

Department/ Program	Mission Statement	Student Learning Outcomes
Administration & Academic Services		
Diversity	<p>The Office of Diversity Planning and Assessment serves as a campus resource for conducting ongoing assessment on domestic and global diversity at Azusa Pacific University and for identifying and implementing institutional change that will advance campus diversity. It initiates campus-wide assessment regarding the university's needs related to ethnic diversity, and ensures that effective strategies to meet those needs are implemented. This includes, but is not limited to, creating a comprehensive campus diversity plan, developing a faculty and staff diversity training program, examining the general studies curriculum and diversity offerings and departments, as well as co-curricular programs and activities.</p>	<ul style="list-style-type: none"> • Track increase in the proportion of students who participates in service-learning programs, internships and practices that involves serving an ethnically diverse community • Track increase in the proportion of students who participates in study abroad programs • Students write a brief paper articulating their view on diversity • Students complete an objective assessment measurement on diversity
Faith Integration	Not Started	Not Started
Service Learning	<p>The Center for Academic Service Learning and Research at Azusa Pacific University provides undergraduate and graduate students in both liberal arts and the professions the opportunity to combine their classroom theory with relevant practice through community-based service. Services we provide include: 1) administrative, pedagogical, and scholarly support for faculty, departments and schools, 2) quality placements to maximize learning outcomes for students, 3) community-based assessment and support, and 4) grants research and development to enhance service-learning capacity across the university. All service learning programs offer the opportunity for APU students to reflect on their faith as exemplified through service.</p>	<ul style="list-style-type: none"> • Students will critically evaluate their personal faith commitments within the context of both service and working with others • Measure and describe (Likert Scale and open-answer question) the relationship between their personal faith commitment and their service-learning experience • Students will critically evaluate, integrate and apply knowledge through combining classroom pedagogy with relevant experience outside the classroom and in a variety of community contexts • Students will participate in service-learning evaluation research, identifying and measuring the degree to which the service involvement linked civic engagement with the learning objectives of the course • Students will demonstrate competence in the content and methods of their chosen discipline or professional program through service in real situations (e.g. school district, businesses, other community partners, and city government) • Students will articulate how their values and cultural perspectives are impacted through contacts with others • Students will demonstrate an increase in intercultural competence, working respectfully within the community and with opportunity to learn from other cultures (i.e. age-based, cultural, socio-economic, ethnic, and religious) • Students will practice effective communication in their roles as service-providers

		<p>within the community</p> <ul style="list-style-type: none">• Students will demonstrate an understanding of the necessity, advantage possibility of reciprocal learning (personal knowledge and a benefit to the community) in both local and international service-learning experiences• Expanded opportunities for student learning in other departments and schools by sharing service-learning student learning outcomes evaluation data• Increased collaboration with service-learning faculty using student evaluation data to address student learning outcomes related to academics, faith integration, intercultural competence and civic engagement through service-learning opportunities.• Increase student learning capacity with input from AUSD• Use student evaluation data to contribute to the research around the integration of major elements of APU's faith traditions into the evaluation system for service-learning.• Expand current research methods and student reporting examining faith integration and service-learning• Service-learning faculty to expand research and evaluation addressing issues related to faith integration, intercultural competence and civic engagement• Create a report on the relationship between faith traditions and Service-Learning programs and outcomes• Increase student learning capacity in expansion of quality community service experiences• Work with the Center for Global Learning and Engagement to use the South Africa program as a pilot for international service-learning• Collaborate with selected service-learning faculty using student evaluation data to address student learning outcomes related to academics, faith integration, intercultural competence and civic engagement through service-learning opportunities.• Collaborate with the Deans of each School to determine methods for providing service-learning evaluation data in a format that is most useful to their specific student learning and assessment goals.• Increase student learning capacity of students in the South Africa service-learning courses.• Work with the Dean of the School of Nursing and key nursing professors to coordinate the addition of a SL course to the South Africa semester.
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Center for Adult and Professional Studies (CAPS)

<p>Christian Leadership, B.S.</p>	<p>The Bachelor of Science in Christian Leadership Program at Azusa Pacific University's Center for Adult and Professional Studies seeks to prepare men and women as either pastors or lay persons in a broad spectrum of leadership roles in both church and parachurch organizations.</p>	<p><i>Observational</i></p> <ul style="list-style-type: none"> • Be able to observe and assess behaviors in a group setting in order to gauge their effectiveness <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • Assess own experiential learning via Kolb model <p><i>Application</i></p> <ul style="list-style-type: none"> • Describe and assess critical factors in family dynamics from a Christian perspective <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • Use the sociological perspective to understand the various dimensions of religion, including belief, ritual, experience, and community <p><i>Synthesis</i></p> <ul style="list-style-type: none"> • Be able to articulate the leadership philosophy of a religious leader and compare it to contemporary theories of leadership <p><i>Synthesis</i></p> <ul style="list-style-type: none"> • Be able to describe own philosophy of Christian leadership
<p>Computer Info Systems, B.S.</p>	<p>The Bachelor of Science in Computer Information Systems or Management Information Systems Programs at Azusa Pacific University's Center for Adult and Professional Study seek to provide access to all qualified candidates requiring a program of comprehensive study and application that strengthens current IT skills, broadens understanding of industry trends, and equips today's technology professionals.</p>	<ul style="list-style-type: none"> • Develop a functional understanding of the principle and theory of data structures • Acquire relevant technical knowledge in order to build: Gantt charts, context diagrams, data flow diagrams, data dictionaries, HIPO diagrams, ER diagrams, and structure charts. • Demonstrate working knowledge of database applications using a relational database management system such as Microsoft Access™ • Demonstrate skills using the fundamental program flow-of-control constructs: sequence, selection, and iteration in an Even-driven environment • Differentiate Data Link-layer protocols (Ethernet, Token Ring, FDDI, etc) from the upper layer protocols, including protocols suites (TCP/IP), Apple Talk, ISX/SPX etc. • Complete an Internet application that utilizes PHP and AJAX (asynchronous JavaScript and XML) • Demonstrate college-level learning from experience via Kolb model.

<p>Human Development, B.A.</p>	<p>Azusa Pacific University's Center for Adult and Professional Studies (CAPS) offers the Bachelor of Arts in Human Development to qualified adult candidates in an adult learner-centered context conducive to each participant's personal, professional, and spiritual growth designed to prepare them to serve as elementary or special education school teachers.</p>	<p><i>Literature</i></p> <ul style="list-style-type: none"> • Be able to articulate the elements that contribute to making a work of literature a quality work. <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • Assess own experiential learning via Kolb model <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of fundamental mathematics concepts <p><i>Cognitive</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of landmark events in the history of the United States <p><i>Application</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of various art forms and their relationship to particular historic eras <p><i>Observational</i></p> <ul style="list-style-type: none"> • To develop critical skills for appreciating, evaluating and selecting literature using resources available to assist that process, with due regard to censorship issues, and with sensitivity to multicultural concerns • Demonstrate college-level learning from experience via Kolb model.
<p>Leadership and Org Studies, M.A.</p>	<p>The Master of Arts in Leadership and Organizational Studies at Azusa Pacific University's Center for Adult and Professional Study seeks to provide access to all qualified candidates requiring an advanced program of comprehensive study and application that equips leaders to cope with a changing workforce, remain current with new technologies, and gain deeper understanding of advanced leadership skills.</p>	<ul style="list-style-type: none"> • Analyze his/her own leadership approach to contemporary organizational behavior issues • Explain management's responsibility for ethical financial reporting and the external auditor's role in substantiating the integrity of an organization's recording and reporting of financial data • Analyze current human resource management issues through case examples, group discussion of student work experiences, skill building exercises, and presentations • Identify a situation of moral conflict and make recommendations for those within it • Explain the benefits of employee involvement, the best management style to foster a continuous improvement work environment, and how roles at various levels are changing • Develop specific skills, competencies, points of view, and a resource toolkit needed for providing leadership and direction to strategy and planning-related activities in the workplace

<p>Org Leadership, B.S.</p>	<p>The Bachelor of Science in Organizational Leadership Program at Azusa Pacific University's Center for Adult and Professional Studies seeks to provide access to all qualified candidates requiring a comprehensive program of organizational leadership studies in a context conducive to each participant's personal, professional, and spiritual growth.</p>	<p><i>Communication</i></p> <ul style="list-style-type: none"> Effectively articulate and assess one's own experiential learning via the Kolb model <p><i>Research</i></p> <ul style="list-style-type: none"> Use the process of applied behavioral science research as a problem-solving tool for planning organizational change. <p><i>Cognitive</i></p> <ul style="list-style-type: none"> Demonstrate in writing, an in-depth understanding of the organizational setting in which his/her research project will be conducted. <p><i>Managerial</i></p> <ul style="list-style-type: none"> Learn and experientially understand what it is like to take on management responsibilities <p><i>Interpersonal</i></p> <ul style="list-style-type: none"> Identify and understand the fundamentals of effective oral and written interpersonal communication and business communication. <p><i>Managerial</i></p> <ul style="list-style-type: none"> Identify and apply the most commonly used conflict management strategy in his or her organization. Demonstrate college-level learning from experience via Kolb model.
<p>RN to BSN, B.S.</p>	<p>The Bachelor of Science in Nursing (RN to BSN) Program at Azusa Pacific University's Center for Adult and Professional Studies seeks to instill advanced theories and skills in nursing that position graduates for a deeper level of patient care and greater roles of leadership within their organization.</p>	<p><i>Observation/Application</i></p> <ul style="list-style-type: none"> Be able to observe and assess behaviors in a group setting in order to gauge their Effectiveness. <p><i>Cognitive</i></p> <ul style="list-style-type: none"> Assess own experiential learning via Kolb model <p><i>Application</i></p> <ul style="list-style-type: none"> Be able to take a complete health history and perform a physical exam <p><i>Cognitive</i></p> <ul style="list-style-type: none"> Apply pathophysiological principles and critical thinking skills to create a plan for patient care <p><i>Theory</i></p> <ul style="list-style-type: none"> Demonstrate an understanding of the definition of nursing theory and the relevance of nursing theory to the practice and professionalism of nursing <p><i>Diversity</i></p> <ul style="list-style-type: none"> Develop an awareness of his/her attitudes, stereotypes, and expectations and an openness to discovering the limitations these attitudes, stereotypes and expectations place on the way we see the world and others in the world Demonstrate college-level learning from experience via Kolb model.

College of Liberal Arts and Sciences

<p>Art, B.A.</p>	<p>The mission of Azusa Pacific University Department of Art is to prepare art students for a lifetime of artistic expression, and to cultivate individual creativity through the study of history, technique, presentation, and social engagement, as a reflector of the creative and transformative nature of God. Faculty believe that art is a socially responsible calling that challenges students to act as transformers in the world. In human history, artists have been the vehicles for spiritual, social, political, and psychological definition and change. Therefore, art is presented as both a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.</p>	<ul style="list-style-type: none"> • Demonstrate competencies with traditional materials, tools and techniques. • Develop competencies in new media and untraditional artistic processes. • Display an understanding of aesthetic engagement, artistic perception, and critical judgment through writing and speaking. • Engage in conceptual theory and historical awareness applied to art making. • Effectively apply verbal and written criticism. • Pursue an understanding of worldviews and religious issues in relation to the visual arts. • Understand commercial and non-for-profit art world. • Participate in public and private professional presentations.
<p>Graphic Design, B.A.</p>	<p>The mission of Azusa Pacific University Department of Art is to prepare art students for a lifetime of artistic expression, and to cultivate individual creativity through the study of history, technique, presentation, and social engagement, as reflectors of the creative and transformative nature of God. Faculty believe that art is a socially responsible calling that challenges students to act as transformers in the world. In human history, artists have been the vehicles for spiritual, social, political, and psychological definition and change. Therefore, art is presented as both a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.</p>	<ul style="list-style-type: none"> • Demonstrate competencies in the tools and technologies required for professional completion of a project. • Display an understanding of aesthetic engagement, artistic perception, and critical judgment through writing and speaking. • Practice problem solving skills resolving both communication and compositional issues. • Define an understanding of audience/client needs prior to production. • Effectively apply verbal and written criticism to relevant communication aesthetics. • Pursue an understanding of worldviews and religious issues in relation to the graphic design. • Understand the commercial design world. • Engage in public and private professional presentations.
<p>M.A. of Fine Arts</p>	<p>The mission of Azusa Pacific University Department of Art is to prepare art students for a lifetime of artistic expression, and to cultivate individual creativity through the study of history, technique, presentation, and social engagement, as a reflector of the creative and transformative nature of God.</p>	<ul style="list-style-type: none"> • Engage in and contribute towards problems/questions of relevance within the contemporary art world. • Develop advanced research skills and products. • Display an understanding of worldviews and religious issues in relation to the

	<p>Faculty believe that art is a socially responsible calling that challenges students to act as transformers in the world. In human history, artists have been the vehicles for spiritual, social, political, and psychological definition and change.</p> <p>Therefore, art is presented as both a professional occupation and an essential part of a liberal arts education. APU students train to continue in that artistic tradition.</p>	<p>visual arts.</p> <ul style="list-style-type: none"> • Understand professional art world, academic context, and personal aspirations. • Prepare to engage in professional exhibitions, conferences, presentations, and publications (function as a working artist). • Pursue serving as an arts educator in an academic context.
Biology, B.A./B.S.	<p>The Department of Biology and Chemistry at Azusa Pacific University provides an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their lives as scientists. The Department provides science courses that are consistent with the majors offered, that meet the goals of the general studies program, and that serve as support courses for students in other majors. The Department provides opportunities for students to prepare for graduate or professional studies and for success in their chosen careers.</p>	<p>Students who complete the BA/BS in Biology are able to:</p> <ul style="list-style-type: none"> • Demonstrate a broad knowledge base in the field of biology • Effectively communicate scientific ideas and research orally • Effectively communicate scientific ideas and research in writing • Demonstrate proficiency in problem solving, thinking critically, and applying the scientific method to scientific questions • Demonstrate laboratory skills and techniques • Express a Christian worldview that integrates faith with their biology vocation
Chemistry, B.A./B.S.	<p>The Department of Biology and Chemistry at Azusa Pacific University provides an environment where undergraduate students can develop a Christian worldview and learn to integrate their faith into their lives as scientists. The Department provides science courses that are consistent with the majors offered, that meet the goals of the general studies program, and that serve as support courses for students in other majors. The Department provides opportunities for students to prepare for graduate or professional studies and for success in their chosen careers.</p>	<p>Students who complete the BA/BS in Chemistry are able to:</p> <ul style="list-style-type: none"> • Demonstrate a broad knowledge base in the field of chemistry • Effectively communicate scientific ideas and research orally • Effectively communicate scientific ideas and research in writing • Demonstrate proficiency in problem solving, thinking critically, and applying the scientific method to scientific questions • Demonstrate laboratory skills and techniques • Demonstrate knowledge of relevant laboratory instrumentation • Express a Christian worldview that integrates faith with their chemistry vocation
Communication Studies, B.A.	<p>The Department of Communication Studies offers undergraduate degree programs in Communication Studies and Journalism, supports the general studies program with courses in Public Communication and other</p>	<ul style="list-style-type: none"> • Students should complete at least one communication profession-related internship before they graduate, and be able to describe the way the profession operates on a daily basis.

	<p>general studies electives, and prepares students for professional placement and/or graduate programs. Emphasis is placed upon the application of Christian truth and values to the study of communication theories and processes, consideration of ethical issues, and the mastery of current scholarship in each field.</p>	<ul style="list-style-type: none"> • The department's new Journalism Major, installed three years ago, should be updated to reflect the conditions in the profession which have changed in just the past two years. Specifically, journalism has come to embrace the new media more than ever before, and the growth of "citizen journalism" has been amazing. The curriculum in journalism needs to weave in more of the new media. • Students are able to contrast and compare the world of professional communication from that traditionally found in academia and are able to describe how classroom teaching relates to both real-world experiences of professionals and to academic theory. • Students should be able to discuss and evaluate a Christian's ethical perspective on how communication is practiced in America and in other cultures around the world.
<p>Computer Science, B.S.</p>	<p>The Department of Computer Science within the College of Liberal Arts and Sciences at Azusa Pacific University offers a major and minor in computer science, a major in computer information systems, support courses for mathematics, physics, and pre-engineering majors, computer literacy courses for our student community and majors undergraduate degree programs in computer science and computer information systems by providing classroom instruction and computing laboratory resources for traditional undergraduate students as well as curriculum and instruction for the computer information systems and management information systems programs in the Center for Adult and Professional Studies.</p>	<p>The Computer Science program is designed to prepare students who:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in principals of computing, problem analysis and solution design. • Demonstrate proficiency in one contemporary programming language. • Are able to use at least two different computing platforms. • Are able to write programs using at least two programming methodologies. • Contribute to a project as part of a team using software engineering principles to produce a significant software product. • Analyze moral and ethical issues of contemporary computer programming and networking technology and identify how a Christian worldview informs and enhances an understanding of computer science. • Demonstrate scientific knowledge of computation comprising computer architecture, algorithm analysis, programming principles, and software design.
<p>Computer Info Systems, B.A.</p>	<p>The Department of Computer Science within the College of Liberal Arts and Sciences at Azusa Pacific University offers a major and minor in computer science, a major in computer information systems, support courses for mathematics, physics, and pre-engineering majors, computer literacy courses for our student community and majors undergraduate degree programs in computer science and computer information systems by providing classroom instruction and computing laboratory resources for traditional undergraduate students as well as curriculum and instruction for the computer information systems and management information systems programs in the Center for Adult and Professional Studies.</p>	<p>The Computer Information Systems program is designed to prepare students who:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in principals of computing, problem analysis and solution design. • Demonstrate proficiency in one contemporary programming language. • Are able to use at least two different computing platforms. • Are able to write programs using at least two programming methodologies. • Contribute to a project as part of a team using software engineering principles to produce a significant software product.

