflect upon the effectiveness of the project.

**CSA 599 Readings in College Student Affairs (3)**

This course is an independent study vehicle through which students and their sponsoring faculty members may pursue approved investigations beyond those provided within regular course offerings.

**Leadership Studies****LDRS 501 Foundations of Personal Leadership Development (3)**

This course encourages students to become aware of, understand, and accept themselves and others as whole persons with potential. It provides an opportunity to develop one's personal philosophy of wellness related to the body, mind, and spirit; recognize the concepts and diversity of wellness; and incorporate one's philosophy and knowledge as a wellness agent within organizational and leadership roles to facilitate wholeness in others.

**LDRS 510 Creative and Collaborative Leadership (3)**

This course enables students to integrate the concepts of personality, leadership, and creativity; investigate collaborative leadership; identify and apply creativity and preferred leadership styles; and explore the effects leadership styles can have on given organizational communities.

**LDRS 516 Mentoring and Developing Leaders for the Future (3)**

This course focuses on the process and practice of leadership development both for individuals and groups of people within organizations and communities for future sustainability. Models, systems, and programs will be presented. Mentoring and empowerment concepts will lead to real life applications of these skills.

**LDRS 520 Understanding Vocation in a Changing World (3)**

This course focuses on understanding one's true overarching vocation in life as it connects to the purposes of God in this world to steward the earth and its peoples. One's vocation then influences what one does with his/her life. The concepts of career are continually changing, but work/life planning continues to be important personally and professionally. Students will have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, values and career anchors. Students will also learn to design career programs for organizational settings.

**LDRS 534 Leader as an Agent of Change (3)**

The leadership role is one of the most important roles in the group structure. The course begins with an examination of some of the defining problems regarding leadership and continues with a study of different leadership styles and the contexts in which each style is most effective.

**LDRS 542 Leading Across Cultures (3)**

Many courses provide knowledge of the cultural differences that exist in nations, organizations, and communities. Sometimes the knowledge of the differences becomes a barrier: preventing many leaders from being active and effective. It is one thing knowing cultural differences, it is another thing to develop the skills to harness the differences to stay in business. The course introduces an ethno-leadership theory, a model, with a how-to approach for leading across cultures. It is designed to investigate leadership values underlying national, organizational and community behaviors that are crucial to effective leadership in a given context.

**LDRS 574 Servant Leadership (3)**

This course explores biblical, historical, and contemporary theories, models, and perspectives of leadership and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; leadership efficiency focusing on visioning, goal setting, self-management, understanding of leadership styles, preferences, and the learning process; and leadership empowerment and the stewardship of human resources. The objective of the course is to encourage the discovery and utilization of one's leadership knowledge, skills, and attitudes as one influences others wherever one lives, works, and serves, with an emphasis on servant-leadership values. Offered concurrently as an undergraduate and graduate course.

**LDRS 591 Organizational Behavior and Development in Higher Education (3)**

Students undertake an investigation of the effective functioning of individuals and groups within organizational cultures. Emphasis is on applying conceptual knowledge to major organizational challenges and issues such as productivity, motivation, conflict, decision making, job stress and satisfaction, task accomplishment and accountability, and leadership and organizational development and change.

**LDRS 595 Capstone Project in Leadership (3 or 6)**

Field research enables learners to identify, develop, and study an area of interest. The study involves problem analysis and a literature review; the development, testing, and evaluation of a new idea, program, concept, etc.; and the submission of a summary of the process for publication or presentation. The project provides an opportunity to utilize the learning and skills acquired in the graduate program.

**LDRS 597 Current Issues in Leadership (1 or 3)**

Current topics are chosen for discussion, research, and decision making relevant to the College of Student Affairs and Leadership Studies programs.

**LDRS 599 Independent Study: Readings in Leadership Studies (3)**

The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

# Department of Graduate Psychology

## Faculty

*Chair; Director of the Psy.D. Program; Professor:*  
Mark Stanton, Ph.D.

*Director of the M.A. Program:*  
Stephanie Miyake, M.A.

*Director of Clinical Training; Associate Professor:*  
Sheryn Scott, Ph.D.

*Administrative Director, Child and Family  
Development Center; Assistant Professor:*  
Jaime Mendoza, Psy.D.

*Professor of Graduate Psychology:*  
George Larsen, Ed.D.

*Professors: David Brokaw, Ph.D.;  
Marvin Erisman, Ph.D.*

*Associate Professors: Michael Donahue, Ph.D.;  
Beth Houskamp, Ph.D.; Theresa C. Tisdale, Ph.D.*

*Assistant Professors: Linda Matthews, Ph.D.;  
Doris Mok, Ph.D.; Robert Welsh, Ph.D.*

## Programs Offered

- **Master of Arts in Clinical Psychology: Marriage and Family Therapy**
- **Doctor of Psychology in Clinical Psychology: Family Psychology**

## Master of Arts in Clinical Psychology: Marriage and Family Therapy

### Introduction

The School of Education and Behavioral Studies offers two graduate programs through the Department of Graduate Psychology.

The Master of Arts in Clinical Psychology with an emphasis in Marriage and Family Therapy is intended for individuals who wish 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 wishing to practice at the master's level, this program meets the current requirements for California licensure as a marriage and family therapist. For others who want to pursue a doctoral degree, this program meets most prerequisite requirements for Psy.D. programs in clinical psychology.

### Application Procedures

Applicants to the Master of Arts in Clinical Psychology Program should apply four to six months in advance of the desired enrollment date (students may begin in either the fall, spring, or summer). To ensure fall enrollment, applications must be submitted by June 15, October 31 for spring enrollment, or February 28 for summer enrollment. However, if by action of either the applicant or the department, the application process is not completed prior to the projected enrollment date, the applicant may exercise the P.A.C.E. (Pre-Admission Course Enrollment) Option while in the application process. While enrolled in the P.A.C.E. courses, the student must complete the university admission process and meet any unfulfilled undergraduate prerequisites required by the department for program acceptance consideration. Students cannot register for courses beyond the P.A.C.E. Option until admitted to the university.

### Prerequisites

In order 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 3.0 (baccalaureate or master's) grade-point average on a 4.0 minimum. (At the discretion of the university, a higher professional degree such as an MD or DC may be accepted as a substitute for the bachelor's degree.) A limited number of applicants with a grade-point average between 2.7 and 2.99 may be admitted provisionally, at the department's discretion, by providing adequate supportive documentation including a statement of explanation and/or 12 units of upper-division, post-B.A. course work with grades of B or better (extension courses excluded).
- Satisfy two undergraduate prerequisites for full admission into the master's degree program. These courses are 1) Abnormal Psychology, and 2) Human Growth and Development or General Psychology, both of which must have been taken within the previous eight years and completed with a grade of B or better.
- International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are also encouraged to submit results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. Students must meet standards appropriate to graduate-level study or they will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English at APU until they achieve the required language skills. Students who do not meet language and writing standards are subject to dismissal from the program.
- Complete department application procedures.

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

**All materials should be sent to:**

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

## Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
graduatecenter@apu.edu  
www.apu.edu

**International applicants send forms to:**

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
iss@apu.edu

**Application Requirements**

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email iss@apu.edu.*

1. Completed Application for Graduate Admission (An online application is accessible at the university website, www.apu.edu.)
2. A \$45 nonrefundable application fee
3. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center at Azusa Pacific University. Students' sealed copies will not be considered official.)
4. Bachelor's degree from a regionally accredited institution
5. Minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Provisional admittance may be granted to individuals having a GPA of 2.7 or above if competency can be shown.)

6. Three recommendation forms submitted by professionals who have current knowledge of applicant's academic or clinical ability and potential (e.g., professors, clergy, supervisors, employers)
7. Written essay (Letter to the Dean) covering the following areas:
  - a. Brief background information which would help another person get to know you as a unique person
  - b. Why you have chosen to pursue an M.A. in psychology at this time in your life
  - c. Why you are applying to Azusa Pacific University for your M.A.
  - d. The experiences you have had that prepare you for a clinical psychology program
  - e. Strengths and weaknesses that would affect your performance as a therapist
  - f. Your professional goals
8. Final interview
9. International students who have graduated from a college or university where English was not the principle language must provide the minimum TOEFL score of 600 and are also encouraged to submit the results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. The student must meet standards appropriate to graduate-level study or he/she will be required to participate in concurrent speaking and/or writing classes in the American Language and Culture Institute until the required language skills are achieved. Students who do not meet language and writing standards are subject to dismissal from the program.

**Final Interview**

After all records have been submitted, each application will be processed and carefully reviewed. Final candidates for the program will be invited to interview with one or more faculty members, but should keep in mind that an interview does not ensure admission. The Department of Graduate Psychology reserves the right to determine in its sole discretion whether a candidate is suitable for admission to the M.A. program. Applicants receive written notice of their status within several weeks following the final review by the university.

**Course Work**

The degree must be completed in a minimum of two years and a maximum of four. Under special circumstances, a student may be granted a fifth year to complete the degree. A three-year course of study is recommended for most working students. The master's program is comprised of 60 units of course work. A maximum of 12 units of selected course work, which meet the following criteria, may be transferred:

- Taken within the past eight years and completed with a grade of B or better.
- Obtained at a regionally accredited institution.
- Received from a graduate program in Clinical Psychology, Counseling Psychology, or Marriage and Family Therapy.
- Acceptable for California MFT licensing requirements.

The California MFT licensing board requires that each applicant for licensure complete training in child abuse (7 hours) and alcoholism/chemical dependency (1 unit) as part of a master's degree program. This training is offered once annually in a workshop format.

**Personal and Group Psychotherapy\***

During the first or second year of the program, students must complete 40 hours of individual psychotherapy. Students have the option of completing 20 sessions (40 hours) of group therapy in lieu of 20 of the 40 required individual psychotherapy hours.

\*The California Board of Behavioral Sciences will accept up to 100 psychotherapy hours taken by graduate students or interns and triple-count them toward the 3,000 hours of professional experience required for MFT licensure.

**Student Disclosure of Personal Information**

Faculty of the Department of Graduate Psychology may ask students to disclose personal information regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, if the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others.



## Faculty Recommendation

At the conclusion of each of the first two semesters of study, the progress and suitability of each student is reviewed by members of the faculty in the Department of Graduate Psychology. Continuation of course work beyond each of the first two semesters is based on faculty recommendation.

## Academic Probation

Continuous satisfactory progress toward the M.A. degree is required of all students in the program. Students are placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or if they obtain a grade of C+ or lower in their course work. Students may be disqualified from further graduate work if a cumulative 3.0 grade-point average is not maintained or if they obtain a total of two grades of C+ or lower in their course work. Course grades below a C- do not count toward degree requirements, and such courses will need to be repeated.

## Clinical Placement

Students develop therapeutic skills through required hours of direct clinical experience. Students in the two-year program normally do so in a 12-18 month clinical placement; and students in the three-year or four-year program, in a 24-30 month placement.

While students are responsible for securing a placement site, assistance is provided by site directors, the clinical placement coordinator, and in the Introduction to Clinical Practice courses. In addition, students receive support and opportunities to discuss clinical issues and problems with supervisors and faculty in clinical placement and supervision courses.

For students seeking licensure, the clinical placement sequence meets MFT requirements in California. To ensure the highest quality in clinical placements, the director of clinical training, the site directors, and/or the clinical placement coordinator will maintain contact with the off-site supervisors and evaluate the student's experience. Any violations of professional ethics codes may be grounds for dismissal from the degree program.

Students are required to obtain 150 hours of direct client experience. To meet graduation and licensure requirements, the student must receive one hour of individual or two hours of group supervision for every five hours of direct client experience. These hours count toward the 3,000 hours required for MFT licensure in California.

## Comprehensive Examination

Each student must successfully complete a comprehensive examination in order to graduate. Failure to pass the exam will prevent graduation from the program.

## Program Locations

The Department of Graduate Psychology offers its master's degree program on APU's Campus in Azusa as well as at the Orange County Regional Center. Information may be obtained by contacting the program director or the local site administrator.

Campus Program  
Department of Graduate Psychology  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000  
(626) 815-5008

Orange County Regional Center  
1915 Orangewood Ave., Ste. 100  
Orange, CA 92668  
(714) 935-0260

## Course Requirements

### Foundational Course Work 12 units

PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 558	Advanced Developmental Psychology	3
PPSY 563	Psychopathology	3
PPSY 572	Research Methodology	3

### Professional Course Work 39 units

PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 512	Legal, Ethical, and Moral Issues in Therapy	3
PPSY 552	Human Sexuality and Sex Therapy	3
PPSY 557	Marital Therapy and Domestic Violence	3
PPSY 561	Child and Adolescent Therapy	3
PPSY 571	Family Therapy	3
PPSY 577	Psychological Assessment	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3
PPSY 581	Introduction to Clinical Practice: Advanced Skills	3
PPSY 582	Introduction to Clinical Practice: Group Skills	2
PPSY 585	Psychobiology and Psychopharmacology	3
PPSY 595	Special Topics: Alcoholism/Chemical Dependency	1
PPSY 597	Clinical Placement I	3
PPSY 598	Clinical Placement II	3

### Interdisciplinary Course Work 9 units

PPSY 531	Ethical Foundations of Psychotherapy	3
PPSY 533	Theological Foundations, Spiritual Formation, and Psychotherapy	3
PPSY 534	Integrative Therapy, Clinical Process, and Moral Maturity	3

### Specialized Training Child Abuse Workshop 7 hours

**Total 60 units**

## Course Descriptions

### PPSY 510 Psychotherapy and Cultural Diversity (3)

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the practice of psychotherapy in a pluralistic society. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to do so. An introduction to the distinctives of several cultural groups is provided.

### PPSY 512 Legal, Ethical, and Moral Issues in Therapy (3)

This course introduces students to the moral foundations, ethical responsibilities, and California laws essential to the practice of clinical psychology and marriage and family therapy. Ethical codes and the resolution of moral dilemmas are studied from the perspective of the Judeo-Christian ethical tradition. The study of family law includes the legal rights and obligations of spouses, children, and grandparents; divorce settlements and mediation; and custody and visitation rights. The study of law related to clinical psychology and practice of marriage and family therapy comprises confidentiality, privilege, limitations, and all reporting requirements imposed on the therapist by statute and case law. Consideration is also given to the moral, ethical, and legal responsibilities of trainees, interns, and supervisors.

### PPSY 531 Ethical Foundations of Psychotherapy (3)

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

### PPSY 533 Theological Foundations, Spiritual Formation, and Psychotherapy (3)

This course examines key issues in the theological foundations of human nature and spiritual formation. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engages clinical perspectives that are beneficial in therapeutic practice. *Prerequisite:* PPSY 531

### PPSY 534 Integrative Therapy, Clinical Process, and Moral Maturity (3)

Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical, sociological, and psychological perspectives to the clinical setting. *Prerequisites:* PPSY 531 and PPSY 533

### PPSY 551 Theories of Personality and Psychotherapy (3)

This course surveys the basic theoretical orientations used by current practitioners, focusing on theories used in treatment of individuals within a system. Established schools of thought and their immediate descendants and alternative theoretical approaches are presented through lectures, videotapes, reflection, and experienced learning.

### PPSY 552 Human Sexuality and Sex Therapy (3)

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marital and sex therapy.

### PPSY 557 Marital Therapy and Domestic Violence (3)

This course examines the psychotherapeutic theories and processes for the assessment and treatment of marital dysfunction and the detection, assessment, and intervention strategies for domestic violence.

### PPSY 558 Advanced Developmental Psychology (3)

This course utilizes a lifespan perspective to examine individual and family development as they occur within a systemic context. Each stage of lifespan development is presented and the biological, social, 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. Clinical application of the material is stressed. *Prerequisite:* *Human Development or equivalent*

### PPSY 561 Child and Adolescent Therapy (3)

This course provides an understanding of the broad range of childhood and adolescent problems and disorders. A variety of psychotherapeutic modalities is presented, offering the student an opportunity to develop a knowledge of basic child and adolescent therapy skills, assessments, and treatment strategies. The impact of developmental aspects, family dynamics, and the social environment is addressed. In addition, legal and ethical issues and the role of hospitalization are considered.

### PPSY 563 Psychopathology (3)

This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). *Prerequisite:* *Abnormal Psychology or equivalent*

### PPSY 571 Family Therapy (3)

This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.

### PPSY 572 Research Methodology (3)

This course surveys the major social science research methods, preparing students to design and implement a testable research proposal and to review and utilize professional literature.

### PPSY 577 Psychological Assessment (3)

This course provides students with a broad understanding of the clinical use of psychological tests, including objective personality tests, intelligence tests, and projective testing devices. Emphasis is placed on developing skills in interviewing, understanding and interpreting test data and reports, and gaining knowledge of referral questions, as well as writing integrated reports and providing feedback to examinees.

### PPSY 580 Introduction to Clinical Practice: Basic Skills (3)

This course introduces the student to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and medical/psychiatric consultation and referral. Activities include reading, observation, role playing, and student audio/videotaped clinical practice. A grade of B- or higher must be achieved.

### PPSY 581 Introduction to Clinical Practice: Advanced Skills (3)

This course is designed to further develop the psychotherapeutic skills of students prior to their entry into a clinical placement. Students focus on developing proficiency in the core interviewing qualities, deriving goals for a clinical session, and in making contracts with clients for change. Additionally, students are encouraged to begin developing a theoretical and conceptual understanding of cases, and trained to work with diverse populations. Students are also encouraged to address issues regarding the integration of their faith with the practice of psychotherapy. These goals are addressed through experiential learning, lecture, readings, discussion, and reflection. *Prerequisite:* PPSY 580

### PPSY 582 Introduction to Clinical Practice: Group Skills (2)

This course is designed as an adjunct to students' clinical placement and supervision experiences. As such, the course will provide students with a forum for discussing their clinical caseload and their interaction with placement supervisors. In addition, the course will provide an introduction to the theory and practice of group psychotherapy. *Prerequisites:* PPSY 580, PPSY 581, and placement at a clinical site

### PPSY 585 Psychobiology and Psychopharmacology (3)

This course introduces the biological and neurological bases of human behavior and use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided.

Consideration is given to the special needs of certain populations (e.g., the elderly, substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to medical doctors or neuropsychologists is part of therapeutic practice.

### PPSY 593 Advanced Clinical Placement (1)

This elective course is designed as an adjunct to the advanced-level students' clinical placement and supervision experiences. The course emphasizes the enhancement of clinical skills and the application of theory to clinical issues. The primary purpose of this course is to provide an opportunity for students to discuss the clinical caseload, and to provide departmental oversight of clinical placement experience. *Prerequisites:* PPSY 580, PPSY 581, PPSY 582, PPSY 597, PPSY 598, and current placement in a clinical site

### PPSY 595 Special Topics (1-6)

Special topics courses offer graduate-level content that is typically scheduled in an intensive format. These courses include a range of specialized topics that are of interest to mental health professionals. Among these topics are the Alcoholism/Chemical Dependency course, offered annually, and topics having to do with contemporary approaches to integration and counseling. The unit values of these courses range from one to six unit credits, depending upon the specific contact hours and workload involved in the course.

### PPSY 597/598 Clinical Placement I, II (3,3)

During the final year of study, students participate weekly in a practice class, clinical field placement, and supervision session. In the classroom, students discuss and practice the clinical application of psychological theories to clients seen in their field placement. Students receive feedback from instructors and other students in response to role playing and audio/videotaped client sessions. In the clinical placement, students develop their skills through direct treatment of individuals, couples, families, and children. In the individual/group supervision session, students discuss their clinical placement caseload with their on-site supervisor. These courses represent the classroom portion of students' clinical experience. The clinical placement begins after a student has completed 12 semester units, but no later than the first week of the final year of study. All application and approval forms for a clinical placement must be filed with the Department of Graduate Psychology no later than 30 days prior to the first week of the student's involvement in a clinical field placement. Students must obtain an approved clinical placement as a prerequisite to registering for Clinical Placement I, II. Student violations of professional ethics codes are sufficient grounds for dismissal from the program. *Prerequisites:* PPSY 512, PPSY 580, PPSY 581, and PPSY 582 (Master of Science in Nursing students should consult the School of Nursing for separate prerequisites.)

## Doctor of Psychology in Clinical Psychology: Family Psychology

### Introduction

The Doctor of Psychology (Psy.D.) in Clinical Psychology with an emphasis in Family Psychology is a professional doctorate. The Psy.D. is becoming the recognized degree in psychology for practitioners. The Psy.D. retains a commitment to provision of a comprehensive education in psychological science as the foundation for any training in psychology, yet emphasizes the service orientation of a clinical degree in which training and supervision comprise a substantial part of the curriculum. The Psy.D. at Azusa Pacific University is identified as a practitioner-scholar program. The intent is that APU graduates actively apply the science of psychology to the practice of psychology.

The Psy.D. curriculum provides the courses and training necessary to meet the educational requirements in the state of California for licensure as a psychologist.

### Professional Accreditation

The APU Psy.D. Program is accredited by the American Psychological Association (APA)\* Committee on Accreditation. APA accreditation recognizes that the program meets the standards for quality programs in psychology as stated in the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology.

\*Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC, 20002-4242, (202) 336-5979

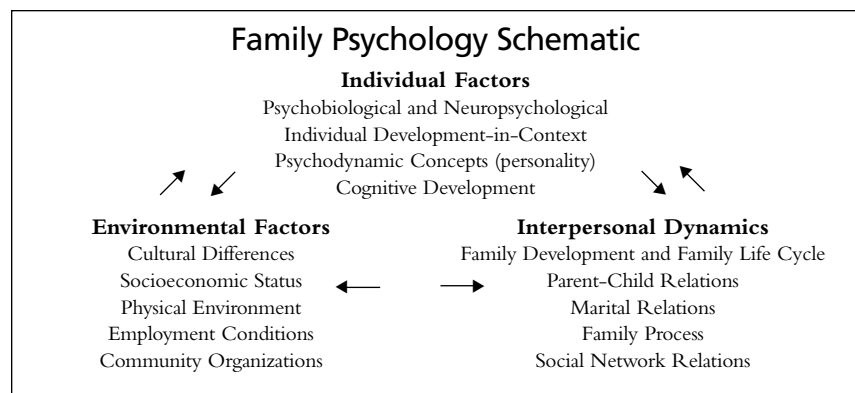
### Program Goals

The Doctor of Psychology Program at Azusa Pacific University:

- Seeks to educate and train students to be "practitioner-scholars" so they are equipped to provide quality psychological services to their communities based upon the findings of research and the science of psychology.
- Approaches the knowledge of psychology from a Christian perspective and trains students to exemplify the servanthood of Christ in their practice of psychology.
- Provides an integrative sequence of courses so students may understand the interrelationship between ethics, moral and spiritual identity formation, theology, and psychology.
- Emphasizes family psychology, the distinctive focus on the interaction between individual, interpersonal, and environmental aspects of human behavior.
- Recognizes the diversity of human experience and enables students to respond to the variety of human needs.
- Encourages individual growth and development as part of the educational experience so students develop congruence and authenticity as they balance the demands of professional and personal life.

### The Discipline of Family Psychology

Based on systems theory, the discipline of family psychology recognizes the dynamic interaction between persons and environments without detracting from an awareness of individual, intrapsychic issues (see diagram below).



A doctoral program in Clinical Psychology with an emphasis in Family Psychology incorporates numerous elements from several disciplines within psychology (e.g., clinical psychology, developmental psychology, personality theory, environmental psychology, neuropsychology, psychobiology, and social psychology). All the disciplines are related by the theoretical understanding of the dynamic, reciprocal relationship between these factors as they impact human behavior.

This theoretical foundation undergirds the program courses at APU. In courses that have traditionally had an individual focus, systemic aspects relevant to the content area are incorporated. By the end of the program, students will think systematically and apply systemic analysis to clinical situations.

In an era when it is increasingly difficult for people to navigate their way through the complex world in which they live, a Doctor of Psychology in Clinical Psychology with an emphasis in Family Psychology will best prepare students to provide psychological services.

## Interdisciplinary Studies

Azusa Pacific University has a strong Christian heritage and commitment to integrating evangelical Christian thought into the university programs. The APU Psy.D. expresses this heritage and commitment through an emphasis on the integration of psychology with ethics, theology, and spiritual formation. This unique perspective provides students with the opportunity to consider and critically examine psychological theory using ethical and theological frameworks. Students are encouraged to explore the role and import of moral and spiritual identity formation in the process of psychotherapy.

Individuals from any religious tradition may be admitted to the APU Psy.D. Program. However, it is important for prospective students to recognize that course work and training is structured using Christian values and principles. Students are asked to learn and thoughtfully interact with the content of courses that house the emphasis, 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. The APU Psy.D. is sensitive to the reality of pluralism regarding the development of competency in the provision of psychological services to clients of diverse religious and spiritual traditions. Students often express appreciation for education they receive in interdisciplinary studies and integration, regardless of their personal religious or spiritual identity.

Interdisciplinary studies and integration course work provide both a programmatic conceptual framework and a systematic applied framework. Course work that specifically addresses these foci include:

- Three Pre-Psy.D. courses: *Ethical Foundations of Psychotherapy; Theological Foundations, Spiritual Formation and Psychotherapy; and Integrative Therapy, Clinical Process, and Moral Maturity*. These three courses form a foundation for advanced training in the Psy.D. Students who enter the program with a master's degree in psychology are requested to audit these courses.
- Three Psy.D. interdisciplinary studies courses: *Biblical Ethics and Psychotherapy, Family Ethics and Psychotherapy, and Social Ethics and Psychotherapy*. These courses assist students in developing a coherent understanding of the ethical values and moral precepts that inform the practice of psychology.
- *Clinical Practicum VI: Interdisciplinary Integration Competency*  
This course evaluates students on the development and implementation of an applied clinical model that competently demonstrates the use of conceptual material learned throughout the interdisciplinary studies and integration course sequence.

Other course work and training opportunities within the Psy.D. curriculum include intentional focus on religious or spiritual diversity, as well as applied perspectives on addressing religious, spiritual, and moral issues in psychotherapy.

- The Pre-Psy.D. *Cultural Diversity* course includes recognition of religion and spirituality as one aspect of human diversity.

- The role of religion and spirituality in psychotherapy is introduced in *Clinical Practicum I*.
- First-year practicum students at the APU Child and Family Development Center participate in a monthly seminar focused on clinical application of an interdisciplinary perspective of psychotherapy.
- *Clinical Practicum III: Diversity Competency* includes applied training on the role of a client's personal faith in the clinical practice of psychology.
- *Religion, Mental Health, and Therapy* is an elective course offered from the perspective of the psychology of religion that examines the place of religion in behavior, mental health, therapy, and coping.

Additionally, as a regular part of curricular offerings, APU sponsors two annual Voices in Interdisciplinary Integration conferences. Initiated in summer 2001, this conference series draws to the APU campus nationally known authors, academicians, and clinicians who represent a range of perspectives on interdisciplinary studies and integration. Past conference speakers have included Randy Sorenson, Psy.D., Ph.D. and Ed Shafiranske, Ph.D. All students attend these conferences.

An elective opportunity is also offered in the form of monthly brown bag seminars hosted by graduate faculty. Held during the break between evening classes, these seminars provide students with the opportunity to interact with faculty on issues related to faith and practice. Informal case presentations are made with a focus on application of integrative perspectives in psychotherapy.

## The Psy.D. Program

The curriculum for the Psy.D. Program is competency based. Such a curriculum recognizes that it is essential to identify core competency areas in psychology as the primary organizing principle for a professional degree. Successful degree completion requires the achievement of the competencies necessary to function well in the field of psychology. The APU Psy.D. curriculum reflects concern for the development of six core competencies in psychology: research and evaluation, relationship, assessment, intervention, consultation, and management and supervision. The six professional competency areas may be defined briefly:

1. Research and evaluation comprise a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. Psychologists have learned to think critically and engage in rigorous, careful, and disciplined scientific inquiry. Education and training in the epistemological foundations of research, the design and use of qualitative and quantitative methods, the analysis of data, the application of research conclusions, and sensitivity to philosophical and ethical concerns is needed in order for psychologists to develop in this area.
2. Relationship is the capacity to develop and maintain a constructive working alliance with clients. This competency is informed by psychological knowledge of self and others. In the development of the relationship competency, special attention should be given to the diversity of persons encountered in clinical practice. Curriculum design should include education and training in attitudes essential for the development of the relationship competency, such as intellectual curiosity and flexibility, open-mindedness, belief in the capacity to change, appreciation of individual and cultural diversity, personal integrity and honesty, and a value of self-awareness. Experiential learning with self-reflection and direct observation and feedback by peers and experts is essential in the development of this competency.
3. Assessment is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, and predict relevant aspects of a client. Assessment is a fundamental process that is interwoven with all other aspects of professional practice. As currently defined, assessment involves a comprehensive approach addressing a wide range of client functions. Assessment takes into account sociocultural context and focuses not only on limitations and dysfunctions but also on competencies, strengths, and effectiveness. Assessment increasingly addresses the relationship between the individual and his or her systemic context. The assessment curriculum is not limited to courses but involves a pattern of experiences covering general principles as well as specific techniques. Supervised skill training is an essential component of the assessment curriculum.
4. Intervention involves activities that promote, restore, sustain, or enhance positive functioning and a sense of well-being in clients through preventive, developmental, or remedial services. The intervention competency is based on the knowledge of theories of individual and systemic change, theories of intervention, methods of evaluation, quality assurance, professional ethical principles, and standards of practice. Effective training for intervention should include knowledge of a broad diversity of clients and teaching materials, practicum client populations, teachers, and supervisors. Service systems should reflect diversity. The issues of power and authority are particularly relevant to this competency.
5. 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 should include 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 should be integrated throughout the professional psychology training program and its organizational culture.
6. 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 should be required to complete experiential tasks in consultation and education as part of their course work or internship.
7. Management consists of those activities that direct, organize, or control the services of psychologists and others as offered or rendered to the public. Supervision is a form of management blended with teaching in the context of relationship directed toward the enhancement of competence in the supervisee. This competency is informed by the knowledge of professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behavior and psychopathology, cultural bases behavior, theoretical models of supervision, and awareness of diversity. Self-management processes and structures should be provided for students. Demonstrated competence in supervision should include the development of receptivity to supervision and the acquisition of skills in providing supervision.\*

\*Adapted from Bent, R. (1992). The professional core competency areas. In R.L. Peterson, et al. (Eds.) *The core curriculum in professional psychology*. (pp. 77-81). Washington, DC: American Psychological Association.

## Prerequisites

Students may enter the Psy.D. in one of two categories: 1) with an existing master's degree in Clinical Psychology or while enrolled in a master's program in Clinical Psychology, OR 2) directly from completion of a bachelor's degree or with a master's degree that is not in Clinical Psychology.

1. Students with an existing M.A. in Clinical Psychology or a closely related discipline (e.g., counseling, psychology, marriage and family therapy, or social work) and students who are in the final year of a master's program in clinical psychology or a closely related discipline will be admitted to the Psy.D. in the spring to begin the program in September of that year. These applicants must have completed the prerequisite courses listed in the following information, or their equivalent, prior to commencing Psy.D. studies. If an applicant's master's degree did not contain all the prerequisite courses, a limited number of courses may be completed while in the admission process or concurrently with Psy.D. studies, by agreement with the director of the Psy.D. Program.



2. Students applying to the Psy.D. directly from a bachelor's degree program and students with a master's degree that is not in psychology or a closely related discipline will be admitted to the Psy.D. Program in the spring, followed by a one-year Pre-Psy.D. track in which the following sequence of prerequisite courses and a clinical practicum are completed in order to commence the Psy.D. Program. A limited number of graduate courses deemed equivalent to the prerequisite courses may be transferred to satisfy these requirements. Upon completion of the one-year track, the student will automatically become a member of the Psy.D. Program the following September. These students may apply for a master's degree en route to the Psy.D. after the completion of the first year of the Psy.D. (on the four-year track). This admission process parallels programs in clinical psychology that only admit students to a continuous-from-the-bachelor's doctoral program.

### Prerequisite Courses to the Psy.D.:

(All must be master's-level courses)

Child Abuse

(seven hours; suitable for licensure)

Family Therapy

(introductory/overview)

Human Sexuality/Sex Therapy

Introduction to Clinical Practice

Introduction to Psychological Testing

Psychopathology

Psychotherapy and Cultural Diversity

Theories of Psychotherapy

### Admission with an Existing Master's Degree in Clinical Psychology or while Enrolled in a Master's Program in Clinical Psychology

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

Applicants must:

1. Submit a completed Application for Graduate Admission. An online application form is accessible on the university website, [www.apu.edu](http://www.apu.edu). The preferred application deadline is February 15. Students who apply prior to this date will be given consideration for initial admission. The

extended application deadline is **April 15**. Students who apply during this period will be considered on a case-by-case basis for admission if positions are available.

2. Submit a nonrefundable \$45 application fee

3. Provide one copy of official transcripts of all previous collegiate course work. (To be considered official, transcripts must be sent directly to APU from the registrar's office of each institution attended.)

4. Possess an M.A. in Clinical Psychology (or a closely related discipline) from a regionally accredited college or university with a minimum GPA of 3.5 on a 4.0 scale, or be in the final year of a master's degree in psychology or a closely related discipline from a regionally accredited college or university with a minimum current GPA of 3.5 on a 4.0 scale (these applicants must commit to completing the master's degree in Clinical Psychology prior to July 15 of the current year and must maintain a minimum 3.5 GPA in the M.A. program, as evidenced on their final transcript for the M.A.). All master's degrees must include the courses specified as prerequisite to Psy.D. admission or the applicant must complete those courses during the application year (a limited number of master's courses may be remediated while enrolled in the Psy.D. Program). Students who do not satisfy these requirements may have their Psy.D. admission revoked.

5. Submit two academic references and one clinical reference (e.g., from a clinical supervisor).

6. Submit a curriculum vita (résumé) and respond to questions regarding professional interest.

7. Submit a written essay covering the following areas:

- What interests you in the field of psychology?
- Why have you chosen to pursue a Psy.D. at this point in your life?
- Why are you applying to the APU Psy.D. program?
- What special skills or abilities do you bring to the Psy.D. program?
- What experiences (volunteer, paid, practicum) have you had that prepare you for a clinical psychology program?
- What personal or professional strengths and weaknesses do you bring to the program that will affect your performance as a psychologist?

- What roles and functions do you anticipate fulfilling when you complete the Psy.D.?

8. Provide a specification of intent to pursue the four- or five-year program sequence.

9. Submit Graduate Record Exam (GRE) scores (Verbal, Quantitative, and Analytical Writing Assessment) taken within the last five years. If the GRE was taken prior to inclusion of the Writing Assessment, the applicant must take the Analytical Writing Assessment section of the new exam. Scores on the GRE will be used as one consideration of the application. No mandatory score has been established. Verbal and writing ability are especially important to success in the Psy. D. Information on the administration of these tests is available from the Department of Graduate Psychology.

10. International applicants whose first language is not English must submit a TOEFL score of 600 minimum and are encouraged to submit the results of the Test of Written English (TWE) and the Test of Spoken English (TSE). Since written and verbal English language skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. The student must meet standards appropriate to doctoral-level study or he/she will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English, until the required language skills are achieved. Students who do not meet this standard are subject to dismissal from the program.

Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission and for faculty evaluation of student skills. International applicants who are finalists will be interviewed by telephone by one or more members of the admissions committee.

An interview does not ensure admission. The Department of Graduate Psychology reserves the right to determine, in its sole discretion, whether a candidate is suitable for admission to the Psy.D. Program. Applicants will receive written notice of their status within several weeks following the final review by the university.

### Admission Directly from a Bachelor of Arts Program or with a Master's Degree not in Psychology

Applicants must:

1. Submit a completed Application for Graduate Admission. The application deadline is February 15. Students who apply prior to this date will be given consideration for our initial admission. The extended application deadline is **April 15**. Students who apply during this period will be considered on a case-by-case basis for admission if positions are available.
2. Submit a nonrefundable \$45 application fee.
3. Possess a bachelor's degree from a regionally accredited college or university with a minimum overall GPA of 3.0 on a 4.0 scale and 3.5 for the last two years of the degree. Applicants in the final year of their bachelor's degree must be currently at the GPA specified and their final transcript with degree posted must demonstrate maintenance of the GPA specified or admission may be revoked. A second option is that applicants possess a master's degree in a field other than psychology from a regionally accredited college or university with a minimum GPA of 3.5 on a 4.0 scale. Applicants in the final year of their master's degree must be currently at the GPA specified and their final transcript with degree posted must demonstrate maintenance of the GPA specified or admission may be revoked.
4. Submit three academic references
5. Submit a curriculum vita (résumé)
6. Submit a written essay covering the following areas:
  - What interests you in the field of psychology?
  - Why have you chosen to pursue a Psy.D. at this point in your life?
  - Why are you applying to the APU Psy.D. program?
  - What special skills or abilities do you bring to the Psy.D. program?
  - What experiences (volunteer, paid, practicum) have you had that prepare you for a clinical psychology program?
  - What personal or professional strengths and weaknesses do you bring to the program that will affect your performance as a psychologist?
  - What roles and functions do you anticipate fulfilling when you complete the Psy.D.?

7. Commit to completing the APU Pre-Psy.D. track during the following academic year and to beginning the Psy.D. Program curriculum the subsequent September. Students who do not satisfy these requirements may have their Psy.D. Program acceptance withdrawn. Provide a specification of intent to pursue the four- or five-year Psy.D. Program sequence.
8. Submit Graduate Record Exam (GRE) scores (Verbal, Quantitative, and Analytical Writing Assessment) taken within the last five years. If the GRE was taken prior to inclusion of the Writing Assessment, the applicant must take the Analytical Writing Assessment section of the new exam. Scores on the GRE will be used as one consideration of the application. No mandatory score has been established. Verbal and writing ability are especially important to success in the Psy. D. Information on the administration of these tests is available from the Department of Graduate Psychology.
9. Submit a TOEFL score (minimum 600) if English is not the primary language. International applicants are also encouraged to submit Test of Written English (TWE) and Test of Spoken English (TSE) scores. Since written and verbal English skills are crucial to the education, training, and practice of psychology, further testing for spoken and written English will be required for all international students upon entrance to the program or as deemed necessary at any point in the program. The student must meet standards appropriate to doctoral-level study or he/she will be required to participate in concurrent speaking and/or writing classes in the School of Intensive English until the required language skills are acquired. Students who do not meet this standard are subject to dismissal from the program.

Applicants who are finalists will be invited to a meeting that will provide an opportunity for them to present their qualifications for admission, and for faculty evaluation of student skills.

An interview does not ensure admission. The Department of Graduate Psychology reserves the right to determine, in its sole discretion, whether a candidate is suitable for admission to the Psy.D. Program. Applicants will receive written notice of their status within several weeks following the final review by the university.

International applicants who are finalists will be interviewed by telephone by one or more members of the admissions committee.

#### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 or  
(626) 815-4571  
graduatecenter@apu.edu  
www.apu.edu

#### International applicants send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
iss@apu.edu

### Pre-Psy.D. Required Courses

#### Fall

PPSY 531	Ethical Foundations of Psychotherapy	3
PPSY 551	Theories of Personality and Psychotherapy	3
PPSY 563	Psychopathology	3
PPSY 580	Introduction to Clinical Practice: Basic Skills	3

#### January

CERT	Child Abuse Seminar	7 hours
------	---------------------	---------

#### Spring

PPSY 510	Psychotherapy and Cultural Diversity	3
PPSY 533	Theological Foundations, Spiritual Formation, and Psychotherapy	3
PPSY 540	Assessment I	3
PPSY 571	Family Therapy	3
PPSY 594	Clinical Practicum	3

#### Summer

PPSY 534	Integrative Therapy, Clinical Process, and Moral Maturity	3
PPSY 552	Human Sexuality and Sex Therapy	3

## Doctor of Psychology

### Admission Standards

Applicants to the Psy.D. in Clinical Psychology with an emphasis in Family Psychology Program must meet both the department and the university criteria for admission. Admission to the university is the first step in the process, but it does not guarantee admission to the program.

One cohort of students is admitted annually, with course work beginning in September. Students are not permitted to begin mid-year.

### Provisional Admission

The university reserves the right to offer provisional admission to students who fail to meet all the specified admission criteria. In such cases, the Admissions Committee specifies the additional requirements necessary for full admittance and the time limit for completing them. Failure to meet these requirements may result in dismissal from the doctoral program.

### Acceptance of Admission and Registration

Upon notification of acceptance into the Psy.D. Program, students will have 30 days to make a commitment to the program. In addition, students must complete preliminary paperwork and registration procedures by the assigned dates. Failure to do so may result in revocation of acceptance. Since graduate education in psychology is competitive, this procedure enables the university to ensure full enrollment in the program.

### Transfer Credit

The Psy.D. Program will require 89 semester units beyond the M.A. degree, as well as completion of clinical training and a clinical dissertation. Of these, 80 must be earned at APU, while 9 equivalent doctoral units may be transferred from other institutions. Applicants to the Psy.D. Program may have an existing master's degree in psychology or a closely related discipline. These degrees will be evaluated according to the list of required prerequisites. Some remediation or additional course work may be required for students from other institutions to satisfy these requirements.

### Residency Requirements

Students in the Psy.D. Program must meet a university residency requirement. This will be accomplished by enrolling in 80 units during the program.

### Computer Access Required

Students are required to own or have ready access to a computer during their tenure in the Psy.D. Program. The university offers a computer purchase program which enables students to obtain computers and software at reduced rates. Current hardware standards that allow access to the university online system are available from the Department of Graduate Psychology. Online access is crucial for students, since an email account and the ability to access PsycINFO, the APA database, are required for all Psy.D. students.

## Psy.D. Curriculum

The Psy.D. curriculum has been designed to meet the requirements of the APA for professional education in psychology. Courses stress the importance of critical thinking in the discipline of psychology, and the curriculum provides a breadth of knowledge regarding scientific psychology. Cultural and individual diversity perspectives are woven into courses across the curriculum. Since this is a professional degree, clinical education and application of scientific knowledge to clinical domains are stressed throughout the curriculum, as well as in the clinical practicum experience.

The APU Psy.D. embodies an emphasis in Family Psychology. All the courses in the curriculum incorporate a systemic perspective on psychology which includes an awareness of the dynamic interaction between individuals, interpersonal relationships, and the environment.

In addition to the interdisciplinary courses that integrate ethics, theology, and psychology, issues relevant to Christian faith are addressed in the curriculum where appropriate.

### Required Courses 89 units

PPSY 701	Clinical Practicum I	2
PPSY 702	Clinical Practicum II	2
PPSY 711	Psychology and Systems Theory	3
PPSY 712	Theories of Change and Empirically Validated Treatments	3
PPSY 713	Assessment II: Personality	3
PPSY 714	Assessment III: Intelligence, Academic	3
PPSY 715	Adult Psychology	3
PPSY 716	Family Psychology	3
PPSY 717	Child Psychology	2
— or —		
PPSY 735	Adolescent Psychology (Must take one 2-unit course)	2

PPSY 718	History and Systems of Psychology	3
PPSY 719	Social Psychology	2
PPSY 721	Addictive Behaviors	2
PPSY 722	Research Design I	3
PPSY 723	Research Design II	3
PPSY 724	Couples Theory and Therapy	2
PPSY 726	Biblical Ethics and Psychotherapy	3
PPSY 727	Clinical Practicum III	2
PPSY 728	Clinical Practicum IV	2
PPSY 729	Treatment Planning	1
PPSY 730	Cognition	2
PPSY 731	Dissertation Development	1
PPSY 734	Gerontology	2
PPSY 736	Social Ethics and Psychotherapy	3
PPSY 737	Clinical Practicum V	2
PPSY 738	Clinical Practicum VI	2
PPSY 739	Psychobiology	3
PPSY 740	Consultation in Clinical Psychology	2
— or —		
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 750	Predoctoral Internship (Full-time, Pre-Doctoral Internship: 2 semesters/1 unit each)	1
PPSY 753	Family Ethics and Psychotherapy	3
PPSY 754	Assessment IV: Projectives	3
PPSY 755	Dissertation V	1
PPSY 756	Dissertation VI	1
PPSY 757	Psychopharmacology	2
PPSY 758	Techniques of Change: A	1
PPSY 759	Techniques of Change: B	1
PPSY 760	Techniques of Change: C	1
PPSY 798	Electives (three/2-unit courses)	6

These courses have been arranged in two tracks (four- and five-year studies) to allow students flexibility in choosing the academic load most appropriate for their lifestyle.

## Four- and Five-Year Academic Plans

### Four-Year Program

Participation in the full-time, four-year plan requires attending classes during the evening two days per week plus Saturday courses (usually six Saturdays in a semester). An additional 12-15 hours per week minimum for practicum is required throughout the program.

### Five-Year Program

Participation in the reduced-load per semester, five-year plan requires attending classes during the evening one to two days per week plus Saturday courses (usually six Saturdays in a semester). An additional 12-15 hours per week minimum for practicum is required in the first three years of the program.

Students take electives during the program and their choice of Child Psychology or Adolescent Psychology. (Electives may be taken in semesters other than where indicated. Students are encouraged to consider how best to balance each semester.)

### Psy.D. Clinical Training

Clinical training is central to the practitioner (Psy.D.) model for educating clinical psychologists. Azusa Pacific University's program is committed to assisting students in developing the essential knowledge base, attitudes, and therapeutic skills necessary to function as a clinical psychologist.

Quality clinical training provides practitioners with experiences that ensure depth and breadth of clinical interventions, diversity of clients, the opportunity to develop therapeutic competencies that integrate their theoretical course work with direct client experience and the development of the six core competencies in professional psychology.

Clinical training at the doctoral level involves three years of practicum and a full-time, year-long internship (a limited number of two-year, half-time internships are available in some settings). Students entering the Psy.D. Program with existing clinical training or licensure must still complete the program's clinical training sequence.

In their clinical placements, students gain experience in a variety of clinical settings including in-patient/residential, child, out-patient, brief/managed care, and settings utilizing psychological assessment. Supervision is provided by the field placement sites as well as psychologists on the APU faculty.

Concurrent with their supervised practicum, students participate in an on-campus course that provides a forum for the review of the clinical practicum experience.

For those students who are licensed or registered in mental health professions other than psychology, the Department of Graduate Psychology requires that all practicum training in the Psy.D. be entirely separate from any

practice under such existing license or registration. For purposes of predoctoral training in psychology, all students are to be identified exclusively as psychology trainees, psychology students, or psychology interns. Practicum students are not allowed to make known in any manner any other status they may hold in other mental health professions. Practicum hours from training in psychology may not under any circumstances be "double counted" toward training required for other mental health professions. If a student conducts a clinical practice or performs mental health services under an existing nonpsychology mental health license while he or she is a student in the Psy.D. Program, the Department of Graduate Psychology officially recommends that these students consider the impact of their education and training in psychology on such practice and that they seek supervision for any services that may be deemed to be part of the profession of psychology.

During the clinical practicum component of the Psy.D. Program, the student completes a minimum of 1,600 hours of clinical training, including supervision, direct client contact, and an assessment practicum completed over the course of the Psy.D. These hours of clinical training occur in addition to any master's level training hours.

### Prerequisites for Clinical Training at the Doctoral Level

Students entering the Psy.D. Program with an accredited master's degree in psychology or a closely related field are likely to have earned hours of supervised clinical placement, including hours of direct client contact, supervision, and other supervised activities. Such training provides a foundation for clinical training at the doctoral level, but is not a substitute for the Psy.D. training sequence.

Students entering the Psy.D. Program directly from a bachelor's degree must complete the Pre-Psy.D. track before entering the clinical training courses provided at the doctoral level. Included in the Pre-Psy.D. are Introduction to Clinical Practice and the Pre-Psy.D. Practicum in Advanced Skills and Psychological Ethics in preparation for the Psy.D. clinical training sequence.

Students entering the Psy.D. Program with an M.A. in Psychology, but without a clinical practicum, are strongly encouraged to take the

clinical training practicum in the Pre-Psy.D. track before entering the clinical training courses provided at the doctoral level.

### Clinical Training Course Work

#### Practicum

The clinical training sequence begins in the first year of the APU Psy.D. and continues through the third year of the program, in preparation for the predoctoral internship. Each semester the student participates in a Clinical Practicum course that emphasizes the development of a particular clinical competency. Students are required to demonstrate their accomplishment of the competency by passing a mini-competency exam at the end of each semester.

Competencies by CP course are:

- CP I: Ethics in Professional Practice
- CP II: Legal and Ethical Competency
- CP III: Diversity Competency
- CP IV: Diagnostic Competency
- CP V: Domestic Violence
- CP VI: Interdisciplinary Competency

The Clinical Practicum I-VI sequence is coordinated with the science, theory, and clinical course work in the APU Psy.D. The opportunity to apply the course material is considered essential to the development of the core competencies in psychology.

In the first year, students take courses that provide a theoretical foundation in psychology and the orientation of the program (Systems Theory, History and Systems, Research Design), as well as clinical courses in assessment (Assessment I and II), and specific clinical issues (Treatment Planning). These courses coordinate with CP I-II, the introductory practicum courses that develop basic competency in professional ethics and legal issues, and include rehearsal, role play, and interviewing opportunities for students prior to the external practicum site placements in CP III-VI.

During the second year of the program, students take clinical courses in Techniques of Change, and specific clinical populations (Adult Psychology, Family Psychology, Addictive Behaviors, Couples Theory and Therapy), as well as two interdisciplinary courses (Biblical Ethics and Family Ethics). These courses provide material relevant to the experiences in external practicum sites during CP III-VI.

In the third year of the program, students take additional science and interdisciplinary courses (Social Psychology, Cognition and Social Ethics), population-specific clinical courses (Adolescent Psychology, Gerontology), emerging clinical competency courses (Consultation, Supervision), and a course in Psychopharmacology that is intended to prepare students for internship.

### Internship

The Psy.D. Program requires a predoctoral internship in a one-year, full-time or two-year, half-time (1,800 hours minimum) setting. The clinical dissertation must be completed prior to the internship, which allows the student to focus on the internship as the capstone of the clinical training sequence. The director of clinical training (DCT) meets with prospective interns each June to discuss the internship application process. A special vita and application workshop is held. During the summer before they apply to internship, students are encouraged to study the APA or APPIC Directory for options that fit their training needs. During Clinical Practicum V: Empirically Validated Treatment Competency, additional information about Uniform Notification Day, APPIC requirements and forms, interviewing skills, reference and cover letters, and other issues specific to internship application is provided.

All students are strongly encouraged to apply for APA-accredited or APPIC-recognized internship sites, though the department understands that some students may be unable to relocate due to family and occupational responsibilities. All internship sites must meet APPIC standards.

Upon receiving approval from the DCT, students may begin the application process of obtaining a predoctoral internship.

### Quality Assurance in Clinical Placements

The director of clinical training and the Clinical Training Committee have an ongoing responsibility to ensure that the Psy.D. Program's clinical training standards meet all state licensing and APA requirements. All clinical training is intended to be consistent with the requirements stated in the Laws and Regulations Governing the Practice of Psychology in the State of California. Modifications in state law shall be reflected in

program changes to ensure training consistent with the current practice of psychology. Additionally, the clinical training required by the Psy.D. at APU is consistent with the APA ethical and professional standards and training guidelines.

### Director of Clinical Training

The director of clinical training organizes, plans, and coordinates all aspects of clinical training for the Psy.D. Program at APU. The DCT is a licensed psychologist in the state of California with a background demonstrating mastery in the core areas of clinical training and reflective of the diverse training setting required by the program (in-patient/residential, child, brief/managed care, and psychological assessment).

All clinical placements must be approved by the DCT and must meet the requirements for quality of training experience, depth and quantity of supervision, and level of appropriateness for doctoral level training. The DCT coordinates and has oversight responsibility for all clinical placements and develops appropriate training experiences for students in the on-campus counseling centers as well as establishing contractual relationships with off-campus sites.

### Clinical Training Committee

The Clinical Training Committee (CTC) is a subset of APU faculty comprised of licensed psychologists, and has direct oversight of or provides direct supervision to students in the program. The CTC is chaired by the DCT and meets regularly to review and establish policies related to clinical training, grant approval to students to begin the clinical practicum sequence, and sit on students' Clinical Competency Examination panels.

### Evaluation Procedures

The clinical training goals and objectives are integrated into the clinical practicum sequence and coordinated with the clinical courses in the Psy.D. Program. Outcomes in the clinical sequence are measured throughout the program and include regular presentations of videotaped work of students, classroom demonstrations and role plays, assessment reports presented in class, mini-competency exams, supervisor evaluations, integration paper, Clinical Competency Exam, intern acceptance and level, and licensure acquisition.

### Informal Evaluation

Informal evaluation consists of feedback given to students by their field placement supervisor, on-campus clinical supervisor, and supervision groups. Although primarily verbal and situational, this evaluative form is of great importance due to its immediacy to clinical interventions and the issues arising during the students' clinical placements.

### Formal Evaluation

Formal evaluation occurs at the end of each semester of clinical placement. Students are evaluated by their field site supervisor as well as by all faculty members. The site supervisor evaluation is discussed with students prior to its being sent to the DCT and becoming part of the students' clinical files. Students receiving inadequate evaluations are placed on probation, counseled by their faculty supervisor, and should their clinical performance fail to meet expected standards, dismissed from the program. The CTC may require students to complete remediation assignments in order to meet competency standards. As noted above, students are evaluated at the end of each semester for the achievement of competency in key clinical areas. These mini-competency exams prepare the student for the Clinical Competency Exam, a cumulative evaluation of readiness for the predoctoral internship.

Students also evaluate their site experience and site supervisor at the end of each semester. These evaluations are submitted to the DCT and are used to ensure the quality of placement sites and on-campus supervision groups.

### Clinical Competency Examination

As a final evaluative measure, each student must pass a Clinical Competency Examination. A student submits an example of his/her clinical work (case presentation, assessment, treatment plan, and a videotape of student-client interaction including a verbatim transcript) along with his/her Clinical Portfolio (including an assessment, a videotape with transcript, a complete written summary of case from intake to termination, supervisor evaluation, verification of practicum hours, list of assessments performed, curriculum vita, and conference presentations or published works) to a three-member faculty committee (including at least one member of the CTC). The student presents a client case in which he/she has performed the



initial assessment, case history, and mental status exam; an analysis of the client's psychological testing; and a case summary, including legal and ethical issues in the case, treatment planning based upon empirically supported interventions, case management, diversity issues, and the transference and counter-transference involved in the case. The presentation must include a 50-minute videotape of student interaction with the client. In addition, the student must respond to a case vignette, including the same elements noted above. Students must include a family psychology perspective in their interaction with the cases and demonstrate an ability to discuss the interdisciplinary (psychology, ethics, theology, and philosophy) dimensions of the case. The purpose of this exam is to ensure that the student has developed the requisite skills to successfully enter an internship. Successful completion of the exam is required in order to proceed to internship.

## Research and Clinical Dissertation

### Overview of Research Competency Objectives

The APU Psy.D. Program recognizes that a comprehensive Practitioner-Scholar clinical psychology training program involves training clinicians to be critical consumers of psychological research, and proficient with relevant clinical research and analysis methodologies, grounded in delivering services that are evidence-based and empirically defensible. The program is designed to give students the essential research skills that every competent clinical psychologist needs to operate in a diverse marketplace.

Emphasizing the acquisition of a solid foundation in clinically relevant research principles and skills, the APU Psy.D. research pedagogy is based on an integration of an academic model of classroom instruction and a mentoring model of individual and group research supervision. The research curriculum provides a foundational education in research methodologies and analytical procedures that enable the student to engage in more advanced, individually focused research experiences consistent with the Practitioner-Scholar model. The faculty values the development of research skills as a significant component of clinical training and, therefore, has developed a research program that includes: a) academic courses; b) individual research mentoring by faculty; c) voluntary research groups facilitated by faculty mentors; d) faculty research programs and institutional research

support; e) possible collaboration with extramural research facilities; and f) integration of solid scientific support for clinical theory, intervention, and assessment courses. A discussion of these components of Azusa Pacific University's broader research program is articulated hereafter.

The research and evaluation competencies necessary for the practice of clinical psychology are gained through a sequence of research courses and supervision that ultimately culminates in the creation and defense of a clinical dissertation. Students are required to take two research courses during their first year of the Psy.D. that provide the foundations for critical evaluation of qualitative and quantitative research, research problem formulation, the scientific method, literature review, research design, hypothesis formulation and testing, presentation and discussion of research results, and research ethics. The Psy.D. student will formulate a research problem, review relevant literature, design the appropriate research methodology, and submit a proposal for the clinical dissertation.

The research and dissertation sequence is designed to produce practitioner-scholars who have the requisite knowledge to function effectively in a variety of clinical settings. Upon completion of the Psy.D. program, the student will be able to demonstrate competency in the following areas of research and practice:

1. Employ critical thinking skills pertaining to psychological phenomena
2. Evaluate existing clinical research and practice
3. Formulate clinical problems
4. Design research methodology
5. Collect relevant qualitative and quantitative data
6. Analyze and present research findings
7. Discuss relevant implications of their findings
8. Demonstrate skill in written communication
9. Function independently as a practitioner-scholar

## Research Courses and Dissertation Development

Research course work offered at the beginning of the program provides the necessary research knowledge-base to enter into a more intensive research process with a supervising faculty member. In addition to academic instruction, students will begin to formulate their research questions and benefit from the expertise of faculty members and more senior students also working with the dissertation chair.

*Research Design I:* Research Design I begins the development of a clinical dissertation. In this course, students gain expertise engaging in sound scientific methodology. During the semester, students: a) are exposed to basic concepts in a philosophy of science for psychology, b) receive a broad survey of qualitative and quantitative research designs, c) learn to critically evaluate the merits and shortcomings of research in order to identify problem areas or gaps, d) understand how research problems are formulated, e) organize and synthesize literature relevant to the student's dissertation topic, and f) formulate the initial stages of the clinical dissertation. During the semester, faculty research interests and areas of expertise are provided to students in a Clinical Dissertation Proseminar. During the proseminar, faculty and students interact about research interests and faculty describe opportunities for participation in research groups. During this semester, students should select a dissertation chair and begin to consolidate their research interests.

*Research Design II:* This course is offered in the spring semester and is intended to build upon the foundation established in *Research Design I*. In this course, students develop and hone their scholarly writing skills, receive more detailed instruction on qualitative and quantitative methodologies, and gain an understanding of program evaluation and outcome research, needs assessment, survey research, and clinical outcome research. During this course students will have met with their dissertation chair, consolidated their research topic, and planned the prospective research methodology, data collection, and analysis. By the end of this course, students will apply the information obtained in both research design courses (I, II), and, under the supervision of their dissertation chair, participate in dissertation research groups to produce an initial literature review.

*Dissertation Development:* The intent of this course is to familiarize the student with research ethics and to provide specialized education in the type of dissertation the student has chosen to undertake (e.g., program consultation, advanced statistics for quantitative dissertations, advanced training in the use of a computerized qualitative analysis program for qualitative dissertations, etc.). Students receive focused instruction on the type of clinical dissertation they have chosen. During this semester, students develop their methodology section and a prospectus for successful completion of their dissertation.

## Research Mentoring

Upon completion of the research sequence, students enter into research mentoring with their dissertation chair. Each subsequent semester, students enroll in dissertation units and consensually set specific research milestone requirements to achieve the objectives of completing the clinical dissertation and functioning independently as a practitioner-scholar. From the time the student chooses a dissertation chair in the first semester of the program to the completion of the clinical dissertation, the student is involved in individual supervision and/or voluntary research groups facilitated by the dissertation chair. Both settings are designed to solidify the principles and skills learned in the academic research and dissertation sequence. The dissertation proposal defense must be completed by October 15 of the fall semester prior to application for the predoctoral internship. Students must register for continuation units beginning in the internship year until the dissertation is complete.

## Clinical Dissertation

### Definition of the Dissertation

To obtain a doctorate in clinical psychology it is necessary to complete a clinical dissertation. The clinical dissertation is a written document relevant to professional issues and practice in clinical psychology. It involves: a) identification of a clinical problem or gap in the field, b) a plan to solve the problem or contribute to the existing knowledge base; c) critical review and synthesis of the available research; d) contribution of the student's original research; and e) analysis of the findings and articulation of the relevancy to the science of clinical psychology.

The nature and scope of the Psy.D. clinical dissertation is distinct from the type of dissertation required in a Ph.D. It is intended to demonstrate satisfaction of the research and evaluation competency in professional psychology. The Psy.D. research curriculum and clinical dissertation teach students to follow "a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena" (NCSPP, 1992). Completion of the research and dissertation courses will demonstrate the competency "to engage in rigorous, careful,

and disciplined scientific inquiry." The Clinical Dissertation may fall within one of six broad categories:

- **Clinical Application:** This is a product or program relevant to the application of professional psychology. The dissertation involves a relevant literature review, development of a product or program (including support documentation), and implementation or evaluation of at least a portion of the application or product.
- **Qualitative Research:** Using qualitative research methodology, students conduct a literature review and collect and analyze qualitative data (e.g., interviews) to contribute to an area of clinical psychology that does not easily or conveniently lend itself to empirical data analysis. The findings from qualitative data analyses often illuminate new avenues of empirical research.
- **Critical Literature Analysis:** Students may seek to synthesize and critique a body of research that is relevant to the practice of clinical psychology. This dissertation involves a comprehensive review, critique, and synthesis of the research literature in an area of clinical psychology noting implications for further research and clinical application.
- **Program Consultation:** Students may provide psychological consultation to an existing program, institution, or organization. The consultation dissertation includes a relevant literature review, needs assessment (collection of data), analysis of results, and recommendations to the client.
- **Quantitative Research:** This dissertation involves a literature review, hypothesis formation and testing, research design, statistical analysis, and the description and discussion of the research findings. The research project may analyze original data (involving data collection and subject recruitment), perform a secondary data analysis (involving access to an existing data set), or conduct a meta-analytic research synthesis.
- **Theoretical Development:** Dissertation students comprehensively review existing literature in a specific area of professional psychology and seek to significantly modify, reformulate, or advance a new conceptual or theoretical area or model relevant to the practice of psychology.

## Dissertation Committee

The Dissertation Committee consists of no fewer than three members. Additional external readers with expertise in the area of study are encouraged as agreed upon by the committee chair. It is expected that the students make initial contact with the person they would like to chair their committee during the semester in which they take *Research Design I*. Selection and approval of the entire committee is a requirement for completion of the *Research Design II* course.

All Dissertation Committee members must hold an earned doctorate from an accredited institution. The chair must be a core faculty member in the Department of Graduate Psychology. The remaining members may be full-time faculty members from the Department of Graduate Psychology or another department at APU, an adjunct faculty in the department, or a person from outside the APU community. If the student chooses a person from outside the APU community, it is necessary to secure the approval of the committee chair. Students should choose committee members whose research interests and content expertise are closely related to the area of their dissertation.

## Dissertation Proposal Review

During *Research Methods II and Dissertation Development* students conduct their initial literature review, develop their methodology section, and begin work on their proposal. Students continue to develop their dissertation proposal with consultation from the dissertation chair, committee members, and the director of research during *Dissertation I-VI* (one course each semester). The proposal must be approved by the chair and committee members at a Proposal Defense as a final requirement in order to gain approval to submit applications for placement in predoctoral internship. Failure to complete the dissertation defense by the deadline results in a minimum of a one-year delay in applying for an internship. It is the student's responsibility to schedule the Proposal Defense with the dissertation chair and committee. The draft proposal must be provided to the committee at least two weeks prior to the meeting. Students review the proposal with the committee, indicate how the dissertation study will enhance development of the core competencies in psychology, present an understanding of the relevant literature, provide

a rationale for the proposed dissertation, describe the scope of work and choice of methods, and answer questions regarding the proposal. Formal approval of the dissertation proposal by the entire committee is necessary to proceed with the dissertation study.

## Dissertation Process and Oral Defense

After the approval of the dissertation proposal, students proceed with the development of their dissertation. Dissertation Committee chair and members are available to students to guide the work. Institutional Review Board approval **must** be secured **before** any research activity with participants commences. The *Dissertation I-VI* courses and interaction with the committee facilitates completion of the dissertation, since students must fulfill certain milestone requirements in order to proceed in the program.

All students are responsible for the timely completion of their dissertation. Students should note that there is an additional dissertation fee for each semester beyond the final semester of course work prior to internship in which the dissertation is not complete. This fee allows students to access university resources, including faculty advisement. The maximum length of time for completion of the dissertation is eight years from the date of matriculation.

The written dissertation must follow current APA style and university guidelines in the dissertation manual. Once the dissertation is complete and meets the requirements of the Dissertation Committee chair and members, students must then successfully defend the dissertation in front of the entire committee. At the Oral Dissertation Defense, students formally present the dissertation to the committee, demonstrating that the dissertation is their work and that they are able to explain and defend it. If the defense is deemed acceptable by the committee, the committee signifies its approval using appropriate forms. The committee must have unanimous agreement to approve the dissertation defense. It is likely that changes and additions will be required to complete the dissertation following an acceptable defense. If their dissertation defense is rejected, the students must demonstrate substantive improvement in their ability to defend their dissertation, consistent with the response of the committee, prior to a second oral defense.

Following approval of the defense, students make necessary corrections in their written dissertation as requested by the committee. These corrections must be approved by the dissertation chair and any other member(s) of the committee who wishes to review them. The final corrected copy is then submitted to a technical reader who reviews the dissertation to determine compliance with APA style and university guidelines. These corrections are returned to students and must be completed within a month.

Following approval of these corrections, students submit copies duplicated according to specifications to the Department of Graduate Psychology for binding and distribution to University Microfilms Incorporated for inclusion in Dissertation Abstracts. A final approval, signifying completion of all the required filings, must be filed with the department to satisfy the degree dissertation requirement. Failure to complete all of the above within six months of the oral defense may result in a requirement that the student repeat the oral defense.

## Degree Posting

The doctoral degree is posted after the student has met all degree requirements, including documentation of completion of the Predoctoral Internship. Degree posting dates conform to those published in the graduate catalog.

## Doctoral Assistantships

Funds are allocated to provide up to two assistantships in each entering class of the Psy.D. Program. For the first three years of their program, assistants receive 50 percent tuition remission plus a \$6,250 annual stipend in return for 15 hours of service per week in the Department of Graduate Psychology. The director of the Psy.D. Program determines the roles and responsibilities of the assistants. In some cases the director of the Psy.D. Program will divide one position into two (each receiving one-half of the benefits) in order to assist more students.

Preference is given to applicants who evidence financial need and academic ability, possess cultural knowledge and language skills that facilitate the provision of psychological services in a minority community, and express commitment to providing psychological

services in a minority community following graduation. If a student elects the five-year sequence in the Psy.D., the assistantship and tuition remission will apply only to courses actually taken in the first three years of the program. Minimum GPA and performance standards must be maintained to continue in the assistantship.

Applications for the assistantships and criteria for evaluation of applications are available from the director of the Psy.D. Program.

## Adherence to Four- or Five-Year Track

Students are admitted to the Psy.D. based on their stated intent to adhere to one of the two course sequence tracks created for the program. The four-year track requires greater weekly time commitment and more units per semester. The five-year track is somewhat less intense in weekly time demands and semester unit load.

Once admitted, students must adhere to the selected track unless special permission is granted by the director of the Psy.D. Program. The Psy.D. faculty believes that participation in a cohort of peers throughout the program is an important factor in academic and professional development.

## Progress Review and Annual Evaluation

The progress of all students in the Psy.D. Program is reviewed each semester in order to encourage professional development and completion of the program.

Since personal characteristics are important to competency in professional psychology, students will be evaluated regularly by faculty on categories determined in the literature to be important to the development of psychologists. The evaluation form, noting the dimensions for evaluation, is provided to students upon entrance to the program (or earlier by request). Students who evidence behavior rated unsuitable for a Psy.D. student by faculty will be required to meet with their advisor to determine a personal development plan. Students who fail to improve according to their development plan are subject to dismissal from the program.

An annual student progress evaluation is conducted in July, following the summer term. All aspects of student progress in the program are reviewed and a letter is sent to students informing them of the results of the review, noting strengths or completion of particular requirements and areas for improvement or remediation in order to remain current in the program.

## Academic Probation and Disqualification

Psy.D. students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or when they obtain a grade below a *B-* in their course work. Psy.D. students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a *B-* in their course work.

## Student Disclosure of Personal Information

Faculty of the Department of Graduate Psychology may ask students to disclose personal information regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others, if the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others. In some courses or clinical training situations, students may be required to participate in experiential groups or consulting projects.

## Student Grievance Procedure

The procedure for initiation of student grievance is detailed in the Academic Policies and Procedures section of this catalog.

## Identification of Students with the Profession of Psychology

In order to facilitate the identification of students with the profession of psychology, all students are required to join the American Psychological Association as student members upon acceptance into the Psy.D. Program. Membership in APA provides many benefits, including subscriptions to the *Monitor* and *American Psychologist*.

## Personal Psychotherapy Required

All Psy.D. students must complete 30 hours of psychotherapy with a licensed psychologist of their choice. Additional individual psychotherapy may be recommended or required by the program as part of the degree requirements if deemed necessary by the faculty of the Department of Graduate Psychology.

## Academic Advising

Each student selects a Dissertation Committee chair during his/her first semester in the program. That faculty member also serves the student as his/her academic advisor. In addition, the director of the Psy.D. Program and the director of clinical training may provide information regarding program planning and special concerns.

## 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:

Board of Psychology  
1422 Howe Ave., Ste. 22  
Sacramento, CA 95825-3200  
(916) 263-2699  
[www.dca.ca.gov/psych](http://www.dca.ca.gov/psych)

Students seeking licensure in another state should contact the appropriate examining board in that state.

## Course Descriptions

### Pre-Psy.D.

#### PPSY 510 Psychotherapy and Cultural Diversity (3)

An awareness of divergent cultural values, assumptions, and family dynamics is essential to the practice of psychotherapy in a pluralistic society. Through experiential exercises and assignments, this course examines the conceptual and theoretical foundations of cross-cultural psychotherapy and encourages students to evaluate their readiness to do so. An introduction to the distinctives of several cultural groups is provided.

#### PPSY 531 Ethical Foundations of Psychotherapy (3)

This course presents philosophical and ethical perspectives integral to the understanding of the contemporary psychologies. Students learn how to analyze the ethical bias of psychotherapeutic psychologies, identify their underlying philosophical assumptions, and develop an appreciation for the moral components in individual, marital, and family identity formation.

#### PPSY 533 Theological Foundations, Spiritual Formation, and Psychotherapy (3)

This course examines key issues in the theological foundations of human nature and spiritual growth. Students are encouraged to develop a view of human nature that demonstrates theological consistency, reflects on frameworks of meaning in spiritual development, and engage clinical perspectives that are beneficial in therapeutic practice. *Prerequisite:* PPSY 531

#### PPSY 534 Integrative Therapy, Clinical Process, and Moral Maturity (3)

Moral maturity in Christian theology is the focus of this course. Students apply integrative clinical strategies from biblical, theological, philosophical, sociological, and psychological perspectives to the clinical setting. *Prerequisites:* PPSY 531 and PPSY 533

#### PPSY 540 Assessment I (3)

This course provides a broad understanding of the psychometric principles related to psychological assessment. It is the first in a sequence of courses that will continue in the Psy.D. Program, and it provides the foundation of knowledge that is necessary for development of the assessment competency in psychology. Special emphasis is placed on the science of psychological assessment, including an introduction to descriptive statistics, reliability, validity, and item analysis. The structure of an assessment battery, conducting clinical interviews, and the use of psychological tests with diverse populations is addressed.

**PPSY 551 Theories of Personality and Psychotherapy (3)**

This course surveys the basic theoretical orientations used by current practitioners, focusing on theories used in treatment of individuals within a system. Established schools of thought and their immediate descendants and alternative theoretical approaches are presented through lectures, videotapes, reflection, and experienced learning.

**PPSY 552 Human Sexuality and Sex Therapy (3)**

This course reviews human sexuality as a basis for sex therapy. Students examine and evaluate the biological, psychological, social, and moral perspectives of the theories of sexual development and functioning. In addition, students survey literature on sexual dysfunction, develop diagnostic skills for assessing the nature and extent of sexual dysfunction, and learn treatment strategies utilized in the various systems of marital and sex therapy.

**PPSY 563 Psychopathology (3)**

This course provides a survey of the major theories, categories, and treatment of psychopathology. Through the use of case studies, students develop their diagnostic skills and a mastery of the concepts in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV).

*Prerequisite: Abnormal Psychology or equivalent*

**PPSY 571 Family Therapy (3)**

This course consists of an overview of current theories and methods of family intervention. The systems approach is emphasized, though psychodynamic and communication concepts in the interpersonal field are also included. The major theorists in each system are identified and their techniques demonstrated.

**PPSY 580 Introduction to Clinical Practice: Basic Skills (3)**

This course introduces the student to basic skills in attending behavior, clinical interviewing, treatment planning, progress notes, clinical intervention, and medical/psychiatric consultation and referral. Activities include reading, observation, role playing, and student audio/videotaped clinical practice. A grade of B- or higher must be achieved.

**PPSY 594 Clinical Practicum (3)**

This course provides an introduction to the clinical world of the psychologist. Students are introduced to the American Psychological Association's Ethical Standards and other content that distinguish psychologists from other mental health professionals. A review of basic clinical skills are provided with an emphasis on developing and refining the skills related to the relationship between clinician and client (respect, warmth, genuineness, empathy, concreteness, potency, self-disclosure, confrontation, and immediacy). Work in small groups allows an opportunity for students to role play and receive feedback concerning their skills.

**Psy.D.**

The Clinical Practicum courses that follow are intended to provide additional clinical training for students while they are in clinical practice; in addition to the course work, a student must gain hours of clinical experience in the sites specified each year during the time the Clinical Practicum sequence is taken.

**PPSY 701 Clinical Practicum I (2)**

This course provides an introduction to the clinical practice of psychology. Students review the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct. The course focuses on understanding and application of ethical principles in a variety of professional psychology settings. Students practice basic skills in assessment, interviewing, conduct of a mental status exam, crisis management, sensitivity to diversity of clients, and use of empirically validated treatments in a brief clinical experience. The role of the psychologist is distinguished from other mental health professionals.

**PPSY 702 Clinical Practicum II (2)**

This course provides an introduction to the practice of clinical psychology. Students review the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct and other laws relevant to the practice of psychology. The course focuses on understanding and application of ethical principles and legal rulings in a variety of professional psychology settings. Students must pass a competency examination on legal and ethical issues to complete this course. Students practice basic skills in a brief clinical experience and participate in a forum for the review of their clinical practicum experience.

**PPSY 711 Psychology and Systems Theory (3)**

This course provides an introduction to the discipline of Family Psychology and the theoretical orientation of the Psy.D. curriculum. An in-depth analysis of the tenets of systems theory and their application to psychotherapy is provided. Philosophical, theological, and psychological ramifications of systems theory are considered. Students are challenged to adopt an ecological systems epistemology and think critically regarding the integration of psychological theories within a systemic framework.