		<ul style="list-style-type: none"> Analyze moral and ethical issues of contemporary computer programming and networking technology and identify how a Christian worldview informs and enhances an understanding of computer information systems.
<p>English, B.A.</p>	<p>The Department of English at Azusa Pacific University provides general education literature and writing; provides courses applicable to the TESOL minor in Global Studies; provides courses applicable to the language arts emphasis in the multiple subjects/Liberal Studies degree program; offers the Bachelor of Arts degree in English with choice of an emphasis in literature, in writing, or in the single subject waiver program preparatory to a teaching credential in English; includes course work inquiry into the integration of faith and learning, and; prepares students for graduate study and for success in their chosen careers.</p>	<p><i>Writing</i></p> <ul style="list-style-type: none"> Students will write effectively, demonstrating critical thinking, accepted English form, and audience awareness <p><i>Literary Knowledge</i></p> <ul style="list-style-type: none"> Analyze primary and secondary literary texts, demonstrating a knowledge of genre, period, literary devices, and socio-historical content <p><i>Theory</i></p> <ul style="list-style-type: none"> Use critical, rhetorical or linguistic theory to analyze literature and language or demonstrate standard pedagogical practice in literature and writing instruction <p><i>Faith Integration</i></p> <ul style="list-style-type: none"> Demonstrate an integrated faith perspective and ethical values through analytical or creative expression
<p>Global Studies, B.A.</p>	<p>The mission of the global studies faculty at Azusa Pacific University is to attract, develop, and field an exceptional group of student-sojourners through a unique combination of individualized mentoring, multidisciplinary course work, intercultural experience, and action-oriented research. The aim is to create a new type of student for a new century of service students with the international knowledge, multicultural skills, moral imaginativeness, and spiritual passion to launch careers dedicated to promoting God's truth and justice in the world.</p>	<p><i>Global Awareness</i></p> <ul style="list-style-type: none"> Students articulate an understanding of the interconnections (social, economic, environmental) of the world community, along with the global conditions and systems that affect the well-being of human communities and ecosystems. <p><i>Multidisciplinary Understanding</i></p> <ul style="list-style-type: none"> Students demonstrate the use of various disciplinary perspectives and tools in identifying and analyzing the chains of cause and effect in relation to complex global problems, and to imagine alternative ways of addressing them. <p><i>Perspective Taking</i></p> <ul style="list-style-type: none"> Students demonstrate the ability to constantly question the source of one's cultural assumptions and ethical judgments, leading to the habit of seeing things through the eyes of others. <p><i>Transcultural Identity</i></p> <ul style="list-style-type: none"> Students demonstrate the ability to transcend exclusive identification with one's cultural and national group in order to attach concern to all people equally, regardless of their nationality, race, or religion. <p><i>Moral-Spiritual Intelligence</i></p> <ul style="list-style-type: none"> Students evidence the personal "heart" qualities of empathy, inquisitiveness, initiative, flexibility, humility, sincerity, gentleness, justice, and joy within specific intercultural contexts. <p><i>Ethical Commitment</i></p> <ul style="list-style-type: none"> Students evidence the willingness to take a level of personal responsibility for

		<p>conditions that negatively affect the earth and its inhabitants, and the confidence that we can arrest and reverse these conditions.</p> <p><i>World Learning</i></p> <ul style="list-style-type: none"> • Students demonstrate the ability to discover relevant local knowledge on issues of global significance through systematic observation, active listening, field-note writing, and structured reflection. <p><i>Language Development</i></p> <ul style="list-style-type: none"> • Students demonstrate the ability to communicate in a foreign language with appropriate body language and socio-cultural etiquette. <p><i>Collaborative Involvement</i></p> <ul style="list-style-type: none"> • Students demonstrate the ability to apply cultural knowledge and practical skills in field projects that address community issues in partnership with local residents. <p><i>Lifestyle Change</i></p> <ul style="list-style-type: none"> • Students identify their moral obligations in relation to the wider world and alter their lifestyle in order to “do justly” on a personal level. • Students demonstrate an introductory ability to apply biblical insights to an interpretation of and response to human differences and various social problems. • Students articulate a biblical rationale for God’s “preferential option” for the most vulnerable human and ecological communities, and demonstrate that option through domestic and international study and service projects.
<p>Sociology, B.A.</p>	<p>In keeping with the principles of liberal arts education, the mission of the sociology program is to lead students in exploring the relationships between individuals, groups, social institutions, and culture; to facilitate the development of skills necessary for the study and critical analysis of these relationships from the perspective of Christian faith; and to develop a community of scholars who have a solid grasp of social theory and research and who are prepared to systematically confront social problems and enact change at all levels of society.</p>	<ul style="list-style-type: none"> • Students will be able to understand and evaluate social research, and also to develop well-designed research projects. • Students will be able to recognize the influence of race, class, and gender on human behavior and social conditions. • Students will be able to articulate the role of social institutions—family, religion, & government—in shaping social life and identity. • Students will be able to utilize the comparative and historical perspective to evaluate the effects of the social context on cultural beliefs, values, attitudes and practices. • Students will gain a sociological perspective on human behavior and the social order—including social structures and institutional practices—that empowers them to act in response to the Scriptural mandate to work for peace and justice.

		<ul style="list-style-type: none"> • Students will be able to describe their sociological education and the development of a sociological imagination in relation to Christian faith and life.
<p>Field-Based TESOL</p>	<p>The mission of the Azusa Pacific University TESOL faculty is to provide graduate students from around the world with opportunities to acquire the attitudes, concepts, and skills required for teaching English to diverse adult-student populations in a variety of educational contexts locally and worldwide, in a manner marked by professional innovation, intercultural sensitivity, and spiritual passion; and in this context, to glorify God, exalt Jesus Christ, and be used by His Spirit for the sake of His Kingdom.</p>	<p>Graduates of the TESOL Program are expected to have the following competencies and experiences:</p> <ul style="list-style-type: none"> • Proficiency in spoken and written English at a level appropriate to their anticipated teaching context. • Experience of learning another language. • Demonstrated ability to analyze their own and other cultural systems and how this affects TESL/TEFL • Demonstrated ability to describe the nature of language, language varieties, the structure and development of the English language, and the pedagogical implications in the ESL and EFL setting. • Demonstrated ability to articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of both individual and contextual variables. • Demonstrated ability, through actual teaching experience, to apply the principles of language pedagogy in various classroom situations and with various instructional materials. • Demonstrated ability to apply the techniques and principles of second-language assessment, and to interpret the results of such assessments in determining language proficiency and student progress. • Demonstrated ability to evaluate the effectiveness of language teaching materials, procedures, and curricula. • Demonstrated ability to design a course of language instruction based upon an articulated working philosophy of language learning and teaching. • Demonstrated ability to use various classroom observation tasks and classroom research procedures. • Demonstrated ability to identify and discuss the ethical issues entailed in English language teaching in various contexts especially those related to missionary work such as cultural imperialism, language death, native speakerist bias, etc. (Embracing Cultures Strand) • Demonstrated ability to articulate how one's worldview, faith, and teaching philosophy impacts one's pedagogy and professional activities. (Confirming Vocation Strand) • Demonstrated ability to articulate a holistic view of students as spiritual and linguistic beings created by God, and languages as a gift of God in all their complexity and variety (Embracing Cultures Strand--language / student focus). • Demonstrated ability to articulate one's gifts and life purpose as a basis for one's identity as a professional language educator. (Confirming Vocation Strand)

		<ul style="list-style-type: none"> • Demonstrated ability to use technology in teaching ESL/EFL, including the ability to evaluate and use classroom multimedia, Internet resources, and language teaching software.
<p>On-Campus TESOL</p>	<p>The mission of the On-Campus TESOL Program at Azusa Pacific University is to prepare present and future educators, both international and domestic, with the competencies and perspectives needed to teach English in a manner marked by professional excellence, intercultural sensitivity, integrity, and compassion. To this end, the program offers a 21-unit undergraduate TESOL minor, a 21-unit graduate TESOL Certificate, and a 36-unit Master's in TESOL, taught by experienced Christian faculty who are motivated to serve God and their students, and who engage students in practical training grounded in theory and research.</p>	<p>Graduates of the TESOL Program are expected to have the following competencies and experiences:</p> <ul style="list-style-type: none"> • Proficiency in spoken and written English at a level appropriate to their anticipated teaching context. • Experience of learning another language. • Demonstrated ability to analyze their own and other cultural systems and how this affects TESL/TEFL. • Demonstrated ability to describe the nature of language, language varieties, the structure and development of the English language, and the pedagogical implications in the ESL and EFL setting. • Demonstrated ability to articulate a coherent understanding of the process of language acquisition and the effect on language acquisition of both individual and contextual variables. • Demonstrated ability, through actual teaching experience, to apply the principles of language pedagogy in various classroom situations and with various instructional materials. • Demonstrated ability to apply the techniques and principles of second-language assessment, and to interpret the results of such assessments in determining language proficiency and student progress. • Demonstrated ability to evaluate the effectiveness of language teaching materials, procedures, and curricula. • Demonstrated ability to design a course of language instruction based upon an articulated working philosophy of language learning and teaching. • Demonstrated ability to use various classroom observation tasks and classroom research procedures. • Demonstrated ability to identify and discuss the ethical issues entailed in English language teaching in various contexts especially those related to missionary work such as cultural imperialism, language death, native speakerist bias, etc. (Embracing Cultures Strand). • Demonstrated ability to articulate how one's worldview, faith, and teaching philosophy impacts one's pedagogy and professional activities. (Confirming Vocation Strand). • Demonstrated ability to articulate a holistic view of students as spiritual and linguistic beings created by God, and languages as a gift of God in all their complexity and variety (Embracing Cultures Strand--language / student focus). • Demonstrated ability to articulate one's gifts and life purpose as a basis for one's identity as a professional language educator. (Confirming Vocation Strand).

		<ul style="list-style-type: none"> • Demonstrated ability to use technology in teaching ESL/EFL, including the ability to evaluate and use classroom multimedia, Internet resources, and language teaching software.
History, B.A.	<p>The Department of History and Political Science at Azusa Pacific University 1) offers undergraduate degree programs in political science, history, and social science, and a single-subject waiver for a teaching credential in social science; 2) provides general education in history and political science courses consistent with the outcomes of a liberal arts education; and 3) prepares students for graduate study, law school, or success in their chosen careers.</p>	<p>Upon Graduation, History majors will be able to:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in spoken and written English appropriate to college graduate level. • Demonstrate a knowledge of primary and secondary historical source material. • Articulate a Christian worldview of history. • Demonstrate an understanding of historians/historiography. • Explain the principles, purposes, and main features of historical inquiry. • Demonstrate an understanding of geography. • Analyze the writing of major thinkers in world history and American history. • Describe and analyze the main features of major world civilizations before/after 1648 • Give an account of American history before/after 1865.
Political Science, B.A.	<p>The Department of History and Political Science at Azusa Pacific University 1) offers undergraduate degree programs in political science, history, and social science, and a single-subject waiver for a teaching credential in social science; 2) provides general education in history and political science courses consistent with the outcomes of a liberal arts education; and 3) prepares students for graduate study, law school, or success in their chosen careers.</p>	<p>Upon Graduation, Political Science majors will be able to:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in spoken and written English appropriate to college graduate level. • Demonstrate the civic literacy and articulate the responsibilities required of citizens in a democratic republic. • Articulate a Christian understanding of politics. • Explain the principles, purposes, and main features of American government. • Analyze the writing of major thinkers in the history of political philosophy. • Describe and analyze the main features of contemporary international relations. • Compare the political systems of several contemporary nations. • Give an account of the history of American foreign affairs.

<p>Social Science, B.A.</p>	<p>The Department of History and Political Science at Azusa Pacific University 1) offers undergraduate degree programs in political science, history, and social science, and a single-subject waiver for a teaching credential in social science; 2) provides general education in history and political science courses consistent with the outcomes of a liberal arts education; and 3) prepares students for graduate study, law school, or success in their chosen careers.</p>	<p>Upon Graduation, Social Science majors will be able to:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in spoken and written English appropriate to college graduate level. • Demonstrate the civic literacy and articulate the responsibilities required of citizens in a democratic republic. • Articulate a Christian understanding of politics [OR] Ability to relate Christianity to questions of history and politics. • Explain the principles, purposes, and main features of American government. • Explain the broad themes and significant events in U.S. and California history. • Ability to describe and discuss significant events in world history, and their relation to current world events.
<p>Learning Enrichment Center</p>	<p>The Learning Enrichment Center (LEC) is an institutional resource funded by Azusa Pacific University (APU) to provide non-remedial academic assistance to the student community and support to University constituents. The intent is to facilitate the development of responsible, independent learners. The LEC staff is committed to serving the community by providing individual and group subject-area tutoring, supplemental instruction, peer-led team learning support, College Level Exam Program (CLEP), academic accommodations for disabled students, exam proctor services, and learning strategies assistance. The LEC staff also provides faculty consultation to assist with identification of department technical standards, assessment and/or evaluation standards, and the integration of learning strategies into subject-area courses. It is the intent of the LEC personnel to continue responding to the changing academic needs of students and those within the APU community.</p> <ol style="list-style-type: none"> 1. We believe that every student has the capacity to assimilate scholastic information to improve his or her current academic competence. 2. We believe that effective learning assistance requires competent professional and paraprofessional practices. 3. We subscribe to an environment that incorporates individual learning needs while empowering students to take responsibility for the development and mastery of their academic skills. 4. We are sensitive to equal access issues and actively work to assure that LEC services are available to all students, faculty, and staff. 5. As Christians, a servant tenor permeates our interactions with our various publics. 	<p><i>Tutor Effectiveness</i></p> <ul style="list-style-type: none"> • The tutoring program is responsive to the developmental and demographic profiles of students served. • Learning strategies as well as content matter are included in tutoring assistance. • Tutoring assistance is available in a variety of formats to meet varying student needs: walk-in, appointment, study groups, etc. • Tutors are aware of academic and other institutional policies and procedures. • Available tutoring assistance is compatible with institutional offerings. • Tutoring assistance in each content area supports the institutional standards in that discipline. <p><i>Learning Support of At-Risk Student Populations</i></p> <ul style="list-style-type: none"> • Will provide learning support to meet the needs of the disabled student, culturally diverse students, first-generation students, returning adults, and other at-risk student populations. <p><i>Cooperative Interdepartmental Relations</i></p> <ul style="list-style-type: none"> • Will maintain cooperative relations with faculty and staff across the university to develop and maintain test score levels, appropriate academic advising and to improve opportunities for students to be successful. <p><i>Faith Integration</i></p> <ul style="list-style-type: none"> • LEC staff and faculty demonstrate a focused energy on developing a caring learning community through leadership and through the building of a context for relationship and service. • Express a Christian worldview that integrates faith with caring service to the various LEC publics.