**PPSY 712 Theories of Change and Empirically Validated Treatments (3)**

This course examines major theoretical orientations regarding the process of change in psychotherapy and provides instruction in the selection of empirically validated treatments. Contemporary theories are reviewed and critiqued in light of current research on the effectiveness of treatments based upon those theories. Students are expected to develop a coherent theoretical and empirical rationale for therapeutic interventions.

**PPSY 713 Assessment II: Personality (3)**

This course provides a review of the fundamentals of psychological assessment; the administration, scoring, and interpretation of objective instruments for the clinical assessment of personality; and professional report writing. Instruments to be studied include the Minnesota Multiphasic Inventory II and the Millon Clinical Multiaxial Inventory III. Cultural issues in the interpretation of psychological tests are addressed.

**PPSY 714 Assessment III: Intelligence and Academics (3)**

This course covers the assessment of intelligence in children, adolescents, and adults and the assessment of children for developmental, learning, and emotional disorders. The course emphasizes the Wechsler intelligence scales. Critical analysis of cultural considerations in test interpretation are considered. The development and composition of comprehensive assessment batteries are addressed.

**PPSY 715 Adult Psychology (3)**

This course surveys adult development, adult psychopathology, and individual adult psychotherapy. Systemic and social interaction is emphasized in developmental process, etiology and manifestation of psychopathology, and therapeutic interventions. Culturally diverse populations are considered.

**PPSY 716 Family Psychology (3)**

This course examines family development, the assessment of family functioning, the intersection of psychopathology and family dynamics, and family psychotherapy. Students learn to administer and interpret family assessment measures. The role of culture, ethnicity, and religious influences in families is discussed. Students develop systemic treatment plans which recognize the value of the appropriate inclusion of individual, dyadic, and family therapy sessions.

**PPSY 717 Child Psychology (2)**

This course provides an overview of the field of child psychology, including child psychopathology. Emotional, behavioral, and learning problems are thoroughly examined and understood within a systemic developmental context. Particular attention is paid to assessment, diagnosis, and treatment of children within the familial and cultural context.

**PPSY 718 History and Systems of Psychology (3)**

This course provides an overview of the history of the discipline of psychology. Topics covered include the theoretical and research underpinnings of the discipline; the various schools of thought associated with the discipline since its inception; and the influence and impact of each of these schools upon the practice of psychology. Students explore the subject matter through lecture, readings, discussion, and videos.



**PPSY 719 Social Psychology (2)**

The course provides an overview of the theoretical and applied knowledge of social psychology, which consists of how individuals affect their environment, and how the environment affects individual behavior and social interactions. The focus is on theory and empirical research which supports theory. In addition, classic-action oriented social psychology is examined in the application of social psychological theory to real-life situations.

**PPSY 721 Addictive Behaviors (2)**

This course addresses the etiology, course of progression, assessment methodologies, and treatment of addictive behaviors. A range of addictive behaviors are studied, including substance use and eating disorders, gambling, sexual addictions, and relationship addictions. Cultural and religious factors in addictions are studied. Special attention is given to social and environmental factors in the progression and treatment of addictive behaviors.

**PPSY 722 Research Design I (3)**

This course provides an introduction to research design and its application to psychology. Emphasis is given to developing knowledge and skills in research design, and in assessing the technical adequacy of research conducted by others. Various types of clinical dissertations are presented and discussed to assist students in developing their clinical dissertation proposal.

**PPSY 723 Research Design II (3)**

This course focuses on statistical methodologies and their applications in the analysis of both empirical and qualitative data. Lectures emphasize statistical concepts and their application to clinical research. Computer applications of statistical software packages are emphasized in an experiential, laboratory component. This course provides the foundational skills necessary for students to finalize their clinical dissertation proposal and to conduct the research to complete their clinical dissertation.

**PPSY 724 Couples Theory and Therapy (2)**

This course reviews the current literature on dyadic relationships and psychotherapeutic approaches to couples. A minimum of three contemporary theoretical orientations and their clinical applications are studied in-depth. Demonstration, simulation, case presentations, and clinical experience are used to reinforce the models presented. Students receive training in the administration and interpretation of assessment devices for the clinical evaluation of couples. Variations across cultures and interaction with wider systems are considered.

**PPSY 725 Moral Psychology (3)**

This course explores psychological perspectives on moral development and moral meaning. Students gain an understanding of the moral development of individual and family life using the conceptual frameworks and moral categories of phenomenological, gestalt, existential, cognitive, and object relations theories.

**PPSY 726 Biblical Ethics and Psychotherapy (3)**

In this course, students examine the primary ethical perspectives of Scripture in order to understand their role in the development of person and family values and their importance as a source of ethical guidance for individuals and families. Special attention is given to cultural and ethical relativism, biblical ethics and community life, and the clinical use of biblical ethics in ethical confrontation.

**PPSY 727 Clinical Practicum III (2)**

This course provides an on-campus forum for the review of clinical experience at a practicum site chosen subsequent to the development of an individual training plan. This course focuses on competency in the delivery of psychological services to diverse populations. Students must pass a competency examination on diversity to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

**PPSY 728 Clinical Practicum IV (2)**

This course provides an on-campus forum for the review of clinical experience at a practicum site. This course focuses on competency in clinical diagnosis. Students must pass a competency examination on diagnosis to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

**PPSY 729 Treatment Planning (1)**

This course provides instruction in the process and structure of clinical treatment plans. Instruction is provided in the development of treatment plans, including the definition and diagnosis of problems, inclusion of psychological assessment and measurement in case conceptualization, and the formulation and implementation of empirically validated intervention strategies. Diversity issues in intervention evaluation and treatment planning are considered. Ethical principles and legal issues related to the standards of care in treatment are emphasized. Application is made to the variety of settings in which clinical psychology is practiced.

**PPSY 730 Cognition (2)**

This course studies current information on cognition and cognitive processes. The relationship of contemporary understandings of cognition to the practice of psychotherapy are considered.

**PPSY 731 Dissertation Development (1)**

This course provides advanced instruction in the development of the Psy.D. dissertation. Students participate in the section of the course that addresses the category they have chosen for their dissertation (e.g., Qualitative Research, Quantitative Research, Program Consultation, Critical Literature Analysis, Theoretical Development, or Clinical Application).

**PPSY 734 Gerontology (2)**

This course focuses on the specific developmental issues, psychopathology, and therapeutic interventions relevant to the aging. Special attention is given to ecosystemic factors, such as extended family dynamics and community services, as they relate to treatment. Differences across cultures are considered.

**PPSY 735 Adolescent Psychology (2)**

This course covers current perspectives on adolescent development, psychopathology, and psychotherapy. Traditional and recent models of adolescent development are reviewed. DSM-IV criteria for disorders which relate especially to adolescents are reviewed and therapeutic interventions studied. Special attention is given to models which recognize systemic factors in the etiology and treatment of adolescent issues. Students learn to administer and interpret at least one assessment device for adolescents (e.g., MMPI-A, MACI).

**PPSY 736 Social Ethics and Psychotherapy (3)**

This course presents ethical perspectives on the formation of social identity and community. Students examine the communal nature of the maturing self, the critical influence of urban life and urban problems on the family, and broader social goals of psychotherapy.

**PPSY 737 Clinical Practicum V: Domestic Violence (2)**

This course provides an on-campus forum for review of clinical experience at a practicum site. Focus is on the 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 are evaluated on the development of increased skill in the practice of psychology. Students review the process and skills related to application for internship.

**PPSY 738 Clinical Practicum VI (2)**

This course provides an on-campus forum for the review of clinical experience at a practicum site. This course focuses on the appropriate use of an interdisciplinary approach to clinical services that notes the interaction of philosophical, ethical, theological, and psychological dimensions. Students must pass a competency examination on the interdisciplinary approach to complete this course. Students are evaluated on the development of increased skill in the practice of psychology.

**PPSY 739 Psychobiology (3)**

This course introduces the biological and neurological bases of human behavior. The role of the central nervous system and organic bases of psychological development and psychopathology are examined. The effects of trauma, head injury, and the neurological aspects of DSM-IV disorders are discussed.

**PPSY 740 Consultation in Clinical Psychology (2)**

This course provides instruction and training in the provision of professional clinical consultation. Students are introduced to the theoretical and practical aspects of providing consultation.

**PPSY 744 Supervision in Clinical Psychology (2)**

This course provides instruction and training in the provision of professional clinical supervision. Students are introduced to the theoretical and practical aspects of providing supervision. In addition to lectures and readings focused on the process of supervision, students are supervised as they provide supervision to master's level trainees.

**PPSY 745 Dissertation I (1)**

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

**PPSY 746 Dissertation II (1)**

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

**PPSY 747 Dissertation III (1)**

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

**PPSY 748 Dissertation IV (1)**

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course. The following are possible examples of electives which may be offered.

**PPSY 750 Predoctoral Internship (1)**

One-year professional internship at an external site approved by the Clinical Training Committee. Students register for Internship during the fall and spring semesters. *Prerequisites: completion of all Psy.D. curriculum and practicum requirements; pass the Clinical Competency Exam; and approval to apply for internship form the Clinical Training Committee* (Students who opt to take a half-time, two-year internship must register for this course both years.)

**PPSY 753 Family Ethics and Psychotherapy (3)**

This course explores moral identity formation within the family. Students consider religious, intergenerational, and systemic influence in the development of the moral landscape of the family and the moral and spiritual resources available to confront the emotional and psychological challenges of family life today.

**PPSY 754 Assessment IV: Projectives (3)**

This course provides an introduction to projective personality assessment tools and techniques. It emphasizes administration, scoring, interpretation, and report writing of the Rorschach using Exner's Comprehensive System. The course also briefly covers issues related to the use of other projective devices (e.g., Thematic Apperception Test and Projective Drawings).

**PPSY 755 Dissertation V (1)**

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

**PPSY 756 Dissertation VI (1)**

Students enroll for dissertation credit while they work with their committees on their Clinical Dissertation. Specific goals, objectives, and tasks must be completed to demonstrate satisfactory progress toward completion of the dissertation. Documents demonstrating completion of the assignments must be submitted to the Department of Graduate Psychology in order to receive credit for the course.

**PPSY 757 Psychopharmacology (2)**

This course introduces the use of psychotropic medications as an adjunctive therapy to psychotherapy. Current information on the use of medications in the treatment of psychological disorders is provided. Consideration is given to the special needs of certain populations (e.g., the elderly or substance abuse patients) when psychotropic medications are prescribed. Students develop skills in case management when referral to physicians or neuropsychologists is part of therapeutic practice.

**PPSY 758 Techniques of Change: A (1)**

Students learn and practice a variety of behavioral interventions designed to modify problematic behaviors in relation to specific disorders and clinical populations. The course emphasizes interventions with children and adolescents.

**PPSY 759 Techniques of Change: B (1)**

Students learn and practice a variety of cognitive-behavioral interventions designed to change problematic behaviors, affective states, and thought patterns in relation to specific disorders and clinical populations.

**PPSY 760 Techniques of Change: C (1)**

Students learn and practice a variety of psychodynamic interventions in relation to specific disorders and clinical populations with an emphasis on time-limited (brief) intensive psychodynamic psychotherapy.

**PPSY 761 Advanced Clinical Practicum I (1)**

This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology.

**PPSY 762 Advanced Clinical Practicum II (1)**

This course provides an on-campus forum for the review of the clinical practicum experience. The course addresses clinical skills, case management, legal and ethical issues, and the processes of the practice and supervision of psychology. This course aims to provide an ongoing learning experience for students who desire or need to pursue an additional year of training beyond the required CP I-VI sequence. Readings and lectures are intended to further enhance skills of assessment and clinical intervention.

**PPSY 795 Dissertation Continuation (1.5)**

Only students who have not completed their dissertation prior to the predoctoral internship enroll in this course. Students enroll for dissertation continuation during the fall, spring, and summer semesters until the dissertation is complete and accepted for publication. Students are expected to complete specific goals, objectives, and tasks and to demonstrate satisfactory progress toward completion of the dissertation. Students who are continuing to complete their dissertation after they proceed to internship are required to enroll in this course each semester until the dissertation is completed, successfully defended, and accepted for binding. Students will meet or interact with their faculty mentor and dissertation committee to facilitate completion of the dissertation.

**PPSY 798 Special Topics (Electives) (2)**

Elective courses are offered each semester according to the interests of students and faculty. Students are required to take elective courses during their program; some may choose to take additional courses of interest beyond the unit requirement of the program.

**PPSY 798 Psychotherapy and Personality Disorders (2)**

This course considers the developmental etiology of personality disorders, surveys various models of the disorders of personality (e.g., Millon, factor models), addresses the place of personality disorders in a systemic model of psychology, and introduces therapeutic treatment models for personality disordered individuals.

**PPSY 798 Psychology of Women (2)**

This course explores developmental, cultural, and clinical models of understanding and working with women's experience in the process of psychotherapy. Attention is focused upon particular issues presented by women clients and treatment approaches for dealing with these issues.

**PPSY 798 Interpersonal Approaches to Psychotherapy (2)**

This course considers the theory and practice of interpersonal psychotherapy, beginning with the foundational work of Harry Stack Sullivan, the founder of interpersonal psychiatry. In addition to the theory and work of Horney and Benjamin, Klerman's interpersonal psychotherapy of depression is examined.

**PPSY 798 Value Formation within the Family (2)**

This course explores the development of values with the family system. Special attention is paid to intergenerational perspectives, the role of family members in value formation, and the moral identity of the family.

**PPSY 798 Psychological Assessment: Projectives (2)**

This course covers the administration, scoring, and interpretation of the major projective tests for both children and adults. Emphasis is on the Rorschach and the Thematic Apperception Test (TAT), with additional focus on projective techniques, such as the House-Tree-Person, Kinetic Family Drawings, and Incomplete Sentences.

**PPSY 798 Brief Therapy and the Managed Care Environment (2)**

This course provides an introduction to the theories and techniques of brief therapy and information on the practice of psychotherapy within the managed care environment.

**PPSY 798 Family and Community Violence (2)**

This course focuses on the perpetration of violence such as child abuse and neglect, rape, incest, battering, and gang and other violence in the community. The course addresses treatment issues for victims of violence, including crisis intervention in schools and the community. This course partially meets the requirements for state authorized reimbursement to therapists treating victims of violence.

**PPSY 798 Neuropsychology (2)**

This course considers the neurological basis of behavior. The emphasis is on understanding the relationship of neurological disorders and psychopathology and an introduction to neuro-psychological assessment. Screening, referral, and treatment issues are covered. The role of family/social network issues in treatment are also emphasized.





# School of Music

Master of Music in Performance . . . . .	170
Master of Music Education . . . . .	170
Master of Arts in Worship Leadership . .	171



# School of Music

## Faculty

*Dean; and Professor:*  
Duane Funderburk, DMA

*Chair, Graduate Programs; and Associate Professor:*  
Dennis Royle, Ph.D.

*Professor: Robert Sage, DMA*

*Associate Professors:*  
Donavon Gray, DMA;  
Marvin McKissick, M.M.;  
Don Neufeld, M.A.;  
Philip Shackleton, DMA

*Assistant Professors: Rod Cathey, DMA;*  
Alvin Clift, M.A.;  
Timothy T. Durbin, M.M.;  
David Hughes, DMA;  
Ruth Meints, M.M.;  
Brenda Reinebach, M.A.;  
John Sutton, M.A.

*Instructors: Patricia Edwards, M.M.;*  
Michelle Jensen, M.M.;  
Michael Kozubek, M.A.

## Introduction

The graduate program in the School of Music at Azusa Pacific University endeavors to prepare students for professional positions in areas of performance, education, and church music.

The faculty is committed to serving each student personally, ensuring a strong learning environment while combining a well-balanced academic setting with diverse performance opportunities available at the school.

The School of Music maintains a program unique to most schools, merging classical and contemporary musical training all within a Christian academic setting. Graduate students experience and interact with choral ensembles, opera workshops, chamber music, orchestral music, handbell choirs, wind ensembles, concert bands, marching bands, and jazz ensembles. The Artist Concert Series brings world-class concerts to campus with guest artists and faculty collaborating each season. Assistantships are offered to ensure students a practical program to utilize their skills, with the possibility of financial assistance.

## Programs Offered

The Master of Music in Performance allows specialization in several areas including conducting, instrumental performance, piano performance, and vocal performance.

The Master of Music Education degree is designed for current teaching professionals and those who intend to be school music specialists.

The Master of Arts in Worship Leadership is designed for individuals functioning in the local church as worship leaders.

## Master of Music in Performance and Master of Music Education

### Admission Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. Completed application for Graduate Admission (An online application is accessible at the university website, [www.apu.edu](http://www.apu.edu).)
2. A \$45 nonrefundable application fee (\$65 for international students)
3. Bachelor's degree from a regionally accredited institution
4. Official transcripts sent directly to APU from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (Students' sealed copies will not be considered official.)
5. Minimum baccalaureate or master's grade-point average of 3.0 on a 4.0 scale (Candidates with a grade-point average between 2.5-2.99 may be considered for provisional admission.)
6. A letter to the dean describing the applicant's personal and professional goals
7. Résumé or Statement of Experience

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

8. A personal audition or recent video or cassette tape recording is required of applicants to the Master of Music in Performance Program (Tapes will not be returned unless return postage is supplied. Personal auditions must be scheduled through the School of Music.)
9. International students who have graduated from a college or university where English was not the medium of instruction must provide the minimum TOEFL score of 600 (except M.A.W.L.), and must submit a score for the test of written English and the test of spoken English.

**All materials should be sent to:**

Graduate Center: Admissions  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000

Located at:

568 E. Foothill Blvd.  
 Azusa, CA 91702-7000  
 (626) 815-4570  
 Fax (626) 815-4545 • (626) 815-4571  
 graduatecenter@apu.edu  
 www.apu.edu

**International applicants send forms to:**

Office of International Student Services  
 Azusa Pacific University  
 PO Box 7000  
 Azusa, CA 91702-7000 USA  
 (626) 812-3055  
 Fax (626) 815-3801  
 iss@apu.edu

**Additional Requirements**

Students must complete at least 30 semester units in residence at Azusa Pacific University. No more than six units of equivalent course work may be transferred into the program. Courses are scheduled so that the program can be completed in two years. A maximum of eight years is allowed for the completion of the degree.

**Master of Music in Performance**

**Degree Requirements**

**Core Courses 15 units**

GMUS 500	Introduction to Graduate Music Program	3
GMUS 501	Seminar in Music History I	3
GMUS 502	Seminar in Music History II	3
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 509	Conducting I (Choral)	3

**Additional Courses Required for the Master of Music in Performance**

**Conducting 21 units**

GMUS 504	Advanced Orchestration	3
GMUS 505	Advanced Arranging	3
GMUS 510	Conducting II (Instrumental)	3
GMUS 511	Conducting III (Applied Lessons)	3
GMUS 512	Conducting IV (Applied Lessons)	3
GMUS 542	Vocal Techniques	2

Electives\*\* 4

**Total 36 units**

**Piano 15 units**

GMUS 520/521/522/523	Applied Instrument	8
GMUS 524	Keyboard Literature	2
GMUS 525	Chamber Ensemble	2

Electives\*\* 3

Graduate Recital N/C

**Total 30 units**

**Vocal 17 units**

GMUS 525	Chamber Ensemble	2
GMUS 530/531/532/533	Applied Voice	8
GMUS 534	Vocal Literature	2
GMUS 542	Vocal Techniques	2

Electives\*\* 3

Graduate Recital N/C

**Total 32 units**

**Instrumental 15 units**

GMUS 520/521/522/523	Applied Instrument	8
GMUS 525	Chamber Ensemble	2
GMUS 588	Ensemble	1
GMUS 589	Ensemble	1

Electives\*\* 3

Graduate Recital N/C

**Total 30 units**

\*\*Private lessons taken for elective units require an additional fee.

**Master of Music Education Degree Requirements**

**Core Courses 21-24 units**

GMUS 500	Introduction to Graduate Music Program	3
GMUS 501	Seminar in Music History I	3
GMUS 502	Seminar in Music History II	3
GMUS 503	Advanced Analysis of Form and Style	3
GMUS 513	Philosophical and Psychological Foundations of Music Education	2
GMUS 514	Issues in Music Classroom Pedagogy	2
GMUS 516	Social and Historical Foundations of Music Education	2
GMUS 590	Directed Research*	1-4
GMUS 591	Thesis	2

**Additional Courses Required for the Master of Music Education with Choral Emphasis 12 units**

GMUS 505	Advanced Arranging	3
GMUS 509	Conducting I (Choral)	3
GMUS 517	Seminar in Choral Pedagogy	2
Electives		4

**Additional Courses Required for the Master of Music Education with Instrumental Emphasis 12 units**

GMUS 504	Advanced Orchestration	3
GMUS 510	Conducting II (Instrumental)	3
GMUS 515	Seminar in Instrumental Pedagogy	2
Electives		4

**Total 33 units**

\*One unit may be taken each semester until completion of degree.

## Master of Arts in Worship Leadership

The Master of Arts in Worship Leadership (M.A.W.L.) is offered jointly by the School of Music and the Haggard School of Theology. The curriculum provides students with education in music and the disciplines of biblical interpretation, theology, and ministry. The program is designed for the person called to a ministry of music and the arts in the setting of the worship and educational ministry of the local church. For more information, see Haggard School of Theology Program Information.

## Course Descriptions

### GMUS 500 Introduction to Graduate Music Program (3)

Students survey and examine various research methods and fields of research in music. Students are introduced to the sources available for music research and writing found in local libraries and on the Internet. An emphasis is placed on practical areas of musical knowledge as related to specific topics outlined by the professor.

### GMUS 501 Seminar in Music History I (3)

This course offers a survey of performance styles and literature, both choral and instrumental. *Prerequisite:* GMUS 500

### GMUS 502 Seminar in Music History II (3)

This course offers a continuing survey of musical styles and literature, both choral and instrumental. Special emphasis is placed on techniques of authentic performance. *Prerequisite:* GMUS 500

### GMUS 503 Advanced Analysis of Form and Style (3)

The forms and structures of music, both choral and instrumental, from Bach to the present are studied. Particular attention is given to the effect of form on interpretation. *Prerequisite:* MUS 427 *Form and Analysis* or equivalent

### GMUS 504 Advanced Orchestration (3)

Discussion, study, and analysis of orchestration techniques, as well as scoring for varied instrumental groupings, are offered. The course concentrates on using scoring knowledge as a conductor and on practical writing techniques. *Prerequisite:* MUS 423 *Orchestration* or equivalent

### GMUS 505 Advanced Arranging (3)

This course is designed to enhance skills in arranging music for performance. Emphasis is placed on choral arranging. *Prerequisite:* MUS 421 *Interpretive Arranging* or equivalent

### GMUS 509 Conducting I (Choral) (3)

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)

Students develop advanced instrumental conducting and rehearsal techniques. Emphasis is placed on wind ensemble and orchestral conducting literature.

### GMUS 511 Conducting III (Applied Lessons) (3)

Students study privately with an instructor in preparation for their conducting recital. Ensemble and repertory selections are determined during this semester.

### GMUS 512 Conducting IV (Applied Lessons) (3)

Students study privately with an instructor in preparation for their conducting recital.

### GMUS 513 Philosophical and Psychological Foundations of Music Education (2)

The course addresses philosophical understanding of the foundations of music education coupled with practical application of the principles of the psychology of music in the classroom.

### GMUS 514 Issues in Music Classroom Pedagogy (2)

Students discuss contemporary issues that apply to music classroom teachers. The course is taught in a seminar format.

### GMUS 515 Instrumental Pedagogy (2)

Students survey method books and repertories appropriate for elementary, middle school, and high school settings, and study beginning and intermediate instrumental development in schools, communities, and churches.

### GMUS 516 Social and Historical Foundations of Music Education (2)

This course focuses on musical traditions in America, the development of music teaching, and gaining an understanding of the changing context of American society.

### GMUS 517 Seminar in Choral Pedagogy (2)

The repertoire and techniques appropriate for elementary, secondary, community, and church choruses are examined.

### GMUS 520 Applied Instrument (2)

Individual instruction in an instrument is given in this course. Additional fee required. *Prerequisite:* Admission to the graduate program in instrumental performance or instructor's permission

### GMUS 521 Applied Instrument (2)

Individual instruction in an instrument is given in this course. Additional fee required. *Prerequisite:* GMUS 520

### GMUS 522 Applied Instrument (2)

Individual instruction in an instrument is given in this course. Additional fee required. *Prerequisite:* GMUS 521

### GMUS 523 Applied Instrument (2)

Individual instruction in an instrument is given in this course. Additional fee required. *Prerequisite:* GMUS 522

### GMUS 524 Keyboard Literature (2)

Students survey the musical literature from all historical periods. Solo and small ensemble literature are emphasized.

### GMUS 525 Chamber Ensemble (2)

This course provides opportunity to rehearse and perform with other musicians in both homogeneous and diverse musical groupings. Literature appropriate to the various groupings is explored.

### GMUS 530 Applied Voice (2)

Individual instruction in voice is given in this course. Additional fee required. *Prerequisite:* admission to the graduate program in vocal performance or instructor's permission

### GMUS 531 Applied Voice (2)

Individual instruction in voice is given in this course. Additional fee required. *Prerequisite:* GMUS 530

### GMUS 532 Applied Voice (2)

Individual instruction in voice is given in this course. Additional fee required. *Prerequisite:* GMUS 531

### GMUS 533 Applied Voice (2)

Individual instruction in voice is given in this course. Additional fee required. *Prerequisite:* GMUS 532

### GMUS 534 Vocal Literature (2)

Students survey the musical literature from all historical periods. Solo and small ensemble literature are emphasized.

### GMUS 542 Vocal Techniques (2)

Students study the techniques of good vocal production, especially as they apply to the role of the choral conductor and teacher.

**GMUS 543 Seminar in Music Education (3)**

In this advanced course, students consider the historical foundations of music education and the major trends in its development. The overall objectives of music education are studied and attention is given to improvement of teaching at all levels. Students' problems receive special attention. This course is offered as needed.

**GMUS 561 History of Congregational Song (2)**

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 that 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)**

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)**

This course is an introduction to the history, theology, philosophy 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 564 The Use of the Keyboard in Worship (1)**

This class is a survey of traditional and contemporary approaches to keyboard instruments and their use in worship.

**GMUS 565 Aesthetics of Worship (2)**

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 566 Conducting for the Church Musician (3)**

This course prepares students to provide leadership as a choral and instrumental conductor. It includes time with live ensembles, learning the art of conducting various types of musical styles. Traditional and contemporary church music is explored and studied.

**GMUS 567 Arranging: Choral and Instrumental (2)**

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 568 Instruments/Voice and their Use in Contemporary Worship (1)**

This course examines the use of instruments and voice in various styles and expressions of worship, including liturgical, traditional, contemporary, blended, Gen X, and Taize. An emphasis is placed on the practical areas of musical knowledge as related to these styles of worship.

**GMUS 588 Ensemble (1)**

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.

**GMUS 589 Ensemble (1)**

This course is a continuation of GMUS 588.

**GMUS 590 Directed Research (1-4)**

Individualized assistance in researching materials for the thesis is given in this course.

**GMUS 591 Thesis (2)**







# School of Nursing

Articulated RN to MSN . . . . .	177
Master of Science in Nursing . . . . .	177
School Nurse Services Credential Program Plus Master of Science in Nursing . . .	181
Post-Master's Credential Programs . . .	182

# School of Nursing

Faculty

Dean:

To Be Announced

Chair; and Professor, Graduate Program:  
Leslie Van Dover, RN, Ph.D.

Chair; and Assistant Professor, Undergraduate  
Program: Shila Wiebe, RN, MSN

Professors: Barbara Artinian, RN, Ph.D.;

Vicky Bowden, RN, DNSc;

Felicitas dela Cruz, RN, DNSc, FAANP;

Marsha Fowler, RN, Ph.D., M.Div., FAAN;

Elaine Goehmer, RN, Ph.D., CHQP;

Marianne Hattar, RN, DNSc, FAAN;

Aja Tulleners Lesh, RN, Ph.D.

Associate Professor:

Connie Brehm, RN, Ph.D., FNP

Assistant Professors:

Young Kim, RN, Ph.D., CANP;

Renee Pozza, RN, MSN, CNS, CFNP;

Karla Richmond, RNC, CNS, Ph.D.(c)

Clinical Instructors/Lecturers (part time):

Divina Bautista, RN, MSN, FNP;

Margaret Brady, RN, Ph.D., PNP;

Carol Brainerd, RN, MN;

Charlie Evanilla, RN, MSN, NP;

Catherine Goodhue, RN, MN, PNP;

Virginia Hart-Kepler, RN, MS, FNP-C;

Marilyn Klakovich, RN, DNSc, CNAA;

Zarminé Naccashian, RN, MN, GNP;

Anne Odell, RN, MSN, CFNP;

Maria Rivera-Klein, RN, MSN, MAEd(c)

Professor Emeritus:

Phyllis Esslinger, RN, MS

## Introduction

Graduate education in nursing provides the means to develop advanced and specialized skills in a selected area of nursing clinical practice. Accordingly, this program focuses on the acquisition of advanced knowledge in nursing theory, cultural competency, research, spiritual care, bioethics and health policy, health assessment, pathophysiology, pharmacology, and clinical practice. The aim is to prepare nurses who are well equipped to accept leadership roles upon completion of the program.

## Programs Offered

The School of Nursing offers pathways to the Master of Science in Nursing degree and post-master's credential programs in several areas:

1. *Articulated RN to Master of Science in Nursing Program* – for those with an A.A. degree or diploma in nursing who have a baccalaureate degree in a field other than nursing
  - Total units for a Clinical Nurse Specialist track is 65-67.
  - Total units for Parish Nursing track is 69-71.
  - Total units for Family Nurse Practitioner track is 73-75.
  - Total units for Adult Nurse Practitioner track is 71-73.
2. *BSN to Master of Science in Nursing Program* – for those who have completed a bachelor's degree in nursing
  - Total units for Clinical Nurse Specialist track is 42-44.
  - Combined Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner (PNP) Specialty – Total units for Parent-Child CNS + PNP is 50-52.
  - Total units for Parish Nursing track is 46-48.
  - Total units for Family Nurse Practitioner track is 50-52.
  - Total units for Adult Nurse Practitioner track is 48-50.
3. *School Nurse Services Credential Program plus Master of Science in Nursing*
  - Total units for School Nurse Services Credential (nondegree program) is 33.

To complete the Master of Science in Nursing following the Credential:

- Total additional units for Pediatric Nurse Practitioner is 21-23.
  - Total additional units for Family Nurse Practitioner is 31-33.
4. *Post-Master's Nursing Credential programs* – in Adult, Parent-Child, Nursing Administration, Nursing Education, Parish Nursing, Family Nurse Practitioner, and Adult Nurse Practitioner are for nurses who have already completed a master's degree.

The School of Nursing reserves the right to change the curriculum and degree requirements as deemed necessary to maintain a high-quality program. In the School of Nursing, graduate full-time status is considered to be 6 units per semester or 12 units per 12-month academic year. A student has a maximum of eight years to complete the master's degree, beginning from the date of initial enrollment in the degree program.

## Ph.D. in Nursing

Note: A proposal to establish a Ph.D. in Nursing has been approved by the university and is currently under review and awaiting WASC approval. Please check with the School of Nursing at (626) 815-6000, Ext. 5121 for progress toward the target of enrolling the first students in summer 2004. Faculty advisors are currently available to talk with inquirers about this exciting program.

## Program Outcome Objectives

A graduate of the Master of Science in Nursing Program:

- Synthesizes knowledge from theory and research to evaluate its applicability to professional nursing practice and health policy.
- Evaluates delivery of health care to individuals, families, and communities based on a theoretical frame of reference.
- Demonstrates competence in an advanced nursing role incorporating consultation, leadership, management, and teaching in a specialized area of nursing practice.
- Utilizes the research process to improve health care and contribute to the body of nursing knowledge.

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

- Applies bioethical and spiritual concepts in nursing practice and health policy.
- Articulates how the basic tenets of the Christian faith inform nursing practice.
- Provides spiritual care with an understanding of the influential elements of one's own spiritual formation and beliefs.

## Articulated RN to Master of Science in Nursing Program

The Articulated RN to Master of Science in Nursing Program offers registered nurses who have a bachelor's degree in a health-related academic discipline other than nursing the opportunity to pursue both bachelor's and master's degrees in nursing. A sequence of courses has been designed which recognizes the expertise of the registered nurse and enhances the academic and professional preparation required at both the bachelor's and master's levels in nursing. The program facilitates educational mobility and strengthens the leadership abilities of registered nurses. The bachelor's requirements include both theoretical and clinical course work that provide the foundation for advanced graduate study and address the objectives of a generic bachelor's program. Both the master's degree in nursing and the bachelor's degree are awarded only at completion of the articulated program. Course work must be completed in seven years.

### Admission Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Contact the Office of International Student Services at (626) 812-3055 or [iss@apu.edu](mailto:iss@apu.edu).*

1. A.A. degree or diploma in nursing from an accredited program
2. Bachelor's degree from a regionally accredited college or university where general education requirements are similar to those offered in the APU undergraduate program
3. 3.0 baccalaureate or master's grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)

4. Current licensure as a registered nurse in the United States
5. Recent (within past five years) experience as a registered nurse
6. Completed application for admission and three letters of reference (two professional, one personal)
7. Written statement of educational and professional goals
8. TOEFL score of 550 or higher for all international students
9. Completion of the California Critical Thinking Test (given in the School of Nursing)
10. Computer literacy – for the MSN Program

#### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

#### Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
[graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
[www.apu.edu](http://www.apu.edu)

#### Send international applications to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
[iss@apu.edu](mailto:iss@apu.edu)

#### Additional Requirements

See MSN Program.

#### Bachelor's Requirements for the Articulated RN-MSN 23 units

UNRS 220	Health Assessment*	3
UNRS 325	Nursing Research*	2
UNRS 367	Pathophysiology*	3
GNRS 546	Theory and Practice in Health Care Systems in the Community**	6
GNRS 547	Nursing Leadership in Acute-Care Settings**	6
PSYC 350	Applied Statistics*	3

#### Total 23 units

NOTE: Please see the current Undergraduate Catalog for descriptions of undergraduate courses

listed above. All bachelor's requirements must be completed before enrolling in graduate courses.

\*At least one of these four courses must be taken or challenged at Azusa Pacific University.

\*\*These courses must be taken at Azusa Pacific University.

#### For the Articulated RN to Master of Science in Nursing Program, the Master's-Level Courses Required of All Students Are:

Academic Core  
Advanced Practice Core  
Clinical Specialty Option  
Concluding Courses

Please see the Master of Science in Nursing Program (which follows) for course requirement details.

#### Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

## Master of Science in Nursing

Nationally accredited, the Master of Science in Nursing Program prepares students in advanced theory and practice in a specialized clinical area of nursing. Graduate students are prepared to assume functional roles as clinical nurse specialists, parish nurses, family nurse practitioners, adult nurse practitioners, or pediatric nurse practitioners, and may elect an additional emphasis in administration or education. The combination of theory, research, and professional development also prepares graduates for doctoral study in nursing.

The curriculum assists students in developing a conceptual frame of reference for analyzing nursing problems, studying advanced pathophysiology and pharmacology, utilizing theories related to nursing practice, and integrating principles of spiritual care and bioethics in their professional roles. Students have the opportunity to practice as clinical nurse specialists, parish nurses, family nurse practitioners, adult nurse practitioners, or pediatric nurse practitioners, in a variety of health care settings.

Students electing the administration emphasis are prepared to manage nursing services in a variety of health care settings. Attention is given to analyzing health care needs of groups of patients, utilizing resources, and organizing and implementing the delivery of nursing services to meet those needs.

Students electing the nursing education emphasis learn to develop and evaluate curricula for various types of programs in nursing education, develop and implement various teaching strategies, and assess and meet the learning needs of a diverse group of adult learners across multiple educational environments.

## Admission Requirements

University graduate and program admission requirements must be met before an application is complete. (See “Graduate Admission to the University.”)

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055 or email [iss@apu.edu](mailto:iss@apu.edu).*

1. Bachelor's degree in nursing from an NLN- or CCNE-accredited program (Nurses with bachelor's degrees in fields other than nursing will be considered for admission to the Articulated RN-MSN Program.)
2. 3.0. baccalaureate or master's grade-point average (Candidates with a grade-point average of 2.7-2.99 may be considered for provisional admission.)
3. Current licensure as a registered nurse in the United States
4. Recent (within past five years) experience as a registered nurse
5. Completed application for admission and three letters of reference (two professional, one personal)
6. Written statement of educational and professional goals
7. Completion of the California Critical Thinking Test (given in the School of Nursing)
8. Computer literacy (This includes how to start a computer, enter and exit programs, format disks, save and delete files, and use basic functions in word processing and/or data programs.)

9. Completion of courses in health assessment, pathophysiology, nursing research, statistics, nursing leadership, and community health nursing equivalent to those offered in the APU undergraduate nursing program
10. TOEFL score of 550 or higher for all international students

### All materials should be sent to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
[graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
[www.apu.edu](http://www.apu.edu)

### Send international applications to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
[iss@apu.edu](mailto:iss@apu.edu)

### Transfer of Credits

Up to 12 units of approved graduate work taken elsewhere may be applied toward the MSN degree. Six additional units of approved graduate work may be applied toward the MSN degree through course challenge.

### Additional Requirements

At the beginning of clinical course work, including health assessment labs, the student is required to provide documentation concerning CPR certification, malpractice insurance, TB screening, and immunizations appropriate to the clinical setting.

The student's health status must permit him/her to safely undertake and complete clinical experience required for the degree. As a fully prepared health professional, the student is expected to take responsibility for self-evaluation of her/his own health status, including an assessment of the safety and appropriateness of practice in the clinical context, both for the student and the patient. An individual faculty member may require documentation of the student's health status.

## Program Requirements

For the Master of Science in Nursing degree, the following are required of all CNS, CNS+PNP, ANP, and FNP students:

### Academic Core 15 units

GNRS 501	Theoretical Thinking in Nursing	2
GNRS 503	Cultural Competency in Health Care	2
GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GNRS 508	Research for Advanced Practice Nursing	3
GNRS 510	Family Theory in Health Care	2

### Advanced Practice Core 14 units

GNRS 512	Advanced Health Assessment and Health Promotion	6
----------	---	---

— or —

GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3

### Clinical Specialty Options 8-17 units

In addition to the academic and advanced practice core courses, students select their clinical focus in one of the five advanced practice clinical specialties – Adult, Parent-Child, Parish Nursing, Combined Parent-Child and Pediatric Nurse Practitioner, Family Nurse Practitioner, or the Adult Nurse Practitioner. Students work closely with faculty and clinical preceptors to learn theory and practical skills essential for their advanced practice roles.

Adult, Parent-Child	8 units
Combined Parent-Child and Pediatric Nurse Practitioner	16 units
Family Nurse Practitioner	16 units
Adult Nurse Practitioner	14 units
Parish Nursing	17 units

### Concluding Courses 5 units

GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis*	1

**Total Clinical Specialty Program**

<b>CNS</b>	<b>42-44 units</b>
<b>CNS+PNP</b>	<b>50-52 units</b>
<b>FNP</b>	<b>50-52 units</b>
<b>ANP</b>	<b>48-50 units</b>
<b>PN</b>	<b>46-48 units</b>
<b>School Nurse Services Credential+PNP or FNP</b>	<b>54-66 units</b>

\*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a required prerequisite to proposing a thesis.

**Elective Courses**

Students may select additional elective courses to support their programs of study as directed by faculty. In addition, if desired, students may elect a second emphasis in administration or education.

**Clinical Nursing Specialties (CNS)****Adult, or Parent-Child Clinical Nursing Specialty (CNS)**

The Master of Science with a clinical specialty in Adult or Parent-Child Nursing allows students to concentrate on one of these two clinical areas of content and practice. Post-master's credentials are also available in these specialties.

For details on Academic Core and Advanced Practice Core courses, please see "Program Requirements" on the previous page.

**Academic Core** 15 units

**Advanced Practice Core** 14 units

**Clinical Specialty Courses** 8 units

GNRS 520	Theory and Practice in Adult Nursing	4
— or —		
GNRS 530	Theory and Practice in Parent-Child Nursing	4
— and —		
GNRS 521	Clinical Specialization in Nursing Care of Adults	4
— or —		
GNRS 531	Clinical Specialization in Parent-Child Nursing	4

**Concluding Courses** 5 units

GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis*	1

**Total Required for Clinical Nurse Specialist (CNS)** 42-44 units

\*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a required prerequisite to proposing a thesis.

**Combined Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner (PNP) Specialty**

The Combined Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner Specialty (PNP) prepares nurses to be effective practitioners in both of these advanced practice roles with children and their families. In the CNS, the focus is expert clinical practice, consultation, clinical leadership, research and education. The focus of the PNP is health care of children in the primary care setting and includes direct client assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation and research. Graduates of the combined specialty program will be eligible to apply to the state of California for certification as a Clinical Nurse Specialist (CNS) and certification as a Pediatric Nurse Practitioner (PNP). They are also qualified to seek national certification through specialty boards.

**Academic Core** 15 units

**Advanced Practice Core** 14 units

Students must take:

GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	6
----------	---	---

**Clinical Specialty Courses****1. Parent-Child CNS Specialty** 8 units

GNRS 530	Theory and Practice in Parent-Child Nursing	4
GNRS 531	Clinical Specialization in Parent-Child Nursing	4

**2. Pediatric Nurse Practitioner (PNP) Specialty** 8 units

GNRS 589	Adolescent Reproductive Health Care	2
GNRS 590	Primary Health Care of the Young Family	6

**Concluding Courses** 5 units

GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination Directed Study/Thesis*	1

**Total Required for Combined CNS+PNP Specialty** 50-52 units

\*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a required prerequisite to proposing a thesis.

**Combined Adult Nursing Specialty (CNS) and Adult Nurse Practitioner Specialty (ANP)**

The Combined Adult Nursing Specialty (CNS) and Adult Nurse Practitioner (ANP) Specialty prepares nurses to be effective practitioners in both of these advanced practice roles with adults and their families. In the CNS, the focus is expert clinical practice, consultation, clinical leadership, research, and education. The focus of the ANP is health care of adults in the primary care setting and includes direct client assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. Graduates of the combined specialty program will be eligible to apply to the state of California for certification as a Clinical Nurse Specialist (CNS) and certification as an Adult Nurse Practitioner (ANP). They are also qualified to seek national certification through specialty boards.

**Academic Core** 15 units

**Advanced Practice Core** 14 units



**1. Clinical Nurse Specialty (CNS)**

<b>Courses</b>	<b>8 units</b>
GNRS 520 Theory and Practice in Adult Nursing	4
GNRS 521 Clinical Specialization in Nursing Care of Adults	4

**2. Adult Nurse Practitioner (ANP) Specialty Courses**

<b>14 units</b>	
GNRS 591 Primary Health Care of the Childbearing Family	4
GNRS 592 Primary Health Care of the Mature and Aging Family	6
GNRS 593 Psychosocial Primary Health Care of the Mature and Aging Family	4

**Concluding Courses**

<b>5 units</b>	
GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 597/598 Comprehensive Examination Directed Study/Thesis*	1

**Total Required for Adult Combined CNS+ANP Specialty****56-58 units**

\*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a required prerequisite to proposing a thesis.

**Family Nurse Practitioner (FNP) Specialty**

This specialty program prepares students to be nurse practitioners across the human lifespan. The program is designed so graduates can be licensed by the state of California and can also take FNP National Certification examinations. This advanced clinical practice specialty includes direct patient assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. A post-master's credential is also available.

For details of Academic Core and Advanced Practice Core courses, please see previous program requirements.

<b>Academic Core</b>	<b>15 units</b>
<b>Advanced Practice Core</b>	<b>14 units</b>

**Clinical Specialty Courses****16 units**

GNRS 590 Primary Health Care of the Young Family	6
GNRS 591 Primary Health Care of the Childbearing Family	4
GNRS 592 Primary Health Care of the Mature and Aging Family	6

**Concluding Courses****5 units**

GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 597/598 Comprehensive Examination Directed Study/Thesis*	1

**Total Required for****FNP Specialty****50-52 units**

\*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the 2-unit course GNRS 514 Research Proposal Writing is a required prerequisite to proposing a thesis.

**Adult Nurse Practitioner (ANP) Specialty**

This specialty program prepares registered nurses to be nurse practitioners with adults in primary health care settings. The program is designed so graduates can be licensed by the state of California and can also take the Adult Nurse Practitioner National Certification Examination. This advanced clinical practice specialty includes direct client assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research. A combined Adult CNS + ANP and a post-master's credential are also available.

**Academic Core****15 units****Advanced Practice Core****14 units****Adult Nurse Practitioner (ANP) Specialty Courses****14 units**

GNRS 591 Primary Health Care of the Childbearing Family	4
GNRS 592 Primary Health Care of the Mature and Aging Family	6
GNRS 593 Psychosocial Primary Health Care of the Mature and Aging Family	4

**Concluding Courses****5 units**

GNRS 540 Case Management	2
GNRS 541 Clinical Practicum in Case Management	2
GNRS 597/598 Comprehensive Examination Directed Study/Thesis*	1

**Total Required for ANP****Specialty****48-50 units**

\*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a required prerequisite to proposing a thesis.

**Parish Nursing (PN) and Health Ministries Specialization**

Parish nursing is an interdisciplinary program that prepares nurses to serve within churches or other religiously based settings as nurse specialists in spiritual aspects of patient care. The parish nurse serves as a church staff associate to the minister (clergy) for health ministry and spiritual care. This program integrates formal theological knowledge and methodology, professional ministry skills, and advanced nursing practice to address the bioethical, health, and spiritual concerns of a faith-based community, its members, and its neighbors. That is, both a ministry of health and faith integration, health maintenance, and health promotion for the prayer community itself, and mission outreach for health advocacy and social ethics are encompassed within this specialization. The uniqueness of this program resides in the depth of theological knowledge and ministry skill that is required to be integrated into advanced nursing practice. A post-master's nursing credential is also available.

This specialty is also open to ministry students, who are ordained clergy or who are seeking ordination to professional ministry, and who wish an interdisciplinary emphasis on the integration of health and spirituality, health maintenance, and health promotion within congregations and faith traditions/denominations. For ministry students, a health ministries focus is individually designed to meet the specific ministry needs of the student (e.g., family health ministries, older adult-enablement health ministries, youth and child health ministries, women's health ministries, etc.).

**Academic Core 15 units****Advanced Practice Core\* 17 units**

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role	3
GTHE 504	God, Creation, and Humanity*	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church	4

\*Parish nursing students must take the constructive theology course series as offered by APU's Haggard School of Theology, however that series may be constituted. See course descriptions in the Haggard School of Theology section of this catalog.

**Clinical Specialty Courses 9 units**

GNRS 570	Parish Nursing/Health Ministries	2
GMIN 568	Field Education in Ministry	2
GMIN 569	Field Education in Ministry	1
GMIN 618	Philosophy of Ministry	4

**Concluding Courses 5 units**

GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination	
	Directed Study/Thesis*	1

**Total Required for PN Specialty 46-48 units**

\*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a required prerequisite to proposing a thesis.

## School Nurse Services Credential (a nondegree program) plus option to earn a Master's Degree in Pediatric Nurse Practitioner (PNP) or Family Nurse Practitioner (FNP) Specialty

The School Nurse Services Credential Program prepares nurses who have completed a bachelor's degree to be effective practitioners of school health. Students who complete the program will be eligible to apply for the State of California School Nurse Services Credential. Through the program, students develop theoretical and practical expertise in nursing and education applied to basic health

services in the public schools (K-12). This enables them to establish, maintain and coordinate a comprehensive school health program. Among the school health activities students undertake are: planning health programs, assessing the health of children, providing health care and health referral, and contributing to formulation and evaluation of school health policy. To maximize children's ability to learn in school, candidates for the credential emphasize child health maintenance, illness prevention, restoration of health, and childhood wellness. This program is approved by the California Commission on Teacher Credentialing (CCTC). It also enables qualifying students who complete the credential to continue their studies toward a Master of Science in Nursing degree. Admission requirements for this program are the same as those for the Master of Science in Nursing Program.

**Nondegree Program: School Nurse Services Credential Specialty****Academic Core 9 units**

GNRS 501	Theoretical Thinking in Nursing	2
GNRS 503	Cultural Competency in Health Care	2
GNRS 504	Bioethics and Health Policy	3
GNRS 510	Family Theory in Health Care	2

**Educational Support Courses 6 units**

Audiology/Audiometry for School Nurses**	3	
EDUC 400	Foundations of Education, K-12*	3
— or —		
TEP 420	Secondary Teaching Strategies*	3

**Clinical Specialty Courses 18 units**

GNRS 511	Advanced Pediatric Health Assessment and Health Promotion	6
GNRS 550	Theory and Practice in School Nursing	4
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family (Didactic portion only)	2

**Total Required for School Nurse Services Credential 33 units**

\* Please see School of Education and Behavioral Studies for descriptions of these courses.

\*\*Not offered at APU. Select from state-approved audiology programs.

## Master's Degree with Pediatric Nurse Practitioner Specialty following Completion of School Nurse Services Credential (SNSC)

**Requirements 33 units****Additional Course Work Required Academic and Advanced Practice Core 14 units**

GNRS 506	Spiritual Care	3
GNRS 508	Research for Advanced Practice Nursing	3
GNRS 513	Advanced Nursing Practice Role	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3

**Clinical Specialty and Concluding Courses 7 units**

GNRS 591	Primary Health Care of the Childbearing Family (lab)	2
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 597/598	Comprehensive Examination	
	Directed Study/Thesis*	1

**Total Required Beyond SNSC Specialty to Complete Master's Degree as a PNP 21-23 units****Total Required for Both SNSC and Master's Degree with PNP Specialty 54-56 units**

\*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a required prerequisite to proposing a thesis.

NOTE: The School Nurse Services Credential plus PNP includes a total of 634 clinical hours from the following courses: GNRS 511 (158 hrs.); GNRS 550 (106 hrs.); GNRS 590 (158 hrs.); GNRS 541 (106 hrs.); and GNRS 591 (106 hrs.). Meets California BRN requirements for NP certification of 18 units of theory, 12 units of lab.

## Master's Degree with Family Nurse Practitioner Specialty following Completion of School Nurse Services Credential (SNSC)

**Requirements 33 units**

### Additional Course Work Required Academic and Advanced Practice Core 14 units

GNRS 506	Spiritual Care	3
GNRS 508	Research for Advanced Practice Nursing	3
GNRS 513	Advanced Nursing Practice Role	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3

### Clinical Specialty and Concluding Courses 17 units

GNRS 512	Advanced Health Assessment and Health Promotion (adult focus)	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2
GNRS 591	Primary Health Care of the Childbearing Family (lab)	2
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 597/598	Comprehensive Examination Directed Study/Thesis*	1

**Total Required Beyond SNSC Specialty to Complete Master's Degree as a FNP 31-33 units**

**Total Required for Both SNSC and Master's Degree with FNP Specialty 64-66 units**

\*Students must choose either the thesis or comprehensive exam option for one unit of credit to complete the program. For students choosing the thesis, the two-unit course GNRS 514 is a required prerequisite to proposing a thesis.

NOTE: The School Nurse Services Credential plus FNP includes a total of 898 clinical hours from the following courses: GNRS 511 (158 hrs.); GNRS 512 (106 hours); GNRS 550 (106 hrs.); GNRS 592 (158 hrs.); GNRS 591 (106 hours); GNRS 590 (158 hrs.); and GNRS 541 (106 hrs.). Meets California BRN requirements for NP certification of 18 units of theory, 12 units of lab.

## Nursing Education Emphasis

Along with a clinical specialty track, students may elect nursing education as an additional emphasis. This course of study prepares students at the master's level for teaching roles in various clinical or academic settings.

**Academic Core 15 units**

**Advanced Practice Core 14 units**

### Clinical Specialty Courses

Adult, Parent-Child	8 units
— or —	
Family Nurse Practitioner	16 units

**Concluding Courses 5-7 units**

**Required Nursing Education Emphasis Courses 9 units**

GNRS 552	Education Concepts and Clinical Instruction in Nursing	5
GNRS 554	Curriculum Foundations and Instructional Strategies	4

**Examples:**

**Total Requirements for CNS with Nursing Education Emphasis 51-53 units**

**Total Requirements for FNP with Nursing Education Emphasis 59-61 units**

## Nursing Administration Emphasis

Along with a clinical specialty track, students may elect nursing administration as an additional emphasis. Course work focuses on combining the resources of nursing, organizational development, and business management. This program prepares nurses for administration of nursing service in a variety of health care settings.

**Academic Core 15 units**

**Advanced Practice Core 14 units**

### Clinical Specialty Courses

Adult, Parent-Child	8 units
— or —	
Family Nurse Practitioner	16 units

**Concluding Courses 5-7 units**

**Required Nursing Administration Emphasis Courses 9 units**

GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Finance	4

**Examples:**

**Total Requirements for CNS with Nursing Administration Emphasis 51-53 units**

**Total Requirements for FNP with Nursing Administration Emphasis 59-61 units**

## Post-Master's Credential Programs

Post-master's credential programs are available in: Adult, Parent-Child, Parish Nursing, Family Nurse Practitioner, Nursing Administration, and Nursing Education. Please contact the graduate program for specific requirements at (626) 815-5391 or fax (626) 815-5414.

## Admission Requirements for Post-Master's Programs

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

1. Master's degree in nursing from a regionally accredited program
2. Completed application for graduate admission
3. \$45 nonrefundable application fee (unless a previously admitted APU student)
4. Official transcripts from all institutions leading to and awarding the applicant's master's degree
5. Minimum graduate grade-point average of 3.0 on a 4.0 scale (Candidates with a grade-point average between 2.7-2.99 may be considered for provisional admission.)
6. Three recommendations: two should be of a professional nature, and one personal
7. Résumé or statement of work experience
8. Current copy of license to practice as a Registered Nurse in California
9. Computer literacy (This includes how to start a computer, enter and exit programs, format disks, save and delete files, and use basic functions in word processing and/or data programs.)

**All materials should be sent to:**

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000

## Located at:

568 E. Foothill Blvd.  
Azusa, CA  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
graduatecenter@apu.edu  
www.apu.edu

**International applicants send forms to:**

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
iss@apu.edu

**Prerequisites**

Please contact the School of Nursing  
(626) 815-5391 for prerequisite courses.

**Adult Nursing****Required Courses 15 units**

GNRS 504	Bioethics and Health Policy	3
GNRS 520	Theory and Practice in Adult Nursing	4
GNRS 521	Clinical Specialization in Nursing Care of Adults	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

NOTE: The following courses are required for all Adult Nursing post-master's students who have not completed such a course previously:

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology for Advanced Practice Nursing	3

**Parent-Child Nursing****Required Courses 17 units**

GNRS 504	Bioethics and Health Policy	3
GNRS 510	Family Theory in Health Care	2
GNRS 530	Theory and Practice in Parent-Child Nursing	4
GNRS 531	Clinical Specialization in Parent-Child Nursing	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

NOTE: The following courses are required for all Parent-Child Nursing post-master's students who have not completed such a course previously:

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology for Advanced Practice Nursing	3

**Parish Nursing****Required Courses 23 units**

GNRS 504	Bioethics and Health Policy	3
GNRS 506	Spiritual Care	3
GTHE 504	God, Creation, and Humanity*	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church*	4
GNRS 570	Parish Nursing/Health Ministries	2
GMIN 568	Field Education in Ministry	2
GMIN 569	Field Education in Ministry	1
GMIN 618	Philosophy of Ministry	4

NOTE: The Parish Nursing Credential is an interdisciplinary nondegree program. Students may take the theology courses at a denominational seminary. Course work in theology from this program may be applied toward a degree in theology at APU.

\*Parish nursing students must take the constructive theology course series as offered by APU's Haggard School of Theology, however that series may be constituted.

**Family Nurse Practitioner**

Students must be admitted into the university before registering for this program. The Family Nurse Practitioner Credential Program is designed as a nondegree course credit option for nurses with a master's degree in nursing\*. This program promotes primary health care skills through didactic education and clinical supervision, which prepares the nurse for licensure by the state of California and for national certification as a family nurse practitioner.

**Prerequisites**

1. Master's degree in nursing
2. Completion of a basic health assessment course

**Required Courses 34 units**

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role**	3
GNRS 515	Advanced Pathophysiology	2
GNRS 590	Primary Health Care of the Young Family	6
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

**Total Requirements for FNP Post-Master's Credential 34 units**

\*Students who hold current California state certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as clinical nurse specialist (CNS) may challenge or request waiver of the course work required for the Family Nurse Practitioner Program, as appropriate to the student's current specialty. Petitions for challenge or waiver of courses must be initiated upon admission and approved through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.

\*\*This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, since the content was integrated in the clinical courses.



## Adult Nurse Practitioner

Students must be admitted into the university before registering for this program. This specialty program prepares registered nurses with master's degrees in nursing to be nurse practitioners with adults in primary health care settings. This program is designed as a nondegree course credit option for nurses with a master's degree in nursing\*. The program is designed so graduates can be licensed by the state of California and can also take the Adult Nurse Practitioner National Certification Examination. This advanced clinical practice specialty includes direct client assessment, diagnosis, management, and treatment; client advocacy; client/family education; consultation; program planning, implementation, evaluation, and research.

### Prerequisites

1. Master's degree in Nursing
2. Completion of a basic health assessment course

### Required Courses 32 units

GNRS 512	Advanced Health Assessment and Health Promotion	6
GNRS 513	Advanced Nursing Practice Role**	3
GNRS 515	Advanced Pathophysiology	2
GNRS 594	Pharmacology in Advanced Practice Nursing	3
GNRS 591	Primary Health Care of the Childbearing Family	4
GNRS 592	Primary Health Care of the Mature and Aging Family	6
GNRS 593	Psychosocial Primary Health Care of the Mature and Aging Family	4
GNRS 540	Case Management	2
GNRS 541	Clinical Practicum in Case Management	2

### Total Requirements for ANP Post-Master's Credential 32 units

\*Students who hold current California state certification as a nurse practitioner or nurse midwife, and students who hold a master's degree in nursing and/or national certification as clinical nurse specialist (CNS) may challenge or request waiver of the course work required for the Adult 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 through the School of Nursing Graduate Council. Students must show proof of current nurse practitioner, nurse midwife, or clinical nurse specialist certification.  
\*\*This requirement is waived for APU master's graduates between the years of 1992-93 to 1995-96, since the content was integrated in the clinical courses.

## Nursing Administration

Students must be admitted into the university before registering for this program. The Nursing Administration Post-Master's Credential Program prepares students for administration of nursing service in a variety of health care settings. Course work focuses on combining the resources of nursing, organizational development, and business management. This program builds on skills and knowledge obtained in a master's of science in nursing program.

### Prerequisite

Master's degree in nursing

### Required Courses 9 units

GNRS 560	Theory and Practice in Nursing Administration	5
GNRS 568	Issues in Health Care Finance	4

### Total Requirements for Nursing Administration Post-Master's Credential 9 units

## Nursing Education

Students must be admitted into the university before registering for this program. The Nursing Education Post-Master's Credential Program prepares nurses for teaching roles in various clinical and/or academic settings. This program builds on skills and knowledge obtained in a master's of science in nursing program.

### Prerequisite

Master's degree in nursing

### Required Courses 9 units

GNRS 552	Education Concepts and Clinical Instruction in Nursing	5
GNRS 554	Curriculum Foundations and Instructional Strategies	4

### Total Requirements for Nursing Education Post-Master's Credential 9 units

## Course Descriptions

### GNRS 501 Theoretical Thinking in Nursing (2)

This course examines questions about the nature and construction of theory and how theoretical ideas are developed and used in nursing practice and research. Philosophical ideas underlying theory are examined and selected theoretical models and theories are explored. *Prerequisite: completion of undergraduate research course or instructor's consent*

### GNRS 502 Advanced Clinical Decision Making (2)

The theory and practice of clinical decision making in nursing provides the major course focus. Factors which influence the clinical decision-making process are examined, and practical applications within the clinical area identified. The relationship between clinical decision making and policy formulation is analyzed. The role of nursing diagnoses in clinical decision making is critiqued.

### GNRS 503 Cultural Competency in Health Care (2)

This course focuses on understanding general and specific culture concepts relevant to health and health-seeking behaviors of diverse ethnic/cultural groups in the United States. These concepts serve as the basis for formulating culturally competent health care interventions for individuals, families, and communities. In addition, the course addresses the concept of acculturation as a major source of inter- and intra-ethnic/cultural diversity.

### GNRS 504 Bioethics and Health Policy (3)

This course focuses on bioethical analysis, decision-making and moral policy analysis, and formulation. Health-related cases, issues, and policy are addressed as related to the professions represented by the students enrolled in the course. Health is broadly understood as encompassing a wide range of professional and social issues (such as world hunger, poverty, euthanasia and assisted suicide, organ transplantation, state and national health policy, etc.). *Prerequisites: graduate standing and instructor's consent*

### GNRS 506 Spiritual Care (3)

Selected concepts in the spiritual care of persons from the traditional Judeo-Christian perspective provide a central focus to the course. The goal is to apply spiritual concepts to the care of persons with complex health or illness care needs. Students are introduced to and engage in the process of scholarly research. The course is conducted as a tutorial/seminar experience. *Prerequisites: graduate standing and instructor's consent; recommended: one theory-based graduate course*



### **GNRS 508 Research for Advanced Practice Nursing (3)**

The focus of this course is development of an understanding of the principles of the research process, especially quantitative methods, with an overview of qualitative methods. The course prepares the advanced practice nurse to systematically review and critique research literature, participate in evaluation of health services, and effectively utilize research in clinical practice. Experience in computerized data entry and analysis is included. *Prerequisites: computer literacy, undergraduate research course, a statistics course, and GNRS 501*

### **GNRS 509 Qualitative Research: Grounded Theory (3)**

A variety of qualitative research approaches and issues, including grounded theory, phenomenology, and ethnography, are introduced and explored. Students collect and analyze qualitative data using the constant comparative methodology of grounded theory. *Prerequisites: GNRS 508 and instructor's consent*

### **GNRS 510 Family Theory in Health Care (2)**

The major theoretical perspectives for understanding the family as a core unit of analysis are studied. This course fosters the student's recognition of the family's responsibility for health. Factors such as family patterns and care-giving tasks of families experiencing catastrophic or chronic alteration in health care are examined. *Prerequisite: GNRS 501 or instructor's consent*

### **GNRS 511 Advanced Pediatric Health Assessment and Health Promotion (6)**

This course develops the graduate nurse's assessment skills and focuses on the promotion of health in the pediatric population from the newborn period through adolescence. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional health practices and to identify culturally relevant and age appropriate health promotion strategies. Outcomes are examined in light of related theoretical concepts. Strategies for health promotion include a focus on developmental and behavioral assessments, emotional health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for early detection and prevention of disease. *Prerequisites: graduate status and basic (undergraduate) health assessment*

### **GNRS 512 Advanced Health Assessment and Health Promotion (6)**

The course develops the graduate nurse's assessment skills and focus on the promotion of health in individuals across the age range and within a family, community, and cultural context. The emphasis is on adapting and expanding the medically focused history and physical assessment to incorporate the assessment of traditional and nontraditional therapies and to identify culturally relevant and age appropriate health promotion strategies for common episodic complaints and chronic health conditions. Outcomes are examined in light of theoretical concepts. Strategies

for health promotion include a focus on lifestyle, mental health, nutrition, counseling to modify risk factors, and screening tests/prophylaxis for the early detection and prevention of disease. *Prerequisites: undergraduate health assessment, patho-physiology, Academic Core, and all other Advanced Practice Core courses*

### **GNRS 513 Advanced Nursing Practice Role (3)**

The focus is on the concepts of role development and performance competence of the advanced practice nurse. Emphasis is placed on the clinician, educator, consultant, and researcher roles of the advanced practice nurse. Leadership aspects of the advanced practice nursing role are explored in relation to clinical decision making, health care delivery, proposal writing, and regulation of practice. *Prerequisite: completion of Academic Core courses*

### **GNRS 514 Research Proposal Writing (2)**

This course focuses on the application of the concepts in GNRS 508. The goal is the completion of a research proposal that details the problem, the research purpose, questions or hypotheses to be tested, a critique of the literature, the design and methods of the study including protection of human subjects, the plans for analysis, use of the study, and the budget and personnel. *Prerequisite: GNRS 508*

### **GNRS 515 Advanced Pathophysiology (2)**

This course builds on basic anatomy and physiology and undergraduate study of pathophysiology. It focuses on development of an advanced understanding of the pathophysiologic mechanisms of human health disorders. Diagnostic reasoning that facilitates the clustering of signs and symptoms leading to diagnosis is a key process undergirding the course. This course requires the integration of signs and symptoms, clinical testing (such as laboratory and radiologic studies), and pathophysiologic mechanisms with diagnoses. *Prerequisites: undergraduate pathophysiology and graduate Academic Core courses*

### **GNRS 520 Theory and Practice in Adult Nursing (4)**

Critical concepts in the care of selected adult-client populations utilizing the nursing process are a primary focus. Advanced assessment and intervention strategies of selected clients who exhibit health problems and have entered the health care delivery system are emphasized. Client populations may be selected from the areas of critical care, adult medical-surgical, or gerontology with the instructor's consent. *Prerequisites: Academic Core and Advanced Practice Core courses*

### **GNRS 521 Clinical Specialization in Nursing Care of Adults (4)**

A study of the clinical specialist role in nursing is included. Continued refinement and extension of professional knowledge and skills in a selected clinical area are emphasized. Practicum and seminars are planned according to the students' clinical interests. *Prerequisite: Academic Core, Advanced Practice Core courses, and GNRS 520*

### **GNRS 530 Theory and Practice in Parent-Child Nursing (4)**

Theory and practice in care of fathers, mothers, and infants in all phases of the reproductive processes are the primary focus. High-risk families and problems related to normal pregnancy are included. Nursing processes and conceptual models for practice are incorporated into both the didactic and clinical components of the course. *Prerequisites: Academic Core and Advanced Practice Core courses*

### **GNRS 531 Clinical Specialization in Parent-Child Nursing (4)**

A study of the clinical specialist role with young family populations is included. Application of theory and continued refinement of professional knowledge and skills in maternal-child health are emphasized. Seminar and practicum are planned according to the students' clinical interests. *Prerequisites: Academic Core, Advanced Practice Core courses, and GNRS 530*

### **GNRS 540 Case Management (2)**

This course focuses on principles and models of case management and its implementation in a multidisciplinary practice environment that emphasizes health care delivery through system integration. The student is introduced to decision making related to allocation of resources and services, the development of clinical pathways, and evaluation of case management approaches. Integral to case management is the promotion of consumer education, involvement and advocacy. *Prerequisite: completion of one clinical graduate specialty course*

### **GNRS 541 Clinical Practicum in Case Management (2)**

This clinical course promotes the development of case management skills in collaborative practice with members of the health care team. It allows the student opportunities to apply principles of case management and utilize case management tools and methods to improve patient care and patient outcomes. Evaluation of case management activities is an integral component of the course. *Prerequisite: completion of one graduate clinical specialty course*

### **GNRS 546 Theory and Practice in Health Care Systems in the Community (6)**

This specialized course prepares RNs without a bachelor's degree for graduate study in nursing. A multiple theoretical focus that includes concepts from systems, stress, adaptation, developmental, and role theory is emphasized. A beginning practice in the utilization of the nursing process with an emphasis on nursing diagnosis and the nurse's role in assessing, planning, implementing, and evaluating care of clients in a variety of community settings is provided. Collaboration with community-based organizations and services that provide health restoration, maintenance, illness prevention, and client education services to individuals and families at home are essential course components. A review of legal mandates for practice and discussion of ethical

dilemmas and issues related to high quality nursing care are included. Specific content varies based on the students' prior education and experience. Clinical placements are arranged to meet the individual student's needs. *Prerequisites: undergraduate research, pathophysiology, and health assessment*

#### **GNGRS 547 Nursing Leadership in Acute Care Settings (6)**

This is one of two clinical courses provided for the RN who seeks both a bachelor's and master's degree in nursing. The course synthesizes selected information from the generic bachelor's and master's programs for presentation in a condensed format, addressing the development and nature of today's health care systems and associated issues in the United States. Further, content familiarizes the student with several roles and responsibilities of the contemporary nurse, such as leader, consultant, teacher, manager, and client advocate. The course focuses on client needs in acute health care settings and emphasizes the relationship between the health care system and the advocate.

*Prerequisites: undergraduate research, pathophysiology, and health assessment*

#### **GNGRS 550 Theory and Practice in School Nursing (4)**

This combined didactic and clinical course provides theoretical content and field experiences that emphasize the multifaceted role of the school nurse. The student participates in field experiences and classroom learning activities that focus on the assessment and management of children's health care needs in various school settings. This course provides the student with the necessary tools and skills to successfully function as a professional school nurse. At the conclusion of this course, the student will be able to successfully function as a provider of health education as well as a provider, planner and coordinator of health care in school settings.

*Prerequisites: All School Nurse Services Credential courses except GNGRS 591; GNGRS 503 may be taken concurrently*

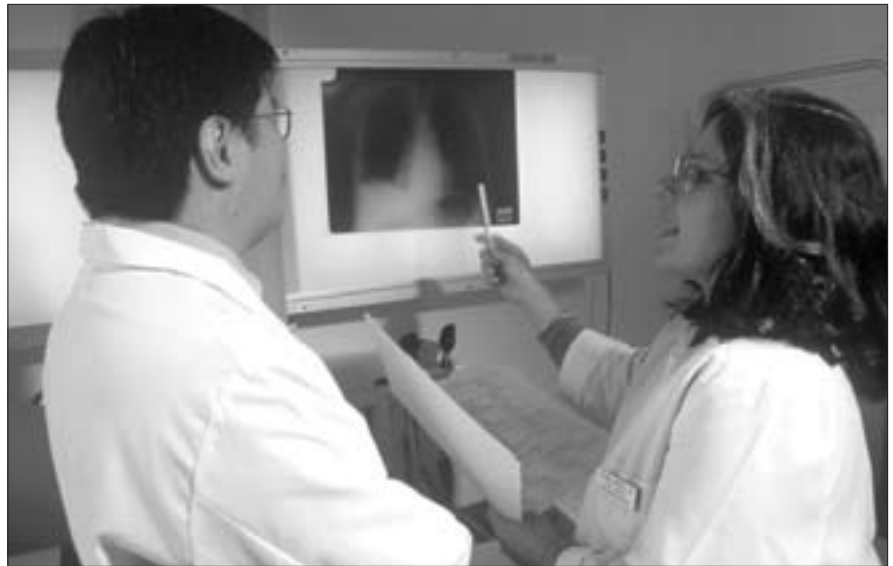
#### **GNGRS 552 Education Concepts and Clinical Instruction in Nursing (5)**

The roles of the nurse educator in nursing education and service programs are investigated. This course builds on both clinical and teaching/learning theories, concepts in curriculum design, and instructional strategies. Teaching/learning theories are implemented in clinical and lecture situations with a group of nursing students or nursing service personnel. Additional attention is directed to issues of men's and women's intellectual development and the needs of adult and ethnic minority learners.

*Prerequisites: Academic Core, Advanced Practice Core, and Specialty courses; and GNGRS 554*

#### **GNGRS 554 Curriculum Foundations and Instructional Strategies (4)**

Curriculum issues in education and teaching/learning theories are emphasized. Development and evaluation of nursing curricula for a variety of



nursing programs are discussed. Specific teaching strategies derived from presented theories are identified for implementation in a variety of nursing settings: community or bedside client instruction, in-service presentations, and classroom instruction within schools of nursing. *Prerequisites: GNGRS 501, GNGRS 503, GNGRS 504, and GNGRS 510*

#### **GNGRS 560 Theory and Practice in Nursing Administration (5)**

The advanced study of management theories and their relationship to nursing and health care facilities are addressed. Emphasis is on organizational and communication theories, nursing care delivery systems, and quality of care. *Prerequisites: GNGRS 501, GNGRS 504, GNGRS 510, and GNGRS 568*

#### **GNGRS 568 Issues in Health Care Finance (4)**

An introduction to control mechanisms for use in nursing administration is provided. Content in strategic planning, forecasting, goal setting, and financial planning in health care is emphasized. Development of skills in planning and measuring the cost-effectiveness of nursing care delivery; plus program planning and budgeting for nursing services, is included.

#### **GNGRS 570 Parish Nursing/Health Ministries (2)**

This course provides an introduction to and overview of health ministry and parish nursing theory and practice. The philosophy of the course is that (a) the parish nursing role is that of a specialist in spiritual aspects of patient care in the congregational context, requiring the integration of graduate level theology/ministry and nursing theory and praxis; and (b) health ministry is an emerging role and trend in pastoral ministry that seeks to bring professional ministry skill to bear upon the integration of health, faith, and spirituality in the parish setting.

#### **GNGRS 589 Adolescent Reproductive Health Care (2)**

This course focuses on the assessment and management of adolescents with respect to reproductive health needs. Emphasis is on preservation of reproductive health with a focus on cancer prevention and screening, pregnancy prevention and screening, teenage sexual issues, and prevention and treatment of sexually transmitted infections. Cross-cultural aspects related to reproductive health will be addressed. *Prerequisites: Academic Core and Advanced Practice Core courses, and GNGRS 511*

#### **GNGRS 590 Primary Health Care of the Young Family (6)**

This combined theory and clinical course focuses on management of health care of children (from birth through adolescence) and their families. Theory and clinical experiences emphasize assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The effects of culture on development, parenting, and health care practices are emphasized. The course provides theory and clinical experiences in the management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of nurse practitioner. *Prerequisite: Academic Core and Advanced Practice Core courses*

#### **GNGRS 591 Primary Health Care of the Childbearing Family (4)**

This course focuses on the assessment and management of the primary health care needs of the 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. *Prerequisites: Academic Core and Advanced Practice Core courses*

**GNRS 592 Primary Health Care of the Mature and Aging Family (6)**

This combined theory and clinical course focuses on the role of the family nurse practitioner (FNP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary health care interventions of young, middle-aged, and elderly adults are addressed.