<p>Liberal Studies, B.A.</p>	<p>The Program of Liberal Studies/U.G. Education at Azusa Pacific University: 1) offers a state-approved undergraduate degree program for future teacher candidates planning to be school teachers in a K-8 school setting; 2) provides courses in the seven core subject areas to promote subject matter knowledge and the understanding teaching profession while developing lesson plans and hands-on experiences in surrounding school districts; 3) prepares students for graduate study, success in the classroom and/or success in their chosen careers.</p>	<p>The Liberal Studies/U.G. Education (K-8) program is designed to prepare students who:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in understanding subject matter in English/Literature and History/Social Science. • Demonstrate proficiency in understanding subject matter in Mathematics and Science. • Demonstrate proficiency in understanding subject matter in Physical Education, Visual Performing Arts, and Human Development • Integrate K-8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Children's Literature. • Integrate K-8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Mathematical Concepts for the Elementary Teacher. • Integrate K-8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Science and Children. • Integrate K-8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Fundamental Art Experiences. • Integrate K-8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Music in the Elementary Schools. • Integrate K-8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Physical Education in the Elementary Schools. • Integrate K-8 curriculum concepts and disciplines through the application of lesson plans, papers, and projects in Introduction to Teaching as a Profession. • Define teaching methods of instruction using best practices with a Christian perspective. • Understand cultural diversity issues within the context of the classroom through service learning experiences. • Identify a distinctive Christian perspective on education and life.
<p>Mathematics, B.A./ B.S.</p>	<p>The Department of Mathematics and Physics at Azusa Pacific University: 1) offers undergraduate degree programs in mathematics and physics, a single-subject waiver for a teaching credential in mathematics, and a</p>	<p>The Mathematics program is designed to prepare students who:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in problem solving and logical reasoning.

	<p>pre-degree engineering program; 2) provides general education mathematics and science courses consistent with the outcomes of a liberal arts education; and 3) prepares students for graduate study or success in their chosen careers.</p>	<ul style="list-style-type: none"> • Apply analytical approaches toward a range of cross-disciplinary problems. • Demonstrate appropriate use of technology specific to mathematics. • Integrate moral and ethical reasoning strategies with skills required in mathematical applications. • Describe and appreciate the traditional foundations of mathematics and the role they play in modern mathematical thought. • Identify how a Christian worldview informs and enhances an understanding of mathematics.
<p>Physics, B.A./ B.S.</p>	<p>The Department of Mathematics and Physics at Azusa Pacific University 1) offers undergraduate degree programs in mathematics and physics, a single-subject waiver for a teaching credential in mathematics, and a pre-degree engineering program, 2) provides general education mathematics and science courses consistent with the outcomes of a liberal arts education, and 3) prepares students for graduate study or success in their chosen careers.</p>	<p>The physics program is designed to prepare students who:</p> <ul style="list-style-type: none"> • Apply a variety of mathematical models to physical phenomena. • Demonstrate proficient use of laboratory apparatus and perform experiments skillfully. • Describe and explain similarities and differences between classical and quantum physics. • Demonstrate skill in appropriate use of technology to address topics in the physical sciences. • Recognize the increasing emphasis society places on technology and critically evaluate this emphasis. • Apply moral and ethical reasoning skills to controversial applications of science and technology. • Can describe and assess different views of the relationship between biblical and scientific perspectives of nature.
<p>Modern Languages, B.A.</p>	<p>The Department of Modern Languages offers undergraduate degree programs in Spanish and Spanish Single Subject Teaching Credential. The Department prepares undergraduate students in pursuit of graduate degrees after graduation. It also prepares students for various professional careers especially in teaching career (K-12). The department supports the general studies programs with various language courses.</p>	<p>Students who complete the BA in Spanish will:</p> <ul style="list-style-type: none"> • Demonstrate an advanced level of proficiency in the Spanish language in its four basic components: listening, reading, speaking, and writing, as outlined in the ACTFL Guidelines for the Advanced Level of Language Proficiency • Develop a sensitivity and appreciation for the cultures of the Spanish-speaking world, as well as competent functioning within these cultures. • Apply skills that will enable them to search for and find data from unaccustomed bodies of information through the use of their knowledge of

		<p>Spanish.</p> <ul style="list-style-type: none"> • Demonstrate adequate competence for expressing intelligent and coherent opinions and observations about the literature produced in the Hispanic world. • Evaluate diverse curricula of foreign language instruction and assess its validity for utilization in California schools. [Note: for the Single Subject Credential] • Display confidence and poise born out of the self-assurance gained through their mastery of the Spanish language, which allow them to function personally and professionally in bilingual settings. • Display a working knowledge of applied linguistics and the science of language and language acquisition. • Analyze the cultural and political history of Latin America and Spain in light of Christ-centered ethical systems. • Critically discuss literary texts in conjunction with both their cultural context and their broader religious implications.
<p>Psychology, B.A.</p>	<p>The Department of Psychology at Azusa Pacific University offers a bachelor's degree with specialized concentrations in psychology and courses that support the general studies curriculum and other undergraduate majors. The faculty are committed to helping students apply Christian truth and values in their scholarship and service to the community while preparing them for successful graduate study or employment in their chosen careers.</p>	<p><i>Reflective- APU Psychology graduates are reflective, relational scholar practitioners equipped with the ability to positively impact their community.</i></p> <ul style="list-style-type: none"> • Articulates their own values, interests and abilities. • Demonstrates an ability to integrate psychology and the Christian faith. <p><i>Relational- APU Psychology graduates are reflective, relational scholar practitioners equipped with the ability to positively impact their community.</i></p> <ul style="list-style-type: none"> • Demonstrates respect human diversity. • Demonstrates the skills necessary to work effectively with others. <p><i>Scholar- APU Psychology graduates are reflective, relational scholar practitioners equipped with the ability to positively impact their community.</i></p> <ul style="list-style-type: none"> • Demonstrates an understanding of the importance of ethical practice in the discipline. • Demonstrates skills in conducting research in psychology. • Demonstrates a basic knowledge of the methods, theories, and concepts upon which the discipline of psychology is based. • Speaks and writes effectively in the discourse of the discipline in order to

		<p>communicate effectively with others in the profession.</p> <p><i>Practitioner- APU Psychology graduates are reflective, relational scholar practitioners equipped with the ability to positively impact their community.</i></p> <ul style="list-style-type: none"> • Demonstrates the skills to pursue a variety of post-baccalaureate alternatives. <p><i>Impacts Community- APU Psychology graduates are reflective, relational scholar practitioners equipped with the ability to positively impact their community.</i></p> <ul style="list-style-type: none"> • Articulates an understanding of a global, intercultural perspective. • Shows a willingness to engage in service to the community as a reflection of their faith commitment.
<p>Cinematic Arts, B.A.</p>	<p>The Department of Theater, Film and Television is a learning community dedicated to the study and practice of the cinematic and theatrical arts. Department faculty train and mentor students in writing, directing, production, acting, and criticism, combining mastery of craft with scholarship. The program encourages the artistic and spiritual growth of students and the exploration of their calling from a thoughtful and culturally engaged Christian worldview.</p>	<p><i>STORY</i></p> <ul style="list-style-type: none"> • Understand and practice the art of cinematic storytelling. <p><i>TECHNICAL PRACTICE</i></p> <ul style="list-style-type: none"> • Demonstrate proficiency in the aesthetic, practical and technical aspects of writing, production, or criticism. <p><i>KNOWLEDGE/ANAYLSIS</i></p> <ul style="list-style-type: none"> • Articulate, critique, and apply the historic, social, and theoretical contexts of the cinematic arts. <p><i>PROFESSIONAL EVELOPMENT</i></p> <ul style="list-style-type: none"> • Implement the protocol, vocabulary, and work ethic necessary for professional careers. <p><i>COLLABORATION</i></p> <ul style="list-style-type: none"> • Serve as a member of a creative team in leadership and servanthood roles to meet project goals. <p><i>SPIRITUAL/FAITH</i></p> <ul style="list-style-type: none"> • Integrate an understanding of Christian faith through critical, creative and collaborative endeavors.
<p>Theater Arts, B.A.</p>	<p>The Department of Theater, Film and Television is a learning community dedicated to the study and practice of the cinematic and theatrical arts. Department faculty train and mentor students in writing, directing, production, acting, and criticism, combining mastery of craft with scholarship. The program encourages the artistic and spiritual growth of students and the exploration of their calling from a thoughtful and culturally engaged Christian worldview.</p>	<p>Students who complete the BA in Theater Arts are able to:</p> <ul style="list-style-type: none"> • Integrate the technique and skills needed to become a transformational artist (Styles and techniques, voice and diction, movement, Musical Theatre Workshop, civic theatre; acting courses) • Apply analytical approaches to drama (Civic theatre; CCP; Playwriting; Directing; acting courses) • Describe the development of theatre as an art form and the role it has played historically and in contemporary culture. (Theatre History, Styles and Techniques, Dramatic Theory and Criticism; civic theatre)

		<ul style="list-style-type: none"> • Prepare for professional protocol and understanding of current styles (Showcase, On-camera, Styles and Techniques; civic theatre) • Acquire a creative and critical voice (Senior Seminar; CCP, Capstone) • Demonstrate proficiency in the use of lighting, sound, or scenic design (Performance and production, scenic design, stage craft) • Identify the contribution and impact of Christian faith and practice in the arts (Drama ministry, theatre history, ccp) • Apply biblically-based reasoning to entertainment issues • Articulate how creative works in media are affected by a Christian worldview of truth
<p>ALCI 4</p>	<p>The American Language and Culture Institute exists to offer ESL and professional intercultural programs of the highest caliber in design and implementation that provide academic, cross-cultural, spiritual, and leadership training for both international and American students, scholars, and professionals entering the global marketplace or higher education, specifically at Azusa Pacific University, in the context of modeling the truth and love of Jesus Christ.</p>	<p>Students who successfully complete the requirements of Level 4 of the American Language and Culture Institute shall be able to:</p> <ul style="list-style-type: none"> • Write undergraduate-level critiques and research papers on topics related to their majors. • Orally present/ defend capstone theses and facilitate/ participate in undergraduate-level, seminar-style discussions and debates on topics related to their majors. • Offer immediate oral and written responses to undergraduate-level lectures, discussions, in-class readings and audio-visual media presentations. • Apply intercultural communication skills and strategies to acclimate to American culture and interact with Azusa's diverse community. • Articulate thoughtful responses to the International Chapel experience in faith discussions. <p>[Please note that these aforementioned objectives shall be accomplished at Language Proficiency Level Advanced Mid as outlined by the American Council on the Teaching of Foreign Languages (see actfl.org).]</p>
<p>ALCI 6</p>	<p>The American Language and Culture Institute within the College of Liberal Arts and Sciences offers preparatory English as a Second Language courses and intercultural programs to equip non-native English speaking international students, scholars, and professionals with language and culture skills needed to meet the academic rigor of the global marketplace and university life at Azusa Pacific University.</p>	<p>Students who successfully complete the requirements of Level 6 of the American Language and Culture Institute shall be able to:</p> <ul style="list-style-type: none"> • Write graduate-level critiques and research papers on topics related to their majors. • Orally present/defend capstone theses and facilitate/participate in graduate-level, seminar-style discussions and debates on topics related to their majors. • Offer immediate oral or written responses to graduate-level lectures, discussions, in-class readings and audio-visual media presentations.

		<ul style="list-style-type: none">• Apply intercultural communication skills and strategies to acclimate to American culture and interact with Azusa's diverse community.• Explain verbally and in writing their philosophy of Servant Leadership and its application to their own personal leadership development.• Articulate their spiritual worldview with those from other faith systems in a culturally-appropriate manner in a university context. <p>[Please note that these aforementioned objectives shall be accomplished at Language Proficiency Level Superior as outlined by the American Council on the Teaching of Foreign Languages (see actfl.org).]</p>
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Schools of Behavioral and Applied Sciences

<p>Athletic Training, B.A.</p>	<p>The mission of the Athletic Training Education Program at Azusa Pacific University is to fully equip athletic training students with a quality education incorporating a Christian perspective to become life-long learners. The educational program incorporates current research and scholarly instruction, in both the clinical and didactic portions of the program, to prepare athletic training students to enter the profession as entry-level athletic trainers upon successfully passing the BOC certification examination.</p>	<ul style="list-style-type: none"> • Students will acquire and apply cognitive and psychomotor competencies and clinical proficiencies to become competent entry-level athletic trainers, as defined by the Athletic Training Educational Competencies established by the National Athletic Trainers' Association. • Students will describe, design, analyze and assess evaluation, treatment, and rehabilitation protocols to ensure efficient and quality care for every patient. • Students will apply athletic training competencies and proficiencies in a variety of clinical settings with diverse patient populations. • Students will communicate (in written and verbal format) and interact effectively with peers, medical professionals, injured individuals, and others with whom they come into contact. • Students will utilize evidenced-based practice to make decisions in the application of athletic training competencies and proficiencies. • Students will operate modern technology in the practice of athletic training. • Students will describe and integrate relevant standards of professional practice and codes of ethics from the profession of athletic training to formulate clinical decisions. • Students will be able to articulate a Christian worldview as it relates to the care to injured persons.
<p>Physical Education, B.A.</p>	<p>The mission of the Physical Education Program of Azusa Pacific University is to equip the student with lifelong skills and knowledge through scholarly activities in general education as well as professional preparation courses in physical education. This will be accomplished through the mastery of professional skills, knowledge, teaching techniques and strategies; the integration of Christian faith in learning and practice; as well as social and ethical principles.</p>	<p>Students who complete the BA in Physical Education will be able to:</p> <ul style="list-style-type: none"> • Integrate a Christian faith perspective within the development of their personal mission statement in relation to the ethics of teaching and coaching. • Demonstrate the ability to use current technology in assessing student achievement in Physical Education. • Understand and demonstrate the spiritual disciplines of discipleship, servanthood and empathy while teaching in the service learning environments. • Write developmentally appropriate lesson and unit plans emphasizing cooperation, critical thinking, communication skills, lifetime activity and meeting individual needs. • Demonstrate the ability to instruct others in specific sport/activity skills and evaluate/correct body positions and movements using kinesiological, motor learning & development, and physiological principles.

		<ul style="list-style-type: none"> • Understand and incorporate a variety of pedagogical techniques and methods of classroom management. • Understand and appreciate diverse cultures, ethnic groups and special needs students by including appropriate activities in their curricula. • Demonstrate comprehension of risk management and liability specifically related to physical education and sport, including safe learning environments & activities, and the basics of injury prevention and treatment. • Articulate a clear philosophy of physical education and coaching and a personal code of ethics in both written and oral form. • Present and exhibit the culmination and totality of their work and subsequent learning/knowledge within the physical education major program.
<p>Marriage and Family Therapy, M.A.</p>	<p>The Master of Arts in Clinical Psychology program with an emphasis in Marriage and Family Therapy educates, prepares, and trains students to become practitioner-scholars in psychology with professional competencies in theoretical and applied practice of professional counseling with individuals, couples, and families.</p>	<ul style="list-style-type: none"> • Students will demonstrate their understanding of systems concepts, theories, and techniques, foundational to marital, individual and family therapy. • Students will demonstrate basic knowledge of California state laws and ethical standards of practice and policies that apply to the practice of marriage and family therapy. • Students will demonstrate knowledge sufficient for internship of California state laws and ethical standards of practice and policies that apply to the practice of marriage and family therapy. • Students will describe and conceptualize relevant aspects of a client's behavior to diagnostic categories. • Students will demonstrate an understanding of and ability to assess the essential elements of the multicultural processes and their implications on the therapeutic process. • Students will demonstrate knowledge of activities that restore, sustain or enhance positive functioning in clients • Students will demonstrate an ability to evaluate, identify and organize pertinent data for interpretation pertaining to psychological phenomena. • Students will demonstrate an understanding of theological and biblical perspectives on human nature and how to integrate them with psychological theories

<p>Psy.D.</p>	<p>The Doctor of Psychology program educates, prepares, and trains students to become practitioner-scholars in psychology with professional competencies in relationship, research, assessment, intervention, diversity, integration of faith and practice, and family psychology.</p>	<p><i>Assessment.</i></p> <ul style="list-style-type: none"> • Students will demonstrate an ability to derive psychological inferences about individuals, couples, and families from information obtained from multiple sources including psychological tests, interviews, and observations. <p><i>Consultation.</i></p> <ul style="list-style-type: none"> • Students will demonstrate an ability to engage in a planned collaborative interaction between the professional psychologist and one or more clients and colleagues in relation to an identified problem area or program. <p><i>Diversity.</i></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to identify and understand issues of individual and cultural difference, and issues of power, privilege and oppression. <p><i>Family Psychology.</i></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to identify and understand the interaction between individual, interpersonal, and environmental factors which impact human behavior. <p><i>Interdisciplinary</i></p> <ul style="list-style-type: none"> • Study/ Integration of Faith. Students will demonstrate the ability to conceptualize psychological issues from an ethical/moral/religious perspective and to assist clients in the exploration of moral and spiritual perspectives as they are relevant to the presenting issue(s). <p><i>Intervention.</i></p> <ul style="list-style-type: none"> • Students will demonstrate an understanding of theory and its application in personality, psychopathology, change processes, and the interactions and influences of social, environmental, cultural, and psychological factors. <p><i>Relationship.</i></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to develop and maintain a constructive working alliance and includes the ability to work collaboratively with peers, colleagues, students, supervisors, members of other disciplines, consumers of services, and community organizations <p><i>Research and evaluation.</i></p> <ul style="list-style-type: none"> • Students will demonstrate the ability engage in a rigorous, critical, and disciplined analytical process about psychological phenomena, which includes the ability to critically evaluate published research and to conduct research in clinically applied settings. <p><i>Supervision & Management.</i></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to direct, organize and control their services as a psychologist who provides services to the public and will demonstrate an ability to evaluate oneself and to being evaluated by peers.
<p>Higher Ed in</p>	<p>The mission of the Ed.D. program in Higher Education</p>	<p>Students who complete the EdD in Higher Education Leadership are able to:</p>