*Prerequisites: Academic Core and Advanced Practice Core courses*

**GNRS 593 Psychosocial Primary Health Care of the Mature and Aging Family (4)**

This combined theory and clinical course focuses on psychosocial primary health care of the mature and aging family members. Theory and clinical experiences emphasize advanced practice nursing assessment and management of common psychosocial issues of these groups. Review, analysis, and synthesis of current theory and research related to symptom meaning, presentation, and management are applied. *Prerequisites:*

*Academic Core and Advanced Practice Core courses*

**GNRS 594 Pharmacology in Advanced Practice Nursing (3)**

This course builds upon basic knowledge in pharmacology and provides content essential for the advanced practice nurse to render appropriate pharmacological treatment in practice. Mechanisms of action, interactions, side effects, and prescribing guidelines for drugs commonly utilized across the life cycle are addressed. Variations in pharmacological reactions attributed to cultural factors are emphasized. Strategies for fostering individual/family adherence to pharmacological regimens are examined. This course meets the requirements of the California Board of Registered Nursing in the application of a "furnishing number" by the advanced practice nurse in California.

*Prerequisites: Academic Core courses*

**GNRS 595 Special Topics in Nursing (1-4)**

In this course, a topic of current interest to students is examined in depth. Students analyze and evaluate topics/issues to reach and express a position, enhance personal development and/or to develop a particular project. If students elect this course more than once during their program, each such course must address a different topic. *Prerequisite: graduate standing*

**GNRS 596 Nursing Informatics in Advanced Nursing Practice (3)**

This course focuses on the management of information and application of computer and information science and technology to support and enhance advanced nursing practice, especially in the delivery of quality health care, decision making, and strategic planning. Students are assisted in becoming proficient users of computers and information technology in their professional and academic roles.

**GNRS 597 Comprehensive Examination Directed Study (1)**

This course guides the student through the process of demonstrating an integration of theoretical, clinical, and research knowledge. Critical thinking is enhanced through careful consideration of information presented during discussion. The examinations are taken as part of this seminar.

*Prerequisites: completion of all Academic Core, Advanced Practice Core, and Specialty courses; and GNRS 540; GNRS 541 may be taken concurrently*

**GNRS 598 Thesis (1)**

A student initially enrolls in this option toward the latter part of the program for one unit of credit. The student registers for one unit of thesis credit each semester (two of three semesters per year) until the thesis is completed. *Prerequisites: GPA of 3.5 or above, chair's consent for thesis option, and completion of all Academic Core and Advanced Practice Core courses*

**GNRS 599 Readings/Independent Study in Nursing (1-4)**

A student may elect to pursue special interests for credit at any time during the program under the supervision of a faculty member. University policy states that the student must earn a grade in an independent study course in order to receive credit toward graduation. *Prerequisite: graduate standing*





# Haggard School of Theology

Master of Divinity . . . . .	192
Master of Arts in Pastoral Studies . . . .	194
Master of Arts in Christian Education .	195
M.A.C.E. in Youth Ministries . . . . .	196
Master of Arts in Ministry Management . . . . .	197
Certificate in Ministry Management. . .	198
Master of Arts in Worship Leadership .	198
Master of Arts in Religion . . . . .	200
Doctor of Ministry . . . . .	201



# Haggard School of Theology

## Faculty

*Dean; and Professor:*  
Kevin Mannoia, Ph.D.

*Associate Dean; Chair, Department of Theology  
and Ethics; and Professor:* Lane Scott, Ph.D.

*Chair, Department of Biblical Studies;  
and Professor:* John Hartley, Ph.D.

*Chair; Department of Ministry;  
and Associate Professor:* Sarah Sumner, Ph.D.

*Director of the Doctor of Ministry Program:*  
To Be Announced

*Chair, Advanced Studies; and Professor:*  
Donald W. Dayton, Ph.D.

*Professors:*  
Donald Thorsen, Ph.D.;  
Marsha Fowler, Ph.D.;  
Roger White, Ed.D.

*Associate Professors:*  
Lynn Allan Losie, Ph.D.;  
John S. Park, Ph.D.;  
Stephen E. Peisner, Ph.D.;  
Enrique Zone, Ed.D.

*Assistant Professors:*  
Gordon Coulter, M.A.;  
Kenton Walkemeyer, D.Min.

*Scholar in Residence:*  
Ralph P. Martin, Ph.D.

*Lecturers (part time):*  
Charles Allers, D.Min.; Miguel Darino, Ph.D.;  
Steve Fitch, M.Div.; Doug Heal, M.A.;  
Jim Le Shana, Ph.D.; John McKenna, Ph.D.;  
Scott McLelland, Ph.D.; Sergio Navarrate, D.Min.;  
Laurie Polich, M.A.; Terry Samples, Ph.D.;  
Jon Sarver, D.Min.; Claude M. Stonier, Ph.D.;  
Ron Williams, D.Min.; Richard Zone, M.A.R.

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

## Introduction

The Haggard School of Theology at Azusa Pacific University is an expansion of an institution that began in 1899 with the formation of the Training School for Christian Workers. Devoted Christian educators from the Evangelical Friends (Quaker) and Methodist churches provided education for ministry at the training school throughout the early part of the 20<sup>th</sup> century. Today, the Haggard School of Theology exists to carry on and expand this fundamental purpose of training men and women for effective ministry in the Church of Jesus Christ. The theological stance of the Haggard School of Theology is Wesleyan.

## Programs Offered

Degree programs in the Haggard School of Theology prepare men and women for ministry in the church, whether as lay persons or as ordained professionals. Seven degrees are offered including the Master of Divinity (M.Div.), a 90-unit program which equips students for pastoral and other forms of ministry (many denominations require the Master of Divinity for ordination); the Master of Arts in Pastoral Studies (M.A.P.S.), a 60-unit program which trains students for service in special ministries; the Master of Arts in Christian Education (M.A.C.E.), a 60-unit program directed toward the person with a specific call to educational ministries (may be desirable for lay ministers not seeking ordination); the Master of Arts in Ministry Management (M.A.M.M.), a 60-unit program for the person with a specific call or leading to one of the more specialized fields of professional ministry; the Master of Arts in Worship Leadership (M.A.W.L.), a 60-unit program for individuals functioning in the local church as worship leaders; the Master of Arts in Religion (M.A.R.), a 36-unit program for persons preparing to teach in Christian schools or colleges; and the Doctor of Ministry (D.Min.), a 36-unit professional doctorate in spiritual formation.

## Spiritual Life

The faculty of the Haggard School of Theology believes that the growth of the student's spiritual life is foundational to effective ministry. Accordingly, the development of the spiritual life is integral to every course. In addition, there are opportunities for the graduate

school community to pray together and share experiences in Jesus Christ. Chapel services are conducted during each semester. Students and faculty are encouraged to attend the university chapels as well as special services and lectures.

## Experiential Learning

The Haggard School of Theology utilizes an experiential learning model. The Master of Divinity, Master of Arts in Pastoral Studies, Master of Arts in Christian Education, Master of Arts in Ministry Management, Master of Arts in Worship Leadership, and the Doctor of Ministry programs intentionally integrate biblical, theological, and ministerial studies with ministerial practice. Field education, the central component in the M.Div., M.A.P.S., M.A.C.E., M.A.M.M., and M.A.W.L. degree programs, facilitates the integration of academic learning and experience in ministry. Students are required to devote at least 12 hours per week for the duration of their master's degree program to some form of supervised ministry.

## Biblical Languages

Master of Divinity students are required to obtain competence in at least one biblical language for use as an exegetical tool in the study of the Bible. This requirement may be met by the course GBBL 500 Elements of Greek Exegesis; by transcript evidence of one year of biblical Greek or Hebrew at the undergraduate level; or by GBBL 504, 505 or GBBL 524, 534. It is strongly recommended, however, that students who anticipate further graduate study in theology complete a full-year course in biblical Greek and/or Hebrew. To obtain full benefit from courses in biblical studies, students should enroll in the biblical language course, as well as in GBBL 511, as early as possible in their academic program.

## Los Angeles Regional Center

The Los Angeles Regional Center of Azusa Pacific University is located in the Koreatown district at 3580 Wilshire Boulevard., Suite 1240, Los Angeles, CA 90010. The center currently offers two HST programs – the Asian Program and the Urban Program. The center is supervised by John S. Park, Ph.D., executive director, and Amy Carlson, administrative assistant. For information, call (213) 252-0962, (626) 815-5439, or (626) 815-6000, Ext. 3202.

## Asian Program

The Asian Program offers bilingual courses in English and Korean for the various graduate degree programs in the Haggard School of Theology. This program seeks to make an eternal impact for Christ by equipping Korean pastors and lay leaders to serve as ministers, missionaries, and leaders in the Korean community throughout the world. Blending Korean culture with the principles of God's Word, the program provides academic excellence coupled with practical ministry training. Suk Woong Kim, Ph.D., is coordinator of the program. For information, call (213) 252-0962 or (626) 815-6000, Ext. 3202.

## Urban Program

The Urban Program contextualizes the message of the Gospel and brings theology to the marginalized and disenfranchised. With a special focus on the African-American community, emerging leaders study, integrate, interpret, and assess classical doctrinal affirmations in the light of the experience of African-American people. African-American scholarship is paramount in the Urban program's mission to educate black leaders. For information, call (626) 815-5439 or (213) 252-0962.

## Hispanic Program

The commitment of the Haggard School of Theology in equipping qualified leaders for the Hispanic church of the 21<sup>st</sup> century is evident in the articulation and implementation of a vision that recognizes the need for a new paradigm of mutuality in ethnic leadership. With such focus in view, the Haggard School of Theology is unapologetically on the vanguard, providing qualified Hispanic students a singular graduate theological education in a linguistic and cultural dynamic that enhances the richness of the Hispanic worldview in the context of mainstream American culture.

The Master of Arts in Pastoral Studies (M.A.P.S.) Program consists of 60 semester units taught in three stages: the first 20 units are taught in Spanish by Hispanic professors, the next 20 units are taught in a bilingual setting with the aid of a bilingual staff and teaching assistant, and the remaining 20 units of the program are taught in English. Hispanic

students are thus prepared to embrace two worldviews and two languages. They are contextually able to provide a strong Christian witness where God has called them to minister. Enrique Zone, Ed.D., is director of the Hispanic Program. For information, call (626) 815-5448.

## Friends Center

The Friends Center is the seminary education and ministry training program of Evangelical Friends Church Southwest at the Haggard School of Theology. The Friends Center's mission is to make an eternal impact for Christ by equipping men and women to serve internationally as ministers, missionaries, and leaders. The program highlights the Evangelical Friends' theological tradition with its emphasis on the primacy of Scripture as the revelation of God's Word. The center provides an excellent academic environment for students seeking a scholarly foundation for ministry. For information, call Kenton Walkemeyer, D.Min., director, (626) 815-5077.

## Council for Christian Women in Leadership

The Council for Christian Women in Leadership is a body of professional women and men whose purpose is to advance Christian women as ministers and ambassadors of Christ. The council provides support and guidance to women in the community and at Azusa Pacific University who are considering, entering, or currently serving in ministry. In addition, the council sponsors a variety of events to help establish the vision of seeing women and men serve the Lord together with freedom to use their spiritual gifts. For names of current council members, see list following theology course descriptions, this section. For information, call (626) 815-5439.

## Library and Information Resources

Collections in the areas of theology, biblical studies, and philosophy include nearly 50,000 volumes within the library holdings. The university maintains special collections for denominations with historic ties to the institution including Friends, Church of God – Anderson, Free Methodist, Holiness, and Salvation Army.

The library has placed a high priority on obtaining the latest in electronic technology including many full-text databases. Additionally, a CD-ROM network includes theology, philosophy, and biblical studies research products. Access through the Internet is available to the APU community and includes the library's electronic catalog, APOLIS, as well as more than 100 proprietary databases. The OCLC First Search system provides access to the holdings of more than 20,000 libraries throughout the world.

The theological librarian serves on the faculties of both the library and the Haggard School of Theology and oversees collection development for resources at the main campus libraries and at the San Diego and Los Angeles regional centers. Training in the use of library resources for religious studies, database use, and use of the internet is available to classes and individuals by appointment.

The library resources of the Haggard School of Theology are expanded through several consortial and contractual agreements. Through a contractual arrangement with the Claremont School of Theology, the Haggard School of Theology students and faculty have the use of its theological library (140,000 volumes). A consortial arrangement with the Southern California Area Theological Library Association (SCATLA) provides access to the 18-member campus libraries between Santa Barbara and San Diego.

## Dual Degree Requirements

Students may be either simultaneously or sequentially enrolled in the Master of Arts in Religion and the Master of Arts in Pastoral Studies or Master of Divinity programs at the Haggard School of Theology and earn two degrees by completing a minimum of 78 units for the Master of Arts in Religion/Master of Arts in Pastoral Studies and 108 units for the Master of Arts in Religion/Master of Divinity combinations. All degree requirements for both programs must be met. A minimum of three years of full-time study is required for the Master of Arts in Religion/Master of Arts in Pastoral Studies combination; a minimum of four years of full-time study is required for the Master of Arts in Religion/Master of Divinity combination.

## Advanced Standing

- M.Div. students may petition for up to 15 units of advanced standing from upper-division undergraduate work in religion.
- M.A.C.E., M.A.M.M., M.A.P.S., and M.A.W.L. students may petition for up to 10 units of advanced standing from upper-division undergraduate work in religion (or music for M.A.W.L. students only).
- M.A.R. students may not petition for advanced standing.
- Prior to formal admission, the Request for Advanced Standing Petition form should be completed.
- Students must pass examinations for advanced standing within 12 months of their admission date. The cost for the exam is \$50 per unit. If the student passes the exam(s), then he/she will not be required to pay full tuition for those units.
- A student may repeat advanced standing examinations one time without further charge.
- Courses in which a grade of *B-* or lower was earned may not be used for advanced standing.
- Students admitted under the exceptional category may not petition for advanced standing units.

## Transfer Units

- A student may petition for up to 45 units for the M.Div., less any advanced standing units (e.g., 30 units transfer and 15 units advanced standing or any other combination totaling 45 units for the M.Div.), and 30 units for the M.A.C.E., M.A.M.M., M.A.P.S., and M.A.W.L., less any advanced standing units, and 6 units for the M.A.R. from other accredited graduate degree programs. Units transferred are limited to one-third of an earned master's degree. A minimum of 45 units for the M.Div.; 30 units for the M.A.C.E., M.A.M.M., M.A.P.S., and M.A.W.L.; and 30 units for the M.A.R. must be completed at the Haggard School of Theology.

- Transfer units from unaccredited schools must be evaluated on a course-by-course basis.
- Units transferred must have been earned within eight years from the date of admission for the M.Div., M.A.C.E., M.A.M.M., M.A.P.S., M.A.W.L., and M.A.R. degrees.
- Courses in which a grade of *B* or better was earned may be used in a limited number as transfer credit toward the M.Div., M.A.C.E., M.A.M.M., M.A.P.S., M.A.W.L., and the M.A.R. degrees.
- Prior to formal admission, the Request for Transfer Credit petition form should be completed.

## Advancement to Candidacy

In order to progress beyond the initial courses of the degree program and be admitted to full graduate standing, the student must be granted candidacy. Candidacy is granted by faculty approval upon the completion of the stated candidacy requirements for the respective degrees, and after the faculty (through a careful review) is satisfied with the student's progress in his/her field education studies, spiritual formation, and personal growth. Specific requirements for attaining candidacy are listed under the respective degree program descriptions.

## Master of Divinity

The Master of Divinity Program prepares men and women for professional ministry in the church. The core curriculum provides students with solid training in biblical, theological, and ministerial studies. A unique feature of the program is its intentional integration of academic and experiential components. Students must engage in some form of supervised ministry during their degree programs. The Haggard School of Theology's faculty brings to the program a unique combination of the highest academic credentials and extensive ministerial experience.

## Program Goals

The program helps the student develop a pastoral theology for ministry in a local church or parachurch organization. The emphasis involves biblical and theological reflection on a broad spectrum of ministerial tasks and needs. Specifically, the goals of the Master of Divinity Program are to prepare graduates who:

- Understand basic principles for interpretation of Scripture and use an inductive method of Bible study.
- Understand and discuss the central themes of the Bible and expound the Scriptures.
- Utilize resources from church history and systematic theology to shape contemporary ministry.
- Understand the contributions of the Wesleyan movement and apply these to their particular tradition.
- Explicate a theory of ministry relevant to their intended ministerial vocation.
- Communicate effectively through preaching, teaching, and writing.
- Perform ministry with an appropriate professional style.
- Teach, train others to teach, and direct the teaching program of the local church.
- Experience personal and spiritual growth.
- Plan and lead worship effectively.
- Counsel people and make referrals to appropriate mental health professionals.
- Provide leadership in the administration of the local church.
- Provide leadership in addressing the church's social and cultural mandate.
- Have global awareness of the church and its ministry.
- Integrate personal and professional development through disciplined reflection on ministerial, personal, and academic experiences.

## Admission Requirements

University graduate and program admission requirements must be met before an application is complete. (See "Graduate Admission to the University.")

*International students have a separate application procedure. Please contact the Office of International Student Services at (626) 812-3055.*

1. A bachelor's degree from a regionally accredited college or university is required; however, a limited number of students who do not have bachelor's degrees, but have extensive ministerial experience, may be considered for admission. For a description of the standards governing these exceptions, please write to the dean of the Haggard School of Theology.
2. Students must have a 3.0 baccalaureate or master's grade-point average. Applicants with a grade-point average between 2.5-2.99 may be admitted with provisional standing.

## Admission Procedures

Applicants to the master's program shall submit the following items:

1. Application for graduate admission and adherence to all departmental application procedures (An online application is accessible at the university website, [www.apu.edu](http://www.apu.edu).)
2. Letter to dean and résumé
3. Three references
4. Official transcripts from all institutions leading to and awarding the applicant's baccalaureate degree and all post-baccalaureate study (To be considered official, a transcript must come directly from the Office of the Registrar of the school attended to the Graduate Center: Admissions at Azusa Pacific University. Students' sealed copies will not be considered official.)
5. A nonrefundable \$45 application fee

### All materials should be submitted to:

Graduate Center Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA

### Located at:

568 E. Foothill Blvd.  
Azusa, CA 91702-7000  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
[graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
[www.apu.edu](http://www.apu.edu)

### International applications send forms to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
[iss@apu.edu](mailto:iss@apu.edu)

After the information has been reviewed by the Admissions Committee, the candidate is notified of the committee's decision. An academic counseling appointment with the Haggard School of Theology faculty is required prior to registration for classes.

## Program of Studies

The Master of Divinity Program requires 90 units of course work comprising 20 units of biblical studies, 20 units of theology and ethics, 20 units of ministry studies, 10 units in the professional block, 4 units of a biblical language (which may be waived for students who have completed a year of undergraduate Hebrew or Greek), and 16-20 units of electives. An emphasis in parish nursing is available through a joint program with the School of Nursing.

## Requirements for the Master of Divinity Program

### Biblical Language

**Requirement 4 units**  
GBBL 500 Elements of Greek Exegesis 4

Students who have completed one year of undergraduate Hebrew or Greek may waive this requirement. The requirement may be filled with either GBBL 500 Elements of Greek Exegesis, GBBL 523, 524 Hebrew I, II, or GBBL 504, 505 New Testament Greek I, II.

### Biblical Studies Core

**20 units**

GBBL 511 Seminar in Biblical Interpretation 4  
GBBL 512 The Gospels' Witness to Christ 4  
GBBL 521 People of God 4  
GBBL 531 Kingdom of God 4  
GBBL 532 Paul the Apostle and Theologian 4

### Theology and Ethics Core

**20 units**

GTHE 504 God, Creation, and Humanity 4  
GTHE 513 History of the Modern Church 4  
GTHE 514 Jesus Christ, Holy Spirit, and the Church 4  
GTHE 615 Church and Society 4  
One of the following:  
GTHE 503 History of Early and Medieval Church 4  
GTHE 505 Christian Ethics 4

### Ministry Core

**20 units**

GMIN 507 Preaching and Worship 4  
GMIN 516 Dynamics of Christian Formation 4  
GMIN 518 Pastoral Servant Leadership 4  
GMIN 528 Transitions in Ministry 4  
GMIN 588 Missiological Concepts for Ministry 4

### Professional Block

#### Field Education

**6 units**

GMIN 569 Field Education in Ministry 1

### Philosophy of

#### Ministry Requirement

**4 units**

GMIN 618 Philosophy of Ministry\* 4

\* An oral exam is taken in GMIN 618.

### Concentrations/Electives 16-20 units

If a student takes GBBL 500, only 16 units are required.

### Total

**90 units**



## Additional Degree Requirements

### Candidacy

In order to advance toward the Master of Divinity degree, the student must attain candidacy by completing 60 units of course work with a grade-point average of 2.7 or better, including GBBL 500 Elements of Greek Exegesis or a year of Greek or Hebrew, GBBL 511 Seminar in Biblical Interpretation, and 3 units of field education. In addition, students must comply with the following requirements:

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by the Haggard School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Divinity Program must devote at least 12 hours per week, for the duration of the degree program, to the practice of some form of supervised ministry in an approved church or parachurch field ministry center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

### Time Limit

The Master of Divinity must be completed within 10 years from the date of admission. APU course work completed more than 10 years prior to completion of degree requirements is not acceptable toward the degree.

## Master of Arts in Pastoral Studies

The Master of Arts in Pastoral Studies Program is for persons seeking preparation in the specialized field of church development or urban and intercultural ministries. This program may be desirable for professional lay ministers not seeking ordination.

Admission requirements and procedures are the same as for the Master of Divinity Program.

### Program Goals

The Master of Arts in Pastoral Studies Program helps the student who has had a specific call to church development or urban and intercultural ministries to develop a practical theology. Specifically, the goals of the Master of Arts in Pastoral Studies Program are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods of urban and intercultural ministries.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of urban and intercultural ministries.
- Critique and evaluate basic concepts, theories, and methodologies of urban and intercultural ministries from a disciplined theological perspective.
- Develop professional proficiency and leadership ability.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry.
- Integrate personal and professional development through disciplined reflection on ministerial, personal, and academic experiences.

## Program of Studies

The Master of Arts in Pastoral Studies requires 60 units of course work: 24 units of core courses, 20 units of course work in urban and intercultural ministry or church development, 14 units in the professional block, and 2 units of elective.

### Requirements for the Master of Arts in Pastoral Studies

Core Courses	24 units
GTHE 504 God, Creation, and Humanity	4
GTHE 505 Christian Ethics	4
GBBL 511 Seminar in Biblical Interpretation	4
GTHE 513 History of the Modern Church	4

### Two of the following:

GBBL 512 The Gospels' Witness to Christ	4
GBBL 521 People of God	4
GBBL 531 Kingdom of God	4
GBBL 532 Paul the Apostle and Theologian	4
GBBL 622 The Church of the First Century	4

### Concentration 20 units

Select five courses in urban and intercultural ministries or five courses in church development.

### Professional Block 14 units

GMIN 528 Transitions in Ministry	4
GMIN 568 Field Education in Ministry*	2
GMIN 569 Field Education in Ministry*	1
GMIN 568 Field Education in Ministry*	2
GMIN 569 Field Education in Ministry*	1
GMIN 618 Philosophy of Ministry**	4

### Electives 2 units

### Total 60 units

\*GMIN 568 and GMIN 569 are two parts of the same course, taken in fall and spring respectively. The content differs for each two-part segment. Six units are required for M.A.P.S. students.

\*\*An oral exam is taken in GMIN 618.



## Additional Degree Requirements

### Candidacy

In order to advance toward the Master of Arts in Pastoral Studies degree, the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of 2.7 or better. In addition, the student must comply with three candidacy requirements.

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by the Haggard School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Arts in Pastoral Studies Program must devote at least 12 hours per week, for the duration of the program, to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

### Time Limit

The Master of Arts in Pastoral Studies must be completed within eight years from the date of admission. APU course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

## Master of Arts in Christian Education

The Master of Arts in Christian Education Program is for persons seeking preparation in the specialized field of educational ministries. This program may be desirable for professional lay ministers not seeking ordination.

### Program Goals

The Masters of Arts in Christian Education Program is basically directed toward the person with a specific call to educational ministries. Specifically, the goals of the Master of Arts in Christian Education Program are to prepare graduates who:

- Understand basic principles for interpretation of Scriptures and are able to use an inductive method of Bible study.
- Use inductive skills to develop a biblical theology.
- Develop the ability to reflect theologically and historically about the purpose, nature, and methods of Christian education.
- Are knowledgeable about the basic concepts, theories, and methodologies of the various disciplines related to the chosen field of Christian education.
- Critique and evaluate basic concepts, theories, and methodologies of Christian education from a disciplined theological perspective.
- Develop professional proficiency and leadership ability within Christian education.
- Show evidence of growth in spiritual life.
- Have a global awareness of the church and its ministry and the role of Christian education within that ministry.
- Integrate personal and professional development through disciplined reflection on ministerial, personal, and academic experiences.

## Program of Studies

The Master of Arts in Christian Education Program requires 60 units of course work: 24 units of core courses, 22 units of course work in Christian education, and 14 units in the professional block.

### Requirements for the Master of Arts in Christian Education

Core Courses	24 units
GTHE 504 God, Creation, and Humanity	4
GTHE 505 Christian Ethics	4
GBBL 511 Seminar in Biblical Interpretation	4
GTHE 513 History of the Modern Church	4

#### Two of the following:

GBBL 512 The Gospels' Witness to Christ	4
GBBL 521 People of God	4
GBBL 531 Kingdom of God	4
GBBL 532 Paul the Apostle and Theologian	4
GBBL 622 The Church of the First Century	4

#### Concentration 22 units

GMIN 506 Foundations of Educational Ministries	4
GMIN 516 Dynamics of Christian Formation	4
GMIN 526 Curriculum and Instruction	4
Elective	2

#### Two of the following:

GMIN 546 Seminar in Educational Ministries: Innovation and Entrepreneurship	4
GMIN 596 Educational Ministry Administration	4
GMIN 606 Current Issues in Educational Ministries	4

#### Total 60 units

#### Professional Block 14 units

GMIN 528 Transitions in Ministry	4
GMIN 568 Field Education in Ministry*	2
GMIN 569 Field Education in Ministry*	1
GMIN 568 Field Education in Ministry*	2
GMIN 569 Field Education in Ministry*	1
GMIN 618 Philosophy of Ministry**	4

#### Total 60 units

\*GMIN 568 and GMIN 569 are two parts of the same course, taken in fall and spring respectively. The content differs for each two-part segment. Six units are required for M.A.C.E. students.

\*\*An oral exam is taken in GMIN 618.

### Additional Degree Requirements Candidacy

In order to advance toward the Master of Arts in Christian Education degree the student must attain candidacy by completing 20 units of course work, including 3 units of field education, with a grade-point average of at least 2.7. In addition, the student must comply with three candidacy requirements.

1. A satisfactory evaluation by the professor of field education and field ministry supervisors
2. A satisfactory evaluation of the student's spiritual and personal growth and skills for ministry development by the faculty
3. Approval for candidacy by the Haggard School of Theology faculty (The faculty may act to grant candidacy and permission to continue studies, or deny candidacy and recommend that the student be dropped from the program.)

All students in the Master of Arts in Christian Education Program must devote at least 12 hours per week for the duration of the program to the practice of some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain a 2.7 grade-point average and pass an oral exam during the final semester of study in conjunction with the Philosophy of Ministry requirement.

### Time Limit

The Master of Arts in Christian Education must be completed within eight years from the date of admission. APU course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

## Master of Arts in Christian Education: Youth Ministries Emphasis

Today's youth ministers meet teenagers from more diverse backgrounds than ever before. Consequently, a new breed of youth ministers is emerging. The 21<sup>st</sup> century youth minister must be rooted in scriptural principles and able to meet the complexity of challenges facing youth in today's culture (suicide, teen pregnancy, crime, drugs, etc.). Youth workers today must become active liaisons between schools, nonprofit government agencies, law enforcement agencies, and the community. Today's youth ministers must understand the crucial function of role modeling and effectively establish mentoring programs in a wide array of settings and circumstances.

### The Degree Program

The M.A.C.E. Program offers those with a passion for the spiritual growth of today's youth the opportunity to earn a master's degree in only three years. Classes meet one night per week with summers off.

The cohort model of teaching brings together 20 adult learners for the duration of the program who study, learn, and experience the dynamic interplay of spiritual formation and educational preparation. Such an experience also fosters deep and supportive friendships that span cultural, age, and gender differences and last far beyond graduation.

### Program Goals

- Integration of truth with culture
- Development of a philosophy of lifelong service to Christ
- Promotion of an understanding of youth culture
- Provision of hands-on experience and reality-based learning

### Program of Studies

- This 60-unit program comprises 24 units of core courses, 20 units within the Christian Education concentration, 10 units in the professional block, and 6 units of electives.
- At least 12 hours per week are devoted to the practice of some form of supervised ministry in an approved church or parachurch field center for the duration of the program.
- Maintenance of a 2.7 grade-point average or higher, and passing of an oral exam in conjunction with the Philosophy of Ministry requirement is required.

### Requirements for the Master of Arts in Christian Education: Youth Ministries

#### Core Courses 24 units

GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GBBL 532	Paul the Apostle and Theologian	4
GTHE 504	God, Creation, and Humanity	4
GTHE 505	Christian Ethics	4
GTHE 513	History of the Modern Church	4

#### Ministry Studies Core 20 units

GMIN 506	Foundations of Educational Ministries: Youth	4
GMIN 516	Dynamics of Christian Formation	4
GMIN 528	Transitions in Ministry	4
GMIN 538	Evangelism and Discipleship	4
GMIN 546	Seminar in Educational Ministries: Youth	4

#### Professional Block 6 units

GMIN 568	Field Education in Ministry*	2
GMIN 569	Field Education in Ministry*	1
GMIN 568	Field Education in Ministry*	2
GMIN 569	Field Education in Ministry*	1

#### Philosophy of

#### Ministry Requirement 4 units

GMIN 618	Philosophy of Ministry**	4
----------	--------------------------	---

#### Electives 6 units

#### Total 60 units

\*GMIN 568 and GMIN 569 are two parts of the same course, taken in fall and spring respectively. The content differs for each two-part segment. Six units are required for M.A.C.E. with a Youth Ministries emphasis students.

\*\*An oral exam is taken in GMIN 618.

## Master of Arts in Ministry Management

The Master of Arts in Ministry Management (M.A.M.M.) degree is offered by the Haggard School of Theology and the School of Business and Management. The curriculum provides students with education in business management and in the theological disciplines of biblical interpretation, theology, and ministry. The program is designed for the person called to management within ministry of the local church.

Classes in this program are primarily offered in the afternoons and evenings. Graduate courses in the School of Business are also offered in the evening, and the existing core courses in the Haggard School of Theology rotate every two or three semesters allowing working students to complete the program in a timely fashion.

### Program Goals

The goals of the Master of Arts in Ministry Management are to prepare graduates who:

- Understand the basic principles of the interpretation of Scripture based on an inductive method of Bible study.
- Gain knowledge of the biblical foundations of stewardship.
- Gain knowledge of theological method and engage in constructive theological reflection, with special emphasis on the theology of ministry.
- Understand the vital role business and law plays in the context of the church.
- Gain knowledge and experience in using sound financial practices in the context of the church.
- Experience personal and spiritual growth.
- Articulate integrated philosophy of ministry through a disciplined reflection on the theoretical and practical knowledge acquired through the academic experience.

### Admission Requirements

Admission is open to those with a minimum of a bachelor's degree or its equivalent from a regionally accredited college or university with a grade-point average of 3.0 or better in their most recent degree program. Applicants with a grade-point average between 2.5–2.99 may be admitted with provisional standing.

There is no prerequisite theological course work; however, individuals applying without a bachelor's degree in business must fulfill the appropriate course work before enrolling in the required business courses.

This program is open to students applying with exceptional status (i.e., students applying without a bachelor's degree in either religious studies or business but with an accredited bachelor's degree or equivalent).

Students who have completed a bachelor's degree in business and/or religious studies may petition for up to 10 units of advanced standing toward their M.A.M.M. degree. Advanced standing is based on an undergraduate transcript that shows completion of upper-division course work of *B* or better that is comparable to the course for which advanced standing is granted. Advanced standing is granted on the basis of assessment showing knowledge, competence, or skills that would normally be provided by the specific courses for which they have been granted advanced standing. Advanced standing units differ from waiving specific course requirements in that the overall number of units required to earn the M.A.M.M. degree would be reduced. Students will be tested in written and oral form to show proficiency in the areas in which they petition for advanced standing. Students must receive a minimum passing grade of 70 percent on each exam to establish proficiency in each course. Please contact the HST for more information on petitioning for advanced standing.

Students may petition to transfer up to 30 graduate units from an accredited institution towards their M.A.M.M. degree, less any advanced standing units (e.g., 20 units transfer and 10 units advanced standing or other combinations totaling 30 units). A minimum of 30 units must be completed at APU. A maximum of one-third of an earned master's degree may be transferred towards the M.A.M.M. program\*. Only courses in which a grade of *B* or better was earned may be used as transfer credit. The request for transfer credit petition form should be completed within one year of admission.

Minimum 600 TOEFL required.

\*Units transferred must have been earned within eight years of the date of admission to the M.A.M.M. Program.

### Prerequisites for Business Courses

Graduate students who do not have adequate academic background or experience in business must meet prerequisites for the program. They may choose one or more options: pass appropriate CLEP tests; take a self-tutorial provided by SBAM, take the prerequisite course to fill the requirement for each of the four courses, or take the fifteen-week Survey Series from SBAM. The Survey Series provides the requisite background for the four business courses and can be undertaken with the assistance of a self-tutorial; it is a noncredit class that meets twice a week for two hours an evening for 15 weeks.

For information on the evaluation of the prerequisite course work and/or how to meet these prerequisites, please contact the chair of the graduate programs in the School of Business.

### Program of Studies

The Master of Arts in Ministry Management Program requires 60 units of course work: 24 units of core theology and biblical studies courses; 24 units in concentration (12 in business, 12 in ministry); and 12 units in the professional block.

### Requirements for the Master of Arts in Ministry Management

Core Courses		24 units
GTHE	504 God, Creation, and Humanity	4
GTHE	505 Christian Ethics	4
GBBL	511 Seminar in Biblical Interpretation	4
GTHE	513 History of the Modern Church	4

#### Two of the following:

GBBL	512 The Gospels' Witness to Christ	4
GBBL	521 People of God	4
GBBL	531 Kingdom of God	4
GBBL	532 Paul the Apostle and Theologian	4
GBBL	622 The Church of the First Century	4

#### Concentration Courses

Concentration Courses		24 units
BUSI	513 Financial Resources Management	3
BUSI	516 Organizational Behavior and the Future	3
BUSI	527 Strategic Marketing	3
BUSI	563 Public Accounting: Legal and Financial Issues in Nonprofit Management	3
GMIN	508 Church Leadership and Administration	4
GMIN	615 Church and Society	4
GMIN	628 Seminar in Ministry	4

<b>Professional Block</b>	<b>12 units</b>
GMIN 528 Transitions in Ministry	4
GMIN 569 Field Education	4
GMIN 618 Philosophy of Ministry*	4

**Total** **60 units**

\*An oral defense of the student's thesis is given in this course.

### Additional Degree Requirements

In order to advance toward the M.A.M.M. degree, the student must attain candidacy by completing 20 units of course work with a grade-point average of 2.7 or better. In addition, students must comply with the following requirements:

- Completion of all business prerequisites mentioned above
- A satisfactory evaluation by the professor of field education and field ministry center supervisors
- A satisfactory evaluation by the faculty of the student's spiritual and personal growth and skills for ministry management
- Approval for candidacy by a joint committee of HST and SBAM faculty (The faculty may act to grant candidacy and permission to continue studies or deny candidacy and recommend that the student be dropped from the program.)

All students in the M.A.M.M. program must devote at least 12 hours per week for the duration of the program to some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain at least a 2.7 grade-point average. In the student's final semester of study in conjunction with the Philosophy of Ministry requirement, the student must write and orally defend a master's thesis and design and execute a business project for the church or parachurch organization.

Units transferred must have been earned within eight years from date of admission to the M.A.M.M. Program.

### Time Limit

The M.A.M.M. degree must be completed within eight years from the date of admission. Course work completed at APU more than eight years prior to completion of degree requirements will not be credited toward the degree.

## Certificate in Ministry Management

The Certificate in Ministry Management (C.M.M.) degree is offered by the Haggard School of Theology and the School of Business and Management. The curriculum provides students with education in business management and in the theological disciplines of biblical interpretation, theology, and ministry. The program is designed for the person called to management within ministry of the local church.

The C.M.M. program requires 24 units of business and ministry concentration for the certificate. The concentration courses may be taken online.

### Concentration Courses 24 units

BUSI 513	Financial Resources Management	3
BUSI 516	Organizational Behavior and the Future	3
BUSI 527	Marketing Management and Planning	3
BUSI 563	Public Accounting: Legal and Financial Issues in Nonprofit Management	3
GMIN 508	Church Leadership and Administration	4
GMIN 628	The Church and the Law	4
GMIN 615	Church and Society	4

## Master of Arts in Worship Leadership

The Master of Arts in Worship Leadership (M.A.W.L.) is offered jointly by the Haggard School of Theology and the School of Music. The curriculum provides students with education in music and in the theological disciplines of biblical interpretation, theology, and ministry. The program is designed for the person called to a ministry of music and the arts in the setting of the worship and educational ministry of the local church.

Classes in this program are primarily offered in the afternoon and evenings. Graduate courses in the School of Music are offered in the evening, and the existing core courses in the Haggard School of Theology rotate every two or three semesters allowing working students to complete the program in a timely fashion.