Leadership, Ed.D.	Leadership is to produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education.	<ul style="list-style-type: none"> • Identify and apply their strengths and talents to their work as leaders, educators, and learners. • Articulate and evaluate Christian perspectives on leadership in higher education. • Articulate and demonstrate the integration of the moral, ethical, and spiritual commitments that inform and guide their approach to leading, teaching, and learning • Apply sound research principles and approaches to improve educational practice through creative solutions • Apply the highest standards of professional ethics and personal integrity in research and decision-making. • Communicate effectively using accurate and coherent writing, logical development of ideas, and consistent application of APA style and structure. • Lead effectively, collaboratively, and with vision. • Foster optimal student learning through effective pedagogy and institutional practices that are learning-centered. • Relate effectively to diverse populations and recognize the marginalization of individuals and groups. • Effectively address institutional and personal injustice through appropriate institutional policies and individual actions. • Design and implement an effective change process to address problems in colleges and universities.
Higher Ed, Ph.D.	The mission of the doctoral programs in higher education is to produce values-driven scholars and leaders who have a positive impact on student learning and social justice in higher education. The PhD program fulfills that mission by developing scholars who are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership.	Graduates of the PhD program in Higher Ed at Azusa Pacific University will be able to: <ul style="list-style-type: none"> • Conduct and disseminate original research that extends the theoretical knowledge base of higher education policy and practice and answers meaningful questions • Competently engage the critical issues and help shape the conversations that affect the future direction of higher education at the national and international level. • Lead effectively, collaboratively, and with vision. • Articulate and evaluate a strengths-based approach to teaching, learning, and leadership development. • Foster optimal learning in the students they serve, through effective pedagogy and institutional practices that are learning-centered. • Articulate and evaluate a Christian perspective on effective leadership in higher education. • Effectively address personal, institutional, and systemic injustices through competent policy analysis, formulation, and revision as well as individual actions.
College Counseling and Student	The graduate program in College Student Affairs at Azusa Pacific University exists for the purpose of preparing	<i>Moral, Ethical, and Spiritual Compass</i> <ul style="list-style-type: none"> • Graduates should possess a well-defined personal moral, ethical, and spiritual

<p>Development (CCSD)</p>	<p>individuals to become student affairs educators whose special interest is college students and the environments that affect their development as whole persons and as scholar-students.</p>	<p>compass that provides grounding and direction. This “compass” should include:</p> <ul style="list-style-type: none"> a. evidence of spiritual commitments; b. an understanding of and commitment to the codes of ethics guiding the profession; c. evidence of higher order moral reasoning. <p><i>Visionary Leadership</i></p> <ul style="list-style-type: none"> • Graduates should have the ability to “break the mold” in devising solutions to problems. Specifically, graduates should be able to: <ul style="list-style-type: none"> a. devise creative solutions to complex problems; b. utilize multiple resources in designing programs and policies; c. articulate a vision and marshal support for its pursuit. <p><i>Quality Programming</i></p> <ul style="list-style-type: none"> • Graduates should be able to design and implement high quality and multi-faceted student programs which enhance student learning and personal development. Specifically, students should be able to demonstrate: <ul style="list-style-type: none"> a. the skills necessary in conducting accurate needs assessment; b. understanding of the dynamics involved in student learning in the co- curriculum; c. the ability to write program mission statements and to articulate desired student learning outcomes; d. the ability to design and implement creative and effective student programs. <p><i>Assessment and Evaluation</i></p> <ul style="list-style-type: none"> • Graduates should be able to evaluate both the processes and desired outcomes of student affairs programs and services. Specifically, students should possess the skills necessary to: <ul style="list-style-type: none"> a. gather and analyze quantitative and qualitative data from students and programs; b. read with understanding the published research on college students; c. write a program evaluation report. <p><i>Counseling and Personal Development</i></p> <ul style="list-style-type: none"> • Graduates should have the personal skills necessary to relate effectively with students as individuals. Specifically, students should be able to: <ul style="list-style-type: none"> a. assess the developmental and personal needs of individual college students; b. make positive contributions to the personal development and learning of individual students; c. assist students in accessing and utilizing a wide range of services and programs designed to benefit them. <p><i>Budgeting and Fiscal Management</i></p> <ul style="list-style-type: none"> • Graduates should possess an understanding of and appreciation for the dynamics involved in utilizing financial resources in the implementation of student affairs programs and services. Specifically, students should be able to: <ul style="list-style-type: none"> a. develop and defend a budget to support a student affairs program; b. perform all of the functions necessary to access and manage those resources which have been dedicated to a student affairs program. <p><i>Educational Mission and Processes</i></p> <ul style="list-style-type: none"> • Graduates should possess an understanding of the primacy of the educational mission of higher education and the basic processes through which students are engaged in this mission. Specifically, students should be able to demonstrate: <ul style="list-style-type: none"> a. a broad knowledge of the academic requirements of the institutions they serve; b. an appreciation of the academic rigor required of students who desire to successfully navigate their academic careers; c. a commitment to developing strategies for uniting the curricular and co-curricular dimensions of higher education. <p><i>Legal and Ethical Issues</i></p>
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		<ul style="list-style-type: none">• Graduates should possess a broad understanding of the legal foundations and constraints which affect College Student Affairs practice. Specifically, students should possess:<ul style="list-style-type: none">a. an understanding of the federal and state regulatory environments in which institutions of higher education operate;b. an understanding of the major constitutional issues involved in college student affairs administration;c. an understanding of the basic liability and contractual issues involved in college student affairs practice. <p><i>Effective Campus and Community Relationships</i></p> <ul style="list-style-type: none">• Graduates should be able to relate effectively with a wide range of people. Specifically, students should be able to demonstrate relational and professional competence:<ul style="list-style-type: none">a. in relating across cultural boundaries with many different kinds of people;b. in relating across functional boundaries with people of widely varied roles within higher education;c. as representatives of the institutions they serve to those within the larger community. <p><i>Managing Conflict and Crisis</i></p> <ul style="list-style-type: none">• Graduates should have the ability to deal effectively with interpersonal conflict and campus crises. Specifically, students should be able to:<ul style="list-style-type: none">a. provide leadership and positive solutions to resolving interpersonal conflicts;b. respond calmly and thoughtfully to campus crises;c. provide support to individuals, both students and employees, who have been adversely affected by interpersonal conflict or a campus crisis. <p><i>Multicultural Awareness, Knowledge, and Skills</i></p> <ul style="list-style-type: none">• Graduates should possess the attitudes, beliefs, values, and self-awareness necessary to serve students who are culturally different from themselves. Specifically, students should be able to demonstrate:<ul style="list-style-type: none">a. that they have carefully examined and, when necessary, challenged their own values, world view, assumptions, and biases.b. that they possess specific knowledge about how gender, class, race and ethnicity, language, nationality, sexual orientation, age, religion or spirituality, disability, ability, and institutional power affect individuals and their experiences.c. that they have the ability to effectively challenge and support individuals and systems around diversity issues. <p><i>Technology</i></p> <ul style="list-style-type: none">• Graduates should be able to use various forms of technology in their interactions with students and in their own professional development. Specifically, students should be able to:<ul style="list-style-type: none">a. utilize communication tools such as electronic mail, video conferencing, and/or designing web pages;b. use research tools such as electronic data bases, world wide web searching, and other on-line sources;c. use multi-media in making presentations before professional audiences.
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<p>M.A. Org Leadership</p>	<p>The Master of Arts in Organizational Leadership (MAOL) at Azusa Pacific University offers current and emerging leaders a graduate degree by means of theoretically grounded and practically applied courses via two delivery systems: on the Azusa campus and at multiple sites globally through Operation Impact, both being supplemented by online distributed learning. Our objective is to award degrees to adult participants who develop not only academically, but also in accordance with a set of comprehensive leadership competencies.</p>	<p><i>Personal Identity, Integrity, and Ethics</i> Shows basic knowledge of the conceptual foundations and faith integration that characterize those who lead with integrity.</p> <ul style="list-style-type: none"> • A graduate with personal Identity, Integrity and Ethics will demonstrate the basic knowledge to: <ul style="list-style-type: none"> a. Articulate their own worldview and philosophy of leadership; b. Detect ethical systems of others and can describe their own; c. Express their own sense of vocation; d. Give attention to their own personal growth and wholistic health; e. Embody an approach to personal authority that is based on servant hood and transformation, not control or manipulation <p><i>Coach / Mentor</i> Demonstrates a commitment to both be mentored and be a mentor who is committed to developing others.</p> <ul style="list-style-type: none"> • A graduate competent as a coach and mentor will demonstrate their commitment to: <ul style="list-style-type: none"> a. Engage in mentor-coach relationships as a protege and mentor; b. Seek out proteges, build relationships of trust and personal support; c. Create empowering conversations and offer meaningful input; d. Develop persons and leaders at every level; e. Design effective leadership development cultures and systems <p><i>Organizer / Strategist</i> Demonstrates the ability to organize oneself, others, and the essential resources towards the achievement of a clearly articulated plan.</p> <ul style="list-style-type: none"> • A graduate as an organizer / strategist will demonstrate the ability to: <ul style="list-style-type: none"> a. Have a personal mission and life strategy and are capable of self-leadership; b. Set goals and delegate project responsibilities; c. Lead in the creation of mission, vision, values and distinctives; d. Design functional strategies for carrying out the vision and mission; e. Can be trusted with resources-both human and financial-stewarding them with care and effectiveness <p><i>Change Agent / Consultant</i> Demonstrates the capacity to help individuals and groups to solve problems and pursue positive change.</p> <ul style="list-style-type: none"> • A graduate as a change agent / consultant will demonstrate their capacity to: <ul style="list-style-type: none"> a. Grow and change people and are passionate about ongoing personal transformation; b. Identify trends, challenges, and cultural dynamics; c. Engage others in the identification and solving of problems; d. Give attention to the health and effectiveness of the organization or group; e. Develop resources and strategies so that other might more effectively embrace change
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Teacher / Trainer

Demonstrates the skills for effectively educating others in ways that are authentic and appropriate.

- A graduate as a teacher / trainer demonstrates their skills to:
 - a. Become life-long learners with awareness of how they best learn;
 - b. Works capably with theories and practice of adult education as well as personal styles and strengths;
 - c. Design meaningful learning experiences and environments;
 - d. Develop individualized and strategic resources/materials/content;
 - e. Facilitate training experiences effectively

Facilitator / Collaborator

Demonstrates the proficiency to empowering diversity by pulling together individuals for collaborative engagement.

- A graduate as a facilitator / collaborator demonstrates the proficiency to:
 - a. Have perspective that allows them to understand, dialogue, learn from, and embrace “the others” in their lives;
 - b. Network people and groups together in meaningful alliances;
 - c. Lead groups (meetings, departments, teams) in mutual learning and action plans;
 - d. Help build consensus and capably resolve conflicts;
 - e. Build appreciation for diversity and cross-cultural awareness

Evaluator / Analyst

Shows the ability to do Masters level academic research and writing.

- Graduates as an evaluator / analyst demonstrate the ability to:
 - a. Show proficiency as academic and organizational evaluators and analysts;
 - b. Read, comprehend, and evaluate relevant research in the social sciences;
 - c. Present evaluation and analyses clearly;
 - d. Familiarize themselves with the APA writing style;
 - e. Be conversant with basic qualitative and quantitative methodologies

Mobilizer / Motivator

Demonstrates the capability to move individuals and groups forward through communication that is clear, appropriate, and motivating.

- A graduate as a mobilizer / motivator demonstrates the capability to:
 - a. Self start with a keen sense of personal strengths;
 - b. Create enthusiasm and positivity for organizational / group purposes;
 - c. Activate others in accordance with their strengths, passions, and experience;
 - d. Use technology appropriately for communicating formally and informally with others;
 - e. Write competently in both formal and informal ways;
 - f. Speak honestly and persuasively one-on-one, to small groups, and to “large” groups

<p>Social Work, B.S.W.</p>	<p>The undergraduate social work department at Azusa Pacific University seeks to develop competent generalist social work practitioners who can integrate the knowledge, values, and skills of social work in order to enhance the social functioning of individuals, families, groups, and communities. Grounded in the profession's history and commitment to social justice and diversity, the department of social work is committed to excellence in our teaching and in our scholarship; to the integration of Christian faith in learning and practice; and to the facilitation of community within the department, with students, and within the greater environment in which we live.</p>	<ul style="list-style-type: none">• Apply critical thinking skills within the context of professional social work practice.• Apply knowledge and skills of generalist social work practice with individuals, families, groups, organizations, and communities; evaluating their own practice and demonstrating appropriate professional use of self.• Uphold professional social work standards, values, and ethics with an understanding of how Christian beliefs and values are integrated in practice and scholarship; and apply ethical problem solving strategies in situations of uncertainty.• Engage in culturally competent and sensitive practice without discrimination, and demonstrate a value and respect for diversity.• Understand the impact of oppression and discrimination on human behavior, the various forms and mechanisms of discrimination and oppression, and how to apply professional strategies and skills which further social and economic justice.• Identify with the profession of social work, understanding the historical foundations of the profession and the current structure and purpose of social work.• Apply knowledge from a variety of theoretical models to understand the interactions among and between individuals and their environment.• Analyze and advocate for social policy that promotes social and economic justice; understanding the current influence of political, social, global and economic forces on social policy.• Be familiar with a variety of organization and service delivery systems, evaluate organizational outcomes and processes, and facilitate change as needed to improve service delivery.• Demonstrate familiarity with a variety of research methods, a basic ability to critically evaluate research studies, and skills in application of research knowledge to practice and program evaluation.• Utilize effective verbal and written communication skills, including effective use of technological resources for the enhancement of communication and practice.• Utilize supervision appropriate to generalist practice, demonstrating the ability to be self-evaluative and accountable for his/her own learning and professional development.• Understand how United States social welfare policy and practice compares with international social welfare issues and delivery systems.
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<p>Social Work, M.S.W.</p>	<p>The MSW Program in the Department of Social Work at Azusa Pacific University seeks to develop competent advanced social work practitioners who can integrate the knowledge, values, and skills of social work to advance social justice and provide services to assist individuals, families, groups, organizations and communities. Grounded in the profession's Code of Ethics and sensitivity to diversity, the MSW Program is committed to excellence in our teaching and scholarship, the integration of faith and learning, the development of professional leadership, and the strengthening of communities in local, national, and international contexts.</p>	<p>Upon successful completion of the foundation year, students will meet the following objectives that will be assessed as competency outcomes in MSW program assessment:</p> <ul style="list-style-type: none"> • Knowledge of the history of the social work profession and the ways history has influenced contemporary social welfare structures, issues, and professional activities • Knowledge of social work values and related ethical standards and principles and demonstration of the ability to practice according to these values, standards, and principles • Critical thinking skills within the contexts of micro-and macro-level professional social work practice • Abilities to critically assess and articulate the relationships of Christian perspectives and institutions to professional values, knowledge, and activities • Application of generalist social work knowledge and skills to practice with different client populations, communities, and organizations, including use of appropriate communication and technology skill • Practice based on knowledge, skills, and values of respect and non-discrimination in the areas of age, class, culture, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation • Knowledge of the forms and mechanisms of discrimination and oppression, and application of advocacy and social change strategies that advance social and economic justice • Competent use of empirically supported theoretical frameworks that provide understanding of individual development and behavior across the life span and interactions among individuals and between individuals and families, groups, organizations, and communities • Skills to analyze, formulate, and influence social policies • Skills to evaluate research studies, apply research findings to practice, and evaluate the effectiveness of practice interventions and; • Skills to function within the structure of organizations and service delivery systems, including appropriate uses of supervision and consultation, and to seek necessary organizational change.
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Physical Therapy, D.P.T.	<p>The Doctor of Physical Therapy Program at Azusa Pacific University prepares graduates to practice as competent generalist physical therapists who have a solid foundation for post-professional specialization. These graduates, who are guided by Christian principles, critical thinking, lifelong learning, and ethical values, support the community and the physical therapy profession by functioning as service-oriented practitioners and are pledged to excellence in total patient care, guided by a belief in human worth and dignity, and dedicated to the optimization of human health and function.</p>	<p>Upon completion of the Physical Therapy program, students will be able to:</p> <ul style="list-style-type: none">• Deliver professional physical therapy care in a variety of community settings that emphasize health promotion and disease prevention as well as rehabilitation of acute and long-term physical dysfunctions• Provide professional physical therapy care to patients of diverse cultural backgrounds throughout their life-span• Develop collaborative relationships with other health professionals and community organizations and provide leadership toward the promotion of patient health• Integrate knowledge from the humanities and the biological, physical, and behavioral sciences into professional physical therapy practice• Contribute to the body of physical therapy knowledge through clinical and basic science research and networking at professional events• Synthesize and apply knowledge from applicable theory and research findings to professional physical therapy practice• Integrate a Christian worldview into professional moral and ethical decision making• Incorporate knowledge about current ethical, legal, and social issues into professional physical therapy practice
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School of Business and Management

<p>Accounting, B.S.</p>	<p>We passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.</p>	<p><i>Cross-Disciplinary Integration</i></p> <ul style="list-style-type: none"> • To develop the multiple business disciplines, including finance, marketing, economics, and a specific focus on accounting. • To apply a strategic perspective that integrates multiple business disciplines. <p><i>Critical and Creative Thinking/Deciding</i></p> <ul style="list-style-type: none"> • To identify valid business problems using analytical, critical and creative thinking skills. • To discuss analytical, critical and creative solutions in order to solve business problems effectively. • To practice skills in fundamental accounting processes, elements of the audit process, and aspects of federal income taxation and their impact on business. <p><i>Character</i></p> <ul style="list-style-type: none"> • To exhibit the ability to make ethical business decisions based on a Christian worldview. • To identify and give voice to personal values. <p><i>Communication</i></p> <ul style="list-style-type: none"> • To convey ideas clearly through professional written communication. • To express ideas concisely through oral presentations. <p><i>Collaboration</i></p> <ul style="list-style-type: none"> • To make valuable contributions to a team in a dynamic competitive environment. • To evaluate personal and peers' contributions to a project's success.
<p>Business Admin, B.A.</p>	<p>We passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.</p>	<p><i>Cross-Disciplinary Integration</i></p> <ul style="list-style-type: none"> • To develop the multiple business disciplines, including finance, marketing, accounting and economics. • To apply a strategic perspective that integrates multiple business disciplines. <p><i>Critical and Creative Thinking/Deciding</i></p> <ul style="list-style-type: none"> • To identify valid business problems using analytical, critical and creative thinking skills. • To discuss analytical, critical and creative solutions in order to solve business problems effectively. <p><i>Character</i></p>

		<ul style="list-style-type: none"> • To exhibit the ability to make ethical business decisions based on a Christian worldview. • To identify and give voice to personal values. <p><i>Communication</i></p> <ul style="list-style-type: none"> • To convey ideas clearly through professional written communication. • To express ideas concisely through oral presentations. <p><i>Collaboration</i></p> <ul style="list-style-type: none"> • To make valuable contributions to a team in a dynamic competitive environment. • To evaluate personal and peers' contributions to a project's success.
<p>Economics, B.S.</p>	<p>We passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.</p>	<p><i>Cross-Disciplinary Integration</i></p> <ul style="list-style-type: none"> • To develop the multiple business disciplines, including finance, marketing, accounting and a specific focus on economics. • To apply a strategic perspective that integrates multiple business disciplines. • To show proficiency in building, analyzing, and applying economic models and theories to real-world problems in the private, public, and non-profit sectors. <p><i>Critical and Creative Thinking/Deciding</i></p> <ul style="list-style-type: none"> • To identify valid business problems using analytical, critical and creative thinking skills. • To discuss analytical, critical and creative solutions in order to solve business problems effectively. • To demonstrate effective decision making based on the analysis and understanding of quantitative economic data. <p><i>Character</i></p> <ul style="list-style-type: none"> • To exhibit the ability to make ethical business decisions based on a Christian worldview. • To identify and give voice to personal values. <p><i>Communication</i></p> <ul style="list-style-type: none"> • To convey ideas clearly through professional written communication. • To express ideas concisely through oral presentations. <p><i>Collaboration</i></p> <ul style="list-style-type: none"> • To make valuable contributions to a team in a dynamic competitive environment. • To evaluate personal and peers' contributions to a project's success.
<p>Finance, B.S.</p>	<p>We passionately pursue academic excellence and</p>	<p><i>Cross-Disciplinary Integration</i></p>

	<p>spiritual enrichment to advance the work of God in business and society around the world.</p>	<ul style="list-style-type: none"> • To develop the multiple business disciplines, including economics, marketing, accounting and a specific focus on finance. • To apply a strategic perspective that integrates multiple business disciplines. <p><i>Critical and Creative Thinking/Deciding</i></p> <ul style="list-style-type: none"> • To identify valid business problems using analytical, critical and creative thinking skills. • To discuss analytical, critical and creative solutions in order to solve business problems effectively. • To demonstrate an ability to interpret and analyze financial statements. • To employ an understanding and competence of investment theory, capital investments and international markets for portfolio management. <p><i>Character</i></p> <ul style="list-style-type: none"> • To exhibit the ability to make ethical business decisions based on a Christian worldview. • To identify and give voice to personal values. <p><i>Communication</i></p> <ul style="list-style-type: none"> • To convey ideas clearly through professional written communication. • To express ideas concisely through oral presentations. <p><i>Collaboration</i></p> <ul style="list-style-type: none"> • To make valuable contributions to a team in a dynamic competitive environment. • To evaluate personal and peers' contributions to a project's success.
<p>International Business, B.S.</p>	<p>We passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.</p>	<p><i>Cross-Disciplinary Integration</i></p> <ul style="list-style-type: none"> • To develop the multiple business disciplines, including finance, marketing, accounting, economics and a specific focus on international business. • To apply a strategic perspective that integrates multiple business disciplines. • To recognize the cultural and political interrelationship of doing business in a global environment. <p><i>Critical and Creative Thinking/Deciding</i></p> <ul style="list-style-type: none"> • To identify valid business problems using analytical, critical and creative thinking skills. • To discuss analytical, critical and creative solutions in order to solve business problems effectively. • To explain the impact of national social systems on international business, and on the dynamic interrelationships between domestic and international environments.

		<p><i>Character</i></p> <ul style="list-style-type: none"> • To exhibit the ability to make ethical business decisions based on a Christian worldview. • To identify and give voice to personal values. <p><i>Communication</i></p> <ul style="list-style-type: none"> • To convey ideas clearly through professional written communication. • To express ideas concisely through oral presentations. <p><i>Collaboration</i></p> <ul style="list-style-type: none"> • To make valuable contributions to a team in a dynamic competitive environment. • To evaluate personal and peers' contributions to a project's success.
Marketing, B.S.	We passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.	<p><i>Cross-Disciplinary Integration</i></p> <ul style="list-style-type: none"> • To develop the multiple business disciplines, including finance, economics, accounting and a specific focus on marketing. • To apply a strategic perspective that integrates multiple business disciplines. <p><i>Critical and Creative Thinking/Deciding</i></p> <ul style="list-style-type: none"> • To identify valid business problems using analytical, critical and creative thinking skills. • To discuss analytical, critical and creative solutions in order to solve business problems effectively. • To develop competence at articulating and defending strategic business decisions made based on analysis of market data and research. <p><i>Character</i></p> <ul style="list-style-type: none"> • To exhibit the ability to make ethical business decisions based on a Christian worldview. • To identify and give voice to personal values. <p><i>Communication</i></p> <ul style="list-style-type: none"> • To convey ideas clearly through professional written communication. • To express ideas concisely through oral presentations. <p><i>Collaboration</i></p> <ul style="list-style-type: none"> • To make valuable contributions to a team in a dynamic competitive environment. • To evaluate personal and peers' contributions to a project's success.
M.B.A.	We passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.	<p><i>Cross-Discipline Integration</i></p> <ul style="list-style-type: none"> • To develop an understanding of multiple business disciplines, including

		<ul style="list-style-type: none"> administration, leadership, economics, finance, and marketing. To formulate a strategic and global perspective that integrates the cross-functional areas of business. <p><i>Critical and Creative Thinking</i></p> <ul style="list-style-type: none"> To quickly and accurately identify and anticipate valid business problems using analytical, critical and creative thinking skills. To recommend strategic solutions to ambiguous business problems using analytical, critical and creative thinking skills. <p><i>Character</i></p> <ul style="list-style-type: none"> To exhibit an understanding of leadership and ethics based on a Christian worldview. To demonstrate the ability to give voice to and defend personal values. <p><i>Communication Skills</i></p> <ul style="list-style-type: none"> To compose professional written business communications that are clear, concise, and compelling. To create and deliver professional oral business presentations. <p><i>Collaboration</i></p> <ul style="list-style-type: none"> To compose professional written business communications that are clear, concise, and compelling. To create and deliver professional oral business presentations.
<p>Human Resource and Organizational Development, M.A.</p>	<p>We passionately pursue academic excellence and spiritual enrichment to advance the work of God in business and society around the world.</p>	<p><i>Cross-Disciplinary Integration</i></p> <ul style="list-style-type: none"> To formulate a strategic human resources perspective that equips students to partner and consult with leaders from multiple business disciplines. To develop an understanding of legal and ethical demands of employment practices and their effects on the business. To incorporate principles of effective learning and development system design and assess their impact on employee performance and engagement. <p><i>Critical and Creative Thinking</i></p> <ul style="list-style-type: none"> To quickly and accurately identify and anticipate valid business problems using analytical, critical and creative thinking skills. To recommend strategic solutions to ambiguous business problems using analytical, critical and creative thinking skills. <p><i>Character</i></p> <ul style="list-style-type: none"> To exhibit an understanding of leadership and ethics based on a Christian worldview. To demonstrate the ability to give voice to and defend personal values.

Communication Skills

- To compose professional written business communications that are clear, concise, and compelling.
- To create and deliver professional oral business presentations.

Collaboration

- To develop the skills necessary to successfully lead and contribute to a team in a dynamic competitive environment.
- To detect, confront, and solve interpersonal and group conflicts

School of Education

<p>Teacher Librarian Services Credential</p>	<p>The Library Media Teacher (LMT) program, within the Department of Advanced Studies in Education, prepares library media teachers to work as librarians and media specialist/technology experts in K-12 schools libraries in CA.</p> <p>The mission, goals, and philosophy of the Library Media Teacher program are imbedded in the mission, goals, and philosophy of the Department of Advanced Studies in Education, the School of Education, and Azusa Pacific University. The conceptual framework for the School of Education includes three learner goals: We prepare:</p> <ol style="list-style-type: none"> 1. Ethical professionals who are able to understand and articulate the integration of a Christian worldview with their discipline in their communities of practice. 2. Responsive professionals who practice reflective critical thinking in their engagements with diverse communities of learners. 3. Informed scholarly professionals who are dedicated to collaboration and lifelong learning. 	<ul style="list-style-type: none"> • Prepare a school library budget • Prepare a library selection policy • Prepare a storytelling activity • Prepared a booktalk/lesson • Catalog materials using appropriate sources • Evaluate reference sources • Prepare a collaborative lesson • Prepare a software evaluation form with appropriate criteria • Design a multimedia project • Write an essay on a Christian worldview and school librarianship
<p>Curriculum and Instruction in Multicultural Contexts (CIMC), M.A.Ed.</p>	<p>The Curriculum and Instruction in Multicultural Contexts (CIMC) Program, within the Advanced Studies Department in the School of Education, offers a Master of Arts in Education for professionals teaching in K-12 schools or colleges. Through coursework and practical experiences, CIMC graduate students develop as informed, responsive, and ethically-guided scholarly educators with a commitment to advocacy for individual worth, diversity, and social justice. The CIMC Program prepares educators to be committed to engage in reflective scholarly practices, integrating sound, theoretical knowledge with Christian faith perspectives, and improving decision-making strategies to serve diverse communities of learners.</p>	<ul style="list-style-type: none"> • CCTC/NCATE Accreditation Outcomes according to standards • Candidates demonstrate content, pedagogical, and professional knowledge, skills, and dispositions within SOE conceptual framework of ethical, reflective, and informed educator • Assessment data used for CIMC program improvement <p>Students who complete the CIMC program at APU will have the opportunity to demonstrate the following performance outcomes based on the School of Education three learner goals. CIMC program students will be:</p> <ul style="list-style-type: none"> • Community Builders who build relationships with and take advocacy roles for students, families, and organizations in diverse communities, integrating the ethical perspectives of a Christian worldview. • Responsive Teachers who assess and respond to the strengths, capabilities, and resources of students in diverse settings • Strategic Teachers who design and implement effective, creative, and collaborative learning contexts for diverse students • Social Justice Advocates who are advocates for issues of social justice in local and global settings; and through modeling of ethical perspectives, guide students in gaining greater awareness and taking action on these issues • Teacher Researchers who value their role as teacher action researchers as a means to transform schools and schooling and to promote ethical perspectives.

<p>Educational Counseling (w/ School Counseling Credential), M.A.Ed.</p>	<p>The Department School Counseling and School Psychology within the School of Education at Azusa Pacific University offers adult learners academic and practical preparation for careers in School Counseling and School Psychology. The Department provides course work and supervises field work leading to degrees titled, Masters of Arts in Education: Educational Counseling and Masters of Arts in Education: Educational Psychology. In addition, the Department offers a credential only program for persons who hold a Masters Degree and wish certification in School Counseling or School Psychology.</p>	<p>Students who complete the MA degree and PPS credential in School Counseling are able to:</p> <ul style="list-style-type: none"> • Engage in data-based decision making and utilize accountability measures • Consult and Collaborate with school-based professionals and community members/ organizations • Apply effective instruction and development of cognitive/academic skills • Develop socialization and life skills • Understand the role of student diversity in development and learning • Become familiar with school and systems organization, policy development, and climate • Assess and apply appropriate measures pertaining to prevention, crisis intervention, and mental health in the field • Acquire an understanding and engage in home/school/community collaboration • Be active in research and program evaluation • Develop an understanding and continued involvement with school counseling practice and development • Integrate the latest information and technology practices available in the field
<p>Educational Psychology (w/ School Psychology Credential), M.A.Ed.</p>	<p>The Department School Counseling and School Psychology within the School of Education at Azusa Pacific University offers adult learners academic and practical preparation for careers in School Counseling and School Psychology. The Department provides course work and supervises field work leading to degrees titled, Masters of Arts in Education: Educational Counseling and Masters of Arts in Education: Educational Psychology. In addition, the Department offers a credential only program for persons who hold a Masters Degree and wish certification in School Counseling or School Psychology.</p>	<p>Students who complete the MA degree and obtain a credential in the School Psychology program are able to:</p> <ul style="list-style-type: none"> • Engage in data-based decision making and utilize accountability measures • Consult and Collaborate with school-based professionals and community members/ organizations • Apply effective instruction and development of cognitive/academic skills • Develop socialization and life skills • Understand the role of student diversity in development and learning • Become familiar with school and systems organization, policy development, and climate • Assess and apply appropriate measures pertaining to prevention, crisis intervention, and mental health in the field • Acquire an understanding and engage in home/school/community collaboration • Be active in research and program evaluation • Develop an understanding and continued involvement with school counseling practice and development • Integrate the latest information and technology practices available in the field