## Program Goals

The goals of the Master of Arts in Worship Leadership are to prepare graduates who:

- Understand the basic principles of the interpretation of Scripture based on an inductive method of Bible study.
- Gain knowledge of the biblical foundations of worship.
- Gain knowledge of theological method and engage in constructive theological reflection, with special emphasis on the theology of ministry, worship, and the sacraments.
- Understand the unique role that music and the arts have in the context of worship.
- Gain knowledge and experience in using the performing arts and multimedia in the context of worship.
- Gain knowledge of the development of worship in the history of the church, including liturgy, worship styles, instrumental and choral music, hymnology, and congregational song, and the relationship of this development to major events in church history.
- Gain a broad understanding of church music literature and repertoire from diverse cultural and historical periods.
- Gain experience in leadership in the ministry of worship in a local church, including practical experience in advanced choral and instrumental conducting and arranging.
- Gain knowledge in leading a comprehensive program of worship education for the staff and congregation in the local church.
- Experience personal and spiritual growth.
- Articulate an integrated philosophy of ministry through a disciplined reflection on the theoretical and practical knowledge acquired through the academic experience.

## Admission Requirements

Admission is open to those who have a minimum of a bachelor's degree or its equivalent from a regionally accredited college or university with a grade-point average of 3.0 or better in their most recent degree program. Applicants with a grade-point average between 2.5-2.99 may be admitted with provisional standing.



There is no prerequisite theological course work; however, individuals applying without a bachelor's degree in music must fulfill the following prerequisite course work by the end of their second semester in the program. These applicants must meet with the chair of graduate programs in music to assess their ability to meet the prerequisites within the given deadline. If the applicant is considered unable to meet the deadline, he/she will not be admitted until prerequisites have been fulfilled.

Students applying without a bachelor's degree in music must fulfill the prerequisites outlined in either 1 or 2 below.

1. Prerequisite units from an accredited undergraduate program as outlined below:
  - Music history 9 units
  - Theory 12 units
  - Aural skills 3 units
  - Conducting 3 units
2. Proficiency on graduate entrance exams in the following areas:
  - Music history
  - Theory
  - Aural skills
  - Conducting

Failure to pass one or more of these exams will require the student to take and pass a review course for each failed area. The School of Music intends to offer summer intensive review courses to enable students to fulfill the prerequisites. The graduate entrance exams will be provided by the School of Music and will be administered by the chair of the graduate programs in music. Students must receive a minimum passing grade of 70 percent on each exam to establish proficiency in each area.

The chair of the graduate programs in music will track students on the fulfillment of their prerequisites. For information on the evaluation of the prerequisite course work and/or how to meet these prerequisites, please contact the chair of the graduate programs in the School of Music.

This program is open to students applying with exceptional status (i.e., students applying without a bachelor's degree in either religious studies or music but with an accredited associate's degree or equivalent). However, music prerequisites mentioned above do apply. Students who enter the program without a bachelor's degree will not be able to earn a bachelor's degree through this master's degree program.

## Program of Studies

The M.A.W.L. Program requires 60 units of course work, comprised of 20 units of music, 20 units of theology, 16 units of integrative courses, and 4 units of elective.

### Requirements for the Master of Arts in Worship Leadership

#### Music Courses 20 units

GMUS 500	Introduction to Graduate Music Program	3
GMUS 542	Vocal techniques	2
GMUS 561	History of Congregational Song	2
GMUS 562	Survey of Contemporary Worship Styles	2
GMUS 563	Introduction to Technology and Worship	2
GMUS 564	The Use of Keyboard in Worship	1
GMUS 565	Aesthetics of Worship	2
GMUS 566	Conducting for the Church Musician	3
GMUS 567	Arranging: Choral and Instrumental	2
GMUS 568	Instruments/Voice and Their Use in Contemporary Worship	1

#### Theology Courses 20 units

GTHE 504	God, Creation, and Humanity	4
GTHE 514	Jesus Christ, the Holy Spirit, and the Church	4
GBBL 511	Seminar in Biblical Interpretation	4
GBBL 562	Biblical Foundations of Worship	4
Choose one:		
GMIN 507	Preaching and Worship	4
GMIN 508	Church Leadership and Administration	4
GMIN 518	Pastoral Servant Leadership	4

#### Integrative Courses 16 units

GTHE 543	History of Worship and Liturgy	4
GMIN 578	Worship Leadership	4
GMIN 569	Field Education in Ministry	4
GMIN 618	Philosophy of Ministry*	4

#### Electives 4 units

#### Total 60 units

\*An oral defense of the student's thesis is given in this course. Design and execution of a worship experience that includes biblical models, theology, and praxis is also required in this course.

## Additional Degree Requirements

### Candidacy

In order to advance toward the M.A.W.L. degree, the student must attain candidacy by completing 20 units of course work with a grade-point average of 2.7 or better. In addition, students must comply with the following requirements:

- Completion of all music prerequisites mentioned above
- A satisfactory evaluation by the professor of field education and field ministry center supervisors
- A satisfactory evaluation by the faculty of the student's spiritual and personal growth and skills for ministry and music development
- Approval for candidacy by a joint committee of HST and SOM faculty (The faculty may act to grant candidacy and permission to continue studies or deny candidacy and recommend that the student be dropped from the program.)

All students in the M.A.W.L. program must devote at least 12 hours per week for the duration of the program to some form of supervised ministry in an approved church or parachurch field center.

In order to graduate, a student must maintain at least a 2.7 grade-point average. In the student's final semester of study in conjunction with the Philosophy of Ministry requirement, the student must write and orally defend a master's thesis and design and execute a worship experience project.

### Time Limit

The M.A.W.L. degree must be completed within eight years from the date of admission. Course work completed at APU more than eight years prior to completion of degree requirements is not acceptable toward the degree.



## Master of Arts in Religion

The Master of Arts in Religion Program is designed for students with an undergraduate major or minor in religion who desire advanced academic training in biblical studies or theology and ethics in preparation for teaching in Christian schools or colleges. The Master of Arts in Religion may also serve as the foundation for doctoral studies in Bible or theology and ethics.

### Program Goals

The Master of Arts in Religion Program provides a general foundation in the biblical and theological disciplines as well as an opportunity for specialized training in either biblical studies or theology and ethics. Specifically, the goals of the Master of Arts in Religion Program are to prepare graduates who:

- Understand the principles and methods of biblical interpretation, with particular focus on the inductive method of Bible study.
- Understand the principles and methods of the formation of Christian doctrine and/or ethics.

Graduates with a concentration in biblical studies:

- Use the critical methods of biblical interpretation.
- Understand the relationship of historical and cultural context to the interpretation of the Bible.
- Understand the methodology and central themes of biblical theology.

Graduates with a concentration in theology and ethics:

- Use theological methodology in addressing theological and ethical issues.
- Understand the historical development of Christian doctrine and ethics.
- Understand the central doctrines of Christian theology and the foundations of Christian ethics.

### Admission Requirements

1. Students seeking admission must hold a bachelor's degree with a 3.0 grade-point average from an accredited college or university. Provisional admission may be granted to applicants with a grade-point average between 2.5–2.99.
2. Students must have completed at least 18 semester units of upper-division undergraduate course work in religion.
3. At least six semester units of biblical Greek or Hebrew for students concentrating in biblical studies are required. Proficiency in the biblical language must be demonstrated by examination.

Additional admission procedures are outlined under the Master of Divinity Program.

### Program of Studies

The Master of Arts in Religion requires 36 units of course work comprising 12 units of core courses, 20 units of concentration in either biblical studies or theology and ethics, and 4 units of elective or a thesis. Each student is assigned a faculty advisor who will give guidance in the selection of courses, preparation for the written core examination, and composition of the research paper or thesis.

#### Requirements for the Master of Arts in Religion

##### Core Courses **12 units**

Three of the following:

GBBL 511	Seminar in Biblical Interpretation	4
GBBL 512	The Gospels' Witness to Christ	4
GTHE 505	Christian Ethics	4
GTHE 534	Interdisciplinary Seminar in Theology	4

##### Concentration **20 units**

The student chooses a concentration in either theology and ethics or biblical studies and selects 20 units of courses from the area of concentration.

##### Elective/Thesis Option **4 units**

The student selects one elective or writes a thesis.

##### **Total 36 units**

### Additional Degree Requirements

#### Candidacy

Before students are allowed to enroll in courses beyond a total of 24 units, they must be advanced to candidacy in the Master of Arts in Religion Program. Candidacy is granted by the faculty of the Haggard School of Theology after a review of the student's progress in the program and the successful completion of the core courses and the written core examination (taken after the three core courses are completed).

#### Research Paper or Thesis

To receive the Master of Arts in Religion degree, students must demonstrate the ability to write and conduct scholarly research in their area of concentration. Under the supervision of the faculty advisor, the student prepares a major research paper or a thesis which is defended in an oral session before the faculty advisor and two other faculty members selected by the faculty of the Haggard School of Theology. The major research paper or thesis may be an expansion of work presented to meet course requirements in the concentration. The oral defense may be scheduled after the student has achieved candidacy and is within six units of the completion of course work, and must be accomplished before the degree is awarded. In order to graduate, a student must have at least a 3.0 grade point average.

#### Time Limit

The Master of Arts in Religion must be completed within eight years from the date of admission. APU course work completed more than eight years prior to completion of degree requirements is not acceptable toward the degree.

## Doctor of Ministry

The Doctor of Ministry is the highest professional degree offered by schools of theology. It builds on and develops the professional competence in ministry achieved in the completion of the Master of Divinity degree. The doctorate offered by the Haggard School of Theology focuses on spiritual formation. In the program attention is also given to the development of ministerial skills which will make the pastor more effective as a spiritual leader.

### Program Goals

The goals of the Doctor of Ministry program are to:

- Develop a theology of spirituality by drawing on and integrating insights from Scripture, theology, and related disciplines in the humanities and behavioral sciences.
- Understand the spiritual dynamics in the transformation of the human personality.
- Understand how persons form habits that facilitate spiritual growth.
- Understand how renewal movements enhance or inhibit the formation of Christian character.
- Understand how the pastor's style of leadership contributes to spiritual formation in the congregation, with reflection on the concerns of men and women in ministry.
- Understand the relationship between personal piety and the promotion of social justice.
- Understand the dynamics of spiritual life in the context of urban life and ministry.
- Apply the theory of spiritual formation to personal spiritual growth and the tasks of ministry through experience-oriented learning strategies.

### Admission Requirements

Admission to the D.Min. Program is on the basis of competence in theology and ministry, giving evidence of the motivation and ability to pursue further study at the doctoral level. This is demonstrated not only by the applicant's previous academic work, but also by the endorsement of the church

or parachurch organization to which the applicant is accountable. Admission, therefore, is granted by the D.Min. Committee with reference to the following requirements:

University graduate and program admission requirements must be met before an application is complete (See "Graduate Admission to the University.")

*International applicants have a separate application procedure. Please contact the Office of International Student Services at (626) 815-3055 or email [iss@apu.edu](mailto:iss@apu.edu)*

1. Completed application for graduate admission (An online application is accessible at the university website, [www.apu.edu](http://www.apu.edu).)
2. An ATS-accredited M.Div. degree or its educational equivalent, achieved with a grade-point average of at least 3.0 and verified by the submission of an official transcript (The educational equivalent of the M.Div. degree is understood to be a minimum of 90 semester units of graduate work in theology, distributed among biblical, theological, and ministerial studies. Transcripts of any other graduate study beyond the baccalaureate level must also be submitted.)
3. Evidence of the active practice of ministry for at least three years subsequent to the M.Div. degree as well as current involvement in ministry (This evidence must include the written endorsement of the church or parachurch organization to which the applicant is accountable.)
4. A 1,500-word written statement of the applicant's ministerial goals, including reference to personal history, ministerial experience, and recent theological reading
5. Three letters of reference attesting to the applicant's personal character, academic ability, and ministerial skills
6. A résumé
7. A personal interview with the director of the D.Min. Program and/or the D.Min. Committee
8. Applicants for whom English is a second language must demonstrate proficiency to work at the doctoral level by a score

of 550 on the Test of English as a Foreign Language (TOEFL) and pass a test of written English. Students who have completed at least 48 units in an accredited English speaking program just prior to attending APU may be admitted without the TOEFL

9. Possession of or access to a computer is highly recommended for all students

#### All materials should be submitted to:

Graduate Center: Admissions  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA

Located at:

568 E. Foothill Blvd.  
Azusa, CA  
(626) 815-4570  
Fax (626) 815-4545 • (626) 815-4571  
[graduatecenter@apu.edu](mailto:graduatecenter@apu.edu)  
[www.apu.edu](http://www.apu.edu)

#### Send international applications to:

Office of International Student Services  
Azusa Pacific University  
PO Box 7000  
Azusa, CA 91702-7000 USA  
(626) 812-3055  
Fax (626) 815-3801  
[iss@apu.edu](mailto:iss@apu.edu)

### Transfer Credit

Because of the specialized nature of the program, transfer credit must be evaluated by the director of the D.Min. Program. A maximum of six semester units of doctoral-level work which have been completed within the past eight years will be allowed as transfer credit.

### Full-time Status

Full-time status in the D.Min. Program is 8 units per term. Students who enroll in at least 4 units are considered to be half time.

### Time Limit for Degree Completion

A maximum of 16 units of course work may be completed during one calendar year, requiring a minimum of two years for completion of the course work. The written D.Min. project may be completed in the

third year. The maximum time allowed for completing the program is eight years from the time of enrollment. Extensions beyond this deadline may be granted at the discretion of the D.Min. Committee in response to requests received before the conclusion of the eighth year, citing appropriate extenuating circumstances and specifying the expected date of completion.

## Leave of Absence

Students in good standing who must interrupt their studies for compelling reasons may petition the D.Min. Committee for a leave of absence of not more than two years.

## Written D.Min. Project

Specific competence in a specialized area of ministry related to the candidate's personal experience and interest and involving research and writing at both the theoretical and practical level, will be demonstrated by a written D.Min. project.

## Advancement to Candidacy

Following the successful completion of four courses, and the presentation of the written D.Min. dissertation project proposal, the student advances to candidacy status after review by the committee of the Doctor of Ministry program. The minimum standard is a grade-point average of 3.0 in course work. As a preliminary to advancement to candidacy the student meets for an interview with the director.

## Requirements for Doctor of Ministry

Core Courses	20 units
GDMN 704 Research and Design	4
GDMN 710 History of Christian Spirituality	4
GDMN 720 Theology for Spiritual Formation	4
GDMN 730 Church Renewal	4
GDMN 740 Spiritual Leadership	4

Electives	12 units
GDMN 750 Civic Spirituality	4
GDMN 760 Christian Spirituality and Modern Technology	3
GDMN 762 Spiritual Practices in the Church	4
GDMN 764 History and Theology of Worship	3
GDMN 766 Empowering the Laity	3
GDMN 768 Urban Immersion	3
GDMN 770 Church Growth and Church Planting	3
GDMN 772 Contemplative Spirituality	4
GDMN 782 Scripture: Its Spirituality and Proclamation	4
GDMN 799 Independent Study	1-4

### Project

GDMN 790 D.Min. Project	4
-------------------------	---

### Total 36 units

GDMN 792 D.Min. Project Continuation 0  
Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790, must enroll for subsequent semesters in this course.

## Instructional Format

Each course is structured to include three components which incorporate the theoretical, practical, and collegial aspects of the learning experience:

1. *Preliminary reading.* Reading is assigned that must be completed prior to the classroom experience, fulfilling a requirement of 1,800-2,000 pages of reading for a three-unit course and 2,400-2,500 pages for a four-unit course. The reading provides the theoretical basis for the analysis of practical situations in ministry.
2. *Classroom experience.* Classroom experience is in concentrated sessions during a two-week period that involves interaction with the faculty instructor and with the student's peers in a seminar format (a 3-unit course comprises 30 hours of classroom contact and an 8-hour field assignment; and a 4-unit course, 40 hours of classroom contact and an 8-hour field assignment). The faculty instructor serves as a facilitator of discussion in a collegial atmosphere, using his or her

academic and practical expertise to keep the seminar in focus and ensure that in-depth analysis, application, and integration occur. The concentration of classroom time in an intensive period of residence on campus facilitates the development of a community of colleagues for enrichment and support. Field assignments on the weekend at the midpoint of the class sessions allow for experiential learning outside of the formal classroom periods. Discussion among colleagues can continue after the formal class sessions through the establishment of email groups through the internet.

3. *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.
4. *Course project.* An extensive post-classroom project provides an opportunity to synthesize the reading and the classroom discussions and apply them to a ministerial situation. The results of this reflection are then submitted in the form of a paper with a minimum length of 5,000 words (20 pages).

Classes are scheduled two times during the year – January and July.

## Course Descriptions

### Biblical Studies

#### GBBL 500 Elements of Greek Exegesis (4)

Students who are readers of the English Bible are introduced to the syntax of New Testament Greek for a better understanding of the translation process, the principles of exegesis, and the exegetical reference tools available for interpreting the New Testament.

#### GBBL 504 New Testament Greek I (4)

This class introduces the basic vocabulary, morphology, and syntax of New Testament Greek for the purpose of learning to read and interpret the New Testament as a foundation for theological study and pastoral practice.

#### GBBL 505 New Testament Greek II (4)

This class continues the study of the basic vocabulary, morphology, and syntax of New Testament Greek begun in New Testament Greek I.

**GBBL 511 Seminar in Biblical Interpretation (4)**

This course looks at the history of interpretation and introduces the student to literary, form, and redaction criticism. The basic method presented is the inductive approach.

**GBBL 512 The Gospels' Witness to Christ (4)**

This course examines the life and teaching of Jesus portrayed in the Gospels, exploring the historical, literary, and theological features of their witness through the inductive method of Bible study, enhanced by the methods of contemporary Gospel criticism.

**GBBL 521 People of God (4)**

This course addresses the theology of Creation, including history and covenant. Genesis, Exodus, and Deuteronomy are used as primary source material.

**GBBL 522 Mark: The Challenge of Discipleship (4)**

This course applies various reading strategies to the interpretation of the Gospel of Mark in order to penetrate the mystery of its portrait of Jesus and engage the challenge of its witness to Jesus' call to discipleship.

**GBBL 524 Hebrew I (4)**

This course introduces the basic vocabulary, morphology, and syntax of biblical Hebrew for the purpose of learning to read basic Hebrew narrative and gaining the tools for interpreting the Old Testament as a foundation for biblical study. It provides pastors and teachers with tools for greater insight into the biblical message of the Old Testament.

**GBBL 531 Kingdom of God (4)**

The interrelationship between the Israelite kingdom and the Kingdom of God are examined. These themes are traced through the historical books, the Psalms, and the prophets.

**GBBL 532 Paul the Apostle and Theologian (4)**

This course studies the Apostle Paul's pastoral work in the establishment and care of churches and his formative contribution to the theology of the church through examination of his letters.

**GBBL 534 Hebrew II (4)**

This course serves as a continuation of the introduction to the basic vocabulary, morphology, and syntax of biblical Hebrew begun in Hebrew I.

**GBBL 541 Exegetical Study of the Greek or Hebrew Text (4)**

Students are introduced to the basic principles and practice of Greek or Hebrew exegesis, through a detailed study of selected passages in the Greek text of the New Testament or the Hebrew Scriptures. Attention is given to methodological and bibliographical resources.

**GBBL 542 Biblical Foundations for Spirituality (4)**

This course investigates the biblical foundations of the spiritual life. Students study selected biblical texts to develop a theology of worship, prayer, spiritual

disciplines, and the Holy Spirit's work in the believer. The application and integration of this material to the student's life is stressed.

**GBBL 551 Geographical and Historical Setting of the Bible (4)**

This comprehensive course of study emphasizes the geography, history, and archaeology of Israel in biblical times, as well as introducing the post-biblical history of the land, the Holocaust, and the complex social issues facing the modern nation of Israel. The course includes a 10-day travel tour of the lands of the Bible.

**GBBL 552 Romans: The Obedience of Faith (4)**

Students study Paul's letter to the Romans, with attention to developing skill in the methods of biblical exegesis and engaging the theological and ethical implications of Paul's thought.

**GBBL 561 Psalms as Resource for Ministry (4)**

The psalms of ancient Israel provide models of appropriate human response to the breadth of life as lived before God. In a strange but hopeful way, these human songs also become the source of the Divine Word of guidance, salvation, and grace. The course investigates the historical and literary character of the Hebrew psalms as well as ways these compositions can be effectively and appropriately incorporated into a life of ministry.

**GBBL 562 Biblical Foundations of Worship (4)**

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.

**GBBL 570 Directed Research (1-4)****GBBL 571 Readings in the Hebrew Text of the Pentateuch (1-4)**

Selections from the Pentateuch are chosen according to the students' needs and interest. Attention is devoted to improving the ability to read the Hebrew text and knowledge of advanced Hebrew grammar. The course focuses on the documentary hypothesis and traditional-historical criticism.

**GBBL 572 Readings in the Greek Text of the Gospels (1-4)**

Selected passages from the Greek text of the Gospels are examined, and special attention is given to the tools of source, form, redaction, and narrative criticism.

**GBBL 581 Readings in the Hebrew Text of the Prophets (1-4)**

Selections from the Hebrew Bible are chosen according to the students' needs and interests. Attention is devoted to improving the ability to read the Hebrew composed in poetry. The role of the prophets in the life of Israel is investigated in terms of their preparation of the people for the coming of God's Kingdom in Christ.

**GBBL 582 Readings in the Greek Text of the Epistles (1-4)**

Selected passages from the Greek text of the Epistles are examined and special attention is given to rhetorical criticism.

**GBBL 590 Thesis (4)****GBBL 591 Isaiah (4)**

This course comprises a study of the canonical book Isaiah. The life and ministry of Isaiah of Jerusalem are investigated. Then the other sections of Isaiah are studied. The concepts of Isaiah 40-55 receive special emphasis, particularly the view of God, God's Word, the messages of salvation, and the role of the servant. Some attention is given to the major themes of Isaiah 56-66. The role of this canonical book in preparation for the coming of God's Kingdom in Christ receives special attention. His message of hope laid the foundation for the early Christians to understand God's work in Jesus. Thus, of all the books of the Old Testament, Isaiah is the most crucial for understanding the work of God in Christ.

**GBBL 599 Readings in Biblical Studies (1-4)****GBBL 611 Old Testament Seminar (4)**

Topics with current and/or continuing significance for Old Testament studies, critical methods, and advanced research techniques are emphasized.

**GBBL 612 New Testament Seminar (4)**

Topics that have current and/or continuing significance for the study of the New Testament are explored with emphasis on the methods of advanced research.

**GBBL 621 Jeremiah (4)**

The student undertakes a thorough investigation into the message of Jeremiah. This great prophet worked during the years of great turmoil leading up to the exile. A study of his life, confessions, and struggles leads the student into a thorough acquaintance with the events of the Middle East of the 6<sup>th</sup> century B.C. Also, the material in Jeremiah provides the student with the opportunity to discover the inner life of a prophet who faced tremendous opposition.

**GBBL 622 The Church of the First Century (4)**

Students undertake an investigation of the emergence of the Christian Church in the first century A.D. through an examination of the Acts of the Apostles, using the tools of literary, historical, sociological, and theological analysis.

**GBBL 632 The New Testament World (4)**

This course 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)**

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.

**Ministry****GMIN 506 Foundations of Educational Ministries (4)**

Students explore the history of Christian education and its influence as a church movement, the philosophy of ministry with emphasis on learning theory, and contemporary trends and their effect on Christian education, formation, and discipleship.

**GMIN 507 Preaching and Worship (4)**

The preparation of the preacher, sermon construction, and delivery are studied. Students are supervised in the development of effective communication skills, with attention given to the different elements of Christian worship, leadership in worship, and planning the worship service.

**GMIN 508 Church Leadership and Administration (4)**

The nature and function of church administration are studied in light of a process through which the church moves to fulfill its central purpose. The role of leadership in giving direction is examined.

**GMIN 509 Urban Anthropology and Christian Ministry (4)**

Theories of urban anthropology are evaluated with special emphasis on cross-cultural perspectives, ethnic differences, the distinction between urban and folk societies, and the encounter of the church with the urban environment.

**GMIN 516 Dynamics of Christian Formation (4)**

This course offers a study of foundational principles and models of Christian formation and discipleship, with special emphasis on edification and evangelism, and human growth and development. Consideration is given to the varying needs of each student.

**GMIN 518 Pastoral Servant Leadership (4)**

This introductory course explores the varied and many roles and aspects of pastoral ministry. Emphasis is given to the strategies necessary in handling the responsibilities of family, church, and community.

**GMIN 519 Christian Ministry and Urban Social Problems (4)**

The task of ministry is viewed from the perspective of urban sociology. Attention is devoted to the pressing social problems of the city and the cults that exist in the modern urban center.

**GMIN 526 Curriculum and Instruction (4)**

Students gain knowledge of recent trends in curricular materials, principles, and methods;

the use of the Bible; activities; and objectives of programming in Christian education.

**GMIN 527 Expository Preaching (4)**

The principles and techniques of expository preaching are covered. Students are supervised in the practice of preaching from a biblical text.

**GMIN 528 Transitions in Ministry (4)**

The church and its ministry are studied. The course emphasizes contemporary changes in the church, directions in which the church and ministry are moving, staff relationships, contemporary methods of service, extra-church ministries, and the implications of modern culture on the development of the church's ministry strategy.

**GMIN 529 The City in Theological Perspective (4)**

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

**GMIN 538 Evangelism and Discipleship (4)**

Students undertake an analysis of the principles and methods of establishing interpersonal relationships, fellowship, and resources necessary to communicate and live out the Gospel message.

**GMIN 546 Seminar in Educational Ministry (4)**

An important area in the field of educational ministry and spiritual formation is selected and studied each semester. Areas of study may include family ministry, age-group studies, leadership, spirituality, and ministry.

**GMIN 548 Pastoral Counseling (4)**

This course addresses the pastor's counseling role and is structured from the perspectives of Christian theology and the behavioral sciences. Consideration is given to such problems as parent-child conflicts, marital tensions, terminal illness, and grief. The course provides insights for effective pastoral counseling and shows the student how to refer cases to counseling professionals.

**GMIN 558 Women and Men in Ministry (4)**

Male and female ministry roles are studied from the perspective of a biblical view of ministry as the partnership of men and women who are called of God. Special attention is given to male/female differences relative to ministry style and cross-gender communication skills.

**GMIN 559 Urban Cross-Cultural Ministry (4)**

Students learn about particular ethnic groups, with a focus on ministry to each group, the church in changing neighborhoods, and the development of multi-congregational churches.

**GMIN 568 Field Education in Ministry (2)****GMIN 569 Field Education in Ministry (1)****GMIN 570 Directed Research (1-4)****GMIN 578 Worship Leadership (4)**

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 588 Missiological Concepts for Ministry (4)**

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 21<sup>st</sup> century.

**GMIN 590 Thesis (4)****GMIN 596 Educational Ministry Administration (4)****GMIN 598 Principles of Church Growth (4)**

The basic principles of church growth, with special application to evangelism, mission, education, and administrative leadership, are covered.

**GMIN 599 Readings in Ministry (1-4)****GMIN 606 Current Issues in Educational Ministries (4)**

Each term, a selected topic in educational ministry is chosen, building upon and integrating ideas from theology, the social sciences, education, and leadership.

**GMIN 618 Philosophy of Ministry (4)**

Students develop a philosophy of ministry, giving particular attention to the specialized type of ministry for which they are preparing, and defend this philosophy in an oral examination before a faculty panel of examiners.

**GMIN 628 Seminar in Ministry (1-4)**

The course covers topics that are of pressing concern in ministry, including spirituality, church renewal, and church planting.

**Theology and Ethics****GTHE 503 History of the Early and Medieval Church (4)**

The history of Christianity is surveyed from the first century to the Reformation. Consideration is given to major theologians and their works and significant developments in the history of the church.

**GTHE 504 God, Creation, and Humanity (4)**

This course introduces students to basic beliefs about God and the methods of Christian theology. The doctrines of revelation, Scripture, creation, humanity, and sin are studied from the perspective of historical and systematic theology, based on a biblical foundation.

**GTHE 505 Christian Ethics (4)**

The biblical and theological foundations of historical and contemporary interpretations of Christian ethics are covered, with an analysis of the nature of Christian responsibility in the major areas of social concern.



**GTHE 513 History of the Modern Church (4)**

Major theological movements within the Christian church, from the Reformation to the present, are studied. Consideration is given to major theologians and their works and significant developments in the history of the modern church.

**GTHE 514 Jesus Christ, the Holy Spirit, and the Church (4)**

This course helps students develop their basic Christian beliefs about Jesus Christ and the Holy Spirit. The doctrines of atonement, salvation, church, and eschatology are studied from the perspective of historical and systematic theology, based upon a biblical foundation.

**GTHE 523 Seminar in Church History (4)**

Students explore selected epochs, movements, or issues in the history of the Church. Topics included are the Reformation, the Wesleyan revival, the Great Awakening, and the Church in the urban context.

**GTHE 529 The City in Theological Perspective (4)**

Students examine theological perceptions of the city, with an emphasis on ministry in and to the polis.

**GTHE 534 Interdisciplinary Seminar in Theology (4)**

A selected topic in Christian theology, from the perspectives of the Bible, theology, philosophy, sociology, psychology, and communication theory, is studied in a given semester.

**GTHE 543 History of Worship and Liturgy (4)**

This course is a study of worship and liturgy in the history of the church. Attention is given to the relationship between theological commitments and worship and to the development of liturgical expressions in the various Christian communities from the first century to the present.

**GTHE 544 The Theology of John Wesley (4)**

Highlights of Wesley's life are studied with reference to the development of his theology. Special attention is given to the unique emphases of Wesleyan doctrine.

**GTHE 553 Evangelical Friends History: Birth, Growth, and Organization (4)**

This course provides a survey of the Friends Church from its origins in the 17<sup>th</sup> 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)**

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)**

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)**

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)****GTHE 590 Thesis (4)****GTHE 599 Readings in Church History, Theology, and Ethics (1-4)****GTHE 615 Church and Society (4)**

This course deals with the nature and mission of the church and the problems which the church must face in its relationship with society.

**GTHE 625 Seminar in Christian Ethics (4)**

A selected area in the field of Christian ethics is studied in a given semester. Areas of study include the following: political ethics, social justice, war and peace, economic ethics, the ethics of sex, and medical ethics.

**Doctor of Ministry****GDMN 704 Research and Design (4)**

Students are introduced to the practical application of the doctor of ministry course work 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 History of Christian Spirituality (4)**

The spiritual dynamics involved in the transformation of the human personality are studied in the course. Topics covered include biblical, theological, historical, psychological, and sociological understanding of the human condition and how holy habits are formed. Special attention is given to how spiritual formation applies to situations of ministry.

**GDMN 720 Theology for Spiritual Formation (4)**

Students explore the ways in which the disciplines of theology, the humanities, and the behavioral sciences can be integrated and applied to the task of ministry. Spiritual formation of individuals and communities into the way of Christ, the *imitatio Christi*, is the focus of the integration process; practical application is made to congregational life.

**GDMN 730 Church Renewal (4)**

Students consider the dynamics of spiritual renewal through an investigation of renewal movements among the people of God from the pre-exilic prophets in ancient Israel to contemporary movements in the Christian church in the 20<sup>th</sup> century. The analysis draws on the perspectives of theology, psychology, and sociology, with a focus on the ways in which these movements enhance or inhibit character formation. Attention is given to the application of the dynamics of renewal to contemporary situations.

**GDMN 740 Spiritual Leadership (4)**

Students uncover the dynamics of leadership in the context of Christian community, using models developed from the humanities and behavioral sciences as well as the theological disciplines to determine the ethnic and cultural variables in leadership practice. Special emphasis is given to the effect of different leadership styles on growth toward Christ-likeness, and application is made to practical pastoral settings.

**GDMN 750 Civic Spirituality (4)**

Students uncover the dynamics of spiritual formation within the context of urban life and ministry, integrating issues of social justice and personal piety. Particular attention is given to the African-American, Asian-American, Asian, Hispanic-American, and Hispanic experience, and practical application is made to the ministerial context of the individual student.

**GDMN 760 Christian Spirituality and Modern Technology (3)**

Students study the theory and practice of modern technology in the context of Christian ministry, including practical experience with the various aspects of the information superhighway (e.g., computers and peripherals, software, network services, and email). Attention is given to ways in which the technological society enhances or inhibits spiritual formation in individuals and communities.

**GDMN 762 Spiritual Practices in the Church (4)**

This course covers the biblical, theological, and historical foundation for the classical disciplines of the spiritual life as a means of grace through which the human person exercises relative independent will to bring body, mind, and spirit into a cooperative relationship with God. Special attention is given to prayer as the foundational discipline of engagement, the *via positiva*, and its practice in the prayer life of the individual and in the life of the congregation.

**GDMN 764 History and Theology of Worship (3)**

This course documents the history and theology of worship with particular attention given to worship as a means for the cure of souls. The rationale and practice of both liturgical and free church worship is considered along with attention to various musical forms. Attention is also given to the application of the insights of this study to the ministerial context of the individual student.

**GDMN 766 Empowering the Laity (3)**

This course focuses on the universal ministry of all Christians, the priesthood of all believers. Attention is given to everyday life as the place for effective spiritual formation, the exercise of discernment in the common life of the Christian community, and the role of the enabling pastor in mobilizing Christians for ministry.

**GDMN 768 Urban Immersion (3)**

Students analyze the impact of urban changes upon the work of church planting and congregational life through an exposure to urban culture using the university's network of relationships to churches, institutions, and agencies throughout the greater Los Angeles area.

**GDMN 770 Church Growth and Church Planting (3)**

This course stresses the dynamics of church growth in the context of planting churches both mono- and cross-culturally. Particular focus is given to spiritual formation in the process of planting, growing, and developing community life within the local church.

**GDMN 772 Contemplative Spirituality (4)**

This course explores the history and theology of Ignatian spirituality, and the unique contribution that it makes to spiritual formation. Course material examines the world in which Ignatius of Loyola lived when he created the "Spiritual Exercises" as well as the practice and use of the exercises throughout the history of the church, and their significance for believers today.

**GDMN 782 Scripture: Its Spirituality and Proclamation (4)**

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)**

Students work with their D. Min. project committee in developing a doctoral-level report based on critical reflection concerning a specific problem or issue in the practice of ministry.

**GDMN 792 Project Continuation (0)**

Students who do not complete their D.Min. project during the semester they are enrolled in GDMN 790 Ministry Project, must enroll for subsequent semesters in this course.

**Council for Christian Women in Leadership**

The Council for Christian Women provides support, guidance, and resources for women preparing for ministry at Azusa Pacific University.

**Marlia Cochran**

**Debbie Daniels, M.A.**

**Marilyn Faber**

**Dani Falcioni, M.A.**

**Mario Ferrante, M.A.**

**Carol Garlow**

**Adelita Martinez, M.A.**

**Mary Naber**

**John A. Schaub, D.Min.**

**Lane Scott, Ph.D.**

**Knofel Staton**

**Sarah Sumner, Ph.D.**

**Tammy Tkach**

**Ray Wheeler, M.A.**

**Council of Church Leaders**

The following church leaders advise the dean and faculty of the Haggard School of Theology on program development to ensure the practicality and relevance of program content.