<p>Educational Leadership, Ed.D.</p>	<p>The Department of Doctoral Studies in Education offers an Ed.D. in Educational Leadership to a broad range of educators, particularly those in administrative, teaching, and school psychology roles who wish to expand and deepen their knowledge and enhance their capacity to lead, inspire, and educate. This is accomplished through a common core of courses including those in research, strengths, and ethics from a Christian perspective and through one of three possible emphases: Teaching and Learning, Leadership, and School Psychology. The mission of the department is to enable students to become:</p> <ol style="list-style-type: none"> 1. Scholarly practitioners who are able to gather and generate information, examine it critically, communicate results effectively, and use conclusions appropriately as lifelong learners. 2. Values-driven leaders and educators who are strengths-focused, possessing moral, ethical, and spiritual commitments that are reflected in lives of integrity and congruence. 3. Culturally aware change agents who are outcomes-driven and skilled in motivating diverse learners through visionary instructional leadership. 	<p><i>Problem Identification</i></p> <ul style="list-style-type: none"> • Formulates a research question and identifies significant questions and impact <p><i>Information Gathering</i></p> <ul style="list-style-type: none"> • Conducts literature searches; Evaluates research literature; Writes literature reviews <p><i>Information Generating</i></p> <ul style="list-style-type: none"> • Designs research Selects or designs appropriate research tools; collects data <p><i>Critical Analysis</i></p> <ul style="list-style-type: none"> • Analyzes data and findings <p><i>Appropriate Conclusions</i></p> <ul style="list-style-type: none"> • Draws logical conclusions; Articulates implications for practice and further research; Recommends actions based on evidence and values <p><i>Ethics and Integrity</i></p> <ul style="list-style-type: none"> • Exemplifies professional ethics and personal integrity in research and decision-making <p><i>Effective Communication</i></p> <ul style="list-style-type: none"> • Writes accurately and coherently, uses APA style <p><i>Values Driven Leader who</i></p> <ul style="list-style-type: none"> • uses strengths, uses Christian principles, demonstrates belief in diversity <p><i>Culturally Aware Change Agent who</i></p> <ul style="list-style-type: none"> • develops a shared vision, promotes professional growth, student success, including diverse students, promotes change, and confronts injustice
<p>Educational Technology and Learning, M.A.</p>	<p>The Master of Arts in Educational Technology and Learning is located in the Department of Advanced Studies in Education. The MA in Ed. Tech & Learning is an advanced degree program for educators who are primarily working professionals. The vast majority of candidates are classroom teachers who have elected to return to school to earn a master's degree.</p>	<ul style="list-style-type: none"> • CCTC/NCATE Accreditation Outcomes according to standards • Candidates demonstrate content, pedagogical, and professional knowledge, skills, and dispositions within SOE conceptual framework of ethical, reflective, and informed educator • Data & program improvement <p>The Educational Technology and Learning program uses the SOE Learner goals of Ethical, Reflective, and Informed educators. In addition candidates will:</p> <ul style="list-style-type: none"> • Examine, explore, and articulate their role as Christian educators • Plan and design effective learning environments and experiences supported by technology to maximize student learning • Demonstrate a sound understanding of technology operations and concepts • Apply technology to facilitate a variety of effective assessment and evaluation strategies • Understand the social, ethical, legal, and human issues in the use of technology in P-16 schools and apply that understanding in practice • Use technology to support learner centered strategies that address the diverse needs of students

		<ul style="list-style-type: none"> • Candidates design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content-specific learning.
Educational Technology Online, M.A.	<p>The Online Master of Arts in Educational Technology at Azusa Pacific University offers a 36 unit, 100% online advanced degree available to educators across the nation. The coursework is sequenced and integrated to progressively develop content, professional and pedagogical knowledge and dispositions in the field. Built on the mission of the University, School of Education, and Department of Innovative Educational Technology & Physical Education, the online Master of Arts in Educational Technology provides a scholarly and constructivist dynamic online learning environment where K-14 educators are trained to be leaders in new and innovative methods for the 21st century, equipped to infuse and implement technology effectively into K-14 teaching/learning environments and online learning communities.</p>	<p>Candidates who complete the Online MA in Ed Tech Program will:</p> <ul style="list-style-type: none"> • Be equipped to infuse and implement technology effectively into K-U teaching/learning environments and online learning communities • Gain a functional understanding of educational technology, online learning, and principles of curriculum infusion of technology • Acquire proficiency in implementing a wide variety of telecommunication tools and web-based resources • Develop and implement a global learning project and utilize instructional design and hypermedia to effectively communicate curricular activities • Align infusion of technology with knowledge gained through the study of historical and philosophical educational theories and research findings from contemporary psychologists. • Evaluate emerging trends in technology and apply technology-supported curricular tools to their teaching/learning environments • Showcase the application of all their program learning through a comprehensive website (eportfolio) • Articulate personal, professional and technology growth throughout the program.
Preliminary Administrative Services Credential and Internship Credential (PASC), Tier I	<p>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.</p> <p>Department of Educational Leadership Mission Statement The department of Educational Leadership at Azusa Pacific University is a Christian community of scholarly believers who seek to advance the work of God in public and private P-12 schools by effectively training future school leaders in the knowledge, skills, and dispositions required of school leadership through academic excellence and a Christian perspective of truth and life.</p>	<p><i>Vision</i></p> <ul style="list-style-type: none"> • Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. • Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system. • Use the influence of diversity to improve teaching and learning. • Identify and address any barriers to accomplishing the vision. • Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision. • Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students. <p><i>Culture</i></p> <ul style="list-style-type: none"> • Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.

- Promote equity, fairness, and respect among all members of the school community.
- Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that: - recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
- Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
- Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
- Create an accountability system grounded in standards-based teaching and learning.
- Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

Resources Management

- Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
- Utilize effective and nurturing practices in establishing student behavior management systems.
- Establish school structures and processes that support student learning.
- Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
- Align fiscal, human, and material resources to support the learning of all subgroups of students.
- Monitor and evaluate the program and staff.
- Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Collaboration and Communication

- Recognize and respect the goals and aspirations of diverse family and community groups.
- Treat diverse community stakeholder groups with fairness and respect.
- Incorporate information about family and community expectations into school decision-making and activities.
- Strengthen the school through the establishment of community, business, institutional, and civic partnerships.

- Communicate information about the school on a regular and predictable basis through a variety of media.
- Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

Ethics and Personal and Professional Development

- Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.
- Protect the rights and confidentiality of students and staff.
- Use the influence of the office to enhance the education program, not personal gain.
- Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.
- Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.
- Reflect on personal leadership practices and recognize their impact and influence on the performance of others.
- Engage in professional and personal development.
- Encourage and inspire others to higher levels of performance, commitment, and motivation.
- Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Social, Political, and Cultural Leadership

- Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.
- Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- Generate support for the school by two-way communication with key decision-makers in the school community.
- Collect and report accurate records of school performance.
- View oneself as a leader of a team and also as a member of a larger team.

		<ul style="list-style-type: none"> • Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.
<p>Professional Administrative Services Credential (PASC), Tier II</p>	<p>Department of Educational Leadership Mission Statement The department of Educational Leadership at Azusa Pacific University is a Christian community of scholarly believers who seek to advance the work of God in public and private P-12 schools by effectively training future school leaders in the knowledge, skills, and dispositions required of school leadership through academic excellence and a Christian perspective of truth and life.</p>	<ul style="list-style-type: none"> • Develop a Shared Vision • Plan/Implement Activities Around the Vision • Allocate Resources to Support the Vision • Develop a School Culture and Ensure Equity • Guide the Instructional Program • Guide Professional Growth of Staff • Create and Utilize Accountability Systems • Ensure a Safe School Environment • Create an Infrastructure to Support an Effective Learning Environment • Management School as a Learning-Support System • Maintain Legal Integrity • Collaborate to Incorporate the Perspective of Families and Community Members • Establish and Manage Linkages Between the Site and the Larger Community Context • Engage and Coordinate Support from Agencies Outside the School • Maintain Ethical Standards of Professionalism • Guide Sound Courses of Action Using Pertinent, State-of-the-Art Methods • Model Reflective Practice and Continuous Growth • Sustain Professional Commitment and Effort • Engage with the Policy Environment to Support School Success • Interact with Stakeholders

<p>Physical Education, M.S.</p>	<p>The Master of Science in Physical Education is part of the Department of Advanced Studies in Education. We view our discipline as a unique field within the university. The Graduate Physical Education of Azusa Pacific University endeavors to equip students with lifelong skills and knowledge through scholarly endeavors. The goal of the academic curriculum in physical education is to develop each student's awareness of the process involved in affecting a change in the lives of people whom they will serve in the years to come. Through the mastery learning of professional skills, knowledge, teaching techniques and strategies, as well as social and ethical considerations, this mission will be accomplished.</p>	<ul style="list-style-type: none"> • CCTC/NCATE Accreditation Outcomes according to standards • Candidates demonstrate content, pedagogical, and professional knowledge, skills, and dispositions within SOE conceptual framework of ethical, reflective, and informed educator • Data & program improvement • Exhibit responsive personal and social behavior that respects self and others in physical activity and society • Develop a proficient competency for the analysis and evaluation of curriculum in physical education and athletic programs • Demonstrate fundamental knowledge concerning professional literature as it relates to physical education, and demonstrate competency in accessing reputable resources from APU's online library and the Internet • Demonstrate a verbal mastery of current topics and issues related to physical education and sport and display higher order thinking in individual and small group dialogue. • Demonstrate a base fundamental knowledge concerning history/philosophy and how it interacts with the discipline of physical education. • Demonstrate the ability to deal with individuals from diverse cultural and ethnic backgrounds, view points and religious backgrounds, and to help students meet their own needs. • Articulate their beliefs referring to spiritual development. • Gain an understanding of the research process and the techniques generally used in physical education and exercise science. • Attain reasonable skills in planning a research project and in writing a research report in accordance with the APA format. • Gain skills in working in groups to critically analysis and evaluate cases and its impact on physical education and athletics.
<p>Special Education, M.A.Ed./ Credentials</p>	<p>To embody the whole essence of Christianity while engaging in the Scholarship of Discovery, Integration, Application, Teaching, and Service such that our students become:</p> <p>1. Identified as competent, innovative, visionary educators able to create environments within their professions that</p>	<ul style="list-style-type: none"> • Candidates will articulate and analyze their understanding of the Christian worldview. • Candidates will model ethical dispositions throughout the program. • Candidates are familiar with the principles of content-specific and developmentally appropriate pedagogy.

	<p>contribute to the learning, growth, and development of the whole person, as spiritual, emotional, psychological, and social creations, and empower those with whom they work to live the "whole person" concept in the world.</p> <p>2. 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 dedicated to improving their own professional practice, as well as that of other professions.</p> <p>3. 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.</p>	<ul style="list-style-type: none"> • Candidates are able to connect instructional planning to student characteristics for academic learning. • Candidates will be able to plan and implement classroom assessment of academic learning goals. • Candidates are able to design academic lesson plans, implement them, assess students and reflect on the instructional process. • Candidates will understand and utilize technology in the classroom. • Candidates will carry out professional, legal and ethical obligations expected of them. • Candidates will demonstrate the ability to collaborate and communicate effectively with: individuals with disabilities and their parents, other family members and primary care givers, school administrators, general and special education teachers, specialists, paraprofessionals, and community agency and related service personnel.
<p>Teacher Ed, M.A.Ed./ CLAD Certificate</p>	<p>Our mission is to produce teachers who are ethical, responsive, and informed practitioners who are faithful stewards of their time, talents, and resources. They will model servanthood as a means to clarify and practice their faith and knowledge.</p>	<p><i>Faith Goals</i></p> <ul style="list-style-type: none"> • Candidates will articulate and analyze their understanding of the Christian worldview. • Candidates will model ethical dispositions throughout the program. <p><i>Academic Goals</i></p> <ul style="list-style-type: none"> • Candidates are familiar with the principles of content – specific and developmentally appropriate pedagogy • Candidates are able to connect instructional planning to student characteristics for academic learning. • Candidates will be able to plan and implement classroom assessment of academic learning goals • Candidates are able to design academic lesson plans, implement them, assess students and reflect on the instructional process. <p><i>Professional Goals</i></p> <ul style="list-style-type: none"> • Candidates will carry out professional, legal and ethical obligations expected of them. • Candidates will work with communities, families as well as colleagues to improve their professional practice.

School of Music

<p>Music, B.A.</p>	<p>The undergraduate program in the School of Music at Azusa Pacific University offers a Bachelor of Music degree in performance, and Bachelor of Arts degrees with emphases in music education, music theory, church music, commercial music, and performance. Merging classical and contemporary musical training within a Christian academic setting, the undergraduate program in the School of Music prepares individuals for graduate studies or for success in their chosen careers.</p>	<p>Consistent with the specific requirements of his/her concentration, the undergraduate student will:</p> <ul style="list-style-type: none"> • Demonstrate a command of basic skills in written harmony and proficiency in basic aural skills. • Demonstrate adequate keyboard skills to succeed in advanced coursework. • Demonstrate historical-cultural understanding of music from antiquity through the twentieth century. • Demonstrate knowledge of instrumental or choral conducting • Demonstrate skill in ensemble performance. • Demonstrate ability to articulate personal faith journey and Christian worldview. • Demonstrate knowledge of music in the context of a culture of faith.
<p>Performance, B.M.</p>	<p>The undergraduate program in the School of Music at Azusa Pacific University offers a Bachelor of Music degree in performance, and Bachelor of Arts degrees with emphases in music education, music theory, church music, commercial music, and performance. Merging classical and contemporary musical training within a Christian academic setting, the undergraduate program in the School of Music prepares individuals for graduate studies or for success in their chosen careers.</p>	<p>Consistent with the specific requirements of his/her performance area and concentration, the undergraduate student will:</p> <ul style="list-style-type: none"> • Demonstrate a command of basic skills in written harmony and proficiency in basic aural skills. • Demonstrate adequate keyboard skills to succeed in advanced coursework. • Demonstrate a growing repertoire of knowledge, technique, artistry, and style appropriate to a diverse representation of composers, historical eras, performance practices, and interpretive guidelines. • Demonstrate analytical knowledge and skill for tonal and/or post-tonal music. • Demonstrate understanding of the literature and repertoire appropriate for his/her concentration. • Demonstrate understanding of the literature and repertoire appropriate for his/her concentration. • Demonstrate knowledge of instrumental or choral conducting. • Demonstrate a high level of skill in ensemble performance. • Demonstrate ability to articulate personal faith journey and Christian worldview. • Demonstrate knowledge of music in the context of a culture of faith.

<p>Composition, MM</p>	<p>The graduate program in the School of Music at Azusa Pacific University offers a Master of Music degree in conducting, performance, music education and composition. Merging classical and contemporary musical training within a Christian academic setting, the graduate School of Music prepares individuals for advanced studies or for success in their chosen careers.</p>	<p>Consistent with the specific requirements of his/her concentration, Master of Music in Composition graduates are able to:</p> <ul style="list-style-type: none"> • Demonstrate advanced levels of arranging and composition technique and artistry, appropriate to a diverse representation of historical eras and styles. • Demonstrate advanced knowledge and application of music software including Logic Pro, Finale and Pro Tools. • Demonstrate advanced analytical knowledge and skill for tonal and/or post-tonal music. • Demonstrate research skills in music and advanced understanding of the literature appropriate for his/her concentration. • Demonstrate advanced historical-cultural understanding of music from antiquity through the twentieth century • Demonstrate ability to articulate personal faith journey and Christian world view. • Demonstrate knowledge of music in the context of a culture of faith.
<p>Conducting, MM</p>	<p>The graduate program in the School of Music at Azusa Pacific University offers a Master of Music degree in conducting, performance, music education and composition. Merging classical and contemporary musical training within a Christian academic setting, the graduate School of Music prepares individuals for advanced studies or for success in their chosen careers.</p>	<p>Consistent with the specific requirements of his/her concentration, Master of Music in Conducting graduates are able to:</p> <ul style="list-style-type: none"> • Demonstrate advanced levels of repertoire knowledge, technique, artistry, and style appropriate to a diverse representation of composers, historical eras, performance practices, and interpretive guidelines. • Demonstrate advanced analytical knowledge and skill for tonal and/or post-tonal music. • Demonstrate research skills in music and advanced understanding of the literature and repertoire appropriate for his/her concentration. • Demonstrate advanced historical-cultural understanding of music from antiquity through the twentieth century. • Demonstrate advanced knowledge of orchestration appropriate to instrumental conducting. • Demonstrate advanced knowledge of choral arranging appropriate to choral conducting. • Demonstrate knowledge of vocal development and production appropriate to advanced choral conducting. • Demonstrate ability to articulate personal faith journey and Christian world view. • Demonstrate knowledge of music in the context of a culture of faith.

<p>Education, MM</p>	<p>The graduate program in the School of Music at Azusa Pacific University offers a Master of Music degree in conducting, performance, music education and composition. Merging classical and contemporary musical training within a Christian academic setting, the graduate School of Music prepares individuals for advanced studies or for success in their chosen careers.</p>	<p>Consistent with the specific requirements of his/her concentration, the master's graduate in music education will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of philosophical foundations of music education and principles of the psychology of music. • Demonstrate knowledge of American musical traditions and the development of music teaching in the context of a changing American society. • Demonstrate advanced analytical knowledge and skill for tonal and/or post-tonal music. • Demonstrate advanced research skills in music and advanced understanding of the literature and repertoire appropriate for his/her concentration. • Demonstrate advanced historical-cultural understanding of music from antiquity through the twentieth century. • Demonstrate advanced knowledge of orchestration appropriate to K-12 instrumental music specialists. • Demonstrate advanced knowledge of choral arranging appropriate to K-12 choral music specialists. • Demonstrate knowledge of current trends and issues in the K-12 choral and instrumental music classroom. • Demonstrate ability to articulate personal faith journey and Christian world view. • Demonstrate knowledge of music in the context of a faith tradition and culture.
<p>Performance, MM</p>	<p>The graduate program in the School of Music at Azusa Pacific University offers a Master of Music degree in conducting, performance, music education and composition. Merging classical and contemporary musical training within a Christian academic setting, the graduate School of Music prepares individuals for advanced studies or for success in their chosen careers.</p>	<p>Consistent with the specific requirements of his/her performance area and concentration, the master's graduate will:</p> <ul style="list-style-type: none"> • Demonstrate advanced levels of repertoire knowledge, technique, artistry, and style appropriate to a diverse representation of composers, historical eras, performance practices, and interpretive guidelines. • Demonstrate advanced analytical knowledge and skill for tonal and/or post-tonal music. • Demonstrate research skills in music and advanced understanding of the literature and repertoire appropriate for his/her concentration. • Demonstrate advanced historical-cultural understanding of music from antiquity through the twentieth century. • Demonstrate advanced knowledge of instrumental or choral conducting. • Demonstrate advanced skill in ensemble performance. • Demonstrate ability to articulate personal faith journey and Christian world view. • Demonstrate knowledge of music in the context of a culture of faith.