**Stephen P. Fitch, M.Div.**

Superintendent, Southern California Free Methodist Church Conference  
Azusa, California

**Moon Chung, Ph.D.**

Elder, Oriental Mission Church  
Los Angeles, California

**James Garlow, Ph.D.**

Senior Pastor, Skyline Wesleyan Church  
La Mesa, California

**Justo Gonzales, Ph.D.**

President, AHETH  
Decatur, Georgia

**Betty Alvarez Ham**

Executive Director  
City Impact  
Oxnard, California

**Jerry Johnson, M.A.**

Pastor, Seasons of Life  
Lake Avenue Church  
Pasadena, California

**Stan Leach, D.Min.**

Friends Church SWYM  
Whittier, California

**Mike MacIntosh, D.Min.**

Senior Pastor, Horizon Christian Fellowship  
San Diego, California

**Keith Phillips, D.Min.**

President  
World Impact  
Los Angeles, California

**Robert B. Phillips**

Strategy Consultant  
Arcadia, California

**Earl Schamehorn, D.Div.**

Board of Trustees, Azusa Pacific University  
Redlands, California

**Janine Tartaglia-Metcalf**

Pastor, Church of the Nazarene  
El Cajon, California

**Dennis Wayman, D.Min.**

Pastor, Free Methodist Church  
Santa Barbara, California

Ex Officio Member:

**Don Marshburn, M.A.**

Chair of the Board of Trustees  
Azusa Pacific University







# Administration and Faculty

Administration and Faculty .....	210
Academic Calendar .....	218
Index .....	220



**Administration**

JON R. WALLACE, DBA, President/Chief Executive Officer

DAVID E. BIXBY, Ed.D., Vice President for University Advancement

HANK C. BODE, JD, Vice President Emeritus

MARK S. DICKERSON, JD, General Counsel

TERRY A. FRANSON, Ph.D., Vice President for Student Life/Dean of Students

DIANE J. GUIDO, Ph.D., Vice Provost for Undergraduate Programs

CLIFFORD A. HAMLOW, Ph.D., Vice President Emeritus

ROSEMARY M. LIEGLER, Ph.D., Vice Provost for Graduate and Adult Programs

DEANA L. PORTERFIELD, M.A., Vice President for Enrollment Management

JACK H. RANKIN, Ed.D., Chief of Staff

JOHN C. REYNOLDS, Vice President for Administration and Information/CIO

JOAN K. SINGLETON, CPA, CFP, Vice President for Finance and Properties/CFO

MICHAEL M. WHYTE, Ph.D., Provost

**Board of Trustees**

FAYE BERT, Christian Ministries

EVAN R. COLLINS, Securities Executive

GARY DAICHENDT, Business Executive

GREGORY DIXON, Ph.D., Bishop/Senior Pastor

TED ENGSTROM, LHD, President Emeritus/Global Ministries

HOWARD KAZANJIAN, Film Producer

GORDON KIRK, Th.D., Senior Pastor

TOM KOBAYASHI, Founder, Film Technology (retired)

DONALD C. MARSHBURN, Business Executive

KENNETH OGDEN, Ed.D., Christian Ministries Executive (retired)

JEANNIE PASCALE, Educator/International Missionary

TIMOTHY PURGA, D.Min., Business Executive

PAUL C. REISSER, MD, Family Physician

RAYMOND ROOD, International Business Consultant

EARL SCHAMEHORN, D.D., Associate Pastor for Administration

STEVEN SITTKO, Ministries Executive

PAUL SZETO, D.Miss., Global Ministries Executive

JON R. WALLACE, DBA, University President

DOLLY WARREN, Business Executive

RALEIGH WASHINGTON, D.D., Global Ministries Executive

**Academic Cabinet**

MICHAEL M. WHYTE, Ph.D., Provost

DIANE J. GUIDO, Ph.D., Vice Provost for Undergraduate Programs

ROSEMARY M. LIEGLER, Ph.D., Vice Provost for Graduate and Adult Programs

LESTER C. EDDINGTON, C.Phil., Assistant Provost

TERENCE R. CANNINGS, Ed.D., Dean of the School of Education and Behavioral Studies

DUANE A. FUNDERBURK, DMA, Dean of the School of Music

PAUL W. GRAY, Ed.D., Dean of Library Services

KEVIN W. MANNOIA, Ph.D., Dean of the Haggard School of Theology

ILENE L. SMITH-BEZHIAN, DBA, Dean of the School of Business and Management

DAVID L. WEEKS, Ph.D., Dean of the College of Liberal Arts and Sciences

To Be Announced, Dean of The School of Nursing

DAVID MCINTIRE, Ed.D., Faculty Moderator

**Support Services**

NINA ASHUR, Ed.D., Director, Learning Enrichment Center

VIC BEZHIAN, MIBA, Executive Director, International Center

GINNY DADAIAN, MPA, Director, Student Financial Services

REBECCA J. KNIPPELMAYER, M.A., Director, Graduate Admissions

ADRIEN J. LOWERY, Ph.D., Director, Writing Center

NORMA J. MOCABEE, M.Ed., Graduate Registrar

JENNIFER MOORE, Center for Accelerated Degree Programs Registrar

HEATHER L. PETRIDIS, MBA, Executive Director, Graduate Center

DEBORAH SERRANO, Associate Director, Graduate Center, Student Financial Services

**Faculty**

ACKLEY, HEATHER, Chair, Associate Professor of Theology and Philosophy; B.A., Mount Union College; M.A., Claremont School of Theology; Ph.D., Claremont Graduate University

ALLBAUGH, THOMAS, Assistant Professor of English; B.A., Hope College; M.A., Michigan State University; Ph.D. Southern Illinois University

ANDERSON, EDWARD "CHIP," Professor of Doctoral Studies in Education and Higher Education and Organizational Leadership; B.A., M.A., Pasadena College; Ph.D. University of California, Los Angeles

ANDERSEN, ELIZABETH, Associate Professor of Education; B.A., Nazareth College; M.A., State University of New York; Ph.D., University of Southern California

ARTINIAN, BARBARA, Professor of Nursing; B.A., Wheaton College; M.N., Case-Western Reserve University; M.S., University of California, Los Angeles; Ph.D., University of Southern California

ARVIDSON, MARK, Associate Professor of Mathematics; B.S., Wheaton College; M.A., Azusa Pacific University; Ph.D., Claremont Graduate School

ASHUR, NINA, Associate Professor; Director of the Learning Enrichment Center; B.A., California Polytechnic University, Pomona; M.A., California State University, Los Angeles; Ed.D., University of La Verne

AUSTIN, CONNIE, Associate Professor of Nursing; BSN, Point Loma Nazarene College; M.A., MSN, California State University, Los Angeles

BACER, KATHLEEN FLETCHER, Associate Professor of Education; B.A., Azusa Pacific University; M.A., California State Polytechnic University, Pomona; Ed.D., Pepperdine University

BACER, WAYNE, Assistant Professor of Education; B.A., San Jose State University; M.A., Claremont Graduate School; Ed.D., Pepperdine University

BALOIAN, BRUCE, Professor of Biblical Studies; B.A., Westmont College; M.Div., Fuller Theological Seminary; Ph.D., Claremont Graduate School

BARNES, GRACE PREEDY, Professor of Higher Education and Organizational Leadership; B.A., Wheaton College; M.A., Azusa Pacific University; Ph.D., Fuller Theological Seminary

BATTLE-WALTERS, KIMBERLY, Associate Professor of Social Work; B.A., Southern California College; MSW, Temple University; Ph.D., University of Florida

BAUGUS, JOHN, Assistant Professor of Communication Studies; B.S., Azusa Pacific University; MBA, Claremont Graduate School

BAZNER-CHANDLER, JANET, Assistant Professor of Nursing; B.S., Madonna College; MSN, California State University, Los Angeles

- BEATTY, DAVID, Assistant Professor of Music; B.M., University of California, Northridge; M.M., California State University, Los Angeles
- BELL, SALLY ALONZO, Chair; Professor of Social Work; B.A., California State University, Los Angeles; MSW, Ph.D., University of California, Los Angeles
- BELL, STEPHEN, Instructor of English, B.A.; Wheaton College; M.A., University of Virginia
- BENNETT, SCOTT, Assistant Professor of Modern Languages; B.A., M.A., San Diego State University
- BENTZ, JOSEPH, Professor of English; B.A., Olivet Nazarene University; M.A., Ph.D., Purdue University
- BERRY, MARCIA, Instructor of Communications; B.A., M.A., University of Illinois
- BEZJIAN, VIC, Executive Director, International Center; B.S., California State University, Los Angeles; M.I.B.A., United States International University
- BICKER, DAVID, Professor of Communication Studies; B.A., Summit Christian College; M.Div., Denver Seminary; M.A., Denver University; Ph.D., University of California, Los Angeles
- BIEDERMAN, ROSS, Professor of Physical Therapy; B.S., Loma Linda University; DPM, California College of Podiatric Medicine
- BOND, TORRIA, Assistant Professor of Education; B.S., California State Polytechnic University; M.S., M.S., California Lutheran University
- BONNER, PATRICIA, Professor of Doctoral Studies in Education; B.A., Point Loma Nazarene College; M.A., Azusa Pacific University; M.A., Ph.D., Claremont Graduate School
- BONNEY, LEWIS, Associate Professor of Education; B.A., University of California, Berkeley; M.A., University of North Texas; Ph.D., University of Arizona
- BOOCOCK, WILLIAM, Instructor of Music; B.A., California State University, Fullerton; M.A., California State University, Los Angeles
- BOWDEN, VICKY, Professor of Nursing; BSN, Harding University; NP, MNSc, University of Arkansas; DNSc, University of San Diego
- BRADY, DEANNA, Assistant Professor of Teacher Education; B.A. MPA, California State University, Long Beach; Ed.D., University of Southern California
- BRASHEAR, NANCY, Chair, Department of Teacher Education, Professor of Education; B.A., M.A., California State Polytechnic University, Pomona; Ph.D., Claremont Graduate School
- BREHM, CONNIE, Associate Professor of Nursing; B.S., M.P.H., University of California, Los Angeles; M.S., California State University, Long Beach; Ph.D., University of Colorado
- BROKAW, DAVID, Professor of Graduate Psychology; B.A., Wheaton College; M.A., Ph.D., Fuller Theological Seminary
- BROWNE, KIMASI, Assistant Professor of Music; B.A., California State Polytechnic University; M.A., C.Phil., University of California, Los Angeles
- BRYAN, JIM, Associate Dean, School of Education and Behavioral Studies; Associate Professor of Education; B.S., M.S., University of San Francisco; Ed.D., University of Southern California
- BUEHLER, JONATHAN, Assistant Director of Academic Information Management and Analysis; B.S., Biola University; M.S., Azusa Pacific University
- CANNINGS, TERENCE R., Dean, Professor, School of Education and Behavioral Studies; B.A., University of New England in Australia; M.Ed., University of Sidney in Australia; Ed.D., University of California, Los Angeles
- CARLSON, RALPH, Professor of English and Teaching English to Speakers of Other Languages; B.A., Seattle Pacific University; M.A., Ph.D., University of Oregon
- CARLSSON, HAKAN, Assistant Professor of Biology and Chemistry; M.S., Ph.D., Lund University
- CARTER, JACK, Associate Professor of Mathematics; B.S., M.S., University of Colorado
- CATHEY, ROD, Chair, Undergraduate Program; Assistant Professor of Music; B.A., M.A., Azusa Pacific University; DMA, Claremont Graduate University
- CATLING, WILLIAM, Chair, Professor of Art; B.A., M.A., California State University, San Francisco; MFA, California State University, Fullerton
- CHANDLER, JAN, Assistant Professor of Nursing; BSN, Madonna College; MSN, California State University, Los Angeles
- CHAU, LEWIS, Associate Professor of Computer Science; B.S., The Chinese University of Hong Kong; M.S., University of Alabama; M.A., Fuller Theological Seminary; Ph.D., University of California, Los Angeles
- CHERNEY, DAVID, Professor of Biology; B.A., Anderson College; M.A., Ph.D., Bowling Green State University
- CHIANG, LINDA, Professor of Education; B.S., Taiwan National Normal University; M.A., Ed.D., Ball State University
- CHRISTIAN, PAMELA, Associate Professor; Special Assistant for University Diversity; B.A. Seton Hall University; M.A., California State University, San Bernardino; Ph.D., Claremont Graduate University
- CHRISTOPHERSON, RICHARD, Professor of Sociology; B.A., Wheaton College; M.A., California State University, Hayward; Ph.D., University of California, Davis
- CLARK, SUSAN, Director and Instructor, American Language and Culture Institute; B.S., Philadelphia College of Bible; M.A., Azusa Pacific University
- CLIFFT, ALVIN, Assistant Professor of Music; B.A., Point Loma Nazarene College; M.A., Azusa Pacific University
- COLACHICO, DAVID, Professor of Education; B.A., Johnston State College; M.Ed., University of Vermont; Ed.D., Texas A&M University
- CONE, PAMELA, Instructor of Nursing; BSN, Alderson-Broaddees College; MSN, Azusa Pacific University
- CONOVER, ROGER, Chair, Undergraduate Program; Associate Professor of Business and Management; B.A., Grinnell College; M.A., University of California, San Diego; Ph.D., University of California, Riverside
- CONTRUCCI, NANCY, Assistant Professor of Teacher Education; B.S., M.S., M.S.Ed., Illinois State University; Ph.D., University of Wisconsin
- COULTER, GORDON, Assistant Professor of Theology; B.A., Pasadena College; M.A., Azusa Pacific University
- CRAIG, ANDREA IVANOV, Assistant Professor of English; B.A., University of Redlands; M.A., Ph.D., University of Southern California
- CREASMAN, PAUL, Assistant Professor of Communication Studies; B.A., Pepperdine University; M.A., Arizona State University; Ph.D., Regent University
- CULP, JOHN, Professor of Theology and Philosophy; B.A., Greenville College; M.Div., Asbury Theological Seminary; M.A., Butler University; Ph.D., Claremont Graduate School
- DAYTON, DONALD, Professor of Theology and Philosophy; B.A., Houghton College; B.D., Yale University; M.S., University of Kentucky; Ph.D., University of Chicago
- DEAL, STANLEY, Associate Professor of Accounting; B.A., Azusa Pacific University; M.S., Golden State University
- DELA CRUZ, FELICITAS, Professor of Nursing; BSN, MN, University of the Philippines; DNSc, University of San Diego
- DIXON, DAVID, Assistant Professor of Communication Studies; B.A., Messiah College; M.A., Wheaton College Graduate School; Ph.D., Indiana University
- DOMNWACHUKWU, CHINAKA, Assistant Professor of Education; B.Th., Nigerian Baptist Theological Seminary; M.A., Ph.D., Fuller Theological Seminary
- DONAHUE, MICHAEL, Associate Professor of Graduate Psychology; B.S., Loyola University of Chicago; M.S., Ph.D., Purdue University
- DOORN, DANIEL, Associate Professor of Education; B.A., Calvin College; M.A., University of Pittsburgh; Ph.D., University of New Mexico
- DUKE, RUSSELL, Professor of Theology; B.A., M.A., Ambassador College; M.A.I.S., University of Texas at Tyler; Ph.D., The Union Institute

DURBIN, TIMOTHY, Assistant Professor of Music; B.M., University of Alabama; M.M., University of Illinois

DURFIELD, RICHARD, Associate Professor in the Center for Accelerated Degree Programs; Director of Assessment; B.A., L.I.F.E. Bible College; M.Div., Azusa Pacific University; M.A., Ph.D., Fuller Theological Seminary

EATON, MARK, Associate Professor of English; B.A., Whitworth College; M.A., Ph.D., Boston University

ECK, BRIAN, Chair; Professor of Psychology; B.A., Trinity College; M.A., Northwestern University, Illinois; M.A., Ph.D., Rosemead School of Psychology

EDDINGTON, LESTER, Assistant Provost; B.S., M.S., North Dakota State University; C.Phil., University of California, Los Angeles

EDWARDS, PATRICIA, Instructor of Music; B.M., M.M., University of Southern California

ELLIOTT, DANIEL, Associate Professor of Education; B.A., Azusa Pacific University; M.A., California State University, San Diego; Ed.D., University of Southern California

ELOFSON, MATTHEW, Assistant Professor of Athletics/Religion and Philosophy; B.A., Southeastern College; M.A., Fuller Theological Seminary

ERISMAN, MARVIN, Professor of Graduate Psychology; B.S.C., Bethany Bible College; M.Div., Fuller Theological Seminary; M.A., Ph.D., University of Southern California

ESSELSTROM, DAVID, Professor of English; B.A., University of California, Los Angeles; M.A., California State University, San Francisco; Ph.D., University of Southern California

FALL, RANDY, Associate Professor of Education; B.A., University of California, Berkeley; M.S., California State University, Hayward; Ph.D., University of California, Los Angeles

FLANNERY, CHRISTOPHER, Professor of Political Science; B.A., California State University, Northridge; M.A., The London School of Economics and Political Science, University of London; M.A., Ph.D., Claremont Graduate School

FLORES, PAUL, Assistant Professor of Education; B.S., University of Southern California; M.Div., Fuller Theological Seminary

FLUHARTY, SHAWN, Assistant Professor of Physical Education; B.A., Bethel College; M.A., Ball State University; Ph.D., Brigham Young University

FOLAND, RONALD, Associate Professor of Educational Administration; B.S., M.S., University of California, Los Angeles; Ph.D., United States International University

FORD, PHILIP, Instructor of Physical Education; B.S., Grand Canyon University; M.S., Boise State University

FOWLER, MARSHA, Professor of Nursing and Theology; Diploma, Contra Costa College; B.S., M.S., University of California, San Francisco; M.Div., Fuller Theological Seminary; Ph.D., University of Southern California

FRANSON, TERRY, Vice President for Student Life; Dean of Students; Professor of Physical Education; B.A., M.A., California State University, Chico; Ph.D., University of Southern California

FREDRICK, CANDICE, Associate Professor of Education; B.A., University of Massachusetts; M.A., Harvard University; Ph.D., Claremont Graduate University

FUNDERBURK, DUANE, Dean; Professor; School of Music; BMA, Seattle Pacific University; MMA, Boston University; DMA, University of Southern California

GANAS, MONICA, Associate Professor of Communication Studies; B.A., M.A., San Francisco State University; Ph.D., University of Kentucky

GARLETT, FRED, Director of the Center for Accelerated Degree Programs; Professor; B.M.E., M.M., Emporia State University, Kansas; M.A., Ed.D., Teachers College, Columbia University

GAYA, KIERAN, Assistant Professor Art; B.A., University of Arkansas; M.A., Syracuse University

GERALI, STEVEN, Associate Professor of Christian Ministries; B.A., Moody Bible Institute; M.Ed., Loyola Marymount University; D.Phil., Oxford Graduate School, Tennessee

GILBREATH, JOANNE, Assistant Professor of Teacher Education; B.A., California State Polytechnic University, Pomona; M.Ed., Azusa Pacific University; Ed.D., Pepperdine University

GILL, EDGAR, Associate Professor of Educational Administration; B.A., M.A., California State University, Sacramento; Ph.D., Pepperdine University

GLYER, DIANA, Professor of English; B.A., B.S., Bowling Green State University; M.S.Ed., Northern Illinois University; Ph.D., University of Illinois, Chicago

GOEHNER, ELAINE, Professor of Nursing; BSN, MSN, California State University, Los Angeles; Ph.D., Claremont Graduate School

GOLDSTEIN, BARBARA, Associate Professor of Education; B.A., Occidental College; M.A., California State University, Los Angeles; Ph.D., Claremont Graduate University

GRANT, EARL, Professor and on-site Director of the Oxford Program; B.A., Biola University; M.A., Wheaton Graduate School; M.Div., Talbot Theological Seminary; D.Min., Th.M., Ph.D., Fuller Theological Seminary

GRAY, DONAVON, Associate Professor of Music; B.A., Dordt College; M.A., University of Northern Iowa; DMA, University of Southern California

GRAY, PAUL, Dean of Library Services; Professor; B.A., Faith Baptist Bible College; Th.M., Dallas Theological Seminary; M.A., Texas Women's University; M.S.L.S., Ed.D., East Texas State University

GREEN, JAMES, Professor of Education; B.A., M.A., Southwest Missouri State University; Ph.D., Saint Louis University

GREGORY, GERRY, Assistant Professor of Physical Education; B.A., University of California, Santa Barbara; M.S., Wright State University

GRIESINGER, EMILY, Professor of English; B.A., M.A., Baylor University; Ph.D., Vanderbilt University

GUERRERO, JUAN, Assistant Professor of Modern Languages; B.S., Universidad Nacional Pedro Henrriquez, Urena, Dominican Republic; M.A., State University College, New York; M.Div., Golden Gate Baptist Theological Seminary; Ph.D., Biola University

GUIDO, J. DIANE, Vice Provost for Undergraduate Programs; B.A., Pepperdine University; MBA, Ph.D., Claremont Graduate University

HACK, KONRAD, Instructor, Communication Studies; B.A., Biola University; M.A., San Diego State University

HAGEN, TIM, Assistant Professor of History and Political Science; B.A., George Fox University; M.A., University of California, Santa Barbara

HAGMAIER, ANN, Instructor of Teacher Education; B.S., University of Louisville; M.S., University of LaVerne

HALE, BRADLEY, Assistant Professor of History and Political Science; A.B., Vassar College; M.A., University of Connecticut

HAMLOW, JUNE, Co-Interim Department Chair, Assistant Professor of Modern Languages; B.A., Azusa Pacific University; M.A., California State University, Fullerton

HANES, PATRICIA, Instructor of Nursing; B.A., California State University, Northridge; MSN, California State University, Dominguez Hills

HARMEYER, DAVID, Associate Professor; B.S., California State Polytechnic University, Pomona; M.A., Talbot School of Theology; M.L.S., University of California, Los Angeles; M.A., International School of Theology

HARPER, JULIA, Director, Faculty Development; B.S., University of Hawaii; M.A., Seattle University; Ph.D., Oregon State University

HARRELL, SHELLEY, Instructor in the Library; B.A., Azusa Pacific University; MLS, Catholic University of America

HARTLEY, JOHN, Chair; Professor of Old Testament; B.A., Greenville College; B.D., Asbury Theological Seminary; M.A., Ph.D., Brandeis University; post-graduate study, Harvard Divinity School

- HATTAR, HANEH "MARIANNE", Professor of Nursing; BSc, University of Jordan; MN, University of California, Los Angeles; DNSc, University of California, San Francisco
- HEBEL, SUSAN, Professor of Physical Education; B.A., Biola University; M.A., California State University, Long Beach; Ed.D., Brigham Young University
- HEDGES, JAMES, Chair; Professor of English; B.A., Seattle Pacific University; M.A., University of Washington; Ph.D., University of California, Riverside
- HEDLUND, BONNIE, Director, Office of Academic Information Management and Analysis; B.A., M.A., California State University, Fullerton; Ph.D., University of Southern California
- HEFFERNAN, CATHY, Associate Professor in the Center for Accelerated Degree Programs; B.A., Virginia Polytechnic Institute and State University; M.A., M.Ed., Azusa Pacific University; Ph.D., Claremont Graduate University
- HEFNER, ANNA, Associate Professor of Nursing; BSN, California State University, Los Angeles; MSN, California State University, Long Beach
- HERTIG, PAUL, Professor of Global Studies and Sociology; B.A., University of Minnesota; M.Div., Ph.D., Fuller Theological Seminary
- HETZEL, JUDITH, Associate Professor of Education; B.A., M.A., M.A., San Jose State University; Ed.D., University of Southern California
- HILL, CATHERINE, Assistant Professor of Nursing; BSN, MSN, California State University, Los Angeles
- HOMER, JAMES, Assistant Professor of Computer Science; B.S., Trinity College; M.S., Azusa Pacific University
- HOUGHTON, GAIL, Chair, Associate Professor of Educational Leadership; B.S., California State University, Long Beach; M.S., California State University, Fullerton; Ph.D., United States International University
- HOUSKAMP, BETH, Associate Professor of Graduate Psychology; B.A., Calvin College; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology
- HSIA, CURTIS, Assistant Professor of Psychology; B.A., University of California, Los Angeles; M.A., Ph.D., Hofstra University
- HUGHES, DAVID, Assistant Professor of Music; B.Mus., Biola University; M.M., DMA, University of Southern California
- HUTCHINSON, JUDY, Associate Professor, Director, Center for Service and Research; B.A., Olivet Nazarene College; M.A., Ph.D., University of California, Los Angeles
- ISAAK, DON, Chair; Professor of Mathematics and Physics; B.Sc., University of Redlands; M.Sc., Pennsylvania State University; Ph.D., University of California, Los Angeles
- JANTZI, JULIE, Coordinator of Academic Learning Outcomes; B.S., M.A., Concordia Teachers College; Ph.D., University of Nebraska
- JENG, JAU-LIAN, Professor of Business and Management; B.A., National Taiwan University; M.A., Rutgers University; Ph.D., University of California, San Diego
- JENSEN, MICHELLE, Instructor of Music; B.M.A., M.M., University of Southern California
- JEWEL, RONALD, Assistant Professor of Business and Management; B.S., MBA, Arizona State University; M.Div., Talbot Theological Seminary
- JIANG, YING HONG, Assistant Professor of Doctoral Studies in Education; B.A., Shanghai International Studies University; M.S., Fort Valley State University, Georgia; Ph.D., University of Wisconsin
- JOHNSON, DONALD, Associate Professor of Computer Science; B.S., University of Wisconsin; Ph.D., Michigan State University; Ph.D., University of Minnesota
- JUILLERAT, STEPHANIE, Associate Professor of Psychology; B.S., Kentucky Christian College; Ph.D., Temple University
- KAISER, GREGORY, Associate Professor of Education; B.A., California State University, Fullerton; M.A., Ph.D., Claremont Graduate School
- KEEN, CRAIG, Professor of Theology and Philosophy; B.A., M.A., Southern Nazarene University; M.Div., Nazarene Theological Seminary; Ph.D., Claremont Graduate University
- KIM, YOUNG, Assistant Professor of Nursing; BSN, University of Nursing, Korea; MSN, University of California, Los Angeles
- KINNEAR, GUY, Assistant Professor of Art; B.A., Azusa Pacific University; MFA, San Francisco Art Institute
- KINNES, SCOTT, Professor of Biology; B.S., Belhaven College; M.F., Ph.D., Duke University
- KNECHT, GARY, Associate Professor of Physical Education; B.A., University of California, Santa Barbara; M.A., Sacramento State University
- KNIPPELMAYER, REBECCA, Director of Graduate Admissions; B.A., San Diego State University; M.A., Azusa Pacific University
- KOCH, WARREN, Assistant Professor of Communication Studies; B.A., George Fox University; M.A., Boston University; Ph.D., Regent University
- KODAT, JANIFER SNELL, Associate Chair; Associate Professor of Physical Therapy; B.S., Middle Tennessee State University; MPT, DPTSc, Loma Linda University
- KOONS, CAROLYN, Professor of Religion; Executive Director, Institute for Outreach Ministries; B.A., Azusa Pacific University; M.A., Pasadena College; M.R.E., Talbot Theological Seminary
- KOOPS, ALEXANDER, Instructor of Music; B.A., Calvin College; M.A., University of Colorado
- LADIG, JOAN, Associate Professor of Psychology; B.A., Biola University; M.A., Ph.D., Biola University
- Lambert, Carole, Professor of English; B.A., Mount Mercy College; M.A., University of Pittsburgh; Ph.D., University of California, Berkeley
- LAMBERT, DAVID, Assistant Professor of History and Political Science; B.A., Georgetown University School of Foreign Service; M.A., University of Pittsburgh; MBA, Stanford University Graduate School of Business
- LAMKIN, BRYAN, Associate Professor of History; B.A., University of Washington; M.A., M.Div., Trinity Evangelical Divinity School; Ph.D., University of California, Riverside
- LARSEN, GEORGE, Professor of Graduate Psychology; S.Tm., Boston University, School of Theology; A.B., College of the Pacific; Ed.D., Arizona State University
- LAWRENCE, DONALD, Professor; Director of the Yosemite/Sierra Semester; B.S., The King's College; M.Ed., East Stroudsburg State College; Ph.D., Brigham Young University
- LAWSON, DANIEL, Associate Professor of Educational Administration; B.A., M.A., California State University, Los Angeles; Ph.D., Claremont Graduate School
- LAYMON, MICHAEL, Chair; Associate Professor of Physical Therapy; B.A., California State University, Northridge; B.S., MPT, DPTSc, Loma Linda University
- LEAHY, ELIZABETH, Associate Professor; Associate University Librarian; Chair of William V. Marshburn Memorial Library; B.S., Pepperdine University; M.L.S., University of Maryland; M.A.T., Fuller Theological Seminary
- LEES, SUSAN, Assistant Professor of Counseling and School Psychology; B.A., University of Southern California; M.A., Azusa Pacific University; Psy.D., Alliant University
- LEHMAN, SHARON, Assistant Professor of Physical Education; B.A., M.A., Azusa Pacific University; Ed.D., United States Sports Academy
- LEMASTER, GARY, Associate Professor of Business and Management; B.A., Pasadena College; M.Ed., North Adams State College, Massachusetts; M.S., Chapman University
- LI, TAO, Associate Professor of Computer Science; B.S., Nanjing Institute of Posts and Telecom; Ph.D., University of Utah
- LIEGLER, ROSEMARY, Vice Provost for Graduate and Adult Programs; BSN, St. Ambrose College; MSN, Marquette University; Ph.D., Claremont Graduate School
- LOSIE, LYNN ALLAN, Associate Professor of New Testament; B.S., Wheaton College; B.D., Ph.D., Fuller Theological Seminary
- LOWERY, ADRIEN, Assistant Professor of English; B.A., Biola University; M.A., Ph.D., University of Southern California

LULOFS, EDWARD, Associate Professor of Mathematics and Physics; B.S., Michigan State University; M.S., Ohio State University; Ph.D., University of California, Irvine

LULOFS, RUTH ANNA, Professor in the Center for Accelerated Degree Programs; B.A., University of Southern California; B.A., Azusa Pacific University; M.S., Purdue University; Ph.D., University of Southern California

LUNDBERG, CAROL, Associate Professor of Higher Education and Organizational Leadership; B.A., University of California, Irvine; M.A., Azusa Pacific University; Ph.D., Claremont Graduate University

LUX, KATY, Professor of Advanced Education; B.A., Concordia University; M.A., University of Michigan; Ph.D., Michigan State University

MALCOLM, THOMAS, Professor of Psychology; B.A., University of California, Riverside; M.A., University of California, Berkeley; M.A., Fuller Theological Seminary; Ph.D., Fuller Graduate School of Psychology

MANNOIA, KEVIN, Dean; Professor; Haggard School of Theology; B.A., Roberts Wesleyan College; M.Div., Trinity Evangelical Divinity School; Ph.D., North Texas State University

MARTIN, ROBERT, Associate Professor of Education; B.A., M.S., California State University, Fullerton; M.A., University of La Verne; Ph.D., University of Southern California

MATTHEWS, LINDA, Assistant Professor of Psychology; B.A., University of California, Los Angeles; M.A., Ph.D., University of California, Santa Barbara

MCCARTY, WILLIAM, Associate Professor of Business and Management; B.S., California State University, Fullerton; MBA, Ph.D., Claremont Graduate School

MCCORMICK, RAY, Professor of Communication Studies; B.A., M.A., California State University, Long Beach; M.Div., Reformed Theological Seminary; Ph.D., University of Southern California

MCGILL, DAVE, Associate Professor of Art; B.A., University of Redlands; MFA, California State University, Fullerton

MCHEMRY, BART, Assistant Professor of Communication Studies; BFA, University of Southern California; MFA, University of California, Irvine

MCINTIRE, DAVID, Faculty Moderator; Professor of Higher Education and Organizational Leadership; B.A., West Virginia Wesleyan College; M.A., Ed.D., West Virginia University

MCKISSICK, MARVIN, Associate Professor of Music; B.A., Bob Jones University; M.M., University of Southern California

MCKNIGHT, CYNTHIA, Chair and Associate Professor of Physical Education; B.S., Ball State University; M.Ed., University of Cincinnati; Ph.D., University of Toledo

MENDOZA, JAIME, Assistant Professor of Graduate Psychology; B.A., University of California, San Diego; M.A., Psy.D., Azusa Pacific University

MILHON, JON, Assistant Professor of Biology and Chemistry; B.S., Azusa Pacific University; Ph.D., University of Southern California

MILLER, ZACHARY, Assistant Professor of Business and Management; B.S., MBA, Azusa Pacific University

MINTAH, JOSEPH, Assistant Professor of Physical Education; B.A., University of Cape Coast; M.A., Ed.D., University of Northern Iowa

MIYAHARA, DAVID, Associate Professor of Sociology; B.A., B.A., University of California, Irvine; M.A., M.A., Ph.D., Stanford University

MOCABEE, NORMA, Graduate Registrar; Assistant Professor; B.A., M.M., M.Ed., Azusa Pacific University

MOK, DORIS, Assistant Professor of Graduate Psychology; B.A., Queen's University, Ontario, Canada; M.A., Wheaton College; Ph.D., Rosemead School of Psychology, Biola University

NASH, PHIL, Assistant Professor of Drama; B.A., M.A., Pepperdine University

NEUFELD, DON, Associate Professor of Music; B.A., Pasadena College; M.A., California State University, Fullerton

NEY, SUSAN, Associate Professor of Art; B.A., Scripps College; M.A., Claremont Graduate School

NOBLE, CHRISTOPHER, Assistant Professor of English; B.A., Westmont College; Ph.D., University of California, Irvine

ODA, ALAN, Associate Professor of Psychology; B.S., University of California, Davis; M.A., Ph.D., University of California, Riverside

ODELL, WILLIAM, Athletic Director; Assistant Professor of Physical Education; B.A., Westmont College; M.A., University of Southern California

OKHOLM, DENNIS, Professor of Theology and Philosophy; B.A., Wheaton College; M.A. M.Div., Trinity Evangelical Divinity School; Th.M., Ph.D., Princeton Theological Seminary

OROPEZA, BRISIO, Assistant Professor of Biblical Studies; B.A. Northern California Bible College; M.A., Simon Greenleaf School of Law; M.M. Fuller Theological Seminary; Ph.D., University of Durham

O'SULLIVAN, SHERYL, Professor of English; B.S., Ed.D., Ball State University; M.S., Southern Illinois University

OTTO, KENNETH, Associate Professor; Technical Services Librarian; B.A., M.S., Azusa Pacific University; M.L.I.S., University of Texas

PACINO, MARIA, Chair, Department of Advanced Studies; Professor of Education; B.A., M.L.S., Ed.D., Ball State University

PALM, DAN, Chair, Associate Professor of Political Science; B.A., Augustana College; M.A., University of Chicago; Ph.D., Claremont Graduate School

PARHAM, THOMAS, Assistant Professor of Communication Studies; B.S., U.S. Naval Academy; M.A., Ph.D., Regent University

PARK, DANIEL, Assistant Professor of Business and Management; B.A., Pusan National University; MBA, Ph.D., University of Oklahoma

PARK, JOHN S., Executive Director of the Los Angeles Regional Center, Associate Professor of Theology and Ethics; B.A., Dong-A University; M.Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; M.A., Ph.D., Claremont Graduate University

PEIRCE, CAROL "CARRIE", Associate Professor of Global Studies and Sociology; B.A., Barrington College; M.Ed., M.A., Ph.D., Bowling Green State University

PEISNER, STEPHEN, Associate Professor of Theology; B.A., University of Redlands; M.A., Azusa Pacific University; M.A., Hope International University; Ph.D., Fuller Theological Seminary

PENSON, PAMELA, Instructor of Business and Management; B.S., California State Polytechnic University, Pomona; MBA, Pepperdine University

PIESLAK, DIXIE, Co-Interim Department Chair, Associate Professor of Modern Languages; B.A., California State University, Long Beach; M.A., University of California, Irvine

PLAXTON-HENNINGS, CHARITY, Assistant Professor of Psychology; B.A., Point Loma Nazarene College; M.A., M.P.H., Psy.D., Loma Linda University

POKRIFKA-JOE, JUNIA, Assistant Professor of Biblical Studies; B.A., University of Denver; M.Div., Gordon-Conwell Theological Seminary; S.T.M., Yale Divinity School

POWELL, KARA, Assistant Professor of Christian Ministries; B.A., Stanford University; M.Div., Bethel Theological Seminary West; Ph.D., Fuller Theological Seminary

POZZA, RENEE, Assistant Professor of Nursing; BSN, MSN, Azusa Pacific University

PRITCHARD, RICHARD, Chair, Assistant Professor of Christian Ministries; B.A., Eastern Nazarene College; M.Div., Nazarene Theological Seminary; M.Ed., Boston University; D.Min., Fuller Theological Seminary

QUAST, DEBRA, Assistant Professor; Librarian; Interlibrary Loan Coordinator; B.A., University of California; M.S.L.S., California State University, Fullerton; M.A., Azusa Pacific University

REEVES, KEITH, Professor of Biblical Studies; B.A., Bartlesville Wesleyan College; M.Div., Asbury Theological Seminary; Ph.D., Union Theological Seminary, Virginia

REIBLING, LYLE, Associate Professor of Computer Science; B.S., Lawrence Technological University; M.S., Western Michigan University; Ph.D. Michigan State University