School of Nursing

<p>Nursing, B.S.N.</p>	<p>The School of Nursing offers a four-year baccalaureate program accredited by the Commission on Collegiate Nursing Education and the California State Board of Registered Nursing. The program enables the student to take the NCLEX (National Council Licensure Exam) California Board of Registered Nursing examination for RN licensure. The graduate is eligible to apply for a California State Public Health Certificate. The program also offers options for registered nurses and licensed vocational nurses leading to a Bachelor of Science in Nursing.</p>	<ul style="list-style-type: none"> • Utilizes a Christian worldview to integrate beliefs, values, ethics, and service in personal and professional life. • Provides nursing care utilizing professional knowledge and core competencies (critical thinking, communication, assessment and technical skills) derived from a foundation of nursing science, general education, and religious studies. • Demonstrates initiative for continual personal and professional growth and development. • Acts as a patient educator and advocate to promote optimal health and well-being. • Functions independently and collaboratively, both as a leader and/or a member of the health care team, to manage and coordinate care.
<p>Nursing, Master of Science, M.S.N.</p>	<p>The Department of Master's and Post-Master's Nursing offers a Master of Science in Nursing and credential programs to prepare nurses for advanced practice roles. The curriculum for these programs reflects the School of Nursing mission and philosophy and professional education standards for nursing. The programs are accredited by the Commission on Collegiate Nursing Education, the California State Board of Registered Nursing, and the State of California Commission on Teacher Credentialing. Graduates are eligible to apply for state certification or credential in their specialties and may write national certification examinations where these are offered through specialty boards.</p>	<ul style="list-style-type: none"> • 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 to contribute to the body of nursing knowledge. • 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.

<p>Second Degree Programs (EENAP and SCAN)</p>	<p>The Second Degree Programs support the SON offering entry level nursing second Baccalaureate and Master of Science programs to prepare nurses for entering into professional nursing and subsequently advanced practice roles. These programs prepare students to take the NCLEX for RN licensure; to apply for a California PHN certificate; and upon completion of the masters program, to be eligible for state certification and national certification in advanced practice specialties.</p>	<p><i>Pre-licensure courses</i></p> <ul style="list-style-type: none"> • Utilizes Christian worldview to integrate beliefs, values, ethics and service in personal and professional life. • Provides nursing care utilizing professional knowledge (health promotion, illness and disease management, information and health care technology, ethics, human diversity, global health care and health care systems and policies) and core competencies (critical thinking, communication, assessment and technical skills) derived from a foundation of nursing science, general education and religious studies. • Demonstrates initiative for personal and professional growth and development. • Acts as a patient and family educator and advocate to promote optimal health and well being. • Functions independently and collaboratively both as a leader and/or member of a health care team to manage and coordinate care. <p><i>Post-licensure courses</i></p> <ul style="list-style-type: none"> • Synthesizes knowledge from theory and research to evaluate its applicability to professional nursing practice and health policy. • Evaluates delivery of health care to individuals, families, and communities based on a theoretical frame of reference. • Demonstrates competence in an advanced nursing role incorporating consultation, leadership, management, and teaching in a specialized area of nursing practice. • Utilizes the research process to improve health care and contribute to the body of nursing knowledge. • Applies bioethical and spiritual concepts in nursing practice and health policy. • Articulate how the basic tenets of the Christian faith inform nursing practice. • Provide spiritual care with an understanding of the influential elements of one's own spiritual formation and beliefs.
<p>Doctor of Philosophy in Nursing, Ph.D.</p>	<p>The School of Nursing at Azusa Pacific University offers a Doctor of Philosophy in Nursing Program with two areas of concentration: 'Health of the Family and Community' and 'International and Global Health'. A sub specialization in Nursing Education is available to prepare the graduate for an academic role.</p> <p>The central purpose of the PhD program is the enrichment of the mind and spirit, the lifelong pursuit of knowledge, and the discovery and advancement of nursing knowledge for the health of all persons and society.</p>	<ul style="list-style-type: none"> • Develop, test, and use theoretical knowledge to advance nursing science and improve health outcomes. • Pursue systematic intellectual inquiry relevant to the discipline of nursing and health care. • Use frameworks for understanding sources of knowledge in nursing, modes of inquiry and models of scholarship. • Develop ethical, social, and health policy for the advance of nursing education, research, and the health of those whom nursing serves. • Articulate the intersection of the Christian tradition with the nursing profession.

Haggard Graduate School of Theology

<p>Ministry, D.Min.</p>	<p>Haggard Graduate School of Theology, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, seeks to prepare men and women for effective, practical ministry in the church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, writing, and publication.</p> <p>The Doctor of Ministry Program focuses on spiritual formation and ministry leadership. Through 36 units in theology and ministry, students grow personally and spiritually, develop cutting-edge skills and competence in the practice of ministry, and make scholarly contributions to the field of ministry practice.</p>	<ul style="list-style-type: none"> • 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 renewal movements enhance or inhibit the formation of Christian character. • Understand the dynamics of spiritual life in the context of urban life and ministry. • Ascertain how persons form habits that facilitate spiritual growth. • Synthesize and apply the theories of spiritual formation to personal spiritual growth and the tasks of ministry through experience-oriented learning strategies. • Analyze and critique 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. • Analyze and explain the relationship between personal piety and the promotion of social justice.
<p>M.A. of Divinity</p>	<p>Haggard Graduate School of Theology, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, seeks to prepare men and women for effective, practical ministry in the church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, writing, and publication.</p> <p>The Master of Divinity Program prepares men and women for vocational ministry in the church through a course of study comprising 90 units in theological, biblical, and ministerial studies. An important 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 program. A biblical studies emphasis in the Master of Divinity Program serves students who wish to prepare for postgraduate work in biblical studies for careers of teaching in colleges, universities, or seminaries through additional coursework in biblical languages and biblical studies.</p>	<ul style="list-style-type: none"> • Reflect theologically, integrating scripture, church tradition, reason, and experience. • Study scripture historically and critically, emphasizing an inductive approach to its interpretation. • Practice Christian faith with global awareness and cultural sensitivity. • Embody and model a holy life that is being formed in faith and love, reflective of our Wesleyan heritage. • Develop competency in the pastoral responsibilities of preaching, teaching, leadership, and pastoral care • Integrate social justice and social action into their various ministries. • Minister effectively: Minister effectively in the church throughout the world.

<p>Theological Studies, M.A.</p>	<p>Haggard Graduate School of Theology, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, seeks to prepare men and women for effective, practical ministry in the church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, writing, and publication.</p> <p>The Master of Arts in Theological Studies Program prepares men and women for teaching in Christian schools or colleges, or for further doctoral studies, with a course of study comprising 60 units in biblical and theological studies, with a specialization in one of these fields.</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of the historical and cultural setting of biblical texts and applies this appropriately to their interpretation. • Demonstrates ability to practice close (inductive) reading of biblical texts, including attention to various aspects of their structure. • Engages critically different interpretations of biblical texts. • Demonstrate critical theological thinking by integrating Scripture, tradition, and experience in theological deliberations. • Demonstrate critical theological thinking by engaging diverse theological viewpoints. • Demonstrate critical theological thinking by applying theological concepts to the church and society. • Demonstrate mastery of the craft of scholarly research and writing.
<p>Pastoral Studies, M.A.</p>	<p>Haggard Graduate School of Theology, in keeping with its commitment to the centrality of Jesus Christ and the authority of Scripture, seeks to prepare men and women for effective, practical ministry in the church throughout the world by promoting the spiritual, personal, and vocational development of students and by extending theological knowledge through academic inquiry, research, writing, and publication.</p> <p>The Master of Arts in Pastoral Studies Program prepares men and women for a specialized field of church ministry through a program of study comprising 60 units in biblical, theological and ministerial studies. An important 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 program. Students concentrate in one area of ministry: church leadership and development; intercultural studies; urban studies; worship leadership; or youth ministry.</p>	<ul style="list-style-type: none"> • Study scripture historically and critically, emphasizing an inductive approach to its interpretation • Reflect theologically, integrating scripture, church tradition, reason, and experience. • Practice Christian faith with global awareness and cultural sensitivity. • Embody and model a holy life that is being formed in faith and love, reflective of our Wesleyan heritage. • Minister effectively in the church throughout the world. • Integrate personal and vocational development through disciplined reflection on ministerial, personal, and academic experiences. • Develop vocational proficiency and leadership ability in a specialized field of ministry.

Undergrad Theology

<p>Biblical Studies, B.A.</p>	<p>The Department of Biblical Studies at Azusa Pacific University aims to equip undergraduate students by offering degree programs in Biblical Studies, supporting the General Studies program with courses in Biblical Studies, and preparing undergraduate men and women for ministry and/or graduate programs. Emphasis is placed upon training them in leadership perspectives, intelligent interpretation of the Christian Scriptures, and integrating their understanding of the Bible with their responses to God, self, and neighbor as well as to just responses to human need.</p>	<ul style="list-style-type: none"> • Demonstrates knowledge of the historical and cultural setting of biblical texts and applies this appropriately to their interpretation. • Demonstrates ability to practice close (inductive) reading of biblical texts, including attention to various aspects of their structure. • Engages critically different interpretations of biblical texts. • Demonstrate critical theological thinking by integrating Scripture, tradition, and experience in theological deliberations. • Demonstrate critical theological thinking by engaging diverse theological viewpoints. • Demonstrate critical theological thinking by applying theological concepts to the church and society. • Demonstrate mastery of the craft of scholarly research and writing.
<p>Practical Theology, B.A.</p>	<p>The department of practical theology equips undergraduate students majoring in Youth Ministry and Christian Ministries for professional ministry tasks and relationships in a transformational Christian community through multidisciplinary education and ministerial experiences that promote theological reflection, faith integration, and spiritual formation.</p>	<ul style="list-style-type: none"> • Demonstrate critical self-awareness in a variety of serving contexts • Demonstrate proficiency and progressive development in oral and written skills • Understand and remember relevant foundational practical theology, leadership, social science, and other theories • Use explicitly Christian criteria to evaluate a variety of social conditions and craft effective Christian actions • Choose to learn from geographically, ethnically, and theologically diverse Christianity

<p>Theology, B.A.</p>	<p>The Department of Theology and Philosophy exists to help undergraduate students become complete people who reason and think reflectively about responses to the world. The Department seeks to equip and encourage undergraduate students to become effective and faithful as scholars and servants by bringing them into fruitful engagement with a broad range of theological and philosophical resources and developing in them suitable analytical, reflective, and expressive skills.</p> <p>The Theology program exists to help equip and encourage undergraduate students to become effective and faithful theologians, well-prepared for further theological education as well as for service to the church, by developing in them suitable analytical, reflective, and expressive skills and bringing them into fruitful engagement with a broad range of theological resources that the Christian faith has produced as they learn to address Christian theology to contemporary issues.</p>	<p>Upon successful completion of APU's theology program, students will be able to:</p> <ul style="list-style-type: none"> • articulate and critically engage the historical, doctrinal, biblical and practical aspects of the Christian faith • demonstrate a comprehension of the contextual nature of Christian theology and church history through proficiently applying methodologies sensitive to the multi-faceted aspects of historical analysis • integrate theological knowledge and praxis as evidenced by scholarship skillfully incorporating transdisciplinary and transcultural perspectives • demonstrate thoughtful consideration and resolutions to current and historical issues in light of the church's scriptures and traditions • demonstrate continual intellectual growth through personal research and scholarship • manifest skills enabling them to be strong candidates for a graduate program in theology
<p>Philosophy, B.A.</p>	<p>The Department of Theology and Philosophy exists to help undergraduate students become complete people who reason and think reflectively about responses to the world. The Department seeks to equip and encourage undergraduate students to become effective and faithful as scholars and servants by bringing them into fruitful engagement with a broad range of theological and philosophical resources and developing in them suitable analytical, reflective, and expressive skills.</p> <p>The Philosophy program exists to help undergraduate students become complete people who reason and think reflectively about responses to the world, liberated from inadequate concepts and actions. In specific, the program equips its majors to become effective and faithful philosophers, well-prepared for further philosophical education as well as for a range of professional careers, by exposing them to the history and methods of philosophy, inspiring them to see philosophy as a tool for the discipleship of the mind, motivating them to explore philosophy further, training them in advanced philosophical topics and analytical, reflective, and expressive skills.</p>	<p>Upon successful completion of APU's philosophy program, students will be able to:</p> <ul style="list-style-type: none"> • formulate philosophical questions with precision and clarity • articulate the structure of a philosopher's position or philosophical text and assess its strengths and weaknesses • identify and critique key figures and themes in the history of philosophy and the perspectives of those marginalized by this history • critically analyze societal problems and proposed resolutions from a Christian perspective • demonstrate continual intellectual growth through personal research and scholarship • manifest skills enabling them to be strong candidates for a graduate program in philosophy

Student Life

Campus Pastor	Not Started	Not Started
Campus Safety	<p>It is the mission of the Department of Campus Safety to provide a safe and secure learning and working environment for the university community, and to assist in the protection of assets of Azusa Pacific University.</p> <p>The Department of Campus Safety provides extensive campus patrolling and educational programs for the university community to reduce crime. These proactive measures promote community involvement in order to protect facilities and most importantly, the people who visit, reside, study, or work at Azusa Pacific University.</p>	Not Started
Career Services	Azusa Pacific University Career Services exists for the purpose of equipping students to discern their calling and empowering them to steward their strengths and abilities in order to advance the work of Christ in the world.	<p><i>Counseling</i></p> <ul style="list-style-type: none"> Vocational calling: 50% of the students who have counseling appointment will be more knowledgeable and confident about their vocational calling <p><i>Resume Workshop</i></p> <ul style="list-style-type: none"> 60% of students who attend a resume workshop will strongly agree or agree that they learned what information to include in their resume <p><i>Interview Workshop</i></p> <ul style="list-style-type: none"> 60% of students who attend an interviewing workshop will learn how to improve their overall interviewing strategy <p><i>MBTI workshop</i></p> <ul style="list-style-type: none"> 60% of students who attend an MBTI workshop will strongly agree or agree that they understand how to use MBTI to choose a suitable work environment
Chapel	The Office of Chapel Programs exists to create a consistent rhythm of intentional worship experiences for undergraduates that encourage the university's spiritual formation convictions by means of a biblical, diverse, relevant, and challenging curriculum that utilizes creative arts, gifted speakers and Christian practices.	<p><i>Yearly Spiritual Emphasis</i></p> <ul style="list-style-type: none"> To create enough Chapel emphasis on the university's yearly spiritual transformation emphasis that students will be able to identify this emphasis and see the value of it. <p><i>Diversity of Styles</i></p> <ul style="list-style-type: none"> To create chapel experiences that reflect four different worship styles that students can identify and increase their value of.
Communiversity	Communiversity seeks to help students make connections to each other, to self development, to classroom learning, and to God's calling for their lives by providing engaging campus wide opportunities.	<p><i>Campus Recreation- Intramurals</i></p> <ul style="list-style-type: none"> Develops self-respect and respect for others while taking responsible risks Achieves balance between education, work, and leisure time Recognize, develop, demonstrate, appreciate, and maintain healthy relationships

and lifestyles

Campus Recreation- Outdoor Adventures

- Articulate greater appreciation for wilderness engagement, including environmental stewardship
- Achieves balance between education, work, and leisure time
- Gains ability to seek collaborative solutions to situations requiring adaptability

Campus Recreation- Sport Clubs and Organizations

- Discover methods for relationship development through athletic endeavors
- Develop understanding of fiscal and legal responsibility involved in club sports programming
- Create well developed partnerships with campus resources for programmatic success

Campus Recreation- Student Union

- Provide welcoming and safe space for student gatherings and connection
- Learn protocols for public engagement; supply information and resource connection as appropriate
- Generate ideas for maintenance/improvement of facilities and services to enhance campus community