- REINEBACH, BRENDA, Assistant Professor of Music; B.A., B.S., M.A., Bob Jones University
- RICHMOND, KARLA, Assistant Professor of Nursing; B.S., California State University, Long Beach; MSN, Azusa Pacific University; Ph.D., University of San Diego
- ROBINSON, IRENE, Associate Professor; Collections and Development Librarian; B.A., Fairleigh Dickinson University; M.L.S., Rutgers University; M.A., Azusa Pacific University
- ROBISON, RICHARD, Chair; Professor of TESOL; S.B., Massachusetts Institute of Technology; M.Div., Gordon-Conwell Theological Seminary; M.A., Ph.D., University of California, Los Angeles
- ROCHELLE, SEAN, Assistant Professor of Physical Education; B.S., University of Arkansas, Monticello; M.Ed., Ed.D., University of Arkansas, Fayetteville
- RODGERS, JAMES, Professor of Chemistry; B.A., Westmont College; Ph.D., University of California, Berkeley
- ROSEN, SCOTT, Assistant Professor in the Library; B.A., University of California, Santa Barbara; M.A., University of California, Los Angeles; M.L.S., California State University, San Jose
- ROSS, TODD, Undergraduate Registrar; Assistant Professor; Bachelor of Commerce Degree, University of Alberta; MBA, Azusa Pacific University
- ROYSE, DENNIS, Chair, Graduate Program; Associate Professor of Music; B.A., Pasadena College; M.A., California State University, Los Angeles; Ph.D., Claremont Graduate School
- RUGEMALIRA, RAYMOND, Associate Professor of Computer Science; M.Sc., Bonch-Bruевич University of Telecommunications Engineering; D.Tech., Helsinki University of Technology
- SAGE, ROBERT, Professor of Music; B.A., Loma Linda University; M.M., DMA, University of Southern California
- SAMBASIVAM, SAMUEL, Chair; Professor of Computer Science; B.S., University of Madras, India; M.S., University of Mysore, India; M.Phil., Indian Institute of Technology, Delhi, India; M.S., Western Michigan University; Ph.D., Moscow State University, Russia
- SCHMIDT, CHRISTOPHER, Instructor of Physical Education; B.A., Whittier College; M.Sc., University of Arizona
- SCHREINER, LAURIE, Chair, Professor of Doctoral Studies in Education and Department of Higher Education and Organizational Leadership; B.A., Milligan College; Ph.D., University of Tennessee
- SCHWENK, JOHN, Assistant Professor in the Darling Library; B.A., Wheaton College; MLIS, University of California, Los Angeles
- SCORGIE, KATHRYN, Associate Professor of Education; B.S., Ohio State University; M.A., Western Michigan University; M.A., Wheaton College; Ph.D., University of Alberta, Canada
- SCOTT, LANE, Associate Dean, Professor of Theology and Ethics; B.A., Asbury College; B.D., Asbury Theological Seminary; M.A., Ph.D., Emory University
- SCOTT, SHERYN, Associate Professor of Graduate Psychology; B.A., University of California, Berkeley; M.A., Chapman College; M.A., Ph.D., Fuller Theological Seminary
- SHACKLETON, PHILIP, Associate Professor of Music; B.A., Anderson College; M.M., University of the Pacific; DMA, Claremont Graduate University
- SHERIDAN, DENNIS, Chair; Professor of Higher Education and Organizational Leadership; B.A., Louisiana Tech University; M.Ed., Louisiana State University; M.R.E., Ed.D., Southwestern Baptist Theological Seminary; Ph.D., University of California, Los Angeles
- SHINNICK, PETER, Assistant Professor of Physical Education; B.S., University of Colorado, Boulder; M.A., Clemson University
- SHOEMAKER, MELVIN, Professor; Director of Study Abroad Program; A.B., Indiana Wesleyan University; M.Div., Asbury Theological Seminary; M.Phil., Drew University; D.Min., Fuller Theological Seminary
- SHORE, SUSAN, Assistant Professor of Physical Therapy; B.Sc., University of Wisconsin; M.S., University of Minnesota; Ph.D., University of Toronto
- SHRIER, CAHLEEN, Professor of Biology and Chemistry; B.A., Southern California College; M.S., Ph.D., Loma Linda University
- SHRIER, PAUL, Assistant Professor of Christian Ministries; B.A., University of Waterloo; M.A., Ph.D., Fuller Theological Seminary
- SIMMEROK, BRUCE, Professor; Director of Distance Learning and Continuing Education; B.A., Taylor University; M.A., Indiana State University; Ph.D., University of Southern California
- SIMMS, WILLETTA TOOLE, Assistant Professor of Biology; B.S., Stillman College; Ph.D., Purdue University
- SKALNIK, PATRICIA, Associate Professor of Business and Management; B.A., MBA, National University; DBA, United States International University
- SLIMBACH, RICHARD, Professor of Global Studies and Sociology; B.A., Humboldt State University; M.A., William Carey International University; Ph.D., University of California, Los Angeles
- SMITH, KATHRYN, Chair, Assistant Professor of Biblical Studies; B.A., University of Washington; M.A., Ph.D., Claremont Graduate School
- SMITH, SUSAN, Associate Professor of Nursing; G.N.P., Methodist Hospital School of Nursing; B.S., Hunter College; MN, University of California, Los Angeles
- SMITH-BEZJIAN, ILENE, Dean, School of Business and Management; Professor of Management and Marketing; B.S., California State University, Los Angeles; MBA, Azusa Pacific University; DBA, United States International University
- SOLORZANO, AROLD, Instructor of Modern Languages; B.A., Asbury College; M.A., University of Texas, Austin
- SPALDING, BRUCE, Professor of Biology and Chemistry; B.S., California Institute of Technology; Ph.D., University of Washington
- SPEAK, DANIEL, Assistant Professor of Theology and Philosophy; B.A., Biola University; M.A., Claremont Graduate School
- STANFORD, BEVERLY HARDCASTLE, Director, Center of Research on Ethics and Values; Professor of Doctoral Studies in Education; B.A., University of Iowa; Ph.D., Arizona State University
- STANTON, MARK, Chair; Professor of Graduate Psychology; B.A., Pacific Christian College; M.Div., Ph.D., Fuller Theological Seminary
- STEINBRONER, ANNE, Assistant Professor of Physical Therapy; B.A., California State University, Fullerton; MPT, Loma Linda University; DPT, University of Southern California
- STETSON, BRAD, Associate Professor of History and Political Science; B.S., M.A., Ph.D., University of Southern California
- STOOPS, TERESA, Assistant Professor of Education; B.A., University of Northern Colorado; M.A., Adams State College; Ed.D., Seattle Pacific University
- STOKER, CAROL, Associate Professor of Computer Science; B.A., University of California, Riverside; M.S., Pepperdine University; Ph.D., University of Southern California
- SUMNER, SARAH, Associate Professor of Theology; B.A., Baylor University; M.A., Wheaton College; Ph.D., Trinity Evangelical Divinity School
- SUTTON, JOHN, Assistant Professor of Music; B.A., Northwest College; M.A., San Jose State University
- SZETO, THEODORE, Associate Professor of Math; B.S., M.A., Ph.D., University of California, Los Angeles
- TANIS, CYNTHIA, Instructor of Advanced Studies; B.A., M.Ed., Azusa Pacific University
- THOMPSON, JAMES, Associate Professor of Art; B.A., Point Loma Nazarene College; M.A., California State University, Long Beach; Ed.D., Illinois State University
- THORSEN, DONALD, Professor of Christian Theology; B.A., Stanford University; M.Div., Asbury Theological Seminary; Th.M., Princeton Theological Seminary; M.Phil., Ph.D., Drew University
- TISDALE, THERESA, Associate Professor of Psychology; B.A., Radford University; M.A., Ph.D., Biola University

TULLENERS LESH, AJA, Professor of Nursing; BSN, MN, University of California, Los Angeles; Ph.D., Claremont Graduate School

UNDERWOOD, JULIA, Assistant Professor of Business and Management; B.A., California State University, Fullerton; M.S., Ph.D., California School of Professional Psychology

VAN DOVER, LESLIE, Chair; Professor of Nursing; BN, University of New Brunswick; MScN, University of Western Ontario; Ph.D., University of Michigan

VENEY, CLOETTA, Assistant Professor of Teacher Education; B.A., University of California, Los Angeles; M.A., California State University, Dominguez Hills

VERDUGO, PAUL, Assistant Professor of Economics and Statistics; B.S., M.S., California Polytechnic State University, Pomona

VOUGA, ROBERT, Associate Professor of Education; A.B., Pasadena College; M.A., California State University, Los Angeles; Ed.D., University of Southern California

WALKEMEYER, KENTON, Assistant Professor of Theology, Director of the Friends Center; B.A., Friends University; M.Div., D.Min., Azusa Pacific University

WALTERS, THOMAS, Associate Professor of Biology and Chemistry/Accelerated Degree Program; B.A., Walla Walla College; Ph.D., Stanford University

WALZ, JIM, Associate Dean; Chair, Graduate Programs; Professor of Business and Management; B.A., University of Hawaii; MBA, Chaminade University of Honolulu; Ph.D., Regent University

WARREN, SUSAN, Professor of Advanced Studies; B.A., Pitzer College; M.A., Claremont Graduate School; Ph.D., Claremont Graduate University

WATERS, KENNETH, Assistant Professor of Biblical Studies; B.A., Paul Quinn College; M.Th., Southern Methodist University; Ph.D., Fuller Theological Seminary

WATKINS, DANIEL, Director of Human Development Program in Education; B.A., Azusa Pacific University; M.S., University of Southern California

WEAVER, MELANIE, Assistant Professor of Art; B.S., Biola University; MFA, University of North Texas

WEEKS, DAVID, Dean, College of Liberal Arts and Sciences; Professor of Political Science; B.A., Marion College; M.A., Indiana State University, Terre Haute; Ph.D., Loyola University, Chicago

WEHMEYER, LILLIAN, Professor of Doctoral Studies in Education; B.A., M.L.S., Ph.D., University of California, Berkeley

WELSH, ROBERT, Assistant Professor of Graduate Psychology; B.A., M.A., Ph.D., Biola University

WENTLAND, STEVEN, Assistant Professor of Education; B.A., Fresno Pacific University; M.A., University of La Verne

WHITE, JAMES, Professor of Chemistry; B.A., Fresno Pacific College; M.S., Ph.D., University of the Pacific

WHITE, ROGER, Professor of Theology; B.S., East Tennessee State University; M.C.E., M.Ed., Reformed Theological Seminary; Ed.D, University of Tennessee

WHYTE, MICHAEL, Provost; B.S., United States Air Force Academy; M.S., Ph.D., University of Southern California

WICKMAN, LESLIE, Associate Professor; Director of the Center for Research in Science; B.A., Willamette University, Oregon; M.S., Ph.D., Stanford University

WIEBE, SHILA, Chair; Assistant Professor of Nursing; BSN, Hamline University; MSN, California State University, Los Angeles

WILKENS, STEVE, Professor of Theology and Philosophy; B.A., Tabor College; M.A., Ph.D., Fuller Theological Seminary

WILLIAMS-MEYER, ARDITH, Assistant Professor of Physical Therapy; B.S., MPT, University of Southern California; DPTSc, Loma Linda University

WILLIS, WILLIAM JAMES, Chair; Professor of Communication Studies; B.A., University of Oklahoma; M.A., East Texas State University; Ph.D., University of Missouri

WILSON, GERALD, Professor of Biblical Studies; B.A., Baylor University; M.Div., M.A., Fuller Theological Seminary; M.A., M.Phil., Ph.D., Yale University

WILSON, PAMELA, Associate Professor of Social Work; B.A., University of Washington; MSW, Ph.D., University of South Carolina

WOLF, PHIL, Instructor of Physical Education; B.A., M.A., Wheaton College

WOLLERTON, MARGUERITE, Assistant Professor of Teacher Education; B.A., State University of New York; M.A., Southwestern Baptist Theological Seminary; M.A., Azusa Pacific University; Ed.D., Fielding Graduate School

WOOD, GARY, Associate Professor of Mathematics and Physics; B.A., Anderson College; M.S., Miami University

WONG, JEANETTE, Director and Professor of Academic Advising; B.A., Whittier College; M.M., DMA, University of Southern California

WONG, MARY, Associate Professor; Director of the TESOL Program; B.A., Westmont College; M.A., University of California, Los Angeles; M.A., Azusa Pacific University; Ph.D., University of Southern California

WYNN-SORENSEN, BARBARA, Chair, Department of School Counseling and School Psychology; Professor of Education; B.A., M.A., M.A., Point Loma Nazarene College; Ed.D., University of Southern California

YARCHIN, WILLIAM, Associate Dean of the Undergraduate Division for the Haggard School of Theology; Professor of Biblical Studies; Associate Dean, Undergraduate Division, Haggard School of Theology; B.A., Southern California College; M.A., Ph.D., Claremont Graduate School

YEE-SAKAMOTO, IVY, Associate Professor of Education; B.A., University of California, Berkeley; Ph.D., University of California, Los Angeles

ZIESMAN, JURGEN, Associate Professor of Biology; M.A., Ph.D., University of Bayreuth

ZONE, ENRIQUE, Associate Professor of Theology; B.A., L.I.F.E. Bible College; M.A., M.Div., Azusa Pacific University; M.A., Fuller Theological Seminary; Ed.D., Pepperdine University

## Regional Center Executive Directors

TO BE ANNOUNCED, Murrieta Regional Center

KILDAL, LORI, San Diego Regional Center; B.S., California State Polytechnic University, Pomona; M.Ed., Azusa Pacific University; Ph.D., University of New Mexico

MARTIN, DOUGLAS, Orange County Regional Center; B.A., Concordia College; M.A., Ed.D., University of Southern California

MCMURTRY, RAY, Inland Empire Regional Center and High Desert Branch; B.A., University of Northern Colorado; M.A., Adams State College; Ph.D., University of Wyoming

PARK, JOHN S., Los Angeles Regional Center, Associate Professor of Theology and Ethics; B.A., Dong-A University; M.Div., Fuller Theological Seminary; Th.M., Princeton Theological Seminary; M.A., Ph.D., Claremont Graduate University

WEATHERBY, AARON "BUD", Ventura Regional Center; B.A., Northwest Nazarene College; M.A., Azusa Pacific University; Ph.D., Walden University

## Professors Emeriti

BALL, CHARLES, Professor Emeritus of Religion; Th.B., Marion College; B.A., Friends University; M.A., Winona Lake School of Theology; D.D., William Penn College

BARBER, ROBERT, Professor Emeritus of Music; B.A., Cascade College

BOYER, WILLIAM, Professor Emeritus of Physics; B.A., Greenville College; M.S., University of Michigan

BROOKINS, JEANETTE, Faculty Emeritus; B.A., Azusa Pacific University

BULLOCK, ROBERT, Professor Emeritus of Art; B.A., M.A., California State University, Los Angeles

CAMPBELL, WENDELL, Professor Emeritus of Social Work and Sociology; B.A., College of Emporia; M.S., Emporia State; MSW, University of Kansas; Ph.D., University of Southern California

COLLIER, GWENDOLYN, Professor Emeritus of Education; B.A., Pasadena College; M.S., University of Southern California

CRANDALL, JOHN, Professor Emeritus of Education; B.S., Friends University; M.S., Emporia State College; Ph.D., University of Southern California

CROISSANT, ANN, Professor Emeritus of Education; B.A., University of Northern Colorado; M.S., University of Wisconsin; Ph.D., University of Southern California

DONNELLY, FRANK, Professor Emeritus of Psychology; B.A., Azusa Pacific University; M.S., Pepperdine University; Ed.D., University of California, Los Angeles

ECKHART, RICHARD, Associate Professor Emeritus of Computer Science; B.S., Lehigh University; M.S., Ph.D., Pennsylvania State University

ELLIS, DAVID, Professor Emeritus of Chemistry; B.S., University of Washington; M.S., Ph.D., University of Southern California

ESSLINGER, PHYLLIS, Professor Emeritus of Nursing; B.S., M.S., University of California, Los Angeles

GRANT, DONALD, Professor Emeritus of Music; B.A., Azusa Pacific University; M.A., Claremont Graduate School; Ed.D., University of Southern California

GRYDE, STANLEY, Professor Emeritus of Business and Management; B.S., University of California, Los Angeles; M.S., Ed.D., University of Southern California

HALL, BERT, Professor Emeritus of Religion and Philosophy; B.A., D.D., Houghton College; B.D., Th.D., Northern Baptist Theological Seminary

HUTTER, WALTER, Professor Emeritus of Business and Management; MBA, Graduate School of Business, University of Chicago; Ph.D., Claremont Graduate School

JACKSON, SHELDON, Professor Emeritus of History and Political Science; A.B., Th.B., Marion College; M.A., University of Kansas; Ph.D., University of Southern California

JACOBS, ANGELINE, Associate Professor Emeritus; B.S., M.S., University of Pittsburgh

KING, VIRGINIA, Professor Emeritus of Music and Library; B.S., Greenville College; M.M., M.S.L.S., University of Southern California

MARDOCK, MARVIN, Professor Emeritus of Global Studies and English; B.A., Cascade College; M.S., Fort Hays State College; M.A., California State University, Fullerton; Ed.D., University of Northern Colorado

MIKELS, GERALD, Professor Emeritus of Religion; B.A., Greenville College; B.D., Louisville Presbyterian Seminary; M.A., University of Southern California

MILHON, JAMES, Professor Emeritus of Physical Education; B.A., University of La Verne; M.A., California State University, Los Angeles

PETERS, VICTOR, Professor Emeritus of Religion; B.A., University of Southern California; Th.B., Th.M., Princeton Theological Seminary; Th.D., Webster University

RICHEY, EVERETT, Professor Emeritus of Theology; Th.B., Anderson College; M.Div., Anderson School of Theology; Th.D., Iliff School of Theology

ROBERTSON, MALCOLM, Professor Emeritus of Religion and Philosophy; B.A., Pasadena College; Th.B., Azusa Pacific University; M.A., California State University, Los Angeles; Ed.D., University of Southern California

ROSS, THOMAS, Professor Emeritus of Education; B.A., M.A., California State University, Los Angeles; Ed.D., University of Southern California

SCARBROUGH, WENDEL, Associate Professor Emeritus of Computer Science; B.A., University of New Mexico; M.A., New Mexico Highlands University

SHACKLETON, FREDERICK, Professor Emeritus of Religion and Philosophy; B.A., Macalester College; M.A., Butler University

STRAND, RICHARD, Professor Emeritus of Education; B.A., Whittier College; M.A., Ed.D., University of Southern California

SZETO, DORCAS, Associate Professor Emeritus of Darling Library; B.A., Spring Arbor College; M.R.E., Asbury Theological Seminary; M.Librn., University of Washington

TUOHEY, MATTHEW, Professor Emeritus of Social Work; B.A., Azusa Pacific University; MSW, University of Nebraska

WATKINS, ALICE, Dean Emeritus of Education and Behavioral Studies; B.A., Pepperdine University; M.S., California State University, Fullerton; Ph.D., Claremont Graduate School

## International Programs and Marketing Sister School Affiliations

### Alliance Academy

Casilla 6186  
Quito, ECUADOR, South America

### Christian Academy in Japan

1-2-14 Shinkawa Cho  
Higashi Kurume Shi  
Tokyo 203, JAPAN

### Christ's College

51 Tzu Chiang Rd.  
Tanshui 25120  
Taipei, Taiwan, R.O.C.

### Holy Light Theological Seminary

PO Box 270 Kaohsiung  
Taiwan, R.O.C.

### Orio Women's Educational Institute

12-10 Horikawa  
Yohata Nishi  
Kitahyushu 807, JAPAN

### Tokyo Biblical Seminary

1-30-1 Megurity, Higashi Murayama  
Tokyo 189, JAPAN

# Academic Calendar 2003-04

## Fall (15-Week Semester)

Tuesday, August 19, 2003  
Mail-In Registration Due

Wednesday, August 20, 2003  
Late Registration Fee Begins (\$300)

Tuesday, September 2, 2003  
Fall Classes Begin

Monday, September 15, 2003  
Last Day to Register/  
Last Day to Add or Drop Classes or Submit  
Independent Study Proposals

Friday, September 19, 2003  
Last Day to Submit Notice of Intent to Graduate  
for Winter Commencement to the Office of  
the Registrar

Friday, October 24, 2003  
Dinner Rally

Monday, November 10, 2003  
Last Day to Withdraw from Classes

Thursday-Sunday, November 27-30, 2003  
HOLIDAY\*: Thanksgiving  
(no classes, offices closed)

Friday, December 12, 2003  
Final Classes End

Saturday, December 13, 2003  
Winter Graduate Commencement (Degree Posting  
December 12, 2003; Ceremony December 13, 2003)

Monday, January 5, 2004  
Graduate Fall 2003 Grades Due

## Fall I (9-Week Term)

Tuesday, August 19, 2003  
Mail-In Registration Due

Wednesday, August 20, 2003  
Late Registration Fee Begins (\$300)

Tuesday, September 2, 2003  
Fall I Classes Begin

Tuesday, September 9, 2003  
Last Day to Register/  
Last Day to Add or Drop Classes or Submit  
Independent Study Proposals

Friday, September 19, 2003  
Last Day to Submit Notice of Intent to Graduate  
for Winter Commencement to the Office of  
the Registrar

Monday, October 13, 2003  
Last Day to Withdraw from Classes

Friday, October 24, 2003  
Dinner Rally

Monday, November 3, 2003  
Fall I Classes End

Friday, November 14, 2003  
Fall I Grades Due

Saturday, December 13, 2003  
Winter Graduate Commencement (Degree Posting  
December 12, 2003; Ceremony December 13, 2003)

## Fall II (9-Week Term)

Friday, September 19, 2003  
Last Day to Submit Notice of Intent to Graduate  
for Winter Commencement to the Office of  
the Registrar

Monday, October 27, 2003  
Mail-In Registration Due

Tuesday, October 28, 2003  
Late Registration Fee Begins (\$300)

Monday, November 10, 2003  
Fall II Classes Begin

Monday, November 17, 2003  
Last Day to Register/  
Last Day to Add or Drop Classes or  
Submit Independent Study Proposals

Thursday-Sunday, November 27-30, 2003  
HOLIDAY\*: Thanksgiving  
(no classes, offices closed)

Saturday, December 13, 2003  
Winter Graduate Commencement (Degree Posting  
December 12, 2003; Ceremony December  
13, 2003)

Friday, December 19, 2003  
Last Day to Withdraw from Classes

Monday-Sunday, December 22, 2003-January 4, 2004  
VACATION: Christmas Break  
(no classes, offices closed; Dec. 24-Jan. 1)

Monday, January 19, 2004  
HOLIDAY\*: Martin Luther King Jr. Day  
(no classes, offices closed)

Saturday, January 24, 2004  
Fall II Classes End

Friday, February 6, 2004  
Fall II Grades Due/  
Last Day to Submit Notice of Intent to Graduate  
for May 1, 2004 Commencement

## Spring (16-Week Semester)

Monday, December 22, 2003  
Mail-In Registration Due

Tuesday, December 23, 2003  
Late Registration Fee Begins (\$300)

Monday, January 12, 2004  
Spring Classes Begin

Monday, January 19, 2004  
HOLIDAY\*: Martin Luther King Jr. Day  
(no classes, offices closed)

Friday, January 23, 2004  
Last Day to Register/  
Last Day to Add or Drop Classes or  
Submit Independent Study Proposals

Thursday, February 12, 2004  
Last Day to Submit Notice of Intent to Graduate  
for Spring Commencement to the Office of  
the Registrar

Friday, February 13, 2004  
HOLIDAY\*: Presidents' Day  
(no classes, offices closed)

Friday, March 19, 2004  
Last Day to Withdraw from Classes

Friday, April 9, 2004  
HOLIDAY\*: Good Friday (no classes, offices closed)

Sunday, April 11, 2004  
HOLIDAY\*: Easter Vacation (no classes)

Friday, May 7, 2004  
Spring Classes End

Saturday, May 8, 2004  
Spring Commencement

Friday, May 21, 2004  
Graduate Spring Semester Grades Due

*\*Students are advised to review syllabus for classes which  
fall on holidays.*

## Spring I (9-Week Term)

Tuesday, January 20, 2004  
Mail-In Registration Due

Wednesday, January 21, 2004  
Late Registration Fee Begins (\$300)

Monday, February 2, 2004  
Spring I Classes Begin

Monday, February 9, 2004  
Last Day to Register/  
Last Day to Add or Drop Classes or  
Submit Independent Study Proposals

Thursday, February 12, 2004  
Last Day to Submit Notice of Intent to Graduate  
for Spring Commencement to the Office of  
the Registrar

Friday, February 13, 2004  
HOLIDAY\*: Presidents' Day  
(no classes, offices closed)

Friday, March 12, 2004  
Last Day to Withdraw from Classes

Saturday, April 3, 2004  
Spring I Classes End

Friday, April 9, 2004  
HOLIDAY\*: Good Friday  
(no classes, offices closed)

Monday, April 11, 2004  
HOLIDAY\*: Easter Vacation (no classes)

Monday, April 19, 2004  
Spring I Grades Due

Saturday, May 8, 2004  
Spring Commencement

## Spring II (9-Week Term)

Thursday, February 12, 2004  
Last Day to Submit Intent to Graduate to the  
Office of the Registrar for Spring Commencement

Monday, March 29, 2004  
Mail-In Registration Due

Tuesday, March 30, 2004  
Late Registration Fee Begins (\$300)

Friday, April 9, 2004  
HOLIDAY\*: Good Friday (no classes, offices closed)

Monday, April 12, 2004  
Spring II Classes Begin

Monday, April 19, 2004  
Last Day to Register/  
Last Day to Add or Drop Classes or  
Submit Independent Study Proposals

Friday, April 30, 2004  
Last Day to Submit Notice of Intent to Graduate  
to the Office of the Registrar for Summer  
Commencement

Saturday, May 8, 2004  
Spring Commencement

Friday, May 21, 2004  
Last Day to Withdraw from Classes

Monday, May 24, 2004  
HOLIDAY\*: Memorial Day  
(no classes, offices closed)

Saturday, June 12, 2004  
Spring II Classes End

Friday, June 25, 2004  
Spring II Grades Due

Friday, July 30, 2004  
Summer Commencement

## Summer (12-Week Semester)

Monday, April 26, 2004  
Mail-In Registration Due

Tuesday, April 27, 2004  
Late Registration Fee Begins (\$300)

Friday, April 30, 2004  
Last Day to Submit Notice of Intent to Graduate  
to the Office of the Registrar for Summer  
Commencement

Monday, May 10, 2004  
Summer Classes Begin

Friday, May 21, 2004  
Last Day to Register/  
Last Day to Add or Drop Classes or  
Submit Independent Study Proposals

Monday, May 24, 2004  
HOLIDAY\*: Memorial Day  
(no classes, offices closed)

Friday, July 2, 2004  
Last Day to Withdraw from Classes

Friday, July 30, 2004  
Summer Classes End/  
Summer Commencement

Friday, August 13, 2004  
Graduate Summer 2004 Grades Due

## Summer I (6-Week Term)

Friday, April 30, 2004  
Last Day to Submit Intent to Graduate for  
Summer Commencement

Monday, May 3, 2004  
Mail-In Registration Due

Tuesday, May 4, 2004  
Late Registration Fee Begins (\$300)

Monday, May 10, 2004  
Summer I Classes Begin

Friday, May 14, 2004  
Last Day to Register/  
Last Day to Add or Drop Classes or  
Submit Independent Study Proposals

Monday, May 24, 2004  
HOLIDAY\*: Memorial Day  
(no classes, offices closed)

Friday, June 4, 2004  
Last Day to Withdraw from Classes

Friday, June 18, 2004  
Summer I Classes End

Friday, July 2, 2004  
Summer I 2004 Grades Due

Friday, July 30, 2004  
Summer Commencement

## Summer II (6-Week Session)

Friday, April 30, 2004  
Last Day to Submit Notice of Intent to Graduate  
for Summer Commencement to the Office of  
the Registrar

Monday, May 31, 2004  
Mail-In Registration Due

Tuesday, June 1, 2004  
Late Registration Fee Begins (\$300)

Monday, June 14, 2004  
Summer II Classes Begin

Friday, June 18, 2004  
Last Day to Register/  
Last Day to Add or Drop Classes or  
Submit Independent Study Proposals

Friday, July 9, 2004  
Last Day to Withdraw from Classes

Friday, July 30, 2004  
Summer II Classes End/  
Summer Commencement

Friday, August 13, 2004  
Summer II Grades Due

## Summer III (5-Week Term)

Friday, April 30, 2004  
Last Day to Submit Notice of Intent to Graduate  
for Summer Commencement to the Office of  
the Registrar

Monday, June 7, 2004  
Mail-In Registration Due

Tuesday, June 8, 2004  
Late Registration Fee Begins (\$300)

Monday, June 21, 2004  
Summer III Classes Begin

Friday, June 25, 2004  
Last Day to Register/  
Last Day to Add or Drop Classes or  
Submit Independent Study Proposals

Monday, July 13, 2004  
Last Day to Withdraw from Classes

Friday, July 30, 2004  
Summer III Classes End/  
Summer Commencement

Friday, August 13, 2004  
Summer III Grades Due

*\*Students are advised to review syllabus for classes which  
fall on holidays.*



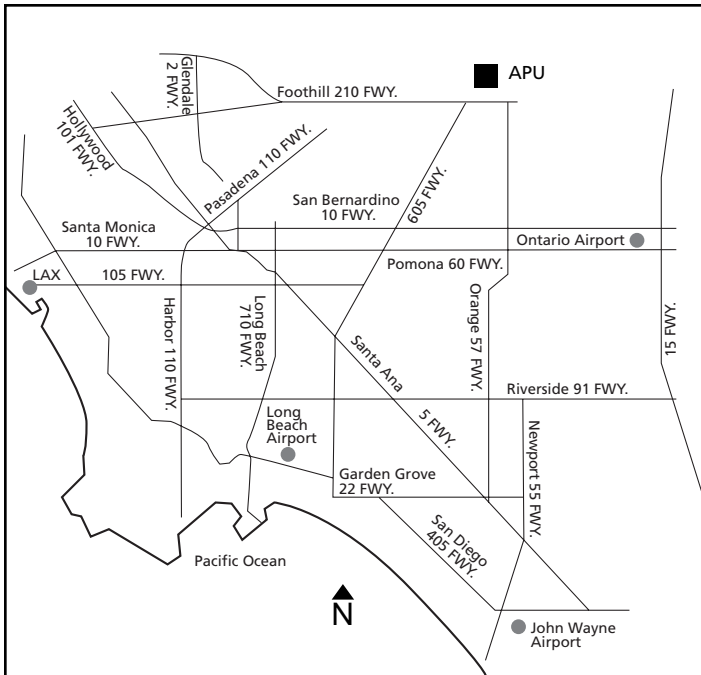
## Index

Academic Advising	38	Credential Analysts	84	Graduate Student Financial Services	28
Academic Calendar 2003-04	218	Credit Hours	37	Graphics Center	19
Academic Integrity	41	Cross-Cultural Language and Academic Development (C.L.A.D.) Certificate	126	Grievance Procedures	41
Academic Policies and Procedures	35	Deferment Information	37	Haggard School of Theology	189
Academic Probation and Disqualification	38	Degree Posting Dates	39	Harassment Policy	12
Accelerated Degree Programs	78	Department of Advanced Studies in Education	85	Health Services	18
Accreditation	11	Department of Computer Science	47	Higher Education Emphasis	99
Adding and Dropping Classes	36	Department of Doctoral Studies in Education	95	Hispanic Program	191
Additional Degree Requirements	39	Department of Educational Leadership	101	History	10
Additional Master's Degree	40	Department of Global Studies and Sociology (TESOL)	57	Honorable Dismissal	37
Administration and Faculty	209	Department of Graduate Psychology	148	Human and Organizational Development Emphasis	71
Admissions Policies	21	Department of Higher Education and Organizational Leadership	143	Information and Media Technology (IMT)	19
Admission to the University	22	Department of Physical Therapy	61	Independent Study	36
Adult Nurse Practitioner (ANP)	180	Department of School Counseling/School Psychology	110	Inter-Emphasis	51
Adult Nursing Specialist (CNS) and Adult Nurse Practitioner (ANP) Specialty	179	Department of Teacher Education	116	International Business Concentration	69
All Access	19	Determining Degree Requirements	39	International Center	20
American Language and Culture Institute	24	Distance Learning	19	International Graduate Admissions	23
Application and Fee	22	Distribution of Courses	39	International Programs and Marketing Sister School Affiliations	217
Application for Graduation	39	Doctor of Education in Educational Leadership	95	International Student Services	20
Articulated RN-Master of Science in Nursing Program	177	Doctor of Ministry	200	International Tutorial (MBA)	69
Asian Program	191	Doctor of Physical Therapy	61	Internet Acceptable-Use Policy	11
Attendance Regulation	37	Doctor of Psychology in Clinical Psychology: Emphasis in Family Psychology	152	Laptop Program	19
Auditing	37	Doctoral Assistantships	162	Late Registration	36
Azusa Campus Map	222	Earthquake Procedures	12	Leave of Absence	37
Board of Trustees	210	Education Aid	32	Libraries	17
Bookstore	17	Educational Administration Emphasis	99	Library and Information Resources (Theology)	191
Calendar	218	End-User Support Certificate	53	Library Media Teacher Credential	85
Campus Resources	15	End-User Support Emphasis	50	Location and Campus	10
Campus Safety	18	Equitable Treatment	30	Los Angeles Regional Center	190
Capstone Project	51	Essence Statement	8	Management Information Systems Concentration	69
Center for Accelerated Degree Programs	78	False Information Policy	23	Marketing Concentration	69
Center for Research on Ethics and Values	84	Family Nurse Practitioner (FNP) Specialty	180	Master of Arts in Christian Education	195
Change of Program	23, 38	Federal Aid	31	Master of Arts in Christian Education: Youth Ministries Emphasis	196
Christ's College Cooperative M.A./TESOL	59	Field-based M.A./TESOL Program	59	Master of Arts in Clinical Psychology: Marriage and Family Therapy	148
Church Development Concentration	194	Field-based Certificate in TESOL Program	59	Master of Arts in Education: Curriculum and Instruction in Multicultural Contexts	86
Client/Server Emphasis	49	Final Examinations	38	Master of Arts in Education: Educational Counseling	113
Client/Server Certificate	52	Financial Agreement	29	Master of Arts in Education: Educational Psychology	114
Clinical Nursing Specialties (CNS)	179	Financial Aid Application	29	Master of Arts in Education: School Administration	103
College of Liberal Arts and Sciences	45	Financial Aid Deadline	30	Master of Arts in Education: School Administration and Preliminary Administrative Services Credential (Tier I)	105
Commencement	40	Financial Aid Packaging	30	Master of Arts in Education: School Librarianship	87
Computer Facilities	19	Financial Aid Policies	29	Master of Arts in Education: Special Education	124
Computer Information Systems Certificate	52	Finance Concentration	69	Master of Arts in Education: Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Level I, Track 1	125
Computer Information Systems Emphasis	49	Financial Information	27		
Computer Science Certificate Programs	52	Friends Center	191		
Computers	19	General Information	7		
Conditional Admission	24	Grade-Point Average Requirements	39		
Cost of Attendance 2003-04	28	Grading	38		
Council for Christian Women in Leadership	191	Graduate Admission to the University	22		
Council of Church Leaders	206	Graduate Assistantships	144		
Course Numbering System	36	Graduate Center	16		
Course Replacement and Substitution	39	Graduate Programs	4		
Center for Research on Ethics and Values	84				

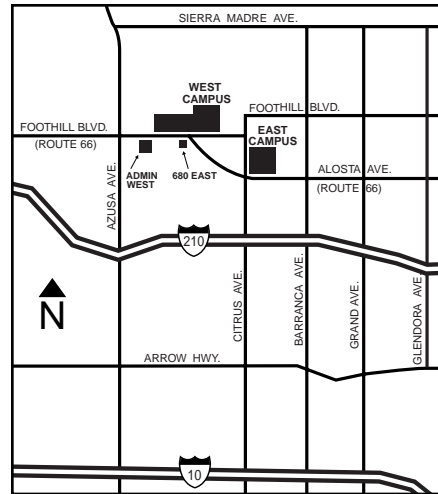
Master of Arts in Education:			
Special Education and Mild/Moderate Disabilities Specialist Credential (K-12) Level I, Track 2	126	Payment Terms and Conditions	28
Master of Arts in Education: Teaching	89	Petition Process	39
Master of Arts in Educational Technology	92	Post-Master's Credential Programs (Nursing)	182
Master of Arts in Educational Technology, Online Program	93	Preliminary Administrative Services Credential (Tier I)	102
Master of Arts in Educational Technology and Preliminary Administrative Services Credential (Tier I)	90, 107	Preliminary Administrative Services Internship Credential (Tier I)	102
Master of Arts in Human and Organizational Development	71	Professional Administrative Services Credential (Tier II)	108
Master of Arts in Ministry Management	197	Pupil Personnel Services Credential: School Counseling	111
Master of Arts in Organizational Management	78	Pupil Personnel Services Credential: School Psychology	112
Master of Arts in Pastoral Studies	194	Refund Policy	29
Master of Arts in Religion	199	Regarding the Catalog	8
Master of Arts in Social Science: Leadership Studies	145	Regional Centers	16
Master of Arts in TESOL and the Certificate in TESOL	57	Registration	36
Master of Arts in Worship Leadership	198	Release of Records (Financial)	30
Master of Business Administration	68	Release of Transcripts	40
Master of Divinity	192	Repeated Courses	37
Master of Education in College Student Affairs	143	Reservation of Rights	36
Master of Music Education	170	Residence Requirement	39
Master of Music in Performance	170	Satisfactory Progress (Financial)	29
Master of Science in Applied Computer Science and Technology	47	School Nurse Services Credential	181
Master of Science in Nursing	177	School of Business and Management	67
Master of Science in Physical Education	94	School of Education and Behavioral Studies	81
Mild/Moderate Disabilities (K-12) Specialist Credential, Level I Track 1 and Track 2	123	School of Music	169
Ministry Management Certificate	198	School of Nursing	175
Multiple-Subject Internship Teaching Credential and Master of Arts in Education: Teaching	120	School of Theology, Haggard	189
Multiple-Subject Teaching Credential	118	Security Interest in Student Records	40
Normal Progress Toward a Degree and Time Limit for Degree	39	Shuttle Service	17
Nursing Administration-Post Master's	184	Single-Subject Teaching Credential	119
Nursing Administration Emphasis	182	Single-Subject Internship Teaching Credential and Master of Arts in Education: Teaching	121
Nursing Aid	31	Special Education Programs	123
Nursing Education Emphasis	184	Standards of Conduct	36
Operation Impact Program	146	State Aid	31
Outside Aid Resources	30	Statement of Academic Freedom	9
Overawards	30	Statement of Faith	9
P.A.C.E. Option	22	Statement of Mission and Purpose	8
Parent-Child Clinical Nursing Specialty (CNS) and Pediatric Nurse Practitioner (PNP) Specialty	179	Statements of Compliance	12
Parent-Child Nursing	183	Strategic Management Concentration	69
Parish Nursing	183	Student Employment	29
Parish Nursing (PN) and Health Ministries Specialization	180	Student Records Policy	40
		Study Load	37
		Support Desk (IMT)	19
		Support Services	210
		Teaching and Learning Emphasis	99
		Technical Programming Certificate	53
		Technical Programming Emphasis	50
		Telecommunications Certificate	53
		Telecommunications Emphasis	51
		Theology Aid	31
		Thesis	39
		TOEFL Requirements	23
		Transcripts	23
		Transcripts (Release of)	40
		Transfer Credit	38
		Transitional Doctor of Physical Therapy	62
		Types of Financial Aid	31
		Üdeupa	19
		University Counseling Center	18
		Urban Program	191
		Urban and Intercultural Ministries Emphasis	194
		Waivers	38
		Web and Information Technology Concentration	69
		Withdrawal from Courses	37
		Withdrawal from the University	37
		Writing Center	18

# Azusa Pacific University

Freeway Map to Azusa



Azusa Campus



The Graduate Center is located in the Administration West building, 568 East Foothill Boulevard, Azusa.