Department Wide Objectives

- Integrate faith and experience, develop critical thinking skills regarding faith and practice in the real world
- Develop skills necessary to create balance between education, work, and leisure time
- Discover means and methods to build rich relationships and meaningful community
- Learn to respect cultural experiences different than their own
- Gain greater appreciation for experiences outside of student's comfort zone

Student Activities- Campus Life

- Achieve balance between education, work, and leisure time
- Develop sense of affinity for campus community and its members
- Employ critical thinking in engaging novel topics/opportunities

Student Activities- Concerts

- Achieve balance between education, work, and leisure time
- Gain appreciation for and inspiration from performance arts
- Build relationships with fellow students that share musical interests

Student Activities- Series Events

		<ul style="list-style-type: none"> • Achieve balance between education, work, and leisure time • Gain appreciation for cultural traditions and expressions different than their own • Engage and explore personal faith systems <p><i>Student Activities- Special Events</i></p> <ul style="list-style-type: none"> • Achieve balance between education, work, and leisure time • Develop sense of affinity for campus community and its members • Establish mutually rewarding relationships with friends and colleagues <p><i>Student Development- Clubs/Orgs</i></p> <ul style="list-style-type: none"> • Construct and maintain mutually rewarding relationships with students around shared interests • Exhibit ability to visualize a group purpose and desired outcome; create plan to achieve outcome • Participate in development, maintenance, and/or change of community standards <p><i>Student Development- Commuters</i></p> <ul style="list-style-type: none"> • Establish and/or maintain connections to campus resources and faculty/staff • Develop satisfying and productive lifestyles that achieve balance between education, work, and personal time • Build and/or preserve healthy relationships with fellow commuter and residential students <p><i>Student Development- Leadership</i></p> <ul style="list-style-type: none"> • Develop philosophy of leadership which encompasses both transactional and transformative components • Understand the need for leaders to be well rounded; creating appropriate boundaries between sacrificial service and healthy self-care • Seek to mentor and develop peers by providing opportunities for success and feedback
<p>Health Center</p>	<p>The Student Health Center supports the University by evaluating, treating, maintaining, and promoting optimal physical, mental, and spiritual well-being of the APU student body. The Health Center serves as advocates for patient care and promotes empowerment to patients to enhance healthy lifestyle choices.</p>	<ul style="list-style-type: none"> • Undergraduate students will have access to comprehensive health care services offered at the Health Center as evidenced by 100% students with health insurance. • Students will be empowered to achieve wellness of body, mind, and spirit through self-care, medical intervention, and spiritual support. • Undergraduate students will be immunized against disease, disability, and death from infectious diseases. • Undergraduate students who utilize Health Center services will demonstrate increased ability to achieve academic goals.

<p>Ministry and Service (MAS)</p>	<p>Ministry and Service (MAS) believes that faith in Christ should inspire people to reach out to a broken world and embody the good news of God's inclusive and empowering love for humanity. Driven by grace, a love for God is interconnected with a love of neighbor and should lead to a pathway of reconciled relationships with those across the street and around the world. The Office of Ministry and Service exists to educate and mobilize the APU undergraduate community toward an active response in service that advances the work of God in the world.</p> <p>Azusa Pacific University, founded as the Training School for Christian workers, has a strong legacy and commitment to service as a response to faith in Christ. This commitment begins in the city of Azusa, with strong partnerships connecting APU with children, families, community leaders, churches and the local government. Downtown Los Angeles provides additional opportunities to learn and grow in relationship with our neighbor. These experiences in service will help move the community from indifference, ignorance, and fear to faith, reconciliation, education, and action.</p> <p>As a foundational component of the APU undergraduate experience, each full-time student must fulfill 120 MAS credits along with their academic requirements. There are many opportunities to receive MAS credit including participation in MAS ministries, service-learning courses, international service experiences and additional volunteer opportunities outside the APU community.</p>	<p><i>Faith in Christ</i></p> <ul style="list-style-type: none"> Recognize the interconnectedness of their personal faith in Christ and service within local community. <p><i>Reconciliation in community with others</i></p> <ul style="list-style-type: none"> Value and experience reconciliation with self and others through building a sustainable community that respects persons with diverse life experiences. <p><i>Education that encourages life long learning</i></p> <ul style="list-style-type: none"> Pursue an educational process that encourages life-long learning and personal transformation through service experiences. <p><i>Engagement in biblically based social issues</i></p> <ul style="list-style-type: none"> Engage in global and local issues as it relates to biblically based values of reconciliation, justice, compassion, and stewardship. <p><i>Action through service alongside community</i></p> <ul style="list-style-type: none"> Articulate and live out their personal faith, values, and classroom experiences through service alongside local community.
<p>Multi-Ethnic Programs</p>	<p>The Office of Multi Ethnic Programs exists to provide cross-cultural programming and opportunities for respectful and safe dialogue to all APU students, faculty, and staff in order to promote racial reconciliation, unity, and an appreciation for all cultures represented within God's Kingdom.</p>	<p><i>Faith</i></p> <ul style="list-style-type: none"> Bible Foundation – Understanding of how the Bible relates to life issues. Spiritual Growth & Development – The ability to recognize when issues related to faith align or do not align with personal standards, and articulate a response that is motivated by self reflection and discernment. Intentional pursuit of relationship with Christ and development regarding Fruits of the Spirit. Faith Integration – Application of Biblical foundation and spiritual journey in every-day life. Moral & Ethical Development – Maintain integrity and character in all situations. <p><i>Relationship Skills</i></p> <ul style="list-style-type: none"> Interpersonal communication skills – Ability to express thoughts and ideas at a personal level, and discern appropriate communication with a variety of people or groups of people.

- Active listening skills – Ability to listen effectively and discern between appropriate and inappropriate responses.
- Build Healthy, Interdependent Relationships - Ability to build, nurture, and define relationships.
- Boundaries – Ability to state needs and communicate boundaries within a variety of relationships.

Leadership Skills

- Problem Solving – Ability to identify problem or conflict, discern related issues, identify barriers and avenues of support, consider options, and create and implement feasible action plan.
- Set & Achieve Goals – Set realistic goals, create realistic timeline, and identify avenues of support for accountability purposes. Willingness to take risks and learn from successes, mistakes, and failures.
- Communication Skills - Ability to articulate effectively through written and verbal communication, and utilize appropriate styles of communication with diverse audiences of various sizes.
- Creating Dialogue – Ability to tactfully challenge and articulate different perspectives with the intent of creating avenues for safe dialogue.
- Servant Leadership – Individual is capable of owning mistakes, empowering team members, and considering the needs and gifts of others. Individual exercises humility through tasks and interactions with others, and demonstrates a willingness to serve in all capacities. Individual seeks to be selfless.

Identity Development

- Cultural connections – Students will be able to define culture and their cultural connections.
- Awareness and ownership of values – Ability to articulate values, understand their sources, and apply them in everyday life.
- Integration of Strengths – Individual is capable of identifying and valuing personal gifts and strengths, and utilizing them in various capacities.
- Personal Growth – Individual is open to change or discomfort, able to balance emotions, and willing to ask for informal or professional counseling when necessary. Individual demonstrates self-awareness and self confidence, and seeks contentment.
- Stewardship – Individual exercises faithful stewardship of finances, gifts, and strengths, and remains open to God's calling.

Community of Difference

- Define Community of Difference – Individual is knowledgeable of issues related to diversity, has a basic understanding of the connection between culture, relationships, and values, and can articulate what communities of difference “look” like.

		<ul style="list-style-type: none"> • Value Individual & Group Differences – Individual understands role of difference in community, values diverse perspectives, is open minded, and able to work in diverse environments. Individual respects differences. • Racial Reconciliation – Individual embraces differences. Ability and willingness to forgive, and respond in love (agape). <p><i>Social Justice</i></p> <ul style="list-style-type: none"> • Historical Perspective – Individual is knowledgeable of historical events and perspectives that shape our current social systems. • Awareness – Individual is knowledgeable of current social issues and can articulate how they surface in communities worldwide. Individual understands own privilege, and how privilege can contribute to the problem. Individual is knowledgeable of current civil rights movements. • Social Activism – Individual understands his/her responsibility as a Believer, and is committed to responding to social inequalities, contributing to a solution, and serving the community. <p><i>Global Perspective</i></p> <ul style="list-style-type: none"> • Openness to Cultures Outside the USA – Individual seeks opportunities to experience cultures outside the United States. Experiences include but are not limited to: educational programs, international travel, remaining updated on current events, and interaction with people who hold citizenship in other countries. • Openness to Cultures Within the USA – Individual recognizes that cross-culture experiences are not limited to international experiences. • Recognize Imperialism – Individual can define imperialism. Broadly defined, the student will be able to identify when there is an “extension or imposition of power, authority, or influence” in policy or practice. <p><i>Vocation</i></p> <ul style="list-style-type: none"> • Life Long Learning – Individual is open-minded, teachable, and willing to learn new ideas, concepts, and perspectives. Individual seeks knowledge within and outside the institution via the classroom or life experiences. Individual demonstrates desire to continue learning process after graduation. • Graduate School Opportunities – Individual is introduced to and considers graduate school opportunities. • Career Guidance – Individual is introduced to career services on campus, receives career counseling, and considers other resources offered by career services (workshops, seminars, graduate school fairs, etc.)
Residence Life	The mission of the Office of Residence Life is to build Christ centered communities that promote the growth of the whole student.	<p><i>Residence Director Evaluation</i></p> <p>Residence Directors influence the residential students’ growth and development directly and indirectly through their leadership of their Resident Advisor staff. RDs shall</p>

		<p>demonstrate competence in and be capable of effectively passing on their knowledge of the following Student Learning Goals:</p> <ul style="list-style-type: none"> • Explaining the relevance of Jesus Christ to their personal and professional lives. • Demonstrating effective written and oral communication skills. • Demonstrating the ability to critically evaluate, integrate, and apply their knowledge. • Practice skillful collaboration within small group settings. • Apply acquired competencies through service in their community. • Demonstrate respectful and equal relationships with persons from diverse backgrounds. <p><i>Resident Advisor Competence</i> Resident Advisors directly influence the growth of the residential student population directly both by their interaction with other students and as students themselves. They shall gain competency in the following Student Learning Goals:</p> <ul style="list-style-type: none"> • Explaining the relevance of Jesus Christ to their personal and professional lives. • Demonstrating effective written and oral communication skills. • Demonstrating the ability to critically evaluate, integrate, and apply their knowledge. • Practice skillful collaboration within small group settings. • Apply acquired competencies through service in their community. • Demonstrate respectful and equal relationships with persons from diverse backgrounds.
<p>Student Success</p>	<p>The Office of Student Success exists for the purpose of transitioning students into the university setting, and placing within them the confidence and abilities that will help them remain in college, persist to graduation, and find God's calling in their life. The Office of Student Success currently seeks to achieve this through seven specific programs: Alpha, Beginnings, Bridges, Omega (senior experience), Orientation, Team Transfer, Wise Fools (sophomore experience).</p>	<p><i>Bridges Program</i></p> <ul style="list-style-type: none"> • Students are able to see beyond stereotypes • Student are given space to process, reflect, and support others • Students are equipped with leadership skills that prepare them to lead on campus • Students gain an understanding of problem solving and conflict managements skills • Students have an understanding of the reality of others and community resources available <p><i>Orientation Program</i></p> <ul style="list-style-type: none"> • New students feel a sense of connection and support • Parents have an understanding of the university and its personnel • Students and parents obtain the necessary information to help navigate their transition into APU • Students understand their legacy in APU's community <p><i>Beginnings Course</i></p>

		<ul style="list-style-type: none"> • Students are able to articulate and dialogue about Christian community • Students are able to identify and understand their Strengths • Students can successfully identify and dialogue about at least three major issues facing college students • Students gain a sense of belonging to APU and the surrounding community <p><i>Omega Program</i></p> <ul style="list-style-type: none"> • Seniors will feel prepared and confident to engaged in a job/graduate school search • Seniors can understand what it means to leave their legacy here at APU • Seniors understand their role as Alumni • Seniors feel prepared to maintain a spiritual, mental, and physical well being after graduation <p><i>Wise Fools Program</i></p> <ul style="list-style-type: none"> • Sophomores will understand they are a valuable part of the community of Azusa Pacific University • Students will demonstrate knowledge of the issues typically associated with sophomore experience and be able to identify specific outlets on APU's campus intended to help with said issues • Sophomores will be able to articulate an understanding of their calling and vocational direction • Sophomores will be able to make an informed decision and declare a major field of study <p><i>Alpha Program</i></p> <ul style="list-style-type: none"> • Alpha Coordinators/Alpha Leaders feel connected and supported • Students are not burned out • New students feel connected and supported • Students have an excitement about Alpha • Students understand their leadership skills with others • Students are able to articulate at least one skill or strength learned through their experiences
<p>University Counseling Center</p>	<p>The University Counseling Center exists to empower the students of Azusa Pacific University to realize their academic and personal potential by promoting psychological, social, and spiritual wellness through Christian counseling and outreach services.</p>	<p><i>Wellness</i></p> <ul style="list-style-type: none"> • Students who utilize UCC counseling services will experience enhanced overall psychological wellness. <p><i>Resource</i></p> <ul style="list-style-type: none"> • Students who utilize UCC counseling services will recognize counseling as a resource to enhance personal wellness during college and beyond. <p><i>Academics</i></p> <ul style="list-style-type: none"> • Students who utilize UCC counseling services will be empowered to achieve their academic goals. <p><i>Relationships</i></p>

		<ul style="list-style-type: none">• Students who utilize UCC counseling services will learn and apply adaptive relationship skills. <p><i>Spirituality</i></p> <ul style="list-style-type: none">• Students who utilize UCC counseling services will recognize the role of spirituality in personal well-being. <p><i>Group</i></p> <ul style="list-style-type: none">• Students who utilize UCC group counseling services will be exposed to and will develop new insights, attitudes, and perspectives through their interactions with other group members. <p><i>Outreach</i></p> <ul style="list-style-type: none">• Students who participate in UCC training and outreach seminars will demonstrate increased knowledge and awareness of mental health issues and UCC services.
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General Studies

General Studies

The mission of the General Studies Program at Azusa Pacific University is to provide students with a foundation in the liberal arts, developing skills, cultivating understanding, and providing experiences that lead to moral, intellectual, social, civic, and spiritual maturity.

God's Word and the Christian Response

- Intelligently and faithfully discuss Scripture and explain how history, culture, and the church influence the interpretation of Scripture
- Analyze the use of Scripture, tradition, experience, and reason to understand God's relation to humanity and all creation
- Develop a Christian perspective, to advance in spiritual growth and to bring about the purposes of God on earth

Aesthetics and the Creative Arts

- Articulate foundational knowledge, skills, and appreciation of the aesthetic values of various cultures
- Develop and apply their imagination and creativity through expressive opportunities

Heritage and Institutions

- Identify and describe connections between contemporary life and the human experience of other times and cultures
- Recognize and explicate certain patterns, processes and structures of human life, community and meaning, and cultural interaction
- Develop and articulate constructive ways to interact with and influence social structures

Identity and Relationships

- Articulate the dynamics and complexity of personal behavior and interpersonal relationships
- Analyze individual and culturally diverse approaches to common human concerns
- Demonstrate constructive ways to cultivate and nurture meaningful relationships

University Libraries

University Libraries

The University Libraries at Azusa Pacific University provide access to resources and services to support the research and information needs of faculty, staff, students, and the surrounding community; offer instruction on the use of those resources and services; and strive to honor God and fulfill the University's mission.

- The information literate student determines the nature and extent of the information needed. Performance indicators: a. Chooses and refines a research topic. b. Understands the differences between popular and scholarly sources and free and fee-based information sources. c. Understands research and publication process within a particular discipline.
- The information literate student accesses needed information effectively and efficiently. Performance indicators: a. Selects appropriate online library resource for information need (e.g., catalog for books, database for articles). b. Searches online library resources by keyword. c. Selects appropriate keywords, terms, phrases and synonyms for a particular topic. d. Uses Boolean operators and search limit features to focus a search. e. Locates full text of an article from a citation. f. Uses linked subject headings to find related sources. g. Determines local availability of cited sources and uses Interlibrary Loan/LINK+ as needed to locate items not held by the library. h. Uses a source's bibliography, footnotes, and references sections to locate additional sources of information.
- The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. Performance indicators: a. Recognizes components of a citation and uses them to determine the initial relevance of a cited source. b. Evaluates information sources for relevance, authority, and currency. c. Can locate materials reflecting Christian perspectives on a given topic.
- The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. Performance indicators: a. Successfully completes online information literacy tutorial modules. b. Successfully completes research process worksheet.
- The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. Performance indicators: a. Knows about basic library functions (e.g., reference, reserves, ILL) and policies. b. Cites sources according to appropriate style manual